

Dungay Public School Annual Report



2016



1791

Introduction

The Annual Report for 2016 is provided to the community of Dungay Public 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.

School contact details

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Message from the Principal

I would like to thank the staff, students, parents and school community for the wonderful efforts in supporting our school during 2016. Our school motto is Seek, See and Achieve, and our keys to success are "Persistence, Resilience, Getting Along, Organisation and Confidence" continue to be modelled and explicitly taught by all staff with the support of an engaged parent body.

We proudly serve the Dungay community through the explicit planning and teaching of the skills and comprehension required for our students to develop into lifelong learners, who are socially mature and able to be active members of the wider community.

We continue to foster the students' learning in an encouraging and supportive environment which is further enhanced by the support of parents and community members. Students' learning has been evidenced in the research and development of our school's three directions for the 2015–2017 Strategic Plan.

Our support of extra-curricular activities through teacher involvement continues in areas such as music, debating, sport, gardening, language programs, sporting schools activities, and special days at the high school.

The P&C and community again provided support for our school through many fundraising and student engagement activities throughout the year. For these efforts we are very grateful.

Margaret Burgess

Principal

School background

School vision statement

To broaden and enrich the school experience of our students in preparation for high school and beyond by collaboratively providing outstanding school and group programs that engage students.

To continually improve literacy and numeracy standards through the planning, development and sharing of high quality, consistent teaching and learning programs

School context

Dungay Public School, which is situated 5kms north from Murwillumbah is made up of four small rural schools situated in the Tweed Valley. We have a similar range of students with a similar variety of abilities and backgrounds. While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

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

Literacy

Purpose

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English

Overall summary of progress

Quality teaching, assessment and the use of the K – 6 Literacy Continuum have been a key professional learning focus in 2016 to achieve this strategic direction. All teachers have been trained plotting students on the Literacy Continuum.

In 2016, our school set about collecting robust evidence of student learning through the use of school based assessments, standardised assessments, NAPLAN and mapping individual students on the literacy continuum. This data was then used to differentiate teaching and learning experiences to ensure all students demonstrate progress in literacy.

The main focus areas for 2016, based on the combined analysis of NAPLAN data by our community of schools, were Spelling and Punctuation. Assessments indicate sound growth, however it is evident additional professional learning and resourcing will be needed to strengthen teacher capacity to use data effectively to further differentiate learning in classrooms.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents. These initiatives are having a significant impact on student learning, particularly for groups in the early years of schooling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN trend data to 2017.	There has been an improvement in staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy using the Quality Teaching elements. Staff are confidently implementing the new curricula. Staff participated in professional development sessions in using quality pedagogy in the teaching of reading, spelling, writing and grammar.	\$845
NAPLAN student growth data from Year 3 to Year 9.	Staff collaborated with Wollumbin High School Head–Teacher English to develop relevant teaching strategies esp. writing, spelling and comprehension. Professional learning teams across our community of schools led professional development on using best evidence–based practice and data analysis to ensure consistency of teacher judgement and consistent quality teaching.	

Next Steps

The future directions for 2017 include a sustained focus on the School Excellence Framework, particularly the teaching elements, to ensure consistent tracking of evidence resulting in continued best practice. This will ensure the School Plan provides quality educational outcomes for all students.

Strengthen teacher capacity to use data effectively to ensure an increased percentage of students who demonstrate expected growth through developing effective classroom practices.

Track students on the NSW Literacy continuum: ongoing for Comprehension and Writing and including Reading Texts and Aspects of Speaking.

