

Dunedoo Central School

Annual Report



2016



1789

Introduction

The Annual Report for **2016** is provided to the community of Dunedoo Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Peter CampbellPrincipal

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Message from the Principal

As a school, we continue to implement the thirteen Reforms of the Department of Education that began last year. "Great Teaching Inspired Learning", "Every Student Every School", the School Excellence Framework, the Student Wellbeing Framework etc. They include the Resource Allocation Model or RAM, otherwise known as the "Gonski funding", which we use very carefully and to great effect, to ensure that all students have the opportunity to achieve successful outcomes. The placement of School Learning Support Officers to support students in need, in every classroom, is one initiative that we believe is successful and which is tied to RAM. I thank my colleagues for their patience and enthusiasm as we continue to confront each reform, learn about it together, adapt it for our school, and implement it. This process will continue over the next few years.

Anyone who saw our students perform during the School Production, "the Excursion", would have been proud of the way they presented themselves. We have wonderful students at this school who have exceptional talent, in a broad range of areas. The quality of the class performances and the creativity of the items continue to astound me. Productions are always great for building school spirit, because everyone is involved, and students get to work with staff to develop something that's not easy and takes a great deal of work and determination. It is through activities like a production that strong relationships are developed, particularly between students and teachers.

This year, our teachers have continued to develop their teaching skills in order to support our students. We focussed on quality teaching, behaviour management, planning, bookwork, grammar, writing and reading. In NAPLAN, we continued our improvement in Reading and Grammar, right across the school, with growth in performance being better than State average. Once again Numeracy was outstanding.

We are seeing more students scoring in the top two bands, which is one of our over all aims. Our special literacy and numeracy programs have seen our lower third of students continue to improve from year to year, with very few scoring at the lowest level. Writing is still an area for development, but we now have a whole school strategy in place, thanks to our Quality Teaching and Learning Team and should see a marked improvement next year.

Year 3 perform exceptionally well every year, providing an excellent platform for future development. The "Early Learning Strategy" begun in Kindergarten is working exceptionally well. We are also seeing excellent growth from Year 5 to Year 7, then from Year 7 to 9 and on to the Higher School Certificate. Our Secondary School staff are value adding.

Reading through all the School Reports recently, which again were very informative and impressive, I once again saw students achieving more A's and B's than previous years, suggesting our students are working very hard and engaging in their learning.

We continue to provide a range of extra-curricular activities for our students as we strive to provide a broad education. The Science and Engineering Challenge, The Maths Challenge, ASPIRE, Chess, State Debating, State Public Speaking, The Premiers Spelling Competition, Leadership Days, The Regional Band Camp, Moorambilla Choir, Inter School Sport, Regional Agriculture Shows, Art for Youth, the Duke of Edinburgh Award and this year, we added the NSW Robotics

Competition. Music of course continues to be a very important learning opportunity for our students and we continue to promote our Choir and Band programs. Many of the activities mentioned are designed to provide opportunities for gifted students and fit nicely within our gifted student policy.

In Sport, we secured the Open Girls State Squash Title for the second year in a row. Three of our successful girls' teams represented in the successful Combined High Schools State Squash team. Our Year 10 Girls Touch team produced some very strong performances to win the Silver Medal at the Central Schools State Touch Finals Series, while our Open Girls' Team finished a close third. We once again had many students represent at Western Region level in State Championships in Athletics, Cross Country, Swimming, Touch and Squash. I would like to, at this stage, pay tribute to Georgie Lane who has been selected in the u/15 Australian Squash team, which is absolutely brilliant.

Georgie was also a member of our Year 7/8 Debating team which progressed to the Regional Final, only to be defeated on a technicality by Orange High School.

This is the fifth year of our partnership with the UNSW, known as ASPIRE. ASPIRE has provided innumerable opportunities for students who aspire towards a University education. It is a "game changer", as students are provided with information, education and opportunities which direct them towards a broader spectrum of courses and vocations, which require, either a TAFE or University education. We were honoured this year with a visit from Professor Ian Jaycobs, the Vice Chancellor of the UNSW. He loved our school and spoke fondly of our students, particularly Kindergarten who underwent a graduation ceremony with all the trimmings, including mortarboard and gown.

The Duke of Edinburgh Award program, conducted by Sharon Nott, continues to develop young people of quality. This year's group have been outstanding, being eager participants in the Urban Challenge in Newcastle, where they sailed on the Young Endeavour, conquering the great high tops in the Warrumbungles National Park and Coolah Tops and are now set for the second Urban Challenge, of negotiating Sydney.

Our Aboriginal Student Group is developing, with the tutorship of Mrs Shepherd, and has just undergone their second election. They are currently developing an identity for their group through a motto, an icon and a series of procedures. Next year will see greater promotion of the aboriginal culture across the curriculum for all students, led by this group of talented young people.

The remedial programs, Multilit, Minilit, Quicksmart continue to be effective. This year we implemented the ILS program, managed by Occupational Therapist, Michelle Roth, to support students with super-sensitivity to adjust their hearing to normal levels so that they can focus in the classroom. Eight students are currently participating in this eighteen month experimental program.

Once again, the Welfare team and the Learning Support team have been highly effective in supporting students through a range of meetings involving parents, students, the School Counsellor and Year Advisors in which effective plans are developed and set in place to support students of concern. Programs such as the Brave program, the Rage program, Links to Learning, Self Awareness programs and Antibullying programs have also been implemented successfully with the support of outside agencies, including the Police Liaison Officer and Barnados. Our School Chaplain is the other member of the Welfare team who has conducted innovative support programs for small groups of students such as Rock & Water, Knit & Knatter, and the resilience Doughnut.

We, as a staff, constantly reflect on our practise, through evaluations, surveys and general discussions. By listening to others and reflecting on our own practise we can only get better as a school. I have always promoted the philosophy, **"first we will be the best, then we will win"**. This refers to life as much as any competition. By continually reviewing our performance and striving for improvement, we will one day be the best and we will win, as a school and as people.

Abraham Lincoln once said, "Only those who risk going too far can possibly find out how far one can go"

We are prepared to take on new ideas, challenges and programs continually, often with great success. By doing this, the world of our staff and our students has certainly opened up. President Lincoln is right, we are certainly learning a great deal about our capacity, in this long, but fruitful journey.

The School Leadership Team, continue to promote our staff belief, that students at Dunedoo Central School will be: Safe, Supported, Included, Engaged and Challenged. We will do this by building strong relationships between students & students and students & staff. By focussing on the quality of our teaching, and catering for all students, we believe we can be successful in this endeavour. Our Student & Community Engagement Team continue to promote our school FISH Philosophy and are currently reviewing our Student Welfare Policy against the new Student Wellbeing Framework. ALARM (A Learning & Response Matrix) is the new writing program we are implementing into the Secondary School. Staff have been trained, an action plan has been developed and the process is now ready to take to the students. This program can improve HSC responses and ultimately marks by 10-20%.

Student Leadership development continues to be an important feature of our school with a proliferation of development programs in place to develop student capacity. This is reflected in the quality of the student leadership in the school and the quest towards SRC membership and school captaincy. Congratulations to the elected School Captains for 2017,

Madeline Cox and James Stoddart.

In summary, I believe we are doing everything possible to ensure a quality education for our students, so that those who want to be the best, can be.

I leave you with our school motto, "Our Best Always".

Message from the students

We are all about fun, food & fundraising! The SRC hosted 4 discos throughout the year to raise funds, and made donations to "Hear our Heart" for the hearing bus. In August, we hosted our annual "Jeans for Genes" day and raised money for medical research.

Primary SRC representatives and captains attended a leadership day at Red Hill. As representatives, we were asked to identify "3 things that we, as a school, do right". Dunedoo Central School have a great Study & Homework Centre, wonderful sporting opportunities and special needs programs with teacher aides.

The SRC were responsible for organising the new school jacket, which are warm and look very smart and also invested in a new pie oven.

School background

School vision statement

Dunedoo Central School provides a positive learning environment where community involvement is promoted and valued. All students are encouraged to achieve their potential by becoming self-motivated, resilient, life-long learners, who are respectful of others. Opportunities are provided by a committed, cohesive and highly skilled staff using quality teaching methods and technologies.

