

# Dundas Public School

## Annual Report



2017



4029

## Introduction

The Annual Report for **2017** 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

## School contact details

Dundas Public School  
85 Kissing Point Road  
Dundas, 2117  
[www.dundas-p.schools.nsw.edu.au](http://www.dundas-p.schools.nsw.edu.au)  
[dundas-p.School@det.nsw.edu.au](mailto:dundas-p.School@det.nsw.edu.au)  
9638 2813

## Message from the Principal

Dundas Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Dundas Public School Community.

Our students experience such a diverse cross section of programs including Dance Troupe, Band and Band Camp, Choir, Debating, Chess, Premier's Reading Challenge and Premier's Sporting Challenge, STEM, Gymnastics and a large number of sports for students to excel at Zone, Area, State and National Levels. Our Variety Night held at Cherrybrook Technology High School was definitely a highlight in 2017. There were performances from every stage, including Band, Choir and Dance Troupe making for a memorable event.

The staff worked tirelessly this year on Quality Teaching and introduced Visible Learning for students. They continued to focus on Literacy and Numeracy as well as formative assessment. The students directly benefited from the increase of knowledge, teaching skills and innovative program approaches.

I am very proud of the achievements at Dundas Public School in 2017. It has been an absolute pleasure to work with staff, students and community members throughout the year.

Natalie O'Connor

Relieving Principal

## 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 393 during 2017. 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.

### Learning Domain

The teacher professional learning is differentiated to ensure deep sustained learning. Professional Learning has been focused on Visible Learning and assessment and as a result teachers have begun changing practice. This change has gained momentum and is sustained. Teachers are focused on valued student outcomes, worthwhile content, integrated knowledge and skill, and assessment for professional inquiry. Staff have multiple opportunities to learn, apply and articulate learning goals and move learning forward. Teachers are using formative assessment strategies such as: strategic questioning and effective feedback to elicit evidence of student learning.

Dundas Public School has a strong Learning and Support Team (LaST) who support all students' social, emotional and educational needs. The Resource Allocation Model (RAM) is used to provide School Learning Support Officers (SLSO) time to work individually with students or in small groups, including MultiLit.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self and contribute to the wellbeing of others and the wider community. The key project undertaken during 2017 was 'Kids Matter'.

There are a variety of extra-curricula choices at Dundas Public School such as Debating, Band, Choir, Dance Troupe, Sport and Chess Club.

In the assessment and reporting domain, staff are further expanding the opportunities for students to use the report process to reflect their own learning and identify specific areas for improvement. Classes are beginning to use Data walls as a strategy for students to monitor and record their own learning. This approach is directly related to the learning continuums for literacy and numeracy.

### Teaching Domain

Professional learning sessions delivered to the staff focused on Kids Matter, Google Classrooms, curriculum, visual learning and student welfare. Enhancing the opportunities for staff collaboration was a focus area. The professional learning sessions had a greater emphasis on curriculum and student wellbeing/learning.

Early intervention strategies have been instrumental in targeting these students requiring support to achieve designated outcomes. As a result of the programs, the students have shown measurable improvements in reading levels, standardised tests and grade assessments. The Learning Support team has been fundamental in the process of allocating support to students and effectively using resources such as MultiLit and MiniLit.

Our teacher mentoring program has supported two early career teachers in the development of their teaching practice. Through one to one support, team teaching and lesson demonstrations, the teachers were mentored by an experienced colleague to implement strategies aligned to their PDP to enhance their pedagogy. Through enhanced confidence and knowledge, the supported staff will continue to provide students with high-quality learning experiences.

### **Leading Domain**

The school continues to build its community partnerships to strengthen and broaden the learning opportunities for students. The continued participation with local schools provided a significant number of educational opportunities for staff and students. The school's planning process involved all stakeholders as the school maintained high expectations for student learning in the best supportive learning environment.

Through the support of the Parents and Citizens Association (P&C), additional funds were provided to improve resources within the school such as synthetic grass that covered The Village Green.

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

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 implementation of the Kids Matter Framework which focuses on student well-being has enabled a very positive learning environment at Dundas Public School.
- Staff had further training in implementing new procedures to support students with learning needs with a focus on mental health and wellbeing.
- 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)	Funds Expended (Resources)	Progress achieved this year
Development and implementation of an effective positive student well-being program with clear expectations	\$3900	<p>*The Dundas KMAT (Kids Matter Action Team) has continued to lead professional development for staff through the Kids Matter module.</p> <p>*The continuation of student 'check in' each morning across the school.</p>

### 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)	Funds Expended (Resources)	Progress achieved this year
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.	\$14500	<ul style="list-style-type: none"><li>• PLAN data successfully continues to inform learning programs which are regularly updated, analysed and utilised to inform teaching and learning.</li></ul>