Strategic Direction 2

Numeracy

Purpose

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics

Overall summary of progress

Teaching and learning across the school is driven by assessment data and differentiated to meet the needs of all students. Consistent and ongoing cooperative planning and review is strengthening staff capabilities and improving student engagement and achievement. NAPLAN data for small schools is statistically insignificant, but when reviewed as a CoS, including WHS, reveals that identified target areas are seeing improvement and student growth is achieved, especially in the critical middle years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN trend data up to 2017	Our schools' mathematics scope and sequences were amended to reflect the new syllabus. To ensure consistency of practice for students and teachers, programming and teaching models were developed for use across our community of schools. Our community of schools' scope and sequences were based on the Maths Plus textbook.	
NAPLAN student growth data Year 3 to Year 9	Expertise was shared across the community of schools, including Wollumbin HS, to develop teachers' knowledge in some of the 'new' content that was moved from Stage 4 to Stage 3.	\$762

Next Steps

Continue to build on and improve staff capacity to collaboratively plan and differentiate programming and pedagogy in numeracy and create school-wide systems and structures which support differentiation.

Continue to develop effective assessment, tracking and student analysis systems to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.

Extend CoS expertise and use of current technologies.

Collect quantitative and qualitative data to gauge levels of student achievement.

Implement strategies and programs designed to improve outcomes for indigenous students.

Strategic Direction 3

Engagement

Purpose

The principals of each of the four schools meet regularly to reflect, collaborate and plan. Each school engages its community in the process through formal meetings, surveys, focus groups and personal contact.

Overall summary of progress

Our continued Community of Schools (CoS) focus on enhancing student engagement has had a significant positive impact on the transition from Year 6 to Year 7 for students across the CoS group. Year 7 NAPLAN results show a significant reduction in typical regression for this stage group. Anecdotal evidence also suggests that students from the CoS group are highly engaged and motivated when starting Year 7 at Wollumbin High school.

Students have enjoyed participating in activities with like students from the other small schools in the CoS group. These activities have provided students with experiences and opportunities that may not have been possible within the limitations of the small enrolment numbers of small schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff, student, community responses recorded via surveys.	Detailed feedback from formal and informal surveys from students, staff and parents was used to design future directions in enhancing engagement.	
Engagement plans and strategies embedded in routine business of schools in the group.	<p>Well organised and coordinated plans across CoS group were used to enhance engagement:</p> <ul style="list-style-type: none">– Two CoS principal meetings each term– CoS Professional Learning Plans– CoS Staff development days <p>Students regularly participate in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions:</p> <ul style="list-style-type: none">– Wollumbin High School transition activities– CoS Debating– Multicultural Day at Dungay Public School	\$3033

Next Steps

Continue to build on improved student engagement in Wollumbin High School transition programs and CoS group activities. Extend CoS group initiatives to include more cross school teacher collaboration within Stage groups. Develop Personalised Learning Plans (PLPs) for every student that includes student welfare and behavioural outcomes. Engage wider school communities in CoS group initiatives. Collect quantitative and qualitative data to gauge levels of student engagement. Implement strategies and programs designed to improve engagement for indigenous students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1,2,3</p> <p>All students have an individual learning plan (ILP) and are making pleasing progress across the literacy and numeracy continuums. Additional programs targeting social skills have been utilised.</p>	\$474
Low level adjustment for disability	<p>Strategic Direction 3</p> <p>School Learning Support Officer (SLSO) employed 1 day per week to support students with special needs.</p> <p>All students requiring adjustments and learning support are catered for within class programs.</p>	\$12836
Socio-economic background	<p>Small group and individual interventions empowered students to experience success, engage more effectively in the classroom and improve their literacy and numeracy skills.</p> <p>Strategic Direction 1</p> <p>Provided professional learning opportunities to further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support all students.</p> <p>IEPs and PLPs developed and implemented for identified students.</p> <p>Additional reading resources purchased to support the delivery of Literacy programs.</p> <p>Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions.</p>	\$10202



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	37	34	36	35
Girls	23	22	17	18

Student attendance profile

School				
Year	2013	2014	2015	2016
K	84.8	96.2	94.7	94.9
1	90.6	95.7	93	94.8
2	91.2	91.6	82.7	91.1
3	93.8	96.2	91.7	95.1
4	91.1	94.5	91	92.1
5	94.7	95.6	94.6	92
6	93.5	94.2	94.2	95.1
All Years	91.2	95	91.2	93.4
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
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance at Dungay Public School is high. For students who do experience attendance issues the school assists by:

- posting regular notices in the school newsletter;
- contacting families to offer assistance;
- developing attendance plans in conjunction with parents and the school counsellor;
- implementing the school welfare policy and
- utilising the services of the Home School Liaison Officer.