School context

Dunedoo Central School provides a quality education from Kindergarten to Year 12. With a school population of 203, the school boasts a staff that can offer a full and varied curriculum and is unique in that it shares its site with the Western Institute of TAFE. As a Central School, there is a strong emphasis placed on a sense of family and community, regular whole school activities as well as a wide variety of extra curricula and cultural events.

Children at this school are nurtured in a supportive and encouraging atmosphere where all students are provided with opportunities to develop positive relationships, skills and values that underpin the rest of their lives. Vocational education, a strong Agriculture & Show program, a well-developed band and choir program, and excellence in the sports of touch football and squash are some of the hall marks of this school. The well-manicured school draws its students from a wide surrounding area, which includes the feeder school of St Michael's Primary School, and the farming areas of Cobbara, Mendooran and Leadville.

The staff at DCS is enthusiastic, caring and dedicated and is supported by an enthusiastic Parents & Citizens school community group. The school is a member of the Cudgegong Learning Community and the Wollemi Group and we continually try to live up to our motto 'Our Best Always'.

As a school with a large low SES component our key goals are to improve student learning outcomes in Literacy and Numeracy. Student Engagement, Learning through Quality Teaching and improvement in School Leadership and Management Systems are also key focus areas.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The School:

- has demonstrated commitment to strengthen and deliver on school learning priorities, positive respectful relationships among students and staff as well as applying well developed policies and programs which manage student learning needs;
- community understands the behaviours, attitudes and expectations that enhance student wellbeing, leading to improved student outcomes. Students are taught to accept responsibility for their own behaviours and are encouraged to recognise and respect cultural identity and diversity;
- curriculum meets community needs and expectations, providing equitable academic opportunities, with school plans elaborating on what students know, understand and do, whilst providing a range of extra-curricular offerings for students' development. Teachers are developing practices towards differentiating the curriculum to meet the needs of individual students;
- analyses internal and external data to monitor, track, and report on student and school performance, with individual reports describing student's strengths and areas for growth. Parents are regularly updated on student progress;
- achieves good value-added results with higher than expected growth on internal and external performance measures.

Teachers:

- regularly review and revise teaching and learning programs and all classrooms are well managed, with well-planned teaching taking place so that students can engage in learning productively, with minimal disruption;
- incorporate data analysis in their planning for learning, assess regularly monitoring improvement while identifying

- skill gaps for improvement. The community is engaged to reflect on student performance data;
- work together to improve teaching, providing and receiving constructive feedback from peers and school leaders. Processes are in place to provide for mentoring or coaching support to improve teaching and leadership practice as well relevant professional development;
- actively share learning from professional development, particularly focussing on improved teaching methods and strategies for literacy and numeracy;
- work beyond their classrooms to contribute to broader school programs and demonstrate responsibility, adaptability and ethical practice in working towards the school goals.

School Leaders:

- solicit and address feedback on school performance, placing great emphasis on building their capacity for leadership;
- have productive relationships with external agencies such as business, industry and community organisations;
- welcome and engage the school community in the development of the school vision, values and purpose;
- have developed and implemented the School Plan, in consultation with the school community, aligning it with local and system priorities and basing it on an annual review of key relevant data, with identified iterations focussed on achieving identified improvements;
- plan for succession, leadership and workforce development designed to drive whole school improvement utilising strategic financial management to gain efficiencies and maximise available resources including flexible learning spaces and technology;
- have developed practices and processes which are responsive to school community feedback with administrative practices providing explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching & Learning

Purpose

To empower students with the knowledge & skills to actively succeed in life.

To ensure that learning is personalised and differentiated for every student to achieve their full potential as 21st century learners.

Overall summary of progress

Dunedoo Central School has focussed on successfully embedding all practices to ensure we can confidently say that we are either sustaining and growing or, in some areas, excelling. The successful implementation of the Performance Development Framework for all staff has allowed us to develop a common and highly focussed process of peer coaching and classroom observations that feature an explicit focus. Professional conversations and opportunities are tailored to meet each teacher's needs and have a clear connection with attaining and maintaining Professional Standards. Extensive use of evidence based research is more effectively used to improve teacher performance and development.

Evidence which has been collected as part of the implementation and monitoring of milestones in order to substantiate Dunedoo Central School's progress in Teaching includes:

- all staff have a tailored and explicit Performance Development plan which is closely aligned to the School Plan and the School excellence Framework;
- 50% of staff were trained in Quality Teaching Rounds and successfully completed a full Round. All staff found this a beneficial experience resulting in improved student learning outcomes. In 2017, more staff will join the QT Rounds with an aim for all staff to be involved by 2018;
- the Quality Teaching and Learning team extended the implementation of PLAN/Best Start to plot and track students on the K–10 Literacy and Numeracy continuums. Staff have been trained in the use of PLAN and this will continue into 2017. Currently K–3 and Year 6 (Yr 5 Numeracy) have been updated;
- all Secondary staff have been trained in the utilisation of ALARM with the aim of improving the capacity of our students to fully answer questions in the higher School Certificate. The process is currently being adapted for junior students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Successful reading strategies in place in the infants school Remedial and other programs in place are leading to an improved performance in Literacy and Numeracy Programs are in place to support the development of higher achieving students	Students have achieving benchmark levels in Reading were: K – 63 % Yr 1 – 50% Yr 2 – 81% Every student has progressed along the continuum Reading Recovery Levels assessment (K–2) completed Students achieving proficiency in NAPLAN Lit/Num were: Percentage of students in top two bands: Year 3 all areas achieved; Year 5 not reading nor writing; Year 7 –7% in all strands; Year 9 – only in numeracy. Students achieving expected growth in 7–9 NAPLAN Lit/Num : Year 7 Reading 77%, Spelling 70%, G&P 62%, Numeracy 62% Year 9 Reading 72%, Spelling 47%, G&P 59%, Numeracy 53%. 100% of students engaged in Writing initiative 15% of students involved in GATs program.	\$66000
Evidence of Australian Curriculum and differentiation to support the learning outcomes of all students in teaching programs Consistent Teacher judgement in	100% Satisfactory completion of PDP interviews. Executive staff have collected and reviewed all class programs and have ensured that they have met the Standards expected of the Australian Curriculum and are differentiated to support all students in their learning.	\$20000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
assessment practices	60% of Staff have documented, implemented and shared Professional Learning 80% of staff have engaged in professional development & dialogue through networking to enhance consistent teacher judgement.	
Teachers developing appropriate Professional Development Plans and successfully completing the process. Number of teachers participating in the Quality Teaching Rounds	100% Staff have satisfied DEC Professional Development Plan requirements 50% of the staff involved in Quality Teaching Rounds. All successfully completed peer observations against the QT Framework.	\$3000

Next Steps

- Plot all students K–8 on the Literacy/Numeracy Continuum;
- Train all Primary, Secondary English and Mathematics Staff in the use and implementation of PLAN;
- Extend Quality Teaching rounds to include 66% of staff and have a number of staff trained in GROWTH coaching;
- Implement PLAN reporting to parents & staff for analysis, programming, etc;
- Continue developing the whole school writing initiative to address identified NAPLAN concerns;
- Full implementation of ALARM in the Secondary School.

Strategic Direction 2

Effective Leadership & Management

Purpose

To ensure Dunedoo Central School has quality educational delivery and consistent, high level, professional practices to prepare students for the challenges of the 21st Century.

Overall summary of progress

Dunedoo Central School prioritised a number of key programs in this domain during 2015. These directly addressed the leadership skills of staff as well as the whole school practices that underpin effective leadership. Monitoring of milestones indicates that the school has grown in capacity in a number of areas; specifically the development and improvement of cohesive leadership roles for staff and students, increased and more purposeful use of data to inform planning, linking strategic financial planning to school priorities and workflow and efficiency in whole school administration; staff seeking training and professional learning opportunities in leadership; staff engaged in teams planning and implementing the school's strategic directions and leading whole school processes for school improvement. Other milestones however indicated a lack of expected progress against identified sources, these included engagement of the community in planning processes, the efficiency of systems addressing staff performance and development and widespread use of the data platform for parent contact.

