

# Dungowan Public School Annual Report



2016



1793

## Introduction

The Annual Report for **2016** is provided to the community of **Dungowan 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.

Merydyth Raue

Principal

### School contact details

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## School background

### School vision statement

At **Dungowan** Public School we have a commitment to nurturing, guiding, inspiring and challenging students.

We strive to use best practices to improve student learning. We embrace change and believe in leadership for every staff member and student. We want to ensure that our students are equipped with 21st Century skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

Our vision is for all of our students to become

- Successful learners
- Confident and creative individuals &
- Active & informed citizens

At **Dungowan** Public School we will strive to improve;

- Student learning;
- Student engagement;
- Staff professional development;
- Community engagement
- Staff and student wellbeing; and
- Student transition.

### School context

**Dungowan** Public School is a small rural school situated **25** minutes south east of Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical resources and human resources to support the education of our students.

We currently have 28 students and are expecting more enrolments later this year. Although our school numbers have been steadily reducing over the past few decades due to changing demographics and patterns of employment, our school remains strong and positive with high expectations and a supportive community.

**Dungowan** Public School is committed in providing a sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and across curriculum areas on a regular basis to provide additional academic and social opportunities.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

Dungowan Public School has a dedicated parents and citizens association which raises money for resources in the 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.

In the domain of Learning, we have focussed on 'Curriculum and Learning' and 'Assessment and Reporting'. Students use assessment and reporting process to reflect on their learning. The school has analysed school performance data and other contextual information and is aware of trends in student achievement levels. The school actively collects and uses information to support students successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education.

In the domain of Teaching, we have focussed on 'Learning and Development' and 'Effective Classroom Practice'. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers draw on and implement based research to improve their performance and development. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

In the domain of Leading, we have focussed on 'School Resources' and 'School Planning, Implementation and Reporting'. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. Staff are committed to and can articulate the purpose of each strategic direction in the school plan. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

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

Enhancing quality learning.

### Purpose

To improve student learning and engagement in literacy and numeracy,

By providing students with the environment and opportunities which encourages them to be self-motivated learners, developing skills and acquiring knowledge

So they may be productive, successful citizens with a social conscience.

### Overall summary of progress

Students have become more self directed and aware of their own specific learning goals through the introduction of individualised success criteria booklets in Literacy, with a focus on Writing. Teachers have developed a much deeper understanding of the Literacy continuum and how to use this information in the delivery of quality teaching and learning programs across the school. Individual Education Programs and Personalised Learning Plans reflect Departmental policies and key accountabilities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A deep knowledge of the Literacy and Numeracy continuums informs differentiated teaching and learning across the whole school. This ensures all student learning needs are met and is evidenced by accurate plotting of student achievement and continual growth on the Literacy and Numeracy continuums.	The introduction of the "I Can..." booklets is providing a scaffold for students to become effective self directed learners. Students are beginning to match their work samples to the criteria and identify specific and appropriate future goals to further develop their knowledge and skills. More provision of time for student teacher conferences for reflection of learning and teaching will take place in 2017. The K-2 teacher completed L3 training and is looking for continued opportunities for OPL (ongoing professional learning) in 2017.. As a result of the implementation, all students have reached benchmarks in reading. Collegial discussion and PD opportunities deepened knowledge and understanding for all staff of the Literacy continuum and as a result, all K-6 students were plotted throughout the year on PLAN. Meeting the needs of individual students. LaST to be responsible for ensuring all PLPs & IEPs are adequately documented and to coordinate parental involvement	Aboriginal Background loading \$1650 Low Level adjustment for disability \$600 Global \$1000

### Next Steps

- Students to use success criteria booklets regularly for all aspects of the Literacy continuum.
- Introduction of Numeracy Continuum student booklets to determine individualised learning goals and encourage self direction.
- Teachers to develop a deeper understanding of the Numeracy continuum and how to use this information to implement quality teaching and learning programs.

## Strategic Direction 2

Enhancing quality teaching

### Purpose

To build the capacity, leadership and educational practice of our staff

By sustained attention to 21st century learning skills, lesson design, development of whole school programs further developing teacher capacity, assessment and tracking on learning continuums to mark progress and guide teaching

So they may ensure students have the opportunities to meet their potential.

### Overall summary of progress

Targeted professional learning has seen all staff contribute to whole school planning and show commitment to additional leadership opportunities. Teachers are using curriculum assessment tools and PLAN software to accurately plot students on Literacy and Numeracy Continuums. This effective use of data is informing and guiding teaching practice to meet the needs of students and meet curriculum outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Effective use of data to inform and guide literacy and numeracy teaching practice to meet the needs of students and achieve curriculum outcomes. This will be evidenced by all teachers inputting and accessing PLAN data for all students as reflected in teaching and learning programs and classroom observations.</p> <p>The development of a culture of seeking leadership opportunities, coupled with targeted professional development results in quality systems and practices that support 21st century learning. This is evidenced by the quality contributions of all staff to whole school plans and their commitment to the implementation and sustainability.</p>	<p>PDPs were used effectively and PL goals aligned with teaching standards. PLPs &amp; IEPs were in place for individual students and parental engagement was high.</p>	<p>\$4299</p>

### Next Steps

- Provision of opportunities for targeted professional learning for new staff and continuing staff in new roles.
- Alignment of professional learning with school plan and Australian Professional Teaching Standards
- successfully implementing Professional Development Plans for all teaching staff to ensure staff are meeting proficient level
- Introduction of Professional Development Frameworks for all non-teaching.

## Strategic Direction 3

Enhancing community partnerships.

