Our school at a glance
Dareton Public School is a small, rural school on the Murray River situated near the NSW, Victorian and South Australian borders. Current enrolment is 63 students, of which almost 88% are of Aboriginal heritage.

Working collaboratively with all stakeholders, we aim to provide a quality education, which will maximise the learning potential for all students. We acknowledge the fact that each child is unique and has individual talents and learning styles, and we recognise that every child has the same basic needs for physical, social, emotional and intellectual satisfaction. We aim to give all students the opportunity to reach their potential in a caring, sharing, supportive learning environment.

Senior students continue to be encouraged to develop leadership skills and to recognise the positive advantages of being able to work together to become an integral part of the school’s decision-making process.

In 2011, the school employed staff in a combination of permanent, temporary and casual capacities. All teaching staff met the professional requirements for teaching in NSW public schools.

Principal’s message
The school’s vision is for staff, students and families to work collaboratively to provide an education which fosters a love of learning; a respect for self and others; and an acquisition of knowledge which will enable them to take their rightful place within their own community, as well as within the wider global community.

As the educational leader of Dareton Public School, I am very proud to be working with such a dedicated and professional team.

My role as principal for the past three years has provided the opportunity to embrace change and build on a shared vision for the future. As we continue to work together with families and the wider community, we can provide relevant opportunities for continuous improvement. The students are beginning to demonstrate a greater understanding for the necessity to accept responsibility for their own learning. They are demonstrating success in a range of endeavours.

The active support from members of the local and regional AECG is exceptional, as is the involvement of the school’s P&C and individual members of the school community. The positive support to our shared vision to provide meaningful education for all students, is greatly appreciated and highly valued.

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.

Barbara McDougall (Principal)

P & C message
It is a time to reflect, but not to dwell on what could have been! 2011 has been a year of change and challenge for our Parents and Carers Committee. I would like to take the opportunity to thank Maritta Watson for her years of dedication and direction as secretary of the P & C committee and wish her good luck in her endeavours. Our parent representatives are all parents and carers who give up their time and experience to help your families. We know our assistance improves the quality of education, assists in providing facilities and equipment for the school and promoting the recreation and welfare of the students. We volunteer our time and are more than happy to participate and help with events and take an interest in what is happening in our children’s school.

Money raised by the P & C is used to benefit the school and its students. This year we have had such fundraisers as a Hot Dog Day, Footy Day, Mother and Father’s Day stalls, Easter raffle, Pie Drive and a Christmas Raffle. We have coordinated food, drinks, and the volunteers required to make refreshments available at school events, like the Year 3/4 sports day. Our fundraising efforts assisted in Jasmin and Courtney partaking in the State Basketball Championships with the Barrier side and
achieving great success by finishing third in the state.

There is no better way to be informed about the direction of the school. All parents and carers who contribute to school life are valued and appreciated. Funding is used to improve the school for our children and the hardworking staff. We are most fortunate to have dedicated staff. The support and direction that Mrs. McDougall and her staff provide, makes many tasks that much easier. By working together in a positive, effective manner, all parties benefit. We need continued support from our community members, so we have a strong voice across the school and to ensure that our voices are heard in making key decisions. I urge all parents and carers to seek a greater involvement; the level depends on time available. The school embraces parental participation and appreciates the benefit that it brings.

So, looking forward to 2012, we look to you to come join us. Come work in partnership; gather information from other parents and carers. Highlight common problems, areas to improve, provide assistance, be supportive and help in your child’s needs and desires.

Last, but by no means least, I would like to pay homage to my “Mothers in Arms”, Fiona Brown and Lyn McCarten, for their great work and assistance this year.

Kacey Pohlner (P&C President)

Student representative’s message

The 2011 school year is coming to an end. There have been some fantastic moments this year. For example, our NAIDOC day; the discos; Kelly Sports; Colour Your Plate; Boys and Girls group; SRC School Improvement activities and our fabulous school concert, just to name a few.

The students and the school as a whole have moved forward in many positive ways. The school is a better place to be, thanks to the efforts of the Mrs. Mac, teachers, staff, students and the community.

We know that in 2012 and beyond, Dareton Public School will continue to be a growing, happy, learning community.

We would like the new student leaders to continue to make our school a great place and to remember to stay smart, strong, proud and safe.

On behalf of all the Year Six students, thank you everyone for helping us to have the skills to move onto high school. We will always try to do our best in whatever we do.

Tarryn Shaddock and Bonnie Andrews (School Captains 2011)

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

Student enrolment over the past five years has continued to be variable, due to student population being transient throughout the year. However, fewer students are enrolling in neighbouring local schools as a result of parental concerns about bullying, which indicates a positive change in student relationships. Appropriate policies and procedures are implemented and positive change is being noted.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>57</td>
<td>44</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>45</td>
<td>36</td>
<td>37</td>
<td>32</td>
</tr>
</tbody>
</table>
Student attendance profile

Student daily attendance continues to cause concern, and the school is implementing a number of strategies to address this issue. An attendance audit was conducted early this year. Strategies to inform students and families about the impact poor attendance has on life-long learning is on-going. Programs to encourage regular attendance have been implemented.

Management of non-attendance

Student Attendance is monitored daily by the principal’s delegate, who meets with the Home School Liaison Officer (HSLO) and principal every week. In accordance with departmental policy, and with support from the HSLO, families are becoming more aware of the necessity to ensure that their child attends school regularly.

This year, teaching staff were allocated extra release from teaching duties, to build positive relationships with student families, and to actively promote school as a great place to be. This strategy is proving successful and more students are attending more frequently. However, although data demonstrates that attendance is improving, attendance statistics continue to be an area of concern.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K-1</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>2-3-4</td>
<td>3</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>2-3-4</td>
<td>4</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>

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>1.000</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1.000</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.494</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.200</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.200</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>2.000</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.206</td>
</tr>
<tr>
<td>Total</td>
<td>9.373</td>
</tr>
</tbody>
</table>

Using appropriate funding support (NP LowSES and SIPS) extra staff are employed on a casual and temporary basis to support identified student and curriculum needs. An Assistant Principal is maintained to embed quality teaching practice and support student learning.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Two Aboriginal Education Officers (AEOs) are included in the staffing entitlement. The AEOs work closely with staff, students and the community to enhance the learning outcomes for all students. They are an integral part of the decision making process.
Four Aboriginal community members are also employed to support individual student learning in the classroom.

Staff retention

2011 is the principal’s third year at the school. Two teachers and one Aboriginal Education Officer have each been working at the school for more than twenty years. They are very experienced educators and provide valuable knowledge about aspects of past practice, which enables current staff to provide opportunities for continuous improvement.

Casual and Temporary teachers are difficult to retain for long periods, given the complexity of the school site.

Teacher qualifications

All teaching staff met 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>67%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
</tbody>
</table>

Financial summary

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

The balance of funds carried forward is the balance at financial rollover, and includes funds which have been committed, but have not yet been debited to the school account at time of rollover.

$158,523.79 of the balance of funds carried forward has been committed, and has therefore been spent. Tied funds from SIPS, LowSES, SaCC are for specific purposes. Outstanding debts include outstanding salaries for maintaining the Assistant Principal position, outstanding salaries for learning support staff, SaCC administration (including $40,000 being held for proposed covered playground) as well as monies held for ATSI EP activities.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>291117.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>99117.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>295711.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2305.00</td>
</tr>
<tr>
<td>Interest</td>
<td>13356.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1607.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>703215.55</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>8424.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>2195.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8685.27</td>
</tr>
<tr>
<td>Library</td>
<td>3238.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2714.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>317712.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7428.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34234.69</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>26370.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>32352.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1408.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14783.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>459548.27</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>243667.28</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

The school is committed to offering students as many opportunities as possible in the arts, to assist in the development of greater self-image, confidence, and respect for self and others. This year, students have participated in:-

- **Dance:** Students in Years 3-6 learnt traditional dance during Term 4 and performed for the official opening of the new Library, which was funded by the Building Education Revolution Program.
• **Circus Arts:** Every Thursday small groups learn circus arts and perform for a wider audience.

• **Mural:** Sharon Kirby, a member of our community, designed large murals for the front side of the new Library and supervised student painting.

• **Move ’n’ Groove:** a whole school activity every Friday morning before formal assembly. Students, staff and parents learn new dances together in a positive way.

**Sport**

The development of sportsmanship is actively encouraged. The focus is on skills development, active participation, and having fun.

Our students have represented the school at district levels in cross country, athletics and a variety of team sports. In 2011 two students qualified and participated at the basketball state carnival in Tamworth. The students were part of the team that placed 3rd in the NSW State Carnival.

Students were supported in the concept of active sportsmanship by participating in:

• **Sports clinics:** Local clubs and community coaches conducted clinics to enhance skills in AFL, Rugby League, cricket and traditional Aboriginal games.

• **In-school clinics:** The school employed Mark Alvey to conduct weekly sport clinics across all classes for the duration of 2011. This provided Staff with professional development and the students with opportunities to refine sporting techniques.

• **Circus Arts:** The school used funds to employ the Circus Challenge Visiting Performance Group. Their experienced staff worked with students and provided professional development for our staff using diabolo, spinning plates, juggling and twirling sticks. From this experience the school produced a Circus Arts group that performed for special occasions.

• **Health Hustle** ~ four mornings a week. Each class participates in physical activity that builds sportsmanship and co-operative learning techniques within a twenty minute fitness regime.

**Other**

• **Colour Your Plate:** originally using funding from DADHC, a nutrition program was consolidated to include one class per term cooking every Thursday. They plan the menu, go shopping for the ingredients, and create a meal for their whole class. This year, they have been learning table manners, decorations and general eating etiquette.

• **Sewing Group:** Year 5/6 girls only. In Term 1 and Term 4, senior community ladies taught six students to sew. Students created items such as their own quilt.

• **Boys / Girls Group:** Senior students meet each Monday afternoon to work in gender groups.

• **Gardening:** Small groups work with male mentor to beautify school environment.

• **Golf:** With active support from Mallee Family Care, four senior boys learnt to play golf and are now members of the local golf club. The support and encouragement from AJ (their mentor) is highly valued.
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)

Literacy – NAPLAN Year 3

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. Therefore, due to the small number in the cohort, information cannot be publicly reported. The relevant personnel have been advised of their child’s achievements.

- Our students are not performing as well in spelling as their cohorts.
- 15% of students are in the top three bands for reading.

Numeracy – NAPLAN Year 3

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. Therefore, due to the small number in the cohort, information cannot be publicly reported. The relevant personnel have been advised of their child’s achievements.

- Comparison over time indicates that students continue to perform more strongly in problem solving activities than they do in concepts of multiplication and division.
- 75% of students are in Band 2 or above.

Literacy – NAPLAN 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. Therefore, due to the small number in the cohort, information cannot be publicly reported. The relevant personnel have been advised of their child’s achievements.

- Comparison over time indicates that students in Year 5 demonstrate greater skills in reading than they do in spelling.
- In Grammar and Punctuation, 41.6% were in Band 4 or above.
- Our school had higher growth rates in Grammar compared to the state. Our growth rate improved from 53.2 (2010) to 135.1 (2011)

Numeracy – NAPLAN 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. Therefore, due to the small number in the cohort, information cannot be publicly reported. The relevant personnel have been advised of their child’s achievements.

- In Year 5, 88.9% of students were in Band 4 or above.

Progress in literacy

![Average progress in Spelling between Year 3 and 5](image)
NAPLAN results indicate that students who can be tracked have demonstrated strong growth in literacy, especially Grammar and Punctuation. Value adding has been noted and these students have performed extremely well, indicating stronger progress than the state average. However, spelling and writing have been identified as areas for improvement.

Progress in numeracy

NAPLAN results indicate that students who can be tracked have demonstrated strong growth in numeracy. Value adding has been noted. However, numeracy has been identified as an area for further development.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school community recognizes and celebrates cultural events, such as NAIDOC Day, and receives consistent support and guided learning activities specific to Aboriginal culture from local AECG president, Ron Jackson, regional AECG president, Amanda Johnson and our Aboriginal Education Officers, Roslyn Thorpe and Naomi Carr. Their on-going involvement in all school matters is highly valued.

Acknowledgement to Country at weekly assemblies is respectfully appreciated by all students.
Students participate in Aboriginal dance groups, and have represented the school at local community gatherings. The students have earned the respect of the wider community for their skills as well as the respectful way they dance.

Our continued commitment to embed student understanding of core values and beliefs, along with improving tolerance and resilience, and to appreciate individual similarities and differences, continue to be key components of specific integrated units of work across all areas of the curriculum.

Students are achieving more successful outcomes in literacy as they embrace the concept of regular attendance and the notion that they can make a real difference to their own world by engaging in learning. Fewer days are being lost to suspensions, as students begin to learn in co-operative harmony with others.

**National partnership programs**

The school receives funding under the National Partnerships initiative. This funding enables the school to provide extra staff and resources to target areas for improvement. Based on relevant data collated from all stakeholders, the school is able to provide meaningful, engaging activities to enhance the learning environment for all students in a way that acknowledges student needs and celebrates difference. On-going monitoring processes allow for continuous improvement. Our vision is to target attendance and engagement to enable more successful outcomes in literacy and numeracy for all.

**Other programs**

The school also receives funding under the SIPS (Schools in Partnerships) program, which enables the school to build on community relationships and provide the opportunity for all stakeholders to be an integral part of the decision making process. Innovative programs have been implemented to support quality improvement strategies.

The school benefits from PSP (Priority Schools Program) funding to support literacy and numeracy initiatives, as well as Country Areas Program (CAP) funding, which provides additional funds to help improve the educational outcomes and opportunities of students who are educationally disadvantaged because of geographic isolation. These programs are vital components of our ability to provide an inclusive curriculum through opportunities to participate and share in collaborative activities with others.

**Progress on 2011 targets**

**Target 1**

100% of Kindergarten students will achieve Reading Recovery Level 2 or above by end of 2011.

Our achievements include:

- All students are able to write their own name and can match 1:1.
- All students can return sweep, state the starting point for reading, and retain reading direction.

**Target 2**

Increase percentage of student attendance from 73% in 2010 to 83% by end 2011.

Our achievements include:

- Attendance Audit was implemented, and monitoring records indicate that student attendance continues to be a concern.
- Data indicates that students in the early years continually arrive late, or are absent.
- Staffs are consistently maintaining accurate records of attendance.

**Target 3**

Decrease the percentage of students in Year 5 in the lower two bands in NAPLAN grammar from 75% to 45% by 2011.

Our achievements include:

- The % of students below National Minimum Standard (NMS) decreased. In 2010 67% of Year 5 students were below NMS. In 2011, 58% of Year 5 students were below NMS.
- Our school had higher growth rates in Grammar compared to the state. In 2010 NAPLAN, our growth rate was well below the state growth. Our growth rate improved from 53.2 (2010) to 135.1 (2011)
• In 2010 no students were in the top 2 bands (proficient) for grammar. In 2011, 8% were represented in the two top bands.

**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.

**Educational and management practice**

**Background**

In 2011 our school carried out mandatory evaluations through the reporting of the *Findings, Conclusions and Future Directions* of the Situational Analysis undertaken as part of the National Partnerships process.

**Findings and conclusions**

Number of days lost to suspensions has been drastically reduced due to all staff embracing the concept that they need to be educators and embrace student individuality. The notion that suspensions were deemed as a punishment no longer applies, and staff have embraced the necessity to create programs and procedures that meet the needs of individual students.

Community and family members are demonstrating more confidence in attending school activities and are becoming more actively involved in school matters. For example, the new school mural has been created with the active involvement of a community member who has worked with the students to create an excellent art work that depicts our school community.

Staff are demonstrating their confidence in the use of student data to inform planning. Analysis of NAPLAN results, running records and diagnostic tests are used more consistently to program for continuous improvement.

Data indicated that the majority of students who continually arrive late, or are absent from school, were from the K/1/2 classes. Their days lost is adversely affecting whole school data.

**Future directions**

• Continue to decrease days lost due to suspension by providing programs and strategies that build resilience and positive self-esteem in all students.

• Develop and embed concept of senior student leaders.

• Extra release from face-to-face teaching to enable teachers to build solid relationships with families and the wider community.

• Principal’s delegate to monitor student attendance twice per week, and meet with Home School Liaison Officer (HSLO) once a week to maintain effective attendance strategies.

• Continue to provide innovative programs and activities that engage students.

**Curriculum (Literacy)**

**Background**

When studying past trends, the findings indicated that some students do not begin to successfully engage in formal learning until late in Year 1 or Year 2. Our data supported those findings, which leads to underachievement in the later years of schooling.

To enable students to achieve more successful outcomes in literacy, we needed to provide intensive support to the early years.

As a direct result of the trend data, we created the concept of the Early Learning Pod for students in Kindergarten and Year One, which was serviced by one full time teacher, and two teachers @ 0.6. Two of the teachers are trained in Reading Recovery. Two teachers trained in Best Start strategies. The Early Learning Pod was also supported and mentored by Tracey Simpson, Community Partnerships & Early Years Director.

**Findings and conclusions**

The concept of the “Early Learning Pod” for Kindergarten/Year 1 has been successful, with all students in the early years being able to write their own name and match 1:1. They can all return sweep when reading; state the starting point; and retain reading direction.

Level of student engagement has increased across all years, as a consequence of staff recognizing and accepting the necessity to provide engaging lessons that are significant and appropriate.
Attendance at weekly school assemblies is increasing and families are responding to the concept of “Smart, Strong, Proud and Safe”.

**Future directions**

- Implement effective STLA position to ensure on-going assessment strategies guide programs for continuous improvement.
- Continue with implementing the concept of the Early Years Framework with departmental support.
- Greater involvement with SaCC to involve families in student learning.
- Implement concept of Listen and Learn program to assist students with conducive hearing loss.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

- Responses from school community members attending P&C meeting, using graphic organizers, was positive and informative.
- Formal meetings were attended by relatively small number of student family members. However, community gatherings were more successful and family members were supportive of the school and the way issues were being addressed by the executive.
- Staff, students and families believe that the school climate is far more positive, more students are engaging in learning, and fewer students are causing concern.
- Programs such as Circus Arts, Colour Your Plate, and Move ‘n’ Groove continue to be highly valued by all stakeholders.
- The school is addressing student behavior more consistently and successfully.
- Students feel safer at school now than ever before.

- The celebration of student achievement was identified as an area that needs to be promoted more consistently.
- Communication with the school personnel is becoming more effective.

**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 specified tied funds, such as NP Low SES (National Partnerships), SIPS (Schools in Partnerships), Country Areas Program (CAP) and Priority Schools Program (PSP).

- All Staff received training in NCIS program.
- 100% of school professional learning funds supported staff professional learning.
- 95% of staff attended a combined Staff Development day with neighboring primary school as well as the local High School.
- 2 Staff members where retrained in Brain Gym.
- Staff continued contact training for ‘Reading to Learn’.
- New scheme teachers were supported with induction courses and quality teaching frames works.
- 98% of staff were trained in ‘Kagan’ quality training.
- 3 Classroom teachers received week long training with David Langford.
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

Students will experience success in literacy.

2012 Targets to achieve this outcome include:

- Increase the % of Year 5 students in the top 2 bands in NAPLAN grammar from 8% to 20%.
- All students in Kindergarten will achieve PM Benchmark level 2 or above by end 2012.
- All students in Year 2 (Stage 1) will achieve PM Benchmark level 15 or above by end 2012.

Strategies to achieve these targets include:

- Provide professional development for all staff in analysis of NAPLAN data and school assessment
- Build teacher capacity to enable them to demonstrate deep knowledge and understanding of process of running records, and necessity to implement routines and structures.
- Learning Support staff trained in all aspects of Multi-Lit and Listening & Learn programs.
- Utilise departmental personnel to support professional development for staff.

School priority 2

Outcome for 2012–2014

Students will experience success in numeracy.

2012 Targets to achieve this outcome include:

- Provide professional development for all staff in analysis of NAPLAN data and school assessment
- Increase % of students in Year 5 in top 2 Bands (proficient) of numeracy from 25% to 50% in NAPLAN test 2012.

Strategies to achieve these targets include:

- Provide professional development for all staff in analysis of NAPLAN data and accessing SMART data.
- Classroom teachers implement PLPs for all students.
- Stage 2 and Stage 3 teachers implementing EMM (Elementary Maths Mastery) programs.
- Kindergarten and Year 1 teachers to participate in early years of learning strategy to implement effective numeracy programs.

School priority 3

Outcome for 2012–2014

Empower students, staff and families through the promotion of their identity, culture and leadership opportunities.

2012 Targets to achieve this outcome include:

- Increase number of students (K-6) involved in Personalized Learning Plans (PLPs) from 20% to 100%.

Strategies to achieve these targets include:

- Provide opportunities for staff, students and community to participate in Cultural Experiences together.
- Allocate classroom teachers one day per term to communicate with student families to develop and review PLPs for every student in their class.
- Beautify school environment to reflect cultural awareness and respect.
- Participate in activities that promote self-awareness and self-worth.
- Access active support from Dare To Lead personnel and the Smarter Stronger Institute (Qld).
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.

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