The school leadership team monitors planning milestones every 5 weeks. As well as evidence sources identified in milestones, other evidence was used by the team to make the following determinations:

Student Leadership

Students have become increasingly aware of the benefits of being in leadership positions and the values this provides in self-esteem and self-efficacy. Improvements have resulted in the following ways:

- 50% of students nominating for SRC;
- increase in the number of students participating in Lions Youth of the Year, debating and public speaking, Youth Forum, leadership days, nominating for captaincy.

School Planning

The minutes of the school Leadership and Management Team reflected strong engagement in the school strategic directions and commitment to analysing of evidence and achievement. Feedback from the INSIGHT SRC survey suggested that staff commitment towards the school was high but their purpose needed addressing:

- 99% of whole school staff include teachers, SASS and SLSO's involved in meetings addressing whole school improvement.

Staff Leadership

School leaders and aspiring leaders were supported in a number of ways aimed at developing their knowledge and skills. Professional learning and Executive Networks were well utilised with the following results:

- aspiring leaders including their intentions in PLP's for the current year;
- 33% of staff have operated in a leadership capacity;
- committees taking responsibility for planning, managing, implementing, evaluating and reporting on strategic directions;
- staff, student, parent and community surveys conducted and evaluated with an increase in participation by parents;
- staff professional development plans showing that teacher goals were focused on their individual needs and improving their classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
.Increased number of nominations for SRC and school captaincy Increased student voice	Over 40% of students nominated for SRC. ASCG up and running and developing processes for successful development. 60% of students nominated for ASCG. Increased opportunities for "student voice" through assemblies, Youth Forums, Public Speaking and Debating across the school.	\$3000
Increased number of teachers as leaders across a variety of school initiatives School improvement processes involving all staff	Successful meetings to review and establish key purpose, roles & responsibilities. All committees presented their annual review and forecast their direction for the following year. 80% staff involved in a leadership capacity of some type. 25% of staff attended the CLC Leadership Professional Development Courses.	Committee presentations on Powerpoint • (\$12000.00)
.Improved processes for whole school planning and evaluation across the school	All stakeholders included in evaluation. Directions and evaluation successfully presented to students, staff and parents. Staff purpose successfully developed collaboratively and presented to the school community. Key improvement strategy outlined to staff centred around improving relationships.	Principal's Report. School's SMP 'Skinny'. • (\$4000.00)

Next Steps

- increase leadership opportunities for students;
- increase Teacher Professional Learning opportunities for aspiring leaders through local networks, professional reading and workshops;
- leading processes for the improvement of relationships throughout the school through quality teaching;
- discussion and review of procedures to increase parent engagement.

Strategic Direction 3

Student & Community Engagement

Purpose

To establish and maintain a culture of well-being, trust, collaboration and transparency in which all stakeholders contribute to the achievement of 21st Century Learning Outcomes.

Overall summary of progress

DCS is showing evidence of our achievements in the student engagement domain through:

- Increasing and strengthening our focus on the well-being of our students. Our programs targeting resilience, positive attitude through the FISH philosophy and engaging students in their schooling through a range of targeted programs such as the Duke of Edinburgh and the Girls programs, have led to improvements in attitude, behaviour, well-being and practices.;
- Strengthening our learning culture by maintaining high levels of commitment to Aboriginal Education. This is achieved by ensuring our teachers incorporate aboriginal perspectives into their programs and utilise their professional learning as well as providing appropriate feedback aimed at improving students' identity as learners, whilst being supported by our Aboriginal Parent Group and the wider community;
- Sustaining a well-developed process of learning support by strengthening the understanding of staff around "learning adjustments" consistent with the National Consistent Collection of Data and working with parents to build relationships centred around the learning support team concept focussing on the learning outcomes of the individual. This is achieved by continuing the capacity building of staff around "adjustments";
- Sustaining and developing strong relationships with the community by consultation, developing partnerships and involving the school in community events.

The Insight SRC Surveys provided excellent information regarding the underlying school culture and climate of our school, which contradicted some of our beliefs. Because of the results of the survey a whole school process was established to review our purpose and to establish a whole school focus towards school improvement.

The school focus shifted from developing strong relationships, which is an effect, to the quality of our teaching, which is a cause, and is directed towards developing strong relationships.

Minutes of executive meetings show consistent reporting of Sentral data resulting in awareness of student learning needs across the school. Students involved in targeted programs such as Duke of Edinburgh and Girls program had a reduction in Sentral referrals.

NAPLAN data showed that ATSI students performed above the State in all but one year group. ATSI attendance data was above state means. The formation of an ASC proved extremely popular amongst ATSI students.

Personalised Learning Plans developed and Learning Support Team Meetings conducted for all relevant students identified through the NCCD process, establishing strong relationships with parents and carers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student Surveys with positive results HSC performance	44% of students have accepted university offers; 44% of students have accepted and working in apprenticeships or traineeships; 22% in full time employment.	(\$20000.00)
Participation levels by students in special programs Attendance Data	Students were given opportunities to engage in various cultural, academic and sporting extra-curricula activities throughout the year ranging from the Aboriginal Student Consultative Group to academic competitions to debating/public speaking, rugby 7s competitions, University Open days and Tertiary Information days, the ASPIRE Program and Work Readiness programs. Students attendance was high at 93%. RISC entries decreased marginally while suspensions rose	(\$111000.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Participation levels by students in special programs Attendance Data	mainly due to interactions between new families settling in with our community.	
Consistent review of school operations and programs through Parent, Staff and Student Surveys Increased partnerships between the school and community organisations	85% of families have attended Stage/Class meetings at some stage during the year. Insight SRC follow up analysis showed an improvement in relationships. "Tell Them from Me" surveys conducted and analysed with parent satisfaction high.	(\$20000.00)

Next Steps

The staff at DCS are committed to ensuring that students who attend our school will be safe, engaged, challenged, included and supported. We will support student and community engagement in the following ways:

- Implementation of the Wellbeing Framework by reviewing and incorporating it into the School Welfare Policy & Plan;
- Improvement of the Welfare Committee structure with a separation from the Learning Support Team structure in place at the moment;
- Development of the Aboriginal Student Council (ASC);
- Seeking ways to further develop community partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • SLSO Support in Literacy and Numeracy K–6 and Year 7–10 to operate a differentiated curriculum; • Personalised Learning Plans for every student; • Homework centre; Specific Programs including: <ul style="list-style-type: none"> • Speech, Multilit, Minilit, Quicksmart, Reading Recovery and STLD; • NORTA Secondary Tutor Program; • Aboriginal Student Consultative Group; • Culture Days – in school and out of school; • NAIDOC Activities. 	<ul style="list-style-type: none"> • School Learning Support Officers specialising in each of the different programs; • Norta Tutor; • \$49000.
Low level adjustment for disability	Placement of Learning Support Teacher Primary/Infants and Learning Support Teacher Secondary each for two days per week with the purpose of: <ul style="list-style-type: none"> • supporting students with disabilities by organising the database for NCCD & completing Access Requests and Learning Plans; • supporting students with behaviour issues by managing the Welfare Committee and seeking ways to support these students; • implementing welfare programs across the school; • participating, conducting and organising teacher professional learning in welfare and wellbeing programs to support students; • Support the placement of a School Learning & Support Officer in every classroom to support a small group of students in need. 	<ul style="list-style-type: none"> • \$103000
Socio-economic background	<ul style="list-style-type: none"> • Specific Literacy & Numeracy Programs including: Speech, Multilit, Minilit, Quicksmart, Reading Recovery and STLD; • Extra SLSO support for each class; • Extra Teaching Support; • Teaching Resources such as Mathletics, Clickview, Reading Eggs etc; • Whole school initiatives – Grammar & Writing; • Gifted & Talented, Creative Arts, Welfare, Engaging Senior Students & Leadership Programs for students. 	<ul style="list-style-type: none"> • School Learning & Support officers and teachers trained in specific programs; • Program Kits; • Specific Computer Based Learning programs; • Support for students to attend/participate in Specific Courses/Opportunities offered; • \$62465.
Support for beginning teachers	<ul style="list-style-type: none"> • Reduced teaching load; • Mentor support; • Induction and Professional Development Program; • Support for attaining Accreditation; • Specific Professional Development related to KLA/Stage or school role. 	<ul style="list-style-type: none"> • Mentor; • Networks; • Professional development; • \$6892.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	95	96	107	100
Girls	109	107	106	97

Enrolment has been consistent over the past four years with a slight downward trend in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	95.2	94	93
1	95.1	89.7	95	94.1
2	94.2	95.7	93.7	94.1
3	94.2	94.6	94.6	94.4
4	96.3	93.6	94.2	94.8
5	91.5	95.7	91.7	95.1
6	92.5	92.7	93.6	91.6
7	92.8	93.2	92.5	92.5
8	92.5	94.3	91	92.9
9	86.1	92.6	90.8	89.8
10	91.2	91.9	90.7	89.6
11	90.3	87.4	91.3	89.4
12	84.6	82.5	86.6	91.5
All Years	92	92.8	92.4	92.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Student attendance is monitored through weekly Welfare Meetings by the Learning and Support Teachers. Parents of students not attaining an 85% attendance average are contacted and reasons are sought. A Learning Support Team meeting is organised for students who consistently fail to meet an attendance rate of 80%. On some occasions students are referred to a Home School Liaison Officer who will

work with the parents directly to ensure the student attends school.