Class sizes

Class	Total
K/1R	13
2/3S	21
4/5/6B	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.12

*Full Time Equivalent

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	

Professional learning and teacher accreditation

Staff at Dungay Public School have been involved in professional learning experiences during school development days, after school, evening sessions and during school terms. Professional development has included mandatory DoE training and nominated training relating to the school plan and performance and development plans.

L3 (Language, Literacy and Learning) training has been a major commitment for our school, involving a financial obligation of more than \$7 000.00 which included 12 half day training sessions, course fees and essential resources. L3 is a research-based, effective classroom intervention targeting text reading and writing. All students in the K/1/2 classroom have received explicit instruction in small groups and have demonstrated significant growth. This program will continue in 2017.

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	119 213.70
Global funds	69 948.50
Tied funds	84 539.52
School & community sources	22 621.11
Interest	2 315.74
Trust receipts	595.50
Canteen	0.00
Total income	299 234.07
Expenditure	
Teaching & learning	
Key learning areas	22 132.61
Excursions	4 515.02
Extracurricular dissections	18 093.03
Library	967.69
Training & development	0.00
Tied funds	79 134.36
Short term relief	16 161.64
Administration & office	34 616.05
School-operated canteen	0.00
Utilities	7 960.67
Maintenance	11 786.48
Trust accounts	472.50
Capital programs	0.00
Total expenditure	195 840.05
Balance carried forward	103 394.02

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.

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

A sample of survey responses are presented below:

–School satisfaction rating is very high with staff, parents and students.

–85% of respondents mentioned the beautiful setting and the approachable, dedicated staff.

–Parents continue to value the strong music, visual arts, Japanese and sports programs within the school.

–Parents acknowledge there are many opportunities provided and that they are encouraged to be involved in school programs.

–The 'You can do it' program is very well received by parents, staff and students.

–Parents are very satisfied with the efforts the school has made to establish and maintain effective communication between home and school through the introduction of the 'School Stream' app.

–Students would like more sport, excursions and gymnastics.

–Parents and community members value the Dungay Public School Playgroup.



Multicultural and anti-racism education

Multicultural Perspectives are embedded in classroom teaching particularly through HSIE units and literacy activities.

Within our school environment there is limited exposure to people with different cultures and beliefs. We therefore believe it is particularly important to provide opportunities to build understanding of Australia as a multicultural nation through the study of other cultures and our highly successful multicultural day.

Once again, Dungay hosted Multicultural day with children from Chillingham, Tyalgum and Crystal Creek. Each class studied a particular country or culture throughout term three. The study included the language of the chosen country, beliefs, customs, religion, geography, significant people and the arts.

Dungay school captains, welcomed all children dressed in national or significant clothes for the culture they study. Nominated children shared interesting facts about their country and described their flag. Many classes performed items such as dances and poems. Children were then involved in grade group multicultural activities prepared by all teachers.

Highlight of the day was the multicultural food festival. Each class prepared a dish specific to their country and they were able to try a range of foods from around the world. Children were able to sample delights such as nachos, dahl, quiche, croissants, fried rice, dim sims and curries.

Thank you for taking the time to read our Annual School Report. We look forward to connecting with you at Dungay Public School.

Policy requirements

Aboriginal education

All Aboriginal students at Dungay Public School have a Personalised Learning Plan. Each child's plan identifies their personal strengths and interests as well as their learning goals for the year. All PLP's are shared and negotiated with parents.

Aboriginal Perspectives are embedded in key learning areas in all classrooms. Our School Captains and staff 'Acknowledge Country' at all assemblies and community events. All classes participated in cultural activities and NAIDOC Week celebrations.