

Dundas Public School

Annual Report



2016



4029

Introduction

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

Natalie O'Connor

Relieving Principal

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Message from the Principal

I invite readers to view the images of school life on our website to get a 'feel' for who we are at Dundas Public School. You will notice the bright and happy faces of our students and their teachers.

2016 saw us continue our work in making learning visible. We are making sure our students know what they are learning about, know how to get there and know how if they are successful along that journey. We are creating a growth mindset, where students believe that they have the power to drive their own learning forward and they know that they can improve their results with effort and support.

As you look through our website you will see the innocence of children happily immersed in school life. Laughing, playing and learning. The images are of children building social skills and resilience, growing life experiences and relationships, children who feel connected to and belonging to their community.

I would like to take this opportunity to thank our teachers for their continued dedication to our students and their commitment to life long learning. I thank the parents of our community, for supporting our strategic directions and working with us to achieve our goals.

School background

School vision statement

At Dundas Public School we aim to provide an education that equips our students with the knowledge, understanding, skills and values to become successful lifelong learners.

School context

The Dundas Public School motto, "Our Best Always", underpins all activities at our school. Dundas Public School had a student population of 386 during 2016. Our students come from a variety of cultural backgrounds, with approximately 65% coming from a language background other than English with the largest percentage of this student cohort from Korean families. The importance of a safe and healthy lifestyle is emphasised at Dundas Public School and our school is renowned for its band and sporting programs and academic achievements.

Our student welfare program nurtures the emotional growth of our students and promotes sensitivity to and tolerance for the attitudes and values of groups within society.

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 our efforts have been primarily focused on learning culture, wellbeing, curriculum and learning. Teachers have made a commitment to our three strategic directions. These are included in Professional Development Plans (PDP) as school wide goals, stage goals and personal goals. Professional learning is scheduled weekly. This may be in the form of K–6 workshops and/or smaller stage based groups and paired work between colleagues including observation and feedback. Teachers are focused on student outcomes, differentiated content, formative assessment and student wellbeing. The literacy and numeracy continuums are used to inform the teaching and learning cycle. PLAN is used in K–2 to track student progress and inform parents. Dundas Public School has a strong Learning and Support Team, who support all students' social, emotional and learning to meet the needs of the learner. Our student wellbeing procedures are used to celebrate successes and provide support for improved behaviour. The Resource allocation Model (RAM) is used to provide Student Learning Officers (SLSO) time to set students up for success. Systems are in place to support all students under National Minimum standards and extend those achieving beyond their grade. The Kids Matter Framework has been used to guide our wellbeing program. Children are taught to approach adversity with a positive mindset and a solution focus. We work collaboratively with our parent community to ensure a common understanding which empowers all stakeholders.

In the domain of teaching, our teachers have made a commitment to PDP process, setting professional goals aligned to our strategic directions. They are able to observe each others practice and provide feedback on a lesson observed. Induction and a mentoring program exist for Early Career teachers as well as new teachers to Dundas Public School. For teachers seeking accreditation, the focus is on knowing the National Teaching Standards, ways to collect evidence and process to gain accreditation.

In the domain of leading our efforts have concentrated on increasing the efficiency in the way that our school operates which will ensure consistent, effective, quality procedures to inspire a culture of collaboration, engaged communication, empowered leadership and organisational practices. Strong student leadership programs are in place for students K–6. The Student Representative Council meets every fortnight to develop leadership skills and student voice is encouraged and heard. Building teacher capacity is a focus at Dundas Public School. Resources have been dedicated to buy teachers time to collaborate, conduct peer observations and reflect on practice.

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:

Strategic Direction 1

To ensure student well-being is a priority for our student body

Purpose

Purpose:

For all students to have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.

Overall summary of progress

- The adoption of the Kids Matter Framework which focused on student well-being has enabled a positive learning environment.
- Staff had further training in implementing new procedures to support students with learning needs.
- Learning and support team processes have been enhanced to monitor and plan student progress academically and socially. This has enabled the increase for early identification and intervention to provide stronger, more focused support to individuals and has allowed greater parental involvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development and implementation of an effective positive student well-being program with clear expectations	<ul style="list-style-type: none">• The Dundas KMAT (Kids Matter Action Team) has been leading professional development for staff through the Kids Matter module.• The adoption of a student 'check in' each morning across the whole school.	\$6178

Next Steps

- Continue the successful implementation of the Kids Matter framework.
- Training for staff in the Friendly Schools Plus program.
- Implementation of the Friendly Schools Plus program into PDHPE programs.

Strategic Direction 2

Raising expectations and enhancing the quality of teaching, learning and leadership

Purpose

Purpose:

All students and staff to be actively engaged in meaningful, challenging and future-focused learning and teaching experiences to achieve and thrive as learners and leaders.

Overall summary of progress

- Continued tracking of the data wall based on PLAN data.
- All teaching staff completed Professional Development Plans aligned with the school's strategic directions.
- Staff have been encouraged to seek and attend professional learning based on their personal PDP goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students from Year 3 and Year 5 exhibit positive growth in the value added component of NAPLAN All staff to utilise PLAN data to map student learning against cluster markers in literacy and numeracy Improve stage one and early stage one reading so that 95% of students achieve the reading benchmark for their age.	<ul style="list-style-type: none">• PLAN data is used to inform learning programs which are regularly updated, analysed and utilised to inform teaching and learning.	\$20842

Next Steps

- Introduction and implementation of the 'Daily 5' literacy program in Early Stage One and Stage One.
- Further professional development for staff in data collection and analysis, to identify and improve student learning needs.

Strategic Direction 3

Create communities of practice and networks

Purpose

Purpose:

Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for ongoing growth and development of the school and the system.

Overall summary of progress

- The Relieving Principal has been attending Cumberland Community of School Network meetings.
- A strong relationship between Cumberland High School and Dundas Public School has developed, enabling an easier transition to high school for our year 6 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents and staff actively engaged in the learning of students at Dundas Public School Utilisation of improved and more efficient methods of communication (such as school app, electronic newsletter and website).	<ul style="list-style-type: none">• Effective means of communication has been established through the school's phone app (skoolbag app).• Electronic communication is instantaneous and up to date.• The school's website is used to highlight and celebrate student achievements.• Newsletters are electronically distributed fortnightly.	\$1440

Next Steps

- Transition programs for year 6 students that have specific needs who are entering local high school.
- Improved communication between Dundas Public School and local high schools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Cultural significance is included in all learning programs across the school.</p> <p>Personalised Learning plans are developed with parent/carers in the area of literacy and numeracy and implemented in the classroom and home.</p>	\$3829 RAM
English language proficiency	<p>The EALD teachers collaboratively program to support students with vocabulary, grammar and comprehension.</p> <p>Intensive support is provided with students who had limited/no English in 2016.</p>	\$24505 RAM
Low level adjustment for disability	<p>Students identified by the learning support team were supported by School Learning Support Officers (SLSO). The needs of these students varied from academic, social and emotional. Teachers are supported in developing appropriate programs and provided in class support from the LAST, where appropriate.</p> <p>Teachers attend training in specialised areas such as autism, anxiety, oppositional defiance disorder, hearing and vision.</p>	\$25657 RAM
Quality Teaching, Successful Students (QTSS)	Learning programs were discussed with teachers, support was offered to differentiate the curriculum.	<p>0.13 allocation</p> <p>\$10091 RAM</p>
Socio-economic background	This funding was used to support students with expenses relating to excursions and incursions, camps, technology and other costs associated with delivering the curriculum.	\$15675 RAM
Support for beginning teachers	Beginning teachers were supported with additional RFF and additional time with their mentor. Guidance was given to provide PDP and support to implement their plans. They attended various beginning teacher courses to do with managing behaviour, developing lessons and formative assessment.	\$26755
Targeted student support for refugees and new arrivals	These students are withdrawn by the EALD teacher for intensive English programs to improve their English skills.	\$3789

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	194	189	197	205
Girls	178	178	183	194

Enrolments for each school year are indicated above and include male and female student numbers. Dundas Public School maintains steady enrolment numbers, reflecting the growth of families with school age children in the area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.9	95.8	95.7
1	95.3	95	93.1	92.9
2	96.1	95.5	93.9	94.2
3	95.7	95.5	94.2	94.9
4	95.9	94.6	93.8	92.8
5	96.6	94.6	94.2	95
6	94.4	95.1	92.7	92
All Years	95.4	95.2	94	93.9
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

The above table represents student attendance patterns by grade as compared to state wide averages. Attendance monitoring is closely maintained at Dundas Public School. The school, works closely with families to ensure steady attendance.

Class sizes

Class	Total
KNT	18
KA	19
KS	18
1/2C	25
1/2T	25
1/2O	25
1/2G	24
1/2D	25
3/4US	29
3/4H	31
3/4E	30
3/4D	31
4/5/6Y	30
5/6M	29
5/6K	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	2
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, there was one indigenous member of the school workforce.

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 Dundas Public School staff in 2016. All staff have completed mandatory compliance training in the scheduled areas. More importantly, research supporting teacher quality being the single largest indicator of student success, was a focus for us. Our professional development is closely linked to our strategic directions in their PDPs. Deep teacher learning is occurring in learning pods, where collegial conversations about research is transformed into practice. Teacher professional learning is focused on student outcomes, worthwhile content, integrated knowledge and skills.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	180 320.68
Global funds	305 485.56
Tied funds	213 314.53
School & community sources	235 594.70
Interest	3 243.05
Trust receipts	6 291.25
Canteen	0.00
Total income	944 249.77
Expenditure	
Teaching & learning	
Key learning areas	19 032.70
Excursions	35 966.48
Extracurricular dissections	78 103.86
Library	11 090.60
Training & development	3 489.10
Tied funds	144 246.80
Short term relief	56 164.46
Administration & office	138 409.84
School-operated canteen	0.00
Utilities	24 458.73
Maintenance	21 959.71
Trust accounts	7 579.32
Capital programs	24 814.00
Total expenditure	565 315.60
Balance carried forward	378 934.17

The information provided in the financial summary includes reporting from 1st December 2015 to 31st December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	453 033.74
(2a) Appropriation	413 111.83
(2b) Sale of Goods and Services	656.25
(2c) Grants and Contributions	38 317.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	948.40
Expenses	-229 671.48
Recurrent Expenses	-229 671.48
(3a) Employee Related	-113 924.35
(3b) Operating Expenses	-115 747.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	223 362.26
Balance Carried Forward	223 362.26

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Dundas Public School aligns budgets to strategic directions. Expenditure is monitored monthly by the finance committee as well as discussed at executive meetings. Financial reports are made to the community annually. The school spent approximately \$25000 to improve technology. This included purchasing furniture for the computer lab, purchase of 30 ipads for student use and the replacement of IWBs in classrooms. The school also purchased additional teacher time to support students achieve stage outcomes. This teacher collaborated with classroom teachers, the LAST, the EALD teacher and LST to develop specific programs which were delivered in class or occasionally through withdrawal groups.

Substantial underspending occurred in 2016 as we transitioned between OASIS and SAP/SALM. Tracking income and expenditure was difficult therefore caution

was exercised. As a result belated expenditure will occur in 2017. This will include the purchase of laptops, ipads, new classroom furniture, conducive to 21st century learning spaces and the continual renewal of out-dated technology hardware.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 389 394.25
Base Per Capita	20 578.47
Base Location	0.00
Other Base	2 368 815.78
Equity Total	355 324.71
Equity Aboriginal	3 829.46
Equity Socio economic	15 675.05
Equity Language	228 546.49
Equity Disability	107 273.70
Targeted Total	41 549.37
Other Total	15 963.71
Grand Total	2 802 232.04

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.

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.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of:

- year 3 students in the top two bands in reading is 52.4%. The NSW state average is 51.2%
- year 3 students in the top two bands in numeracy is 50%. The NSW state average is 44.5%
- year 5 students in the top two bands in reading is 27.8%. The NSW state average is 38.4%
- year 5 students in the top two bands in numeracy is 22.6%. The NSW state average is 35.7%.

Policy requirements

Aboriginal education

Dundas Public School aims to enhance the knowledge and understanding of all students about Aboriginal Australia. We celebrate the nation's shared heritage through embedding the study of Aboriginal culture and customs into all areas of learning.

Multicultural and anti-racism education

61.1% of our students come from non-English speaking backgrounds. School programs developed by staff provide culturally inclusive outcomes in a racism free learning environment. Many programs have been implemented to support and promote multicultural education. These include:

- English as an Additional Language or Dialect (EALD) programs implemented in the classroom.
- Teaching and learning and support programs for new arrival students.
- Training of Anti-Racism Contact Officer to support staff and students.
- Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of all students to ensure an inclusive school community free from racism. Culturally inclusive content is integrated into all teaching and learning programs. We celebrate Harmony Day to highlight and promote multicultural education.