

Dunoon Public School

Annual Report



2016



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Introduction

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

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Principal

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School background

School vision statement

At Dunoon Public School we are committed to providing a supportive, engaging, creative and challenging learning environment in which each student strives for personal excellence.

All members of the Dunoon Public School community will be challenged and empowered to become life long learners, confident, capable, creative individuals, and active, global and socially responsible citizens.

School context

Dunoon Public School is a small school located in the vibrant village of Dunoon. The school has an enrolment of 80 students drawn from the local village and the surrounding districts. It enjoys a high profile in the local area.

The students are supported by caring, enthusiastic and dedicated staff. There is strong staff commitment to ensuring that community ties are solid and positive teacher–student/teacher–parent relationships are fostered. Quality programs and a caring learning environment underpin all programs and practices. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet the diverse needs, backgrounds and interests of all students.

In a 21st century learning environment we see a strong need to support our students to be global citizens. Our school has a strong focus on promoting collaboration, resilience, creative and critical thinking and life–long learning skills. Supporting these principles are a range of engaging programs, including: a dynamic creative and performing arts program; solid literacy and numeracy programs; positive student wellbeing programs encouraging citizenship, autonomy and leadership; strong environmental and health education practices; and targeted use of technologies.

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.

During 2016 staff members at Dunoon Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. The School Plan was examined to determine the elements of the School Excellence Framework that the plan most strongly addresses. In the domain of Learning our efforts have primarily focused on wellbeing. The strong performance of the school in creating a positive and productive learning culture has been a key feature of our progress. Our main focus in the domain of Teaching has been on collaborative practice for staff members. Our focus in this area has been on classroom observations, data analysis and feedback. Staff members are developing evidence based practice through reflections and evaluations of collective work.

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

Successful and Engaged Learners

Purpose

To support and empower all students to become confident, engaged and self-directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self-awareness and the ability to build positive relationships across a variety of contexts.

Overall summary of progress

Our continuing focus to develop a contemporary curriculum has enabled us to achieve significant progress in this area. Learning and support team processes have been enhanced and will continue to be a focus. A strategic and planned approach to support student wellbeing is evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff work from a model of nurturing relationships which clearly identify respectful, consistent and positive interactions. Wellbeing programs in place. Whole-school creative and innovative curriculum project implemented. Clear examples of student involvement in creative and innovative school projects. Parent and Community satisfaction displayed through support of programs, involvement in and promotion of the school resulting in continued positive enrolment statistics. Scaffolds for visible learning utilised across all stages and reflective of curriculum content. PLAN and NAPLAN data recorded and demonstrating growth and improved performance.	The school is experiencing much success with this strategic direction. By providing students with ownership of school projects, they have gained many skills in leadership, collaboration and communication. This is evidenced by increased engagement of students and parents with school projects.	16 644.07

Next Steps

Our future direction is to incorporate 21st century learning fluencies into all aspects of curriculum delivery and to bring greater awareness to students of these skills.

Celebrate 21st Century learning fluencies and encourage student voice. Investigate the incorporation of these fluencies into our assessment and reporting system. Incorporate personal learning goals into student learning to encourage skills in goal-setting and reflective practice as a way to improve self.

Strategic Direction 2

Innovative & Collaborative Teaching and Learning Practices

Purpose

To support the on-going professional learning of all staff to ensure a positive school learning environment and the delivery of a quality curriculum that is innovative and will inspire all students to be successful learners and citizens.

Overall summary of progress

The school is on target to achieve this strategic direction. At our end of term reflection meetings, staff members consistently agree that the collaboration and sharing of knowledge and skills is having a positive impact on teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teaching practices effectively develop the knowledge, understanding and skills of all students (as outlined in syllabus documents).• All teachers promote and model effective, evidence-based best practice.• All staff members demonstrate progress towards personal goals and whole-school strategic directions through PDPs.• Student progress is demonstrated through PLAN and NAPLAN data.• Leaders acknowledging and fostering a strengths-based approach to team management.	<p>Trialled aspects of strengths-based teaching (capitalising on existing staff skills in sport, CAPA, and Higher Order Thinking). This was a success in terms of providing students with a rich learning environment and will be implemented more fully in 2017.</p> <p>Principal has adopted a strengths-based approach to management.</p> <p>Teachers collaborating to share teaching strategies which reflect current best practice. TPL undertaken with a focus on creative curriculum delivery. This included</p> <ul style="list-style-type: none">• Student engagement• Investigative maths program implementation• Quality questioning techniques in the classroom• PBL and IBL <p>Formative and summative assessment embedded in assessment and teaching processes.</p>	<p>4080.73 (Beginning teacher Funds)</p> <p>1490.46 (Professional Learning Funds)</p>

Next Steps

Fully implement strengths-based teaching of curriculum.

Stop Walk Talk program fully implemented. Common strategies and language features of the program communicated to parents and carers so that support is across school and home contexts.

