

# Dungay Public School Annual Report



2017



1791

## Introduction

The Annual Report for 2017 is provided to the community of **Dungay PS** 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.

Mr Joshua Stephens

Principal

### School contact details

Dungay Public School

305 Tomewin Rd

Dungay, 2484

[www.dungay-p.schools.nsw.edu.au](http://www.dungay-p.schools.nsw.edu.au)

[dungay-p.School@det.nsw.edu.au](mailto:dungay-p.School@det.nsw.edu.au)

6672 2174

### Message from the Principal

I would like to thank the staff, students, parents and school community for the outstanding efforts in supporting our school during 2017. Our school motto "Seek, See and Achieve" and our school's keys to success "Resilience, Persistence, Organisation, Getting Along 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. Our support of extracurricular activities through teacher involvement continues in areas such as sport, music, art, sporting schools activities, special days at the high school and public speaking. Throughout the year, the P&C and community provided incredible support for our school through fundraising and student engagement activities. For these efforts, we are very grateful. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Principal

Mr Joshua Stephens

## 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 is situated 5kms north from Murwillumbah. Our school is part of a community of four small rural schools situated in the Tweed Valley. The community of schools has 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.

In the Learning domain, staff surveyed believe that we are functioning well into the sustaining and growing area of 3 of the 5 elements, performing very well in the domains of learning culture and well being. Staff feel strongly that there is a school-wide collective responsibility for student learning and success with high level of engagement.

In the Teaching domain, there was also agreement amongst staff that we are working very much in the area of sustaining and growing our school, particularly in our collaborative practices. Only 2 of the 5 elements are in the delivering phase.

In the Leading domain, staff believe our school is functioning at a sustaining and growing level in 3 of the 4 domains, with work still to be done in school planning, implementation and reporting which is still only delivering.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

We continued our school wide focus on engagement and differentiation in 2017, enabling us to continue to enhance student achievement in Literacy. Through this the staff at our school continue develop a more purposeful curriculum by working collaboratively with our local FoCos network group of schools. This has led to a collegial approach across the four schools. The FoCos also engages in professional learning, each of which had a curriculum component.

As such our school can report that;

–All staff have actively participated in professional learning with a curriculum/syllabus focus to further strengthen our current pedagogy.

–Staff have worked collaboratively to discuss individual learning and areas for further development as informed by assessment tasks and the learning continuums.

–All teachers in Kindergarten or Stage One have been trained in L3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a higher proportion of Year 5 students in the top 2 bands in Reading and Spelling.	Collegial Planning \$2000	Staff participated in professional development sessions in re developing our assessment procedures. This is an ongoing process.  Year 5 2017 NAPLAN Reading data indicates we had 55% of our students are in band 7 and 8.  Year 5 2017 NAPLAN Spelling data indicates we have 0% of students below National Standards.
NAPLAN student growth data in Year 5 is higher than the State average.	Learning Support Officer employed \$8500	Students have identified individual learning needs met through accommodations and adjustments. Re-structuring the Learning Support Team allowed an individual learning reading program to be implemented.  Year 5 2017 NAPLAN data shows 75% greater than or equal to expected growth in Reading and Spelling.

#### Next Steps

The focus for 2018 will be on professional learning for staff to build their capacity to implement quality and authentic assessment and feedback, focusing on writing. This will be consolidated through criteria marking and moderation of student work samples. The FoCos group will design and lead professional learning highlighting the "7 steps of writing" and other evidence based writing programs. Further work sample analysis across local small schools will ensure accurate cluster placement on the literacy continuum.

## 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

There has been a change of pedagogy undertaken by teachers as they implement numeracy teaching strategies. There has also been more of an analysis on numeracy assessment data. The numeracy continuums are referenced regularly by teachers in K–1. Students in K–1 are also gaining an understanding of where they sit and how they can improve.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a higher proportion of Year 5 students in the top 2 bands in Numeracy	\$2100	There has been small growth in the area of students reaching the higher 2 bands in Numeracy. 11.1% of students achieved Band 8.
NAPLAN student growth data in Year 5 is higher than the State average.	Nil	37.5% of students in Year 5 had greater than or equal to expected growth. Average student growth was 78.4%.

#### Next Steps

The focus for 2018 will be on professional learning for staff to build their capacity to implement quality and authentic assessment and feedback, focusing on numeracy. All students in 2018 to be placed and tracked on the numeracy continuums.

To be provided in 2018:

- Peer observations of best classroom practice.
- Teacher professional learning on the use of data to inform practice.
- Mentoring of staff in the use of differentiation and how to show this in teaching programs.

## 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

In 2016, our students, staff and community were engaged in, and provided opportunities to offer feedback and suggest improvements to enhance educational engagement of students at Dungay PS.

Every staff member participated in strategic professional learning to enhance school programs, including L3, technology, sport, music, and leadership.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff, student, community responses recorded via surveys.	\$150	90% of families returned the school planning survey. Survey data indicated that a huge proportion of parents were extremely positive with how students connect and engage with 2017 curriculum.
FoCos group collectively meet on a regular basis to collegially strengthen and enhance pedagogical practices.	\$3500	Well organised and coordinated plans across FoCoS group were used to enhance engagement: <ul style="list-style-type: none"><li>– Two FoCoS principal meetings each term</li><li>– FoCoS Professional Learning Plans</li><li>– FoCoS Staff development days</li></ul> Students regularly participate in a range of enriching activities across the FoCoS group, broadening their educational and cultural experiences and social interactions: <ul style="list-style-type: none"><li>– Wollumbin High School transition activities</li><li>– FoCoS Debating</li></ul>

#### Next Steps

Extend CoS group initiatives to include more cross school teacher collaboration within Stage groups. Engage wider school communities in FoCoS group initiatives. Collect quantitative and qualitative data to gauge levels of student engagement. As all teachers will be registered with NESA and will be required to participate in professional learning, the school budget will be increased to accommodate this need, as most quality professional learning takes place at a distance from the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$474	In the later part of 2016 our enrolments of Aboriginal and Torres Strait students has increased dramatically.
<b>Low level adjustment for disability</b>	\$2450 \$11000	A School Learning Support Officer (SLSO) employed 1 day per week to implement a targeted reading program.  Additional Learning Support Officer hours increased to help support all students.
<b>Socio-economic background</b>	\$10411	Professional Learning and the teaching strategies of L3 has had great impact on student growth in literacy as evidenced in PLAN data.  Increased number of students accessing a greater range of activities due to financial support and subsidies.  Greater number of students with additional learning needs received 1 to 1 or small group support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	34	36	35	38
Girls	22	17	18	23

Dungay Public School follows the Department of Education Policy of providing enrolment placements for students who within the catchment area of the school. In 2017 our enrollments increased from 53 students (Term 1) to 63 (Term 4 2017). Numbers are expected to increase.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	94.7	94.9	90.3
1	95.7	93	94.8	92.1
2	91.6	82.7	91.1	93.1
3	96.2	91.7	95.1	92.1
4	94.5	91	92.1	96.6
5	95.6	94.6	92	95.1
6	94.2	94.2	95.1	96.9
All Years	95	91.2	93.4	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Over the past three years our attendance percentage has grown from 91.2% (2015) to 94.1% (2017). We are currently above the state average. We have regular HSLO visits to our school to check school rolls. We are always promoting attendance through parent, connect and reflect nights, newsletters and school stream updates. We are working closely with a small cohort of

families to improve attendance attitude.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation 2014 requires that schools report on the Aboriginal composition of their workforce. We currently have no indigenous staff working at Dungay PS.

### 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	0

### Professional learning and teacher accreditation

All staff have participated in extensive professional learning throughout 2017. All staff completed mandatory training for Child Protection, CPR, Anaphylaxis, Work Health and Safety Induction and general First Aid. Staff were also involved in LMBR training, Future Focussed Learning, L3 training, Well Being training and Peer observations.



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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017. Dungay Public School aims to expend funds for the current financial year during that year. Some funds are rolled over to the next year in order to purchase more expensive items. We are currently saving funds to increase student activity in the playground, to purchase more literacy resources and sport equipment.

Receipts	\$
<b>Balance brought forward</b>	<b>103,394</b>
Global funds	75,076
Tied funds	103,021
School & community sources	44,639
Interest	1,403
Trust receipts	-5
Canteen	0
<b>Total Receipts</b>	<b>224,134</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	17,869
Excursions	30,370
Extracurricular dissections	11,889
Library	1,253
Training & Development	0
Tied Funds Payments	59,096
Short Term Relief	5,319
Administration & Office	32,727
Canteen Payments	0
Utilities	6,376
Maintenance	12,059
Trust Payments	118
Capital Programs	0
<b>Total Payments</b>	<b>177,076</b>
<b>Balance carried forward</b>	<b>150,452</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	170,388
Appropriation	157,497
Sale of Goods and Services	0
Grants and Contributions	12,790
Gain and Loss	0
Other Revenue	0
Investment Income	101
<b>Expenses</b>	-84,235
Recurrent Expenses	-84,235
Employee Related	-54,627
Operating Expenses	-29,608
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	86,153
<b>Balance Carried Forward</b>	86,153

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	587,133
Base Per Capita	8,100
Base Location	1,764
Other Base	577,269
<b>Equity Total</b>	43,461
Equity Aboriginal	0
Equity Socio economic	29,889
Equity Language	0
Equity Disability	13,572
<b>Targeted Total</b>	38,070
<b>Other Total</b>	4,273
<b>Grand Total</b>	672,937

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

### Literacy

Detailed analysis of student literacy NAPLAN performance has enabled the development of individual learning plans and also identified priority areas for teachers Professional Learning.

In 2017:

- 75% of our Year 5 students achieved greater than or equal to expected growth in reading and spelling.
- 0% of our students are in the bottom bands for writing in Year 3 and 5.

### Numeracy

Detailed analysis of student numeracy NAPLAN performance has enabled the development of

individual learning plans and also identified priority areas for teachers Professional Learning.

In 2017:

– 44.4% of our Year 5 students are in the top bands of Numeracy.

– 0% of our students are in the bottom band in Year 5 Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2017 our school participated in The Excellence in School Service 360. Reflection Tool. This tool has been based on a framework which identifies customer service behaviours along a continuum. Four key areas are measured – if a school communicates effectively, commits to customer service, works collaboratively and has consistency and vision in planning. The tool measures twelve competencies of information quality and ease of use, engagement with others, values, inclusivity, customer service, community partnerships, empathy, teamwork, collaboration that is valued and recognised, process collaboration, ethical behaviour and school vision.

### Our strengths were:

1. **Engagement with Others** – Members of our school community are invited to provide feedback and are viewed as partners.
2. **Customer Service** – Administrative staff place a high priority on maintaining positive customer relationships.
3. **Collaboration is Valued and Recognised** – Teachers at my school represent the school at all times and act as positive ambassadors of the school as well as public education.
4. **Engagement with Others** – I am often asked about how well the school communicates and engages with me.
5. **School Vision** – I have been asked to provide input to the school plan, my input has been reflected in the revised plan.
6. **Inclusivity** – All staff are respectful of and sensitive to all cultural backgrounds in their interactions.

## Policy requirements

### Aboriginal education

Aboriginal Perspectives are included in all Key Learning Areas in all Teaching and Learning Programs. NAIDOC Day is celebrated at our school. Each event begins with an Acknowledgement of Country.

### Multicultural and anti-racism education

Our school has a trained ARCO who handles sensitive community matters as they arise. Harmony Day is celebrated in our school and Multi-cultural Perspectives are part of all our teaching and learning programs.