Class sizes

Class	Total
KINDER	16
YEAR 1	17
YEAR 2/3	27
YEAR 3/4	26
YEAR 5/6	26

Retention Year 10 to Year 12

Only one student left school between year 10 and the completion of the HSC. In 2014 there were 10 students in year 10. One mature-age student joined the year 11 group to study Hospitality. 9 students sat for the HSC in 2016.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			11
Employment			22
TAFE entry			23
University Entry			44
Other	10		
Unknown			

Of the nine students who completed the HSC in 2016, four students were accepted into University. Two of those students accepted enrolment for 2017. Two students deferred and have taken up Traineeships. Three other students have begun full-time employment in apprenticeship/traineeships. One student has been accepted into the Army and one student is currently seeking employment.

Year 12 vocational or trade training

Of the ten students enrolled in Year 12 in 2016, eight studied a vocational education course, consisting of Primary Industries, Metal and Engineering or Hospitality. 2 students received a Statement of attainment in Metal and Engineering, 4 students achieved a Certificate II in Hospitality – Kitchen Operations and one student a Certificate II in Primary Industries.

Year 12 attaining HSC or equivalent

In 2016, nine students attained the Higher School Certificate, which was 100% of the full time cohort. One mature-age student attained a Certificate II in Hospitality – Kitchen Operations.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	7.51
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	6.09
Other Positions	3

*Full Time Equivalent

The workforce at Dunedoo Central School has one teacher (4%) and one Student Learning Support Officer (7%) with an aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

All staff participated in professional learning activities involving Child Protection, Anaphylaxis, Literacy Strategies, Quality Teaching Rounds, Leadership for School Improvement, Australian Curriculum, Career Development, ICT and the National Disability Data Collection. The division of staff into teams based on the three key strategic directions of the School

Management Plan has meant that staff have been able to focus on their key whole-school areas of interest and develop these to improve student outcomes.

A total of \$30,844.00 was spent on professional learning, as follows:

- Australian Curriculum Imp – \$866.00 (3%)
- Literacy Numeracy – \$3,355.00 (11%)
- Quality Teaching Rounds – \$5,114.00 (17%)
- Syllabus Imp & Planning – \$9,267.00 (30%)
- Career Dev & Leadership – \$8,655.00 (28%)
- Information & Computer Tech – \$407.00 (1%)
- New Teacher Support – \$3,180.00 (10%)

36% of teaching staff have accreditation at the proficient level. One member of staff underwent the five year maintenance of accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	387 522.83
Global funds	396 226.59
Tied funds	411 326.63
School & community sources	102 437.53
Interest	8 579.76
Trust receipts	7 795.20
Canteen	0.00
Total income	1 313 888.54
Expenditure	
Teaching & learning	
Key learning areas	76 012.42
Excursions	28 479.33
Extracurricular dissections	125 839.19
Library	6 144.04
Training & development	1 992.98
Tied funds	476 251.03
Short term relief	69 230.48
Administration & office	62 287.88
School-operated canteen	0.00
Utilities	54 626.86
Maintenance	18 476.20
Trust accounts	10 341.55
Capital programs	13 709.00
Total expenditure	943 390.96
Balance carried forward	370 497.58

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

Yr 3 NAPLAN data demonstrated greater than 10% of the cohort achieved proficiency across all strands: The percentage of students achieving Proficiency in each

strand was: Reading 46%, Writing 39%, Spelling 54% and Grammar and Punctuation 31%.

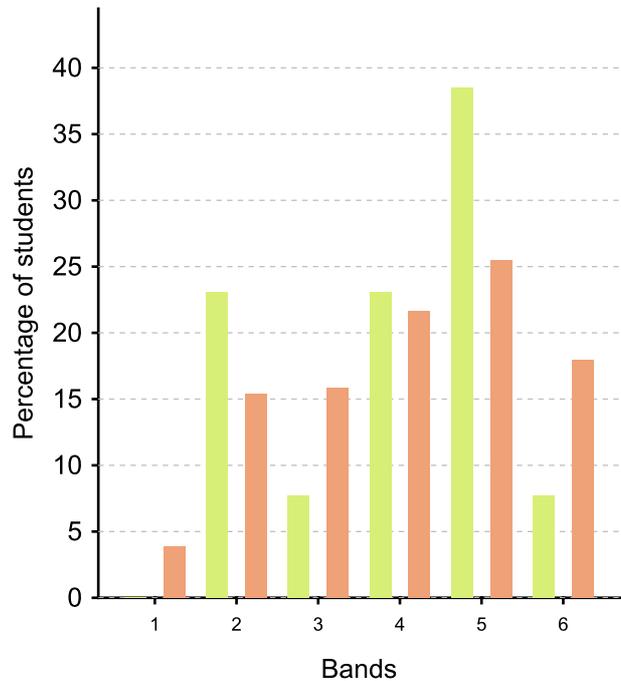
The Mean score for Reading, Writing, Spelling and Grammar and Punctuation was above that of Similar School Group.

Yr 5 NAPLAN data showed greater than 10% of the cohort achieved proficiency in Spelling (17%) and Grammar and Punctuation (33%). 42% of students achieved expected growth in Reading, 50% in Spelling and 67% in Grammar and Punctuation. The growth for Grammar and Punctuation was significantly higher than both the Similar School Group and the State (+16). In Reading, 8% of the cohort were in the Top Band, which was greater than the SSG.

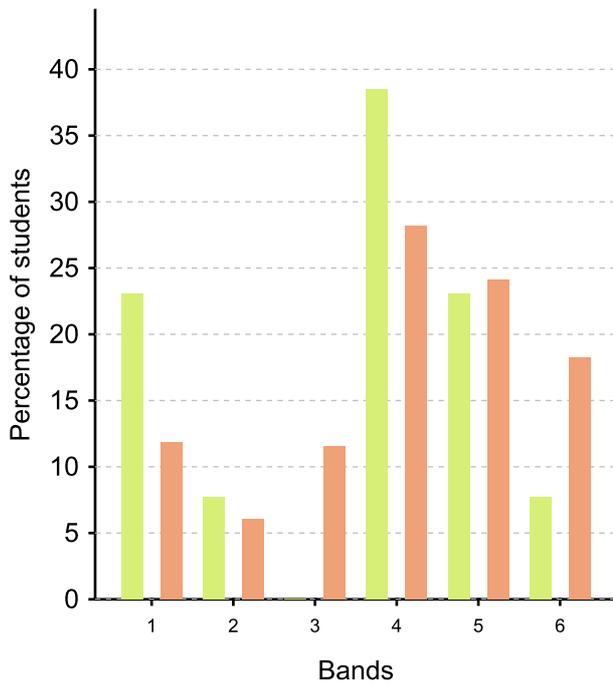
Yr 7 NAPLAN data had 7% of the cohort achieving proficiency in all strands. Average growth for Reading, Spelling and Grammar and Punctuation were all above the Similar School Group and the State. 8% of the cohort were in the highest band for Grammar and Punctuation.

