

Dunoon Public School

Annual Report

2017



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Introduction

The Annual Report for 2017 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 2017 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 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

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)	Funds Expended (Resources)	Progress achieved this year
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.	\$17 544.07	The school is experiencing continued success with developing successful and engaged learners. By providing students with voice and choice and collaborative practices of school projects, they have gained many skills in leadership, collaboration and communication. This has resulted in increased engagement of students and parents with school projects. 24% more students have demonstrated higher levels of engagement.

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)	Funds Expended (Resources)	Progress achieved this year
<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.	1690.54 (Professional Learning Funds)	<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 continued in 2018.</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 engagementInvestigative maths program implementationQuality questioning techniques in the classroomPBL and IBL <p>Formative and summative assessment embedded in assessment and teaching processes.</p>

Next Steps

Fully implement strengths-based teaching of curriculum.

In 2018 equity funds have been targeted to support explicit teaching and learning programs in literacy and numeracy.

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, teamwork, 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)	Funds Expended (Resources)	Progress achieved this year
<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>P&C Funding</p> <p>Principal working in collaboration with staff</p> <p>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.</p>	<p>Functioning and well maintained kitchen garden operating at the school.</p> <p>Practices and processes responsive to community feedback.</p> <p>–Appreciated dedication of staff</p> <p>–Felt connected to school</p> <p>–Communication can always be improved. The P&C initiated a Facebook page.</p>

Next Steps

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	Resources (annual)	Impact achieved this year
Aboriginal background loading	No funding	No funding
English language proficiency	\$1340.14	This enabled teachers to receive release to focus on planning and implementing targeted support.
Low level adjustment for disability	\$3620	These funds assisted with employing the Learning and Support teacher to directly support students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	\$6501	These funds provided release time for teachers to set up collaborative practices within the school.
Socio-economic background	\$3549.00	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 and school camps.
Support for beginning teachers	No funding	No funding

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	37	31	43	49
Girls	40	38	37	37

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	90	91.3	93.8
1	93.9	96.3	93.2	88.1
2	95.3	95.6	93.5	86.8
3	92.9	94.3	94.6	95.2
4	87	92.5	95	89.3
5	94	86.1	94.8	94.4
6	93.6	92.5	93.2	93.1
All Years	93.3	93	93.7	91.5
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

Attendance records are generally good with most families recognising the importance of regular school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*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 in quality teaching, literacy and numeracy, STEM and contemporary practices.

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	48,196
Global funds	112,480
Tied funds	37,265
School & community sources	5,095
Interest	686
Trust receipts	3,422
Canteen	0
Total Receipts	158,948
Payments	
Teaching & learning	
Key Learning Areas	6,291
Excursions	5,033
Extracurricular dissections	1,775
Library	560
Training & Development	2,985
Tied Funds Payments	32,064
Short Term Relief	6,721
Administration & Office	34,703
Canteen Payments	0
Utilities	8,960
Maintenance	3,274
Trust Payments	3,032
Capital Programs	0
Total Payments	105,399
Balance carried forward	101,745

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	102,468
Appropriation	103,041
Sale of Goods and Services	0
Grants and Contributions	-643
Gain and Loss	0
Other Revenue	0
Investment Income	69
Expenses	-41,792
Recurrent Expenses	-41,792
Employee Related	-27,096
Operating Expenses	-14,696
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	60,675
Balance Carried Forward	60,675

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 (\$)
Base Total	713,187
Base Per Capita	12,226
Base Location	9,371
Other Base	691,589
Equity Total	25,028
Equity Aboriginal	663
Equity Socio economic	5,213
Equity Language	3,966
Equity Disability	15,187
Targeted Total	0
Other Total	38,524
Grand Total	776,739

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.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's*

Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Caring, enthusiastic and dedicated staff;

Positive student wellbeing programs and practices;

A well-balanced curriculum; and

An excellent school culture.

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.