Dalton Public School
Annual School Report 2013
School context
Dalton Public School is an excellently resourced small school located approximately half way between Yass and Goulburn in rural NSW.

Principal’s message
2013 highlighted and improved key areas pointed out in the school plan, through hard work and consistency by staff and students. The main areas that we focused on were writing, student engagement and school attendance as well as implementing the new Australian Curriculum.

I am pleased to report that the level of writing this year and over the last three years has improved from all students. The Positive Behaviour in Schools Program (PBS) has been an outstanding success improving both student engagement and attendance dramatically. The average student attendance has been maintained at approximately 95% over the past three years.

2013 is my final year as Principal of Dalton School and I feel very honoured to have been the Principal for three very enjoyable, challenging and satisfying years.

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.

Dominic Jones

P & C message
On behalf of the Dalton School P & C, I would like to thank all parents and members of our community who have so enthusiastically supported the P & C in its fundraising efforts throughout the year.

It has been a busy and successful year on the fundraising front, including:
- an amazingly successful stall at the Gunning Fireworks Spectacular,
- regular and substantial contributions from chocolate sales,
- Election breakfast BBQ,
- the annual quilt raffle (kindly donated this year by the Dalton Craft Ladies),
- clearing sale catering, and
- Dalton Village Garage Sale.

Not only have these events raised significant funds, they have also been rewarding in terms of the interaction we have had and the support and encouragement we have received from the wider community.

The monies raised have been applied to various projects including:
- the purchase of furniture for the library
- the purchase of sewing machines
- hats for the kids
- a new BBQ, urn and tables
- funding of the transport to the Camp for the more senior students, and
- the Possum Magic excursion.

We have also been successful in obtaining grant funding from Origin Energy for the development and improvement of the bush block.

I would like to acknowledge, and to have recognised, the generous contributions of time, energy and resources given by the P & C members in all of the activities we have undertaken. I would also like to express our appreciation for the time and enthusiasm given by Principal Dominic Jones to the P & C and its fundraising ventures and for helping us to find ways that we can help our kids.

Alister Waine (Phil)
President, Dalton Public School P & C, 2013

Student representative’s message
I like Dalton Public School because of all the things you can do, like tennis and school excursions. My favourite part about this school is it is such a small school with only eighteen kids. It is pretty fun especially when we play soccer or rugby. The teams don’t have to be so big. Mr Jones is one of the best teachers I’ve ever had because he is really sporty. Mrs Shaw is a really good teacher because she is really nice to everyone. Mrs Foran is really good because without her this school wouldn’t run as well as it does. She does a great job in the office.

Rory Walsh
Student Representative
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>13</td>
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<tr>
<td>Female</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>na</td>
<td>98.0</td>
<td>98.9</td>
<td>97.8</td>
</tr>
<tr>
<td>1</td>
<td>73.7</td>
<td>89.4</td>
<td>92.9</td>
<td>93.9</td>
<td>98.9</td>
</tr>
<tr>
<td>2</td>
<td>87.8</td>
<td>na</td>
<td>100.0</td>
<td>88.0</td>
<td>96.6</td>
</tr>
<tr>
<td>3</td>
<td>75.8</td>
<td>93.6</td>
<td>na</td>
<td>94.0</td>
<td>89.0</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>82.1</td>
<td>90.2</td>
<td>na</td>
<td>94.8</td>
<td>na</td>
</tr>
<tr>
<td>6</td>
<td>89.7</td>
<td>71.3</td>
<td>96.5</td>
<td>na</td>
<td>95.5</td>
</tr>
<tr>
<td>Total</td>
<td>86.5</td>
<td>90.1</td>
<td>96.3</td>
<td>94.2</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Both formal and informal strategies are used in an effort to maximise student attendance. If students are not at school and it is of concern, direct contact is made with parents and formal reminders are sent home if absences are unexplained. The Home School Liaison Officer is contacted if there are no improvements.

Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.95</td>
</tr>
<tr>
<td>Total</td>
<td>2.65</td>
</tr>
</tbody>
</table>

No current staff member is known to be of Aboriginal or Torres Strait Islander origin.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</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.
## Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$70818.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>$41979.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$18460.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$2278.60</td>
</tr>
<tr>
<td>Interest</td>
<td>$2277.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$3000.27</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$138815.25</strong></td>
</tr>
</tbody>
</table>

## Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$13903.14</td>
</tr>
<tr>
<td>Excursions</td>
<td>$251.50</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$9028.85</td>
</tr>
<tr>
<td>Library</td>
<td>$5538.23</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1448.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$18312.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$119.16</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$7066.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$5406.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$2392.31</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$3000.27</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$7272.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$73740.65</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$65074.60</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance, education and achievements 2013

#### School Culture – PBS

2013 continued to build on the solid and successful school culture that was established in 2012. All staff and students felt more settled into the school core values of Respect and Responsibility finding and rewarding real examples of these values in the students and their behaviour throughout the year. This was made clearer and easier with the development of the PBS matrix, which clearly defined what behaviours are expected.