Year 9 NAPLAN data demonstrated above average growth in Reading and Grammar and Punctuation. 72% achieved greater than expected growth in Reading, 50% in Spelling and 61% in Grammar and Punctuation.

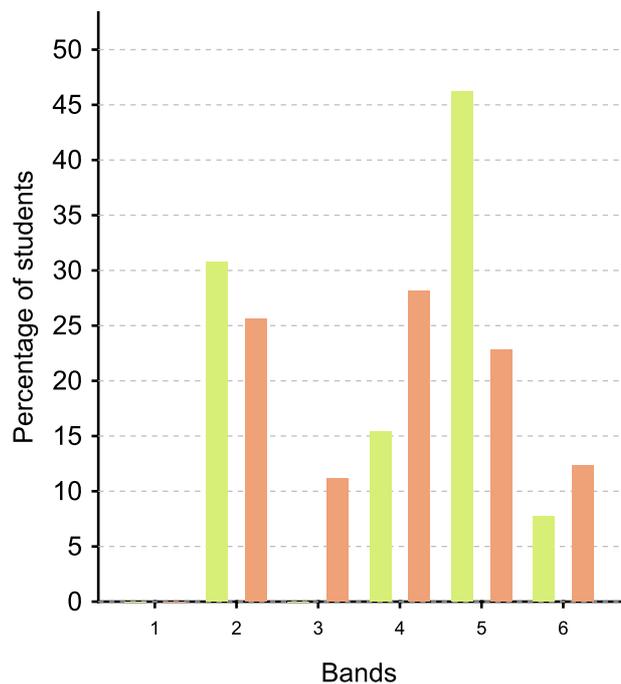
Percentage in bands:
Year 3 Reading



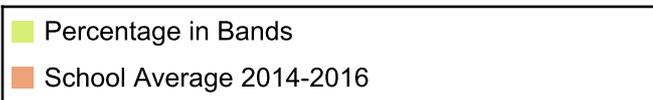
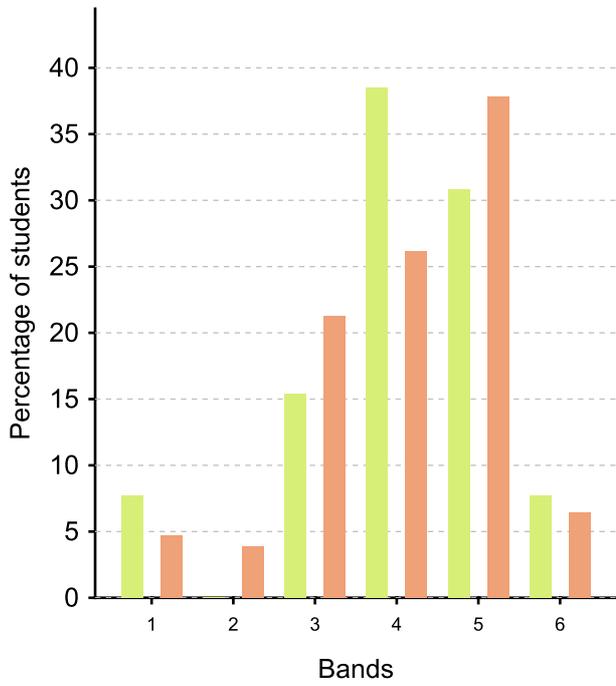
Percentage in bands:
Year 3 Grammar & Punctuation



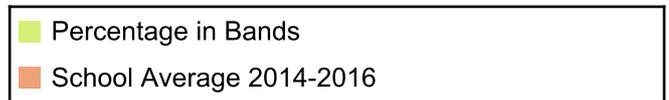
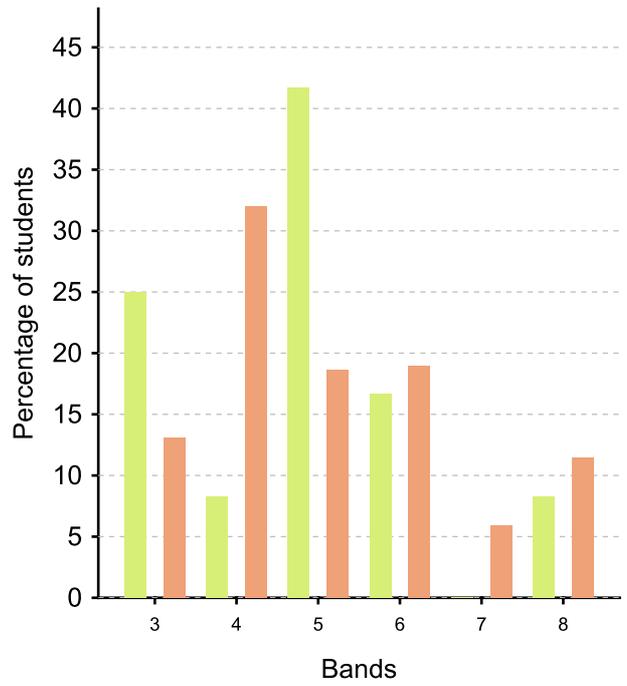
Percentage in bands:
Year 3 Spelling