Seek and provide opportunities for students to participate in extra-curricular activities which support student wellbeing, self-esteem, team work, engagement with school and sense of achievement. Implement whole-school investigative maths program. Continue to support staff through training in delivery of investigative maths program.

Strategic Direction 3

Positive Relationships with the Learning Community

Purpose

To engage and strengthen relationships with the broader school community in order to enrich student experiences, foster social citizenship and contextualise student learning.

Overall summary of progress

The school is experiencing success with this strategic direction. We continued to engage positively with the learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase in number of parents and community members actively engaged in and supporting the school's education priorities.• Increase of community/parents collaborating to promote home/school partnerships and improve student learning outcomes.• Network of community partners established, broadened, and utilised.• Functioning kitchen garden operating at the school.• Increased involvement in marimba program.• Students expressing greater sense of belonging.	<p>Functioning and well maintained kitchen garden operating at the school.</p> <p>Practices and processes are responsive to community feedback.</p>	<p>Principal trained in the implementation of Kitchen Garden Program. Garden beds built and planted out. Kitchen renovations complete and equipped for cooking projects.</p> <p>Principal working in collaboration with team of parents (the 'Dunoon Diggers') to implement Kitchen Garden curriculum. Program successfully implemented. Meeting held to discuss future directions, strengths and areas for improvement.</p> <p>Members of the broader learning community involved in Kitchen Garden Project and associated in-class projects and lessons. Examples of this include chefs and people involved in honey-bee</p>

Next Steps

Incorporate feedback from Term 4 Kitchen–Garden Project. Continue to implement project for 2017. Teachers to link in–class lessons more strongly to the Kitchen–Garden Project.

Foster in students a greater sense of ownership of the Kitchen Garden Project through including students in planning and implementation.

Continue to invite and welcome involvement of broader learning community in school.

Transition: Continue to develop relationships with pre–school and build on links with secondary school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	No funding	No funding
English language proficiency	This enabled teachers to receive release to focus on planning and implementing targeted support.	\$1340.14
Low level adjustment for disability	These funds assisted with employing the Learning and Support teacher to directly support students with additional learning needs.	\$3620
Quality Teaching, Successful Students (QTSS)	These funds provided release time for teachers to set up collaborative practices within the school.	\$3061
Socio-economic background	Enhanced student access to a wider range of curriculum learning experiences. Funds assisted families with the costs of text workbooks, Life Education visits, Chess tournaments, excursions, swimming lessons and school camps.	\$3549.00
Support for beginning teachers	This funding provided under Great Teaching, Inspired Learning enabled the staff member to collaborate with a range of teachers for professional learning, mainly with literacy and Project Based Learning. The teacher was able to observe and discuss best practice within and beyond the school. Guided reading sessions were also a particular aspect on which to focus.	\$4080.73

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	38	37	31	43
Girls	36	40	38	37

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	95.5	90	91.3
1	91.7	93.9	96.3	93.2
2	94	95.3	95.6	93.5
3	91.3	92.9	94.3	94.6
4	94.2	87	92.5	95
5	93.7	94	86.1	94.8
6	90.8	93.6	92.5	93.2
All Years	93.1	93.3	93	93.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Dunoon Public School has one Aboriginal teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Expenditure in professional learning included training days for literacy and numeracy to improve student outcomes, Project-based learning concepts, technology tools and 'Minds Wide Open'.

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

Financial information

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

Income	\$
Balance brought forward	60 699.07
Global funds	96 189.64
Tied funds	33 570.46
School & community sources	18 650.14
Interest	1 315.47
Trust receipts	3 401.15
Canteen	0.00
Total income	213 825.93
Expenditure	
Teaching & learning	
Key learning areas	16 644.07
Excursions	15 400.53
Extracurricular dissections	2 758.99
Library	1 111.48
Training & development	4 774.39
Tied funds	34 018.66
Short term relief	13 697.68
Administration & office	46 332.90
School-operated canteen	0.00
Utilities	10 643.29
Maintenance	16 847.22
Trust accounts	3 401.15
Capital programs	0.00
Total expenditure	165 630.36
Balance carried forward	48 195.57

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 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.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 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.

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

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- High levels of interest in the Stephanie Alexander Kitchen–Garden program;
- Caring, enthusiastic and dedicated staff;
- Positive student wellbeing programs and practices;
- A well–balanced curriculum;
- An excellent school culture; and
- Fantastic facilities.

Policy requirements

Aboriginal education

The school has an ongoing focus to fully incorporate Indigenous perspectives in the curriculum and ensure that students gain a deep knowledge and understanding of Australia's original inhabitants. The school regularly reviews its Aboriginal Education policy and students participate in teaching and learning activities that focus on Aboriginal cultures, heritage, histories, art, craft and storytelling.

Multicultural and anti-racism education

The school aims to instil in all students an acceptance, celebration and tolerance of others. All students are exposed to art, music, literature and cuisine from a variety of cultures. Special events such as Harmony Day provide a focus for multicultural activities. The school also receives regular visits from people from a variety of countries and cultures which all contribute towards the success of the program.