School context statement

Dalton Public School is an excellently resourced small school, located in the village of Dalton, approximately half way between Yass and Goulburn and 11km north of the town of Gunning in rural NSW.

Principal’s message

It was great pleasure that I started at Dalton Public School in 2014 as Acting Principal. The original Expression of Interest for one term was extended to the whole year mid-way through Term 1. As well as following the current School Plan for 2014, other programs were introduced in Literacy and the teachers focused on the delivery of Quality Teaching. Programs also running in the school in Welfare and Extra Curriculum were modified to meet the needs of the current student cohort of the school.

For a small school, Dalton Public School offers programs that aim to develop the children academically, culturally and physically.

Enrolments have steadily risen throughout the year with a projected enrolment of 17 in 2014. This can be seen as a direct response to the programs being run and the opportunities being provided at the school.

I have gained a permanent position at another P6 school for 2015. I have spent a very rewarding time at Dalton during the 2014 school year.

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.

Ross Copland

Student representative’s message

Dalton Public School provides a good education for kids because of its small population. Teachers can be always at the student’s desk. Also its small numbers gives the school wonderful opportunities, such as earlier in this year we went to see The Lion King play in Sydney, which gave us a good understanding of drama and music. We also had a series of days with a gymnastics teacher who taught us about jumping and running skills.

We do sport every Friday which introduces us to new games, such as European handball, and other games.

We also participated in the GCOPS choir, where we were introduced to 10 new songs (which showed us different sorts of music, such as classical, country and pop). Then we performed these songs at a concert at the Workers Club in Goulburn. The school has also had a music teacher named Keva who comes to teach Hunter, Tana, Ellie and I from the Regional Conservatorium of Music.

We also revamped the old vegie garden around the back of the school. We have put in some new seedlings and put a sturdy fence around it.

The Year 5s and 4s have been doing sewing on Monday afternoons.

Mr Copland, the Acting Principal, has shown us lots of new interesting stuff, and expected us to always do our best work.

Mrs Shaw, the K-2 teacher, has been giving the younger kids a wonderful introduction to school and takes all the children on Thursdays.

Mrs Foran, the office lady, has been a wonderful person to all students at the school. She organises many things, like excursions and the collection of money. She helps us lots and is very important to the school.

Brynn Matthews

Year 5

P & C message

2014 has been a positive year. Our committed parent body has continued to hold some very successful fundraising events. The time that families have contributed to these successful fundraising events is greatly appreciated.

Our major fundraising events in 2014 were:

- School Autumn Fair
- Glow product stall at Gunning Fireworks Festival
- Annual Quilt raffle

I would also like to thank Kahl Weir, who has once again raised a significant amount of money for the Dalton P&C through chocolate sales at her workplace.

The support that the P&C receives from the wider community is just amazing. They help us with raffle prizes; they donate cakes and slices for our
stalls, and goods for us to sell at our fete. They also support us with their generous financial donations. Last year at one of our events, I was serving an egg and bacon roll to a local farmer who handed over a $20 note for his $4 egg and bacon roll and said, “Don’t worry about the change”. These generous contributions benefit the children at Dalton Public School.

In 2014 the P&C were able to provide funding for some great events and items. I think all would agree that the highlight was the whole school excursion to Sydney to watch The Lion King stage show at the Capitol Theatre. The P&C covered all costs for each student to attend. It was beneficial for the children on so many levels. Seeing world-class theatre was a wonderful learning experience for the students, not to mention seeing the sights of the big city!

Other things the P&C have funded in 2014 include:

- Sunglasses for all students to wear – we provided funding for this to continue in 2015
- Paying for bus travel for students to attend extra-curricular activities
- Providing hats, scarves and beanies to all new students; existing students were given theirs in 2013
- School & Community communication sign – located in town square
- End-of-year presentation books for every student

During 2014, the P&C have also been accumulating some funds to be able to progress with the rehabilitation of our school bush block. This project will continue in 2015.

Most families at our school have multiple children attending the school, so we do have quite a small parent body of helpers. In 2015, I hope we see some of our new families involved in the P&C.

Georgina Edgar
Dalton Public School P&C President 2014

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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>2010</th>
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Student attendance profile

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<th>2014</th>
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<tbody>
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<td>K</td>
<td>98.0</td>
<td>98.9</td>
<td>97.8</td>
<td>96.7</td>
</tr>
<tr>
<td>1</td>
<td>92.9</td>
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</tr>
<tr>
<td>2</td>
<td>100.0</td>
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</tr>
<tr>
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<td>93.7</td>
</tr>
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<td>94.2</td>
<td>95.7</td>
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State DEC

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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</tbody>
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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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</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>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<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>
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<tr>
<td>Total</td>
<td>2.65</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. 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>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014 all staff participated in Professional Learning. The Principal and the SAM attended their professional association conferences and finance workshops; the Principal and the part-time teacher participated in L3 training; the part-time teacher also attended the Librarian Network meeting; and the GA completed a Chemical Accreditation course. All staff updated their CPR qualifications.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>$</th>
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<tbody>
<tr>
<td>30/11/2014</td>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>$130120.04</td>
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</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>$33169.30</td>
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<tr>
<td>Excursions</td>
<td>$2439.55</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$7626.41</td>
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<td>Library</td>
<td>$3253.08</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>$6972.68</td>
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<td>Maintenance</td>
<td>$5141.75</td>
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<tr>
<td>Trust accounts</td>
<td>$946.00</td>
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<tr>
<td>Capital programs</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
<td>$41351.99</td>
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</tbody>
</table>

A full copy of the school’s 2014 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 2014

Welfare

2014 saw the current PBS program modified: the present matrix was adapted to cater for the current student population; the reward system was altered to ensure sustainability for the child’s period of enrolment at Dalton PS; and a card system was introduced to inform parents of behavioural issues if needed. These changes further enhanced the school’s values of Respect and Responsibility and allowed the children to take greater responsibility for their actions and build a safer, happier environment.

Creative Arts

Creative Arts is well catered for at Dalton PS. The school once again employed a specialist music teacher each week who taught music skills and singing. These skills were often showcased at school assemblies. Other specialists delivered
workshops for dance and drama throughout the year.

The school is also a partner school of the Goulburn Regional Conservatorium of Music. A specialist tutor visits the school each week delivering private lessons to children in trumpet, piano and guitar. An ensemble group has been formed as part of these private lessons.

The school was also part of the Goulburn Community of Public Schools massed choir who performed during Education Week in Goulburn.

Public Speaking

This year formal public speaking was delivered by every child, K-6, in the school. From these formal speeches champions were determined in K-2, 3/4 and 5/6 categories. The winners of the 3/4 and 5/6 competitions went on to represent the school at the Gunning Lions Club Public Speaking Competition.

Premier’s Spelling Bee

Students in Stage 2 and Stage 3 were given the opportunity to compete in the Premier’s Spelling Bee. From the trials held at school, four students progressed to the Regional Finals at Bowral where they competed against students from 18 other schools. The school entrants performed very solidly.

Premier’s Reading Challenge

All students at the school participated in the Premier’s Reading Challenge. Five students were awarded the Gold award.

Achievements in Sport and Physical Activity

The school once again entered the Premier’s Sporting Challenge with every child receiving a bronze level or higher for the 10 week assessment period. Specialist coaches were also involved in the school, teaching skills in tennis, gymnastics and cricket.

The children participated in organised carnivals for swimming, athletics and cross country. A lot of children went on to represent at District carnivals with 5 students representing the Yass District at the South Coast Regional Athletics carnival in the 100m and PP6 relay.

Sport and fitness sessions were also conducted on a weekly basis.

Interest Groups

The children were involved in weekly interest group sessions in sewing and gardening. Sewing tasks were completed by children in Years 4 & 5, with all the children being involved in the design and planting of a vegie garden and the propagation of seeds.

Citizenship

Throughout the year the school community supported charities by holding various dress-up days and bringing in donations. These special days included: Jeans for Genes day, Footy Colours day and Loud Shirt day. Each of these events was very well supported by the whole school community and greatly appreciated by the relevant charities.

A group of children also attended and marched in the ANZAC Day ceremony in Gunning during the April school holidays. Four children received the opportunity to read out their poetry on ANZAC biscuits during the ceremony.

Academic achievements

NAPLAN

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)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

The reporting of information must be consistent with privacy and personal information policies. As we have a small cohort of students we are unable to give a detailed report on school achievements in NAPLAN.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives were delivered as part of the HSIE and English programs in the school. The school has two students recognizing aboriginality. In Term 4 a highly educational and informative Aboriginal Cultural Day was held. All students in the school listened to stories about aboriginal culture, created artwork, performed dances and threw boomerangs. Also the Aboriginal flag is displayed daily on the school’s flagpole.

**Multicultural and Anti-racism education**

The students at Dalton PS are from a diverse ancestry of cultures and religions. Various beliefs and religions were discussed and celebrated throughout the year, both as part of the HSIE unit studied and as part of the general needs of children in the school, practising religions other than Christianity.

**Equity funding**

**Aboriginal background**

In 2014 14% of students were of Aboriginal background. All Aboriginal students have Personal Learning Plans implemented in consultation with parents, with a focus on literacy and numeracy outcomes, leadership and self-esteem. The school had cultural awareness days with Aboriginal perspectives being part of the HSIE and English programs.

**Socio-economic background**

Support and programs have developed and sustained positive school culture and enhanced students’ access to a wider range of curriculum learning experiences and sources of knowledge through student workshops and visiting consultants.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of Learning in the school.
- Evaluation of the Key Learning Area: Human Society and Its Environment.

**Education and management practice**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**LEARNING**

**Background**

Students, parents and staff were surveyed and questioned informally regarding Learning in the school.
Findings and conclusions

Of the parents, staff and students that responded to the survey and informal questioning, there was an overwhelming response that the school expects the best from the children, the children take pride in their learning and they are aware that the teachers are continually upgrading their skills. The staff and the students showed strong responses to there being a balance between individual and group learning activities.

The teachers and the parents indicated that the students need to reflect more on their learning and engage in self-assessment more often through looking at work samples over time to see if they have improved.

The students showed mixed responses to the question regarding people other than the teacher helping them to learn and that they try to do things in the classroom that are new and different.

From these responses it can be concluded that Learning is valued in the school at present but there is a need for students to be given opportunities to reflect on and assess their learning. It is also important that students are aware that they are not just learning in the classroom but through the many opportunities that are afforded to them across the school curriculum. Also the parent body would like to engage in more conversations with their children regarding their learning at school.

CURRICULUM – Human Society and Its Environment

Background

Parents were surveyed regarding their views on the teaching, learning and assessment of Human Society and Its Environment (HSIE). HSIE is reported on formally in the students’ reports twice a year. The students are also provided with assessment feedback regularly throughout the year.

Findings and conclusions

Of the parents who responded to the surveys:

- Everybody agreed that HSIE was an important subject and that their child has developed new understandings.
- Most people observed that their children enjoyed learning about HSIE issues and that their children discussed these topics at home.
- Most parents were also aware that information regarding their child’s progress in HSIE is contained in the twice yearly formal reports.
- Further comments from the parent surveys included that it was important for their children to broaden their horizon beyond Dalton.

School planning 2012-2014:

School priority 1

Literacy – Develop consistent, high quality educational practices and achievement in Literacy.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- Programs developed to meet students individual needs in spelling – allowing for adjustment of programs for both children with learning difficulties and gifted and talented needs.
- Development of home/school reading program consistent with Reading Recovery levels. Readers organised into sets for consistent and proficient use of the scheme.
- Daily writing in the classroom. Emphasis on the correct sentence structures, punctuation and transfer of spelling knowledge and rules.

Strategies to achieve these outcomes in 2014

- Spelling program to include the flexibility to cater for all students individual needs.
- Introduction of a Home Reading journal. This will help students/parents/teachers keep track of home reading and provide incentives to increase reading skills.
• Daily journal writing focusing on skills and practices appropriate to the individual’s needs and curriculum outcomes.

School priority 2
Numeracy – Develop consistent, quality educational practices and student achievement driven by the implementation of the new Australian Curriculum in Numeracy, in alignment with the PLAN continuum.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• Trialing of the Australian Curriculum in the classroom in numeracy lessons.
• Emphasis on working mathematically in numeracy lessons with the children gaining a greater understanding of reasoning as an essential part of the required outcome.
• Aligning assessment and reporting with the NSW DEC PLAN continuum.

Strategies to achieve these outcomes in 2014:
• Mandatory implementation of the Australian Curriculum across all K-6 children.
• Assessments devised that show a deeper understanding of concepts covered. Intervention of Learning & Support teacher when necessary to assist individual needs.
• Continual updating of students’ information on the PLAN continuum.

School priority 3
Welfare – Continue to improve the school culture, focusing on the core values of Respect and Responsibility.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• School’s PBL matrix and reward outline have been modified to meet the needs of the present cohort of children at the school, and be sustainable for up to 7 years.
• Introduction of school/home communication structure to ensure parents are informed of student behaviours.
• Continued discussion by staff with students of the meaning of the core values and their importance to the whole school community.

Strategies to achieve these outcomes in 2014:
• Continued engagement of the children as they progress through PBL reward levels with them achieving the designated rewards.
• Consistent use of the home/school communication scheme allowing for continued transparency and positive student outcomes.
• Staff to continue to drive and evaluate the present PBL initiatives to meet student/staff needs.

School priority 4
Aboriginal Perspectives – For all students to continue to gain a deeper understanding of Aboriginal perspectives and for the Aboriginal children in the school continuing to improve their literacy and numeracy skills.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• Aboriginal perspectives taught in relevant Key Learning Areas as part of the school’s teaching and learning programs.
• Specialist educators invited to school to further enhance all children’s knowledge of Aboriginal perspectives.
• PLPs designed and implemented for Aboriginal students to maximize student outcomes in Literacy/Numeracy and Leadership.

Strategies to achieve these outcomes in 2014:
• Continued teaching of Aboriginal perspectives in KLAs, especially in HSIE.
• Involvement of Aboriginal children in Community of Schools initiatives.
• Revise and update Personal Learning Plans for Aboriginal students to cater for their individual needs.
Parent/caregiver, student, and teacher satisfaction

In 2014 the school sought the opinions of parents, students and teachers about the school. These opinions were gathered in a variety of ways including surveys, discussions and informally during P&C meetings. Opinions were sought on topics such as teaching and learning, classroom management, assessment and reporting, student and parent support.

Their responses are presented below.

There was agreement that Dalton Public School provides a safe, happy and supportive learning environment for its students, with parents happy with the education and support their children receive.

Students indicated that they understood teachers had high expectations of them, that they are supported by their teachers and that their parents also expected them to do their best. They recognised the importance of literacy and numeracy in their learning.

100% of teachers indicated that students were and continue to be the priority at Dalton Public School and that the school and staff give their best to support students in their learning.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.