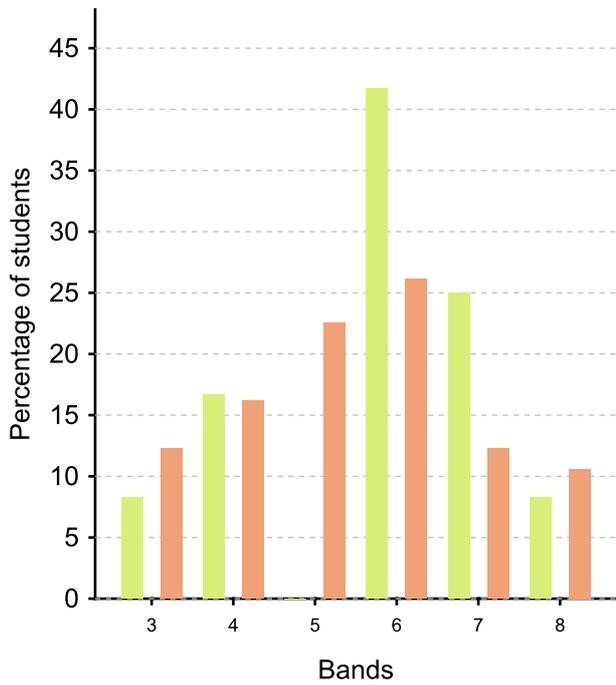
Percentage in bands:
Year 3 Writing



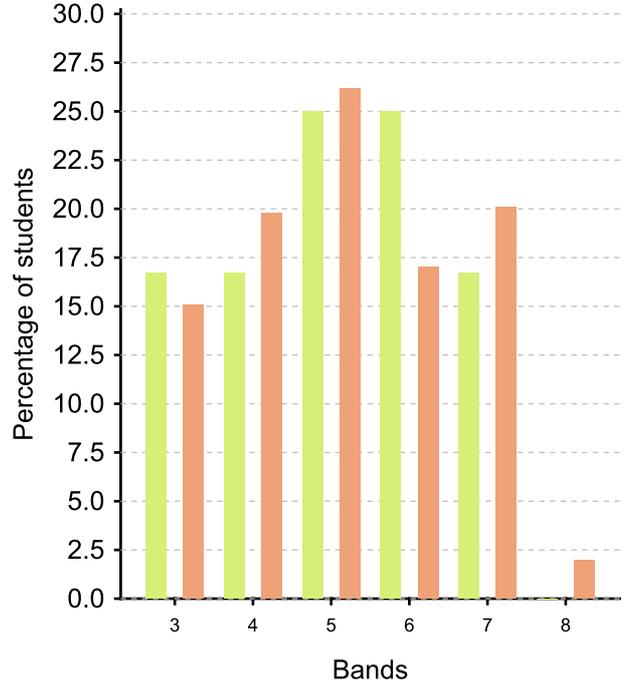
Percentage in bands:
Year 5 Reading



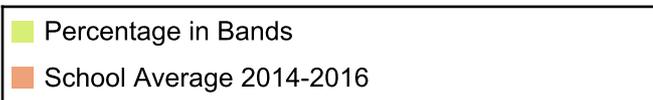
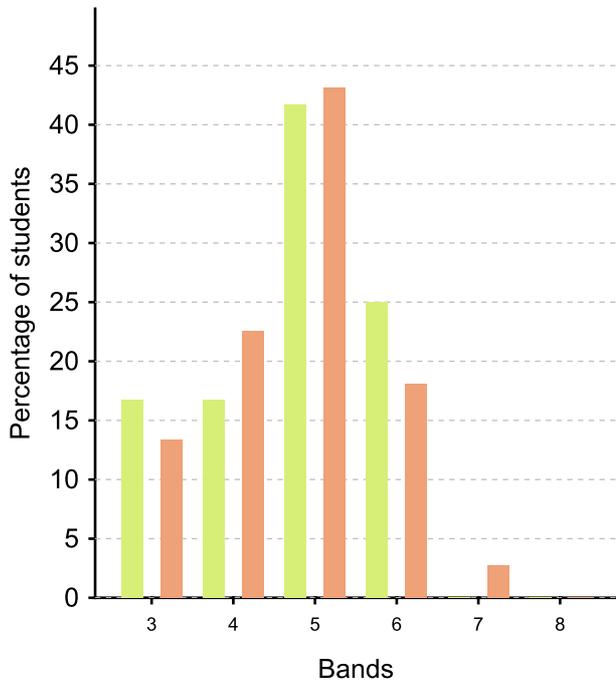
Percentage in bands:
Year 5 Grammar & Punctuation



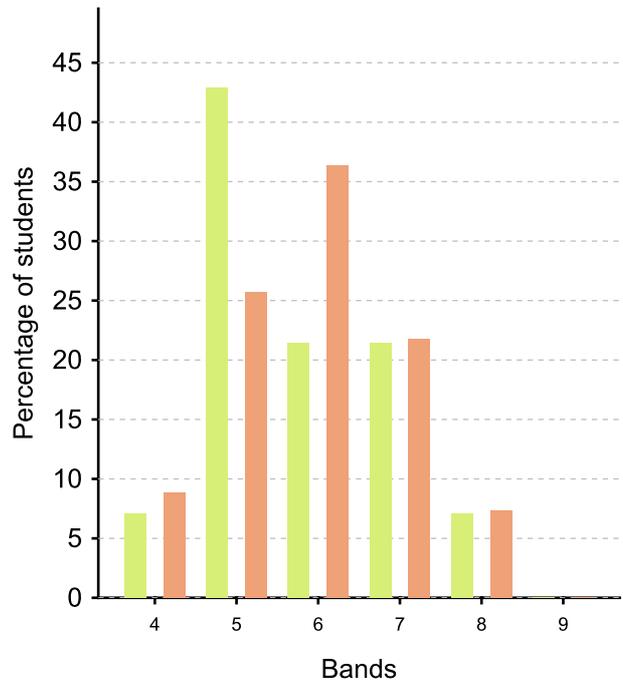
Percentage in bands:
Year 5 Spelling



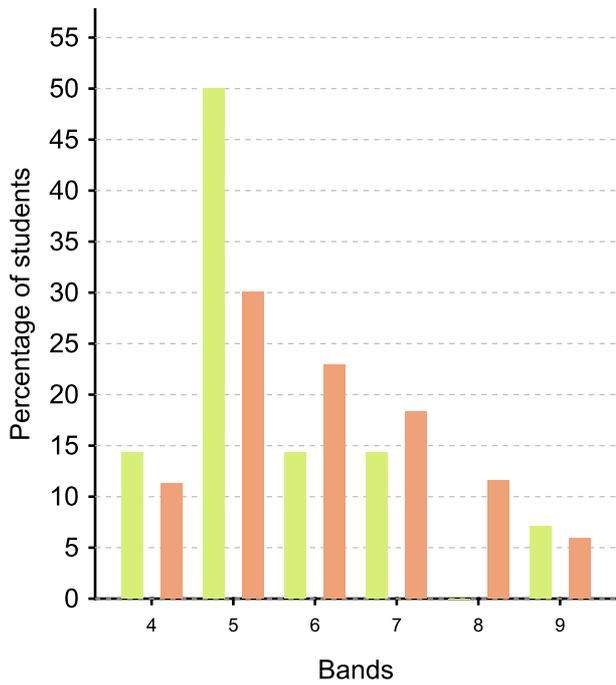
Percentage in bands:
Year 5 Writing



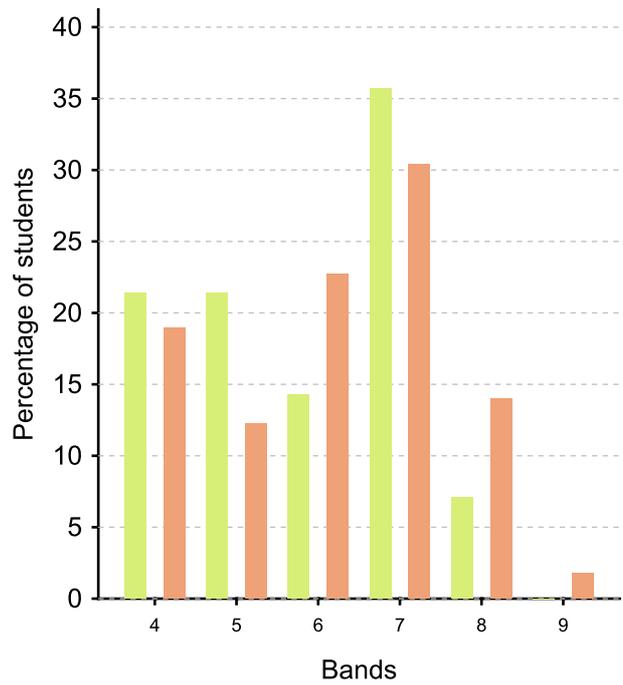
Percentage in bands:
Year 7 Reading



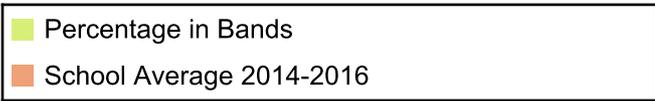
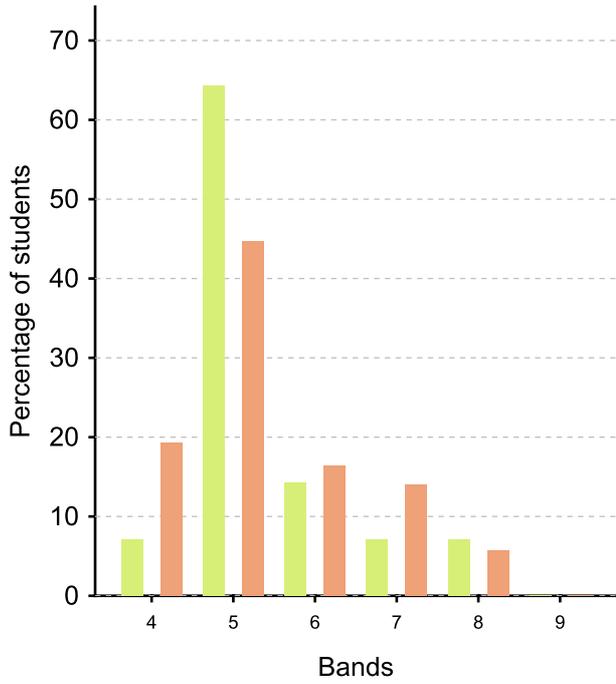
Percentage in bands:
Year 7 Grammar & Punctuation