It is at the stage now where students are self-monitoring themselves and looking out for one another. This year, it has not been unusual for a student to identify when another student is being respectful or responsible, and to let a staff member know. To be able to reach this point is very rewarding and indicative of the ongoing success of the implementation of the PBS program.

#### Music

Dalton School music programs continued to grow in 2013 under Mrs Kerry England as well as through the Goulburn Regional Conservatorium (GRC). Individual music lessons through the GRC continue to be an outstanding and unique opportunity for students with over half the total school population opting for private tuition. The GRC have assisted students to develop the Dalton School Ensemble Group. This group played at assemblies and opened Presentation Night at the end of 2013.

#### Dance

Throughout 2013, students participated in dance lessons from a dance teacher covering dance styles such as hip-hop, funk and partner dances. Dance is part of the Creative and Practical Arts curriculum area and it has assisted students with co-ordination as well as being a fun weekly activity.

#### Public speaking

2013 was an outstanding year for Dalton School Public speaking with a student representative in every age group. All students spoke well with Miki Thorneycroft winning the year 6 category and Ned Jones winning the year 4 category. The victory by Ned Jones was most notable as he is only in year 2 and was very happy to step up and compete against students two years his senior.

#### Small Schools debating competition

Following the success of the Public Speaking, Dalton School participated in the Small Schools Debating Competition this year for the first time with Breadalbane and Tirranna Public Schools. It was a very enjoyable and social day for the
students and it was a great learning experience as far as being exposed to all the skills required for a successful debate such as writing a structured speech in a set time, presenting the speech and rebuttal.

**Anzac Day**

Anzac Day was an outstanding display of student spirit through their willingness to be involved in the community. Like every year, all students marched proudly in school uniform and Miki Thornycroft represented Dalton School with an inspiring ANZAC poem, which she read out in front of the ANZAC congregation.

**GCOPS**

Dalton students in year 4-6 participated in the GCOPS (Goulburn Community of Public Schools) music concert in both singing and a group dance. Students performed their dance, which was to *Beat It* by Michael Jackson, in front of a packed house.

**Athletics**

It was another fun and entertaining athletics carnival this year held at and organised by Gunning Public School. Special mention to the Juvenile, Junior and Senior relay teams that came a close second and also to Samantha Poidevin, Luke Miller and Rory Walsh for their results in their 100 metres, Shot Put and 200 metre events.

**Swimming**

The Dalton / Gunning swimming carnival this year held significant meaning to students, parents and staff as it was the first time Dalton School had won the event in ten years! Every single student participated in one or more events in the pool showing a keen proudness and eagerness to represent the school.

**Tennis**

Tennis lessons in 2013 continued with Kevin Murphy every Wednesday. Kevin’s lessons are always exciting and fun, jam-packed full of games and fitness.

**Sewing**

Kath Vivas continued to give her time voluntarily to the school to teach sewing to all students every Wednesday. Throughout the year, students sewed iPod covers, cushion covers and painting aprons just to name a few items.

**Biennial Small Schools Camp to Milson Island**

The Sport & Recreation camp held in August this year was a valuable learning experience for our Years 4-6 students. Some of the activities included abseiling, archery, bushwalking, canoeing and a giant swing.
Aboriginal Education

Dalton School continues to provide programs and lessons to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are taught across all grades K-6, predominantly through the HSIE syllabus and are included in relevant assessment tasks.

Multicultural Education

The school has maintained a focus on multicultural education. Class discussion on current issues has deepened the knowledge, skills and understanding of students.

Academic achievements

- 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.
- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- 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
- and enter the school name in the Find a school and select GO to access the school data.
- The reporting of information must be consistent with privacy and personal information policies. As we only had one student in Year 3 and no students in Year 5 we are unable to give a detailed report on school achievements in NAPLAN.

School planning 2012—2014

Progress on 2013 targets

School Outcome 1

Numeracy – Increased levels of numeracy for all students.

Evidence of progress towards outcomes in 2013:

- All students now have access to the new online resource - Maths Online. This program is a step-by-step guide to understanding one or more ways of working out Mathematical problems relating to all areas of the Mathematics curriculum.
- All students have shown an increase in times table knowledge.
- All students have been SENA tested and results have been used to inform ongoing numeracy programming.

Strategies to achieve this outcome in 2014

- Reinforcement of appropriate learning outcomes using technology based learning programs with certain tasks being set to meet the individual student needs regarding foundation of concepts and extension activities.
- Regular explicit teaching working to developing a greater understanding of the learning outcomes and the ability to utilize this knowledge when working mathematically.
• Regular assessment of children using differentiated assessment tasks and annotated notes.

• Integrated intervention from the SLST and SLSO with children requiring further support to achieve appropriate stage outcomes.

School Outcome 2

Literacy – Increased skill levels of writing for all students.

Evidence of progress towards outcomes in 2013:

• Allocated weekly class time focusing on writing evident in programming and reflective of student needs. Outstanding improvement in spelling test results showing a 30% increase by each student in 2013.

• Class assessments and learning support testing allowed for student tracking and recording of all benchmark levels.

• All students self-monitor and challenge themselves through the new literacy program Literacy Planet at or above their year level in spelling, punctuation and grammar. All students have a full year subscription to Literacy Planet for 2014 to be used at school and at home.

Strategies to achieve these outcomes in 2014:

• Programmed daily literacy sessions that are appropriate for individual student needs in order to achieve the outcomes of the Australian Curriculum.

• Providing professional learning opportunities for teaching staff. Teachers shadowing L3 trained teacher and developing new pedagogy.

• Alignment of programs between teaching staff to ensure consistency of Teaching and Learning as well as Assessment and Reporting.

School outcome 3

Student Engagement and Retention – To improve school culture and to involve the whole school community in creating an environment that respects and responds to needs, thereby fostering greater student engagement in school programs.

Evidence of progress towards outcomes in 2013:

• The school values of Respect and Responsibility have been implemented all around the school and in the school newsletter as a constant reminder to staff and students.

• Values are always mentioned and acknowledged at all school assemblies and presentation nights with awards and book prizes.

• Students monitor their own behaviour and point out the good things others are doing in order to receive a recognition dot.

Strategies to achieve these outcomes in 2014:

• Continue PBS program initiated in 2013 with review of the behaviours that constitute respect and responsibility on the values chart.

• Review of the current School Rules. Aligning the student expectations with the PBS core values for both in the classroom and outside the classroom.

• Review and update existing anti-bullying policy, aligning it with the PBS core values.

• Ensure all staff are aware of the PBS strategies in the school and consistent approach is taken.

School outcome 4

Curriculum and Assessment - By 2014 Literacy syllabus documents and programs reflect the requirements of the Australian Curriculum.

Evidence of progress towards outcomes in 2013:

• All professional development relating to the implementation of the Australian Curriculum has been attended and completed.
• English Scope and sequence to be delivered day one in 2014 has been completed ready to implement.

• Regular meetings throughout 2013 with surrounding small school small network group.

Strategies to achieve these outcomes in 2014:

• All staff are teaching from the K-6 Australian Curriculum from Term 1 2014.

• Continued support and development is offered to all teaching staff to further their understanding of the Australian Curriculum in English K-6.

• Both formal and informal meetings with teaching staff regarding issues or concerns of the implementation of the Australian Curriculum.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of school communication as well as the curriculum area of English.

Education and management practice

SCHOOL COMMUNICATION

Background

Parents were asked to nominate their preferred method of communication with the school and whether or not they were able to access the school website and if communication with the school through P & C meetings was a means of communication that they accessed.

Findings and conclusions

Of the parents who responded to the survey:

All used telephone contact, personal contact and emails to communicate with the school.

All respondents found email communication the most useful and easiest to use.

The usual methods of communication were email, phone and personal contact.

100% of parents had access to the Internet and accessed the school website.

90% of parents surveyed were able to attend the P & C meeting and found them a very informative way of communicating and finding out what was happening in and around school.

100% of parents read the fortnightly newsletter.

Future directions

Set up all parents as an email group for regular messages and updates on school excursions, absent notes, school newsletters and permission notes.

Keep the school website regularly updated with photos, newsletters, P&C notes and excursion permission notes.

CURRICULUM – ENGLISH

Background

Parents were asked their views on the teaching and learning of English at Dalton Public School. Parents are provided with two formal detailed reports on English a year as per DET requirements. Formal parent interviews are offered at the end of term 2 and term 4. Parents may also request a meeting to discuss their child’s progress in English.

Findings and conclusions

Of the parents who responded to the survey:

95% of parents thought that the reports about their child’s progress in English were useful.

99% of parents were satisfied with the frequency of reporting in English.

100% of parents strongly agreed that English was an important subject for the child to learn.

90% of parents agreed that their child had learnt new skills in English this year.

100% of parents agreed that learning English in ways other than in the classroom was important, such as through drama, theatre and school excursions.
Future directions
Continue to go on excursions supporting English such as plays and theatre.
Communicate and give regular feedback to students and parents in relation to class performance and testing relating to English.

Parent/caregiver, student and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about homework.
Their responses are presented below.

Findings and conclusions
90% of parents agreed that homework was engaging and relevant and that it supported the learning needs of each student.
80% of students surveyed enjoyed homework and agreed it was an important part of their learning.
100% of teachers agreed that homework was important and met the needs of students by building on what they had learnt in class.

Future directions
Cater homework to students more by allowing student input and possible homework tasks relating to a subject or topic of their choice. This will make it more enjoyable, engaging and relevant to the student.

Professional learning
Throughout 2013, the Principal, the teachers and the SAM all participated in Professional Learning. The Principal and the SAM attended their conferences and the teachers attended the Live Life Well course.

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.

Dominic Jones   Principal
Suzi Shaw       Teacher
Kerry Foran     SAM
Richard Rayner  General Assistant
Alister Waine   P & C President
Rory Walsh      Student Representative

School contact information
Dalton Public School
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Ph: 02 4845 6210
Fax: 4845 6203
Email: dalton-p.school@det.nsw.edu.au
Web: www.dalton-p.schools.nsw.edu.au
School Code: 1723
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: