2008 Annual School Report
Dalton Public School

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

Principal's message
Dalton Public School is part of a small rural community, with students drawn from the villages of Dalton and Gunning, as well as from surrounding properties.

As a school, we focus on providing individual programs to meet the academic and social needs of all students. In particular, we value the support the older students are able to provide to the younger children. The quality of these programs is evident in the many academic, sporting and cultural successes outlined in this report.

The school has excellent facilities for the students. These include well resourced, air-conditioned classrooms, covered playing areas, an all-weather sports court, a bushland area and a well resourced library and computer room.

The P&C Association was placed in temporary recess early this year, due to the very small number of parents able to give the time needed. Before this, they were able to continue the provision of student accident insurance and allocated funds to the school to help provide end of year book prizes and Year 6 gifts.

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.

Janet O'Dea

Student representative's message
Our time at Dalton Public School has changed our lives for the better.

We have all had a good year in Year 6 and we have all learnt so much. Every day has been fun. We will miss the school and everyone in it when we go to high school. Our teachers have given us confidence, they have taught us to learn and they have had faith in us. We have been formed into young leaders. They have prepared us for high school, in our learning and in our attitude.

We would like to thank everyone who has made our school a better and safer place in our time here.

Student Representatives
Becky Bown, Sarah Brown, Kahlie Bush, Morgan Medway

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.

Enrolments this year reached 27 in Term 3. With this level of enrolment we were able to maintain two classes.
Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>17</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

As at Term 1

Student attendance profile

Student Attendance

<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>91.7</td>
<td>90.9</td>
<td>92.8</td>
<td>89.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</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>

Attendance rates have dropped significantly this year. While a major component of this is easily accounted for by an increase in illnesses and family holidays, there are still many days absent for unjustified reasons or that are unexplained by parents.

The number of days on which students are late arriving at school has significantly reduced this year.

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.

Structure of classes

In 2008, Kindergarten to Year 3 formed one class, while the second class consisted of Years 4 to 6. This structure allowed for classes of about equal size, maximising the time available to address individual needs in each class.

Class Sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4-6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>K-3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>K-3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K-3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>K-3</td>
<td>K</td>
<td>1</td>
</tr>
</tbody>
</table>

We are very fortunate to have such small class sizes. These small classes allow for each student to receive individual attention.
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

The teaching principal, Mrs Janet O’Dea, was supported by one full time classroom teacher, Mrs Tracey Leggett and one part time teacher, Mrs Suzi Shaw. Mrs Shaw was at the school three days per week, providing library and computer classes, working with small groups of students on individual programs and providing classroom release time.

We had a School Administration Manager three days each week and a General Assistant, Mr Richard Rayner, one day per week.

The school had four days access to a school counsellor and four days access to a Support Teacher Learning Assistance. This support was provided by Dinah Walker, who was able to maximise the available time by being at the school a few hours each week, providing ongoing support for the students with whom she worked.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</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></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention

The only staffing change this year was the loss of our School Administration Manager, Mrs Heather Newman, when she moved to Wagga Wagga. Mrs Newman commuted from Wagga Wagga each week during first term and then took leave for the remainder of the year. Her place has been very capably filled on a temporary basis by Mrs Kerry Foran.

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 unavailable due to the small staff numbers.

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>33</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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>79,285.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>42,043.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>11,657.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,118.88</td>
</tr>
<tr>
<td>Interest</td>
<td>5,180.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,846.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>143,132.05</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,530.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>512.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,001.30</td>
</tr>
<tr>
<td>Library</td>
<td>5,598.85</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>120.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18,815.40</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,206.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>8,679.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5,219.37</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,713.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,846.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>63,243.92</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>79,888.13</strong></td>
</tr>
</tbody>
</table>

Of the amount carried forward, funds have been set aside to replace expensive items such as the ride-on mower, the photocopier and computers should this be necessary. An amount is also saved towards the future purchase of new playground equipment.

A full copy of the school's 2008 financial statement will be tabled at the annual general meetings of P&C in early 2009.

Further details concerning the statement can be obtained by contacting the school.

School Performance, Programs and Initiatives 2008

Arts

Public speaking was again a major focus of the English program, with Sarah Brown and Andrew Hansen representing the school at the Gunning and District Lions Club public speaking competition. It was particularly pleasing to see the improved confidence of all students in speaking in front of an audience.

This year we participated in the Renew art project for the first time. All students participated in a workshop with professional artists, during which they began making Australian animal models from recycled materials. The children continued to work independently on the models. When completed, the models were exhibited in Queanbeyan, Marulan and Crookwell.
Dalton Public School were the winners of the 2008 Upper Lachlan Small Schools bush poetry competition, with a bush ballad about the town and the school, written as a joint effort by the students.

We participated in a range of excursions throughout the year to enhance our arts program. These included Musica Viva performances, a performance by the James Ruse Agricultural School band, a Write Ideas performance and a live production of Possum Magic at the Canberra Theatre.

**Sport**

The highlight of the 2008 swimming carnival was again the high level of participation by Dalton students, four of whom went on to represent Gunning and Dalton at the district carnival in Yass. These students were Morgan Medway, Sophie Miller, Kahlie Bush and Amanda Hansen. Morgan and Sophie were 11 years age champion and runner-up respectively.

Dalton hosted the Gunning-Dalton athletics carnival in 2008, achieving excellent results. Amanda Hansen, Andrew Hansen and Sophie Miller were overall age champions, while Kahlie Bush and Becky Bown were runners-up in their age divisions. Jayke Poidevin, Morgan Medway, Dylan Hansen and Liam Beckhaus also represented the schools at the district carnival. Dalton was successful in winning the school trophy on the day.

All students received two terms of professional tennis coaching.

We participated in the inaugural Premier's Sporting Challenge. Every student received a silver medal certificate, presented by our local MP, Katrina Hodgkinson. These certificates celebrated completing an average of 45 minutes physical activity per day over a fifteen week period.
Receiving certificates for the Premier’s Sporting Challenge.

All students participated in the Telstra Bush to Beach program, designed to improve safety in the surf for children not living on the coast.

Telstra Bush to Beach Program

Premier’s Reading Challenge

For the fourth consecutive year, every student completed the Premier’s Reading Challenge. Sixteen students received their gold certificate for completing their fourth challenge. This excellent effort means that over the last four years, these students have read a minimum of eighty books.

Kindy Start

Our Kindergarten orientation program, known as Kindy Start, has become a well established way of introducing pre-school children to school life. The program runs over four Friday mornings in October and November, providing the new students with the opportunity to experience a wide range of classroom and playground activities.

The program aims to assure both new students and new parents that Dalton Public School provides a warm, welcoming and secure environment for learning.

This year, two new students, Rory Walsh and Brynn Matthews, completed the program, ready to start school in 2009.

Aboriginal education

Aboriginal perspectives are included as a part of the curriculum across all key learning areas. As a result, the students are able to gain an understanding of the Aboriginal people in Australian history and contemporary society. Students also participated in a range of activities to develop an awareness of traditional Aboriginal culture.

Multicultural education

An awareness of, and respect for the diversity of cultures in Australia and the wider world is developed through specific studies of other cultures and by taking advantage of opportunities as they arise. Much of the music program this year was based on the musical traditions of other cultures.
Respect and responsibility

Students are taught responsibility and to respect themselves and others both through specific student welfare programs and through the expectations, care, respect, dedication and behaviour of staff. Some of the features in 2008 were:

- raising funds for Stewart House through end of term mufti days;
- raising funds for the school through the Fun Run;
- senior students leading school events such as assemblies, Presentation Night, ANZAC Day and Remembrance Day ceremonies, and greeting and thanking guests at the school;
- participation in the local ANZAC Day march;
- reinforcement, through stressing practical applications, of the school values as established during the values survey and student forum held last year.

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 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)

The privacy of all students is to be maintained at all times. Specific average progress information is not available to be reported when there are less than ten students in a year group. Accordingly, such information is not available for 2008.

Progress in literacy and numeracy

The average progress made by our Year 5 students in both literacy and numeracy was significantly higher than state average progress. It was also significantly higher than average progress made by similar schools. In reading and overall literacy, the progress of Dalton Public School students was the highest in the Queanbeyan region. In writing, our growth rate was well above state average, although writing is still an area needing improvement. In numeracy, our growth was just below state average.

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 cannot be specifically reported due to the low student numbers, however as a school we were extremely happy with the results achieved against these standards.
Progress on 2008 targets

Target 1
To achieve quality teaching and learning programs to achieve improvement in literacy development.

Our achievements include:

- our Year 5 students achieved the highest average growth in reading and in overall literacy in the Queanbeyan district. This growth was far in excess of the state average growth;
- our Year 5 students achieved average growth in writing well above state average;
- all students reading within Reading Recovery levels made gains of ten or more levels;
- every student completed the Premier’s Reading Challenge, with sixteen children receiving a gold certificate for four years’ completion.

Target 2
The development of quality teaching and learning programs to enhance student competency in numeracy.

Our achievements include:

- purchase of significant resources to allow for practical mathematics lessons and for meaningful incorporation of ICT into mathematics lessons;
- all children achieving significant growth in assessment data;
- significant growth in number and measurement.

Target 3
To improve the use of technology in the classrooms.

Our achievements include:

- provision of additional laptop computers to allow group ICT activities in classrooms;
- frequent use of the interactive whiteboards as a component of classroom activities across a range of KLAs;
- all Stage 3 students able to prepare and present a powerpoint presentation;
- Stage 2 and 3 students able to produce a word document without assistance.

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 the teaching of spelling and on the overall school culture.

Educational and management practice – school culture

Background
The culture of the school reflects the attitudes held by the students and the community.

Findings and conclusions
The parents responding to this survey or agreeing to be interviewed agreed or strongly agreed that:

- the school knows the families and community which it serves;
- the school encourages each child to learn and do their best;
- the school is continually finding ways to improve what it does and can make important changes when necessary;
- the students were the main concern of the school.
Two areas of concern mentioned by the parents were that:

- very few parents actively supported the school through participation in school and P&C events;
- the students were not praised or rewarded enough.

Student responses to the survey correlated well with those of the parents in all but one area. The students felt they often received praise or reward for work well done or for positive behaviours.

Future directions
The praise and rewards given to students need to be more clearly communicated to parents.

Parents should be continually invited and encouraged to participate in school activities.

Curriculum - Spelling
It was decided to focus our evaluation on spelling, as a significant component of writing.

Background
Spelling was considered an area of writing in which improvement was needed. Parents and students were surveyed or interviewed to gauge their understandings of the spelling program and its effectiveness.

Findings and conclusions
In general, the parent responses were very positive. All parents responding strongly agreed that spelling was an important subject for their children’s future success. Most parents agreed or strongly agreed that their children were developing in their ability to spell previously unseen words. Most parents also agreed or strongly agreed that spelling should be taught in a structured way and that rote practice for homework was beneficial.

While almost all respondents agreed or strongly agreed that the school had kept them well informed about the teaching of spelling and their child’s spelling progress, some disagreed with this. They were unaware that spelling was taught every day, not just when tests were given.

Future directions
Our current systematic spelling program, which emphasises phonemic awareness and vocabulary development, needs to be continued and built upon. Links to spelling need to be constantly made in all KLAs to improve the students’ awareness of transferring spelling knowledge into all their writing. Information about class spelling activities needs to be more directly communicated to parents.

Professional learning
A variety of professional learning activities were undertaken by all staff members in 2008. These included Occupational Health and Safety training and training in the new enrolment system and procedures, training in the use of the electronic whiteboards and updating of teaching skills in the Key Learning Areas of English and mathematics.

School development 2009 – 2011
The School Plan for 2009-2011 has been developed. It includes identified school needs and directions which link into the Illawarra and South East Region Key Directions 2009-2011.

Targets for 2009
Target 1
To develop quality teaching and learning programs which engage the students in literacy learning and achieve improvement in literacy development.

Strategies to achieve this target include:

- use of PSFP funding to employ additional staff;
- utilise ICT resources in literacy sessions;
- participation in the Accelerating Literacy program;
- a renewed focus on the Quality Teaching model.
Our success will be measured by:

- maintaining a top 5 position across the SEG in literacy growth from Year 3 to Year 5;
- achieve a top 5 position across the SEG in writing growth;
- having no Year 3 students under band 3, and no Year 5 students under band 6 in NAPLAN 2009.

**Target 2**

The development of quality teaching and learning programs to enhance student competency in numeracy.

Strategies to achieve this target include:

- using SMART data from the NAPLAN assessment to identify areas of numeracy underperformance;
- developing a more efficient tracking system to monitor student progress;
- using the PSFP funding to provide staff to support students;
- incorporating technology through greater use of the electronic whiteboards and through a Mathletics subscription for each student.

Our success will be measured by:

- significant growth from Yr 3 to Yr 5 being achieved in NAPLAN testing;
- having an efficient tracking system in operation so that the progress of all students is easy to follow;
- having no Year 3 students under band 3, and no Year 5 students under band 6 in NAPLAN 2009.

**Target 3**

The development of quality programs to increase fitness, endurance and physical education skill development.

Strategies to achieve this target include:

- participation in the Live Life Well @ School program;
- explicit teaching of fundamental movement skills;
- purchase and installation of new fixed equipment with a specific fitness focus.

Our success will be measured by:

- all children bringing at least one piece of fruit to school each day;
- all students demonstrating improvement in fundamental movement skills;
- all students showing a 10% improvement in measurable fitness activities.

**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.

Janet O'Dea            Principal
Tracey Leggett        Teacher
Kerry Foran              SAM
Becky Bown             Student Representative
Sarah Brown            Student Representative
Kahlie Bush             Student Representative
Morgan Medway      Student Representative
School contact information
Dalton Public School
Jobson St, Dalton 2581
Ph: 02 48456210
Fax: 02 48456203
Email: dalton-p.schoola@det.nsw.edu.au
School Code: 1723

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: