

Dungowan Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **DUNGOWAN 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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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 16 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 "Learning culture". The school collects and analyses information to inform and support students' successful transitions. partnerships with parents and students support effective planning for learning. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

In the domain of teaching, we have focussed on "Effective Classroom practice" and learning and Development". A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. A school-wide approach to effective and positive classroom management is evident. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

In the domain of leading, we have focussed on "Educational Leadership" and "School Resources". All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

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

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

Staff meet every five weeks to review student progress on the literacy and numeracy continuum. student I Can booklets are updated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Aboriginal Background Loading-\$1878 Low level Adjustment-\$2,148 Global Funds-	Funding helped employ a second teacher 4 days a week.

Next Steps

Teachers will continue to track student progress to flag those who need individual learning plans. Teaching strategies and programs will be evaluated to ensure student needs are being met.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$725	<p>PL–Writing.</p> <p>Small Schools conference</p> <p>Principal to attend an Induction Course early in 2018.</p>

Next Steps

Teachers are encouraged to register for PL which is reflected in their PDP's

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$450– \$1800–Sporting Schools Grant</p>	<p>Interaction with partner schools for sports – Gymnastics Hockey and Tennis programs</p>

Next Steps

Continued communication with partner schools to share and deliver effective teaching, cultural and sporting programs to our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1878	NAIDOC Week celebrations Student attendance at Aboriginal dance Program.
Low level adjustment for disability	\$2,148	SLSO and SAO 1 day per fortnight.
Socio-economic background	\$15, 550	Employment of a second teacher 4 days per week.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	18	16	12	8
Girls	24	15	15	7

Dungowan School became a TP1 school in 2017 due to decreasing enrolments over the last few years. It is anticipated that the enrolments in 2018 will increase with 7 pre Kindy students enrolling for next year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	95.9	94.6	84.3
1	98	97.2	96.6	100
2	99.4	97.4	94.6	89.6
3	97.6	95.6	97.3	96.2
4	95.9	96.7	98.9	95
5	95.5	96.8	96.1	
6	97.8	96	93.5	90.9
All Years	97.3	96.6	95.7	91.9
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	
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our attendance rates are very good. Dungowan Public School is consistently at 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.15
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

There were no staff who presented as Aboriginal.

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

Professional learning in the areas of writing were a key focus. Staff attended the 7 steps to writing and participated in common assessment tasks with partner schools. Two staff received accreditation as proficient teachers.

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.

Receipts	\$
Balance brought forward	21,921
Global funds	70,434
Tied funds	28,319
School & community sources	3,758
Interest	460
Trust receipts	500
Canteen	0
Total Receipts	103,471
Payments	
Teaching & learning	
Key Learning Areas	3,001
Excursions	790
Extracurricular dissections	2,212
Library	1,303
Training & Development	280
Tied Funds Payments	13,177
Short Term Relief	1,309
Administration & Office	33,831
Canteen Payments	0
Utilities	6,940
Maintenance	7,337
Trust Payments	151
Capital Programs	0
Total Payments	70,332
Balance carried forward	55,060

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 (\$)
Opening Balance	0
Revenue	58,337
Appropriation	55,060
Sale of Goods and Services	77
Grants and Contributions	3,200
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-19,629
Recurrent Expenses	-19,629
Employee Related	-9,389
Operating Expenses	-10,240
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,708
Balance Carried Forward	38,708

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.

- Staffing was a high priority. Our school was able to employ a second teacher for 4 days a week.
- PL opportunities for all staff especially in the areas of literacy and numeracy.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	284,779
Base Per Capita	4,126
Base Location	9,701
Other Base	270,951
Equity Total	39,893
Equity Aboriginal	1,878
Equity Socio economic	15,551
Equity Language	0
Equity Disability	22,464
Targeted Total	0
Other Total	2,045
Grand Total	326,716

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.

There is no report as only 2 students sat the NAPLAN test in 2017

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.>

– *Improving writing standards* for all students in the top two NAPLAN bands

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 now upload student achievement on the website and there is a Facebook page managed by a member of the P&C.

Before and after school care is being investigated as a viable program to offer parents.

Policy requirements

Aboriginal education

Dungowan school received Aboriginal funding in 2017. We were able to employ a second teacher for 4 days a week to give extra support in the areas of literacy and numeracy.

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 Nepal. We also participated in the Asian Connections Program through the UNE where we shared culture with a South Korean School.