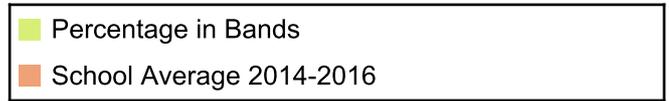
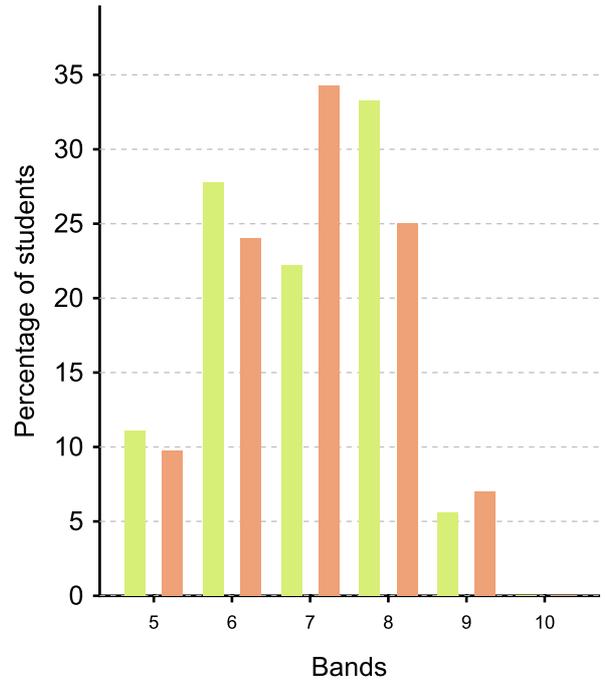
Percentage in bands:
Year 7 Spelling



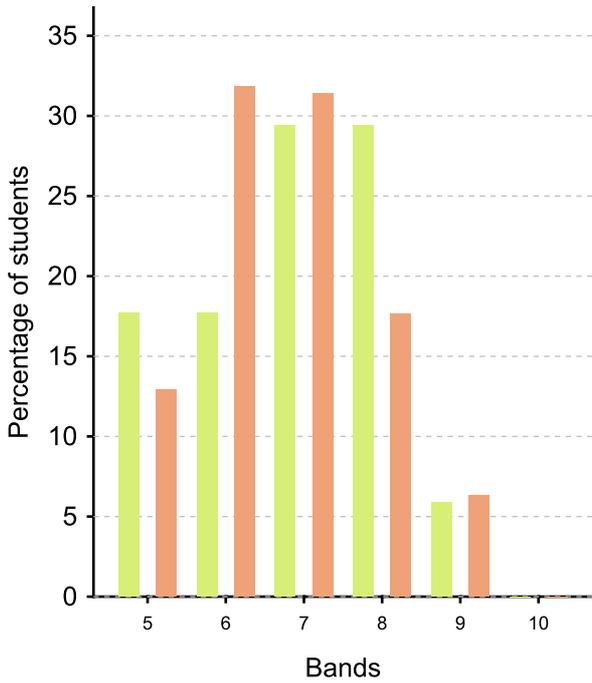
Percentage in bands:
Year 7 Writing



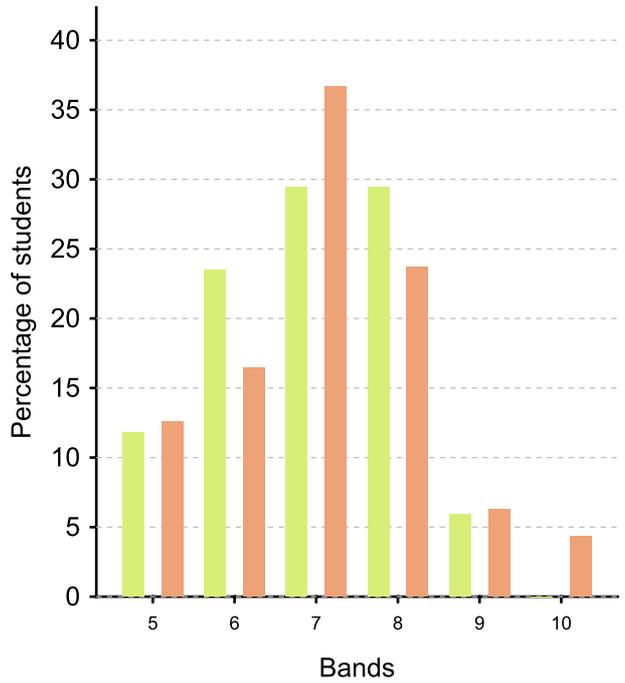
Percentage in bands:
Year 9 Reading



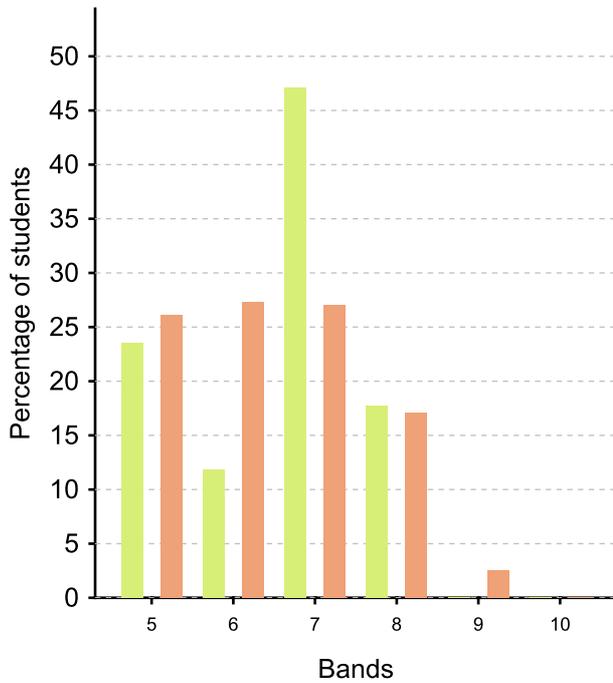
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

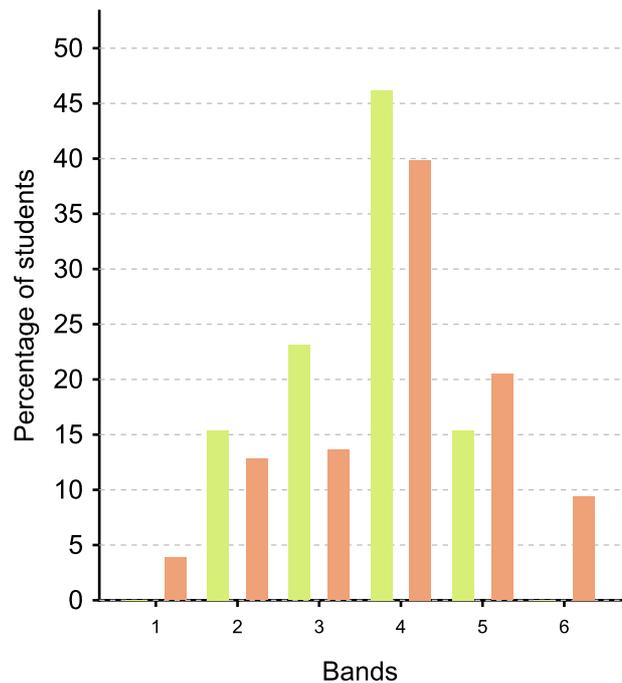
The Mean for Year 3 Numeracy was above that of the Similar School Group, with 15% of the cohort achieving proficiency. There were only 2 students who achieved a Band 2 and zero in Band 1. 50% of the cohort achieved a Band 4 or higher.

The Mean for Year 5 Numeracy was above that of the Similar School Group, with 25% of the cohort achieving proficiency. Average growth was below that of the State with only 33% achieving expected growth.

7% of the the Year 7 cohort achieved proficiency in NAPLAN. 62% of Year 7 students achieved greater than expected growth, with average growth similar to that of the SSG and State. There were no students in Band 4 and only 3 in Band 5.

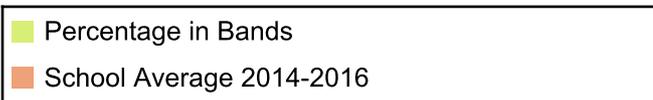
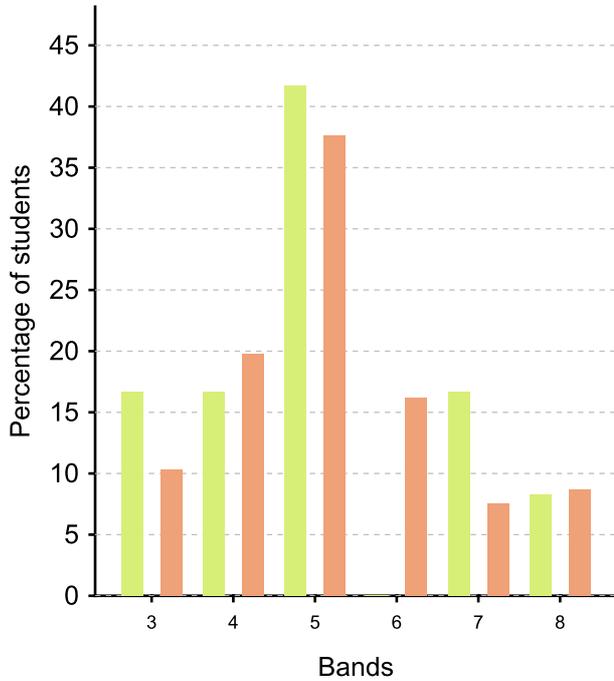
12% of the Year 9 cohort, demonstrated proficiency in NAPLAN Numeracy. The mean was above the SSG and average growth was higher than both the SSG and the State. 53% of students achieved greater than expected growth. There were no students who scored in Band 4 and only 5 in Band 5.

Percentage in bands:
Year 3 Numeracy

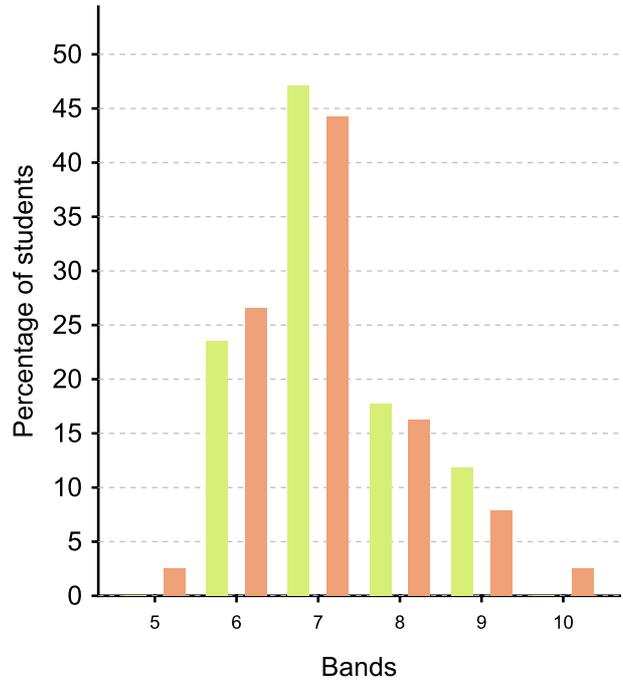


Percentage in Bands
School Average 2014-2016

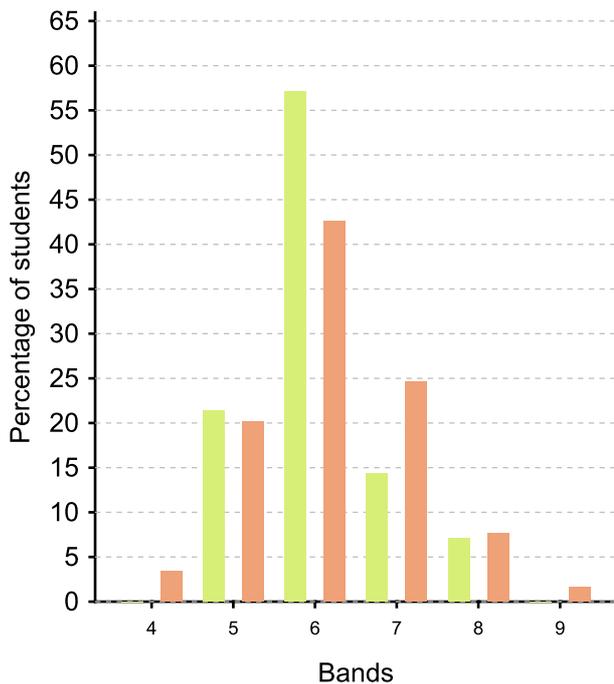
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

ATSI students demonstrated comparatively strong performances across a range of areas in NAPLAN. Year 3 Reading and Numeracy, Year 7 Numeracy, Reading, Spelling, Grammar & Punctuation, Year 9 Numeracy, Reading, Grammar & Punctuation for ATSI students at Dunedoo Central School were all above that for the ATSI students across the State.

Higher School Certificate (HSC)

In 2016, 9 students attained the Higher School Certificate. Students achieved 20 results which were band 4 or higher. 100% of students in Primary Industries, Metal and Engineering and Hospitality, 66% of the Biology and Modern History cohort and 50% of the Design & Technology and Modern History results were comparatively higher than their individual student Year 9 NAPLAN results. The performance of students in VET Primary Industries and Metal and Engineering was above the State Mean. Other subjects with relatively strong results were VET Hospitality and Modern History. Due to the small number of candidates in each subject, it is difficult to assess performances based on z-scores.

and the school.

Aboriginal culture was supported for a number of students and the Aboriginal Student Representative Group during a visit by our Aboriginal Education Officer. During this visit, students learnt a great deal about their local area and family origins. This activity deepened the understanding for many students of indigenous issues present in Australian society. Six students were registered for an Indigenous Camp at Lake Keepit which was cancelled unfortunately.

The Aboriginal Student Representative Group continued to develop with aboriginal students elected from amongst the 34 aboriginal students in the school. The aim of the group is to act as a consultative group for aboriginal perspectives in the school whilst developing leadership skills, self-esteem, self-efficacy and a greater knowledge of wider aboriginal perspectives confronting Australia.

Multicultural and anti-racism education

A whole school focus on multiculturalism was achieved this year through curriculum, where Multiculturalism is promoted across all KLA's in a contextual format and through the whole school learning the French language and studying the French cultures of France and Canada. As a school we need to place greater emphasis on Multiculturalism and will build this into our plans for 2017.

Racism was not an issue at Dunedoo Central School this year. All students were educated in anti-racism through a whole school anti-bullying program conducted throughout term 2. Visits from expert speakers on bullying and racism, educated students about Australia's policies regarding acceptance and inclusion of people from all racial backgrounds. There were zero referrals to the school anti-racism officer this year.

One of our students participated in a youth exchange program to Italy and informed students of the cultural differences on his return. Another was selected to represent NSW as part of the World War 1 commemoration of the battle of the Somme and informed students of her cultural experience on her return.

From the Business Intelligence tool, a positive trend exists for value-adding from Year 9 – Year 12. The measure for Dunedoo Central School is marginally lower (0.6) than for similar schools.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed using the 'Tell Them From Me' survey. In all areas except 2, parent responses were greater than the NSW average. The area where Parents scored lower was in 'supporting learning at home' and 'being informed'.

Generally parents indicated that they felt welcome at Dunedoo Central School. They believed the school supported their child's learning, through high expectations, encouraging students to work hard, do their best and had an expectation for homework to be submitted on time. Parents also felt that the school supported positive behaviour through maintaining classroom control, with clear rules about behaviour and teachers devoting their time to extra-curricula activities.

Parents considered their children to be safe at school with behaviour issues being dealt with in a timely manner. They believe that teachers provide support for students and that the school is inclusive. 100% of parents would recommend our school to prospective parents.

Teaching Staff at Dunedoo Central School also completed a 'Focus on Learning' survey. 67% of staff believed morale at school was good. 83% believed that school leaders were leading improvement and change and clearly communicated vision and values for our school. Learning culture and teaching strategies are areas for development.

Policy requirements

Aboriginal education

In 2016, the positive and inclusive culture developed over preceding years was continued. Performance in NAPLAN by Aboriginal students continued to match those of the whole student body, whilst identified students who did not achieve benchmark level, were provided with learning support. The attendance, participation in learning and engagement of Aboriginal students matched those of the whole school group.

Aboriginal perspectives were taught across the KLA's and incorporated within all teaching programs. All students learnt aspects of aboriginal culture, history and contemporary issues through lessons based on these programs.

The Aboriginal Parents Education Group, although very small, met and provided input into cultural events conducted throughout the year. This consolidated the partnership and promoted genuine collaboration between Aboriginal families, the Aboriginal Community