### Purpose

To build effective partnerships, based on trust and mutual respect,

By providing welcoming opportunities to utilise the array of people's skills beyond the borders of our school fences

So we may enhance the effectiveness of our school and the schools around us.

### Overall summary of progress

Our school has hosted and participated in numerous events and programs with our partner schools, including academic, sporting and cultural opportunities. Quality contributions of staff to community of school's plans and their commitment to the implementation and sustainability, coupled with student participation and engagement in a variety of shared programs offered throughout the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Close school partnerships utilising the available collective resources, strengthening the effectiveness of staff and systems in local schools.</p> <p>This is evidenced by the quality contributions of staff to community of schools' plans and their commitment to the implementation and sustainability, coupled with student participation and engagement in a variety of shared programs offered throughout the year.</p>	<p>Close school partnerships exist and students have benefitted from additional academic, cultural and sporting opportunities provided by cooperating school communities. There has been positive feedback from students, staff and parents throughout the year.</p>	<p>RAM Equity \$1800</p>

### Next Steps

- Continued collegial planning with Partner schools.
- Attendance and engagement at Partner schools meetings.
- Leadership training opportunities for student leaders to promote participation in community and other school initiatives.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Employment of School Learning Support Officer.</p> <p>Staff and students received additional assistance with technology. Targeted students received individual instruction in literacy and numeracy.</p>	<p>\$963</p> <p>Employed SLSO to support students.</p>
<b>Low level adjustment for disability</b>	<p>Online speech therapy lessons through Royal Far West. Three students received assistance and showed improvement in oral language and comprehension skills.</p> <p>Employment of School Learning Support Officer. Students in both classes received individual support in literacy (Multilit &amp; additional reading opportunities) and maths (increasing automaticity of recall of number facts).</p>	<p>\$4591</p> <p>Employed SLSO to support students.</p>
<b>Socio-economic background</b>	<p>Employment of Classroom Teacher and School Learning Support Officer.</p> <p>Part time classroom teacher position was additionally funded to full time position allowing for quality and consistency of teaching program and routine.</p>	<p>\$7772</p> <p>Employed Teacher &amp; SLSO to support students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	15	18	16	12
Girls	19	24	15	15

Dungowan Public School has seen a slight decline in enrolments in the past four years. This has been due to changing demographics of the area and limited availability of affordable housing and rental properties for young families.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	97.8	95.9	94.6
1	98.3	98	97.2	96.6
2	95.5	99.4	97.4	94.6
3	96.9	97.6	95.6	97.3
4	98.1	95.9	96.7	98.9
5	97.3	95.5	96.8	96.1
6	98.9	97.8	96	93.5
All Years	96.3	97.3	96.6	95.7
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

Our attendance rates are excellent. Dungowan Public School is consistently above region and state average indicating high levels of student engagement and community commitment to education and school. Non-attendance is managed through high levels of communication with all families and staff follow Departmental guidelines and policies. External agencies and DoE Home School Liaison Officer are

contacted as required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

\*Full Time Equivalent

In 2016 there were no teachers who identified as Aboriginal or Torres Strait Islander at Dungowan Public School.

### 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

Significant amounts of professional learning were undertaken by staff at Dungowan Public School. With the release of a different funding model and research supporting teacher quality being the largest single indicator of student success, this was a focus area for us.

# 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	\$
<b>Balance brought forward</b>	<b>22 782.22</b>
Global funds	77 484.86
Tied funds	25 126.47
School & community sources	51 257.46
Interest	648.03
Trust receipts	868.70
Canteen	0.00
<b>Total income</b>	<b>178 167.74</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	25 439.83
Excursions	28 535.56
Extracurricular dissections	5 164.56
Library	1 096.82
Training & development	2 505.29
Tied funds	26 432.25
Short term relief	3 679.00
Administration & office	44 196.97
School-operated canteen	0.00
Utilities	9 388.54
Maintenance	8 379.44
Trust accounts	1 428.22
Capital programs	0.00
<b>Total expenditure</b>	<b>156 246.48</b>
<b>Balance carried forward</b>	<b>21 921.26</b>

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.

We are very proud of our student achievement levels at Dungowan Public School. Privacy protocols prevent reporting on student cohorts less than 10. All parents/carers have been given reports outlining their child's achievements and had opportunities to discuss these reports with the classroom teacher.

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.>

## Parent/caregiver, student, teacher satisfaction

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

Most families have been involved in meetings and discussions about the school. With changes in the demographic composition, additional opportunities were given to other community members to discuss the future plans of the school. Feedback was overwhelmingly positive. Many commented on the positive impact of the promotional school flyers distributed earlier in the year. There was some discussion that the school needed to promote the varied and high quality opportunities provided to students. Parents would also like to see the achievements of individual students and groups of students advertised to a wider audience than the school newsletter currently reaches. We are currently considering a presence on Facebook and how this will be managed.

## Policy requirements

### Aboriginal education

Dungowan Public School received Aboriginal background funding in 2016. We employed additional staff to provide additional Literacy and Numeracy support including tutoring in Multilit. We also received additional support in technology and music. As a result, Aboriginal students were confident to represent the school in various settings and improvement was seen in all key learning areas.

### Multicultural and anti-racism education

Our programs foster student understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. In line with Departmental Policy, the Principal is a trained Anti-Racism Contact officer at the school.

Each year, all students participate in a cultural study in line with the Country Women's Association and other schools including Woolomin Public School. This year, we studied Mongolia and had specialist lessons at Tamworth High School in cooking, art, music, dance, geography and history.