### Next Steps

- Continue the 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 all 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 which has enabled Dundas Public School to form strong links with staff and students.
- 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)	Funds Expended (Resources)	Progress achieved this year
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).	\$1440 annual fee for Skoolbag app	<ul style="list-style-type: none"><li>• Successfully communicating through the Skoolbag app. This continues to be an effective form of instantaneous and up to date information.</li><li>• The electronic sign installed on Calder Road has been a powerful tool to communicate to the community about events occurring at school.</li><li>• The newsletters were distributed electronically every fortnight.</li></ul>

#### Next Steps

- Transition programs for Year 6 students that have specific needs who are entering local high school.
- Continue to build links between Dundas Public School and local primary and high schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3535 RAM	This funding was used to support students with expenses relating to excursions, camps, technology, school uniforms, canteen and other costs associated with delivering the curriculum.
<b>English language proficiency</b>	\$205131 RAM	The EALD teachers collaboratively program to support students with vocabulary, grammar and comprehension.
<b>Low level adjustment for disability</b>	\$117412 RAM	Funds were used to provide School Learning Support Officers (SLSO) support for targeted students in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$28745 RAM	Teacher programs, feedback on lesson observations, discussions with supervisors and teacher surveys. Teachers indicated through feedback to supervisor how successful lesson observations and or mentoring was for their learning and improved teaching practice. The funds were used to employ a teacher to provide executive staff release off class one day per week.
<b>Socio-economic background</b>	\$17445 RAM	This funding was used to support students with expenses relating to excursions and incursions, camps, technology and other costs associated with delivering the curriculum. This ensured these students could participate in all school related activities.
<b>Support for beginning teachers</b>	\$14851	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.
<b>Targeted student support for refugees and new arrivals</b>	\$4094	These students are withdrawn by the EALD teacher for intensive English programs to improve their English skills.



## Student information

### Student enrolment profile

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.

	Enrolments			
Students	2014	2015	2016	2017
Boys	189	197	205	212
Girls	178	183	194	181

## Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.8	95.7	95.1
1	95	93.1	92.9	93.8
2	95.5	93.9	94.2	94.4
3	95.5	94.2	94.9	93.9
4	94.6	93.8	92.8	93.8
5	94.6	94.2	95	93.5
6	95.1	92.7	92	93.9
All Years	95.2	94	93.9	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

The above table represents student attendance patterns by grade as compared to state wide averages. A number of practices ensure our high rate of student attendance is maintained. These practices include regular contact between families and teachers for unexplained absences and referral to HSLO (Home School Liaison Officer) when necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0
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 work force. Dundas Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise. In 2017, we did not have any Indigenous Australians undertaking roles in the school.

## 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

Dundas Public School has a strong culture of professional learning (TPL) amongst the staff which is evident in their effective teaching and work practices. The school has fortnightly sessions led by either the principal, executive staff or teacher specialists. Teachers also engaged in professional dialogue at weekly staff meetings. The development opportunities offered to staff supported and linked to our school targets or specifically focused on an individual area of need or interest. During 2017, the staff actively engaged in a wide variety of workshops and information sessions. The Principal and SASS staff attended a number of financial courses on SAP. All staff were updated in the necessary training for example asthma and the Code of Conduct.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	223,362
<b>Revenue</b>	3,495,740
Appropriation	3,170,320
Sale of Goods and Services	1,156
Grants and Contributions	320,056
Gain and Loss	0
Other Revenue	0
Investment Income	4,209
<b>Expenses</b>	-3,614,425
Recurrent Expenses	-3,543,525
Employee Related	-2,896,435
Operating Expenses	-647,090
Capital Expenses	-70,900
Employee Related	0
Operating Expenses	-70,900
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-118,685
<b>Balance Carried Forward</b>	104,678

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 \$128,000 for Technology upgrade. This included purchasing ipads,

notebooks and storage/charging cabinets across the school. The school also purchased additional teacher time to support students achieve stage outcomes through the MultiLit program. A sun shelter was constructed over the canteen area which provided much need sun protection for the students. Upgrade to the library and computer areas commenced with the purchase of purpose designed furniture.

Capital programs included the installation of synthetic grass to the village green (this was enabled with the assistance of P & C) and installation of the LED signage at Calder Road entrance.

It is intended in 2018 to complete the upgrade to the library and computer areas making them 21st Century learning spaces.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,581,662
Base Per Capita	60,978
Base Location	0
Other Base	2,520,684
<b>Equity Total</b>	343,523
Equity Aboriginal	3,535
Equity Socio economic	17,445
Equity Language	205,131
Equity Disability	117,412
<b>Targeted Total</b>	113,657
<b>Other Total</b>	30,981
<b>Grand Total</b>	3,069,823

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.

In 2017 the number of **Year 3** students achieved placement in the top 2 bands for NAPLAN in:

Reading was 56.4% compared to 52.1% in 2016 .

Writing was 54.7% compared to 54.8% in 2016.

Spelling was 71.9% compared to 57.5% in 2016

Grammar & Punctuation was 68.8% compared to 58.9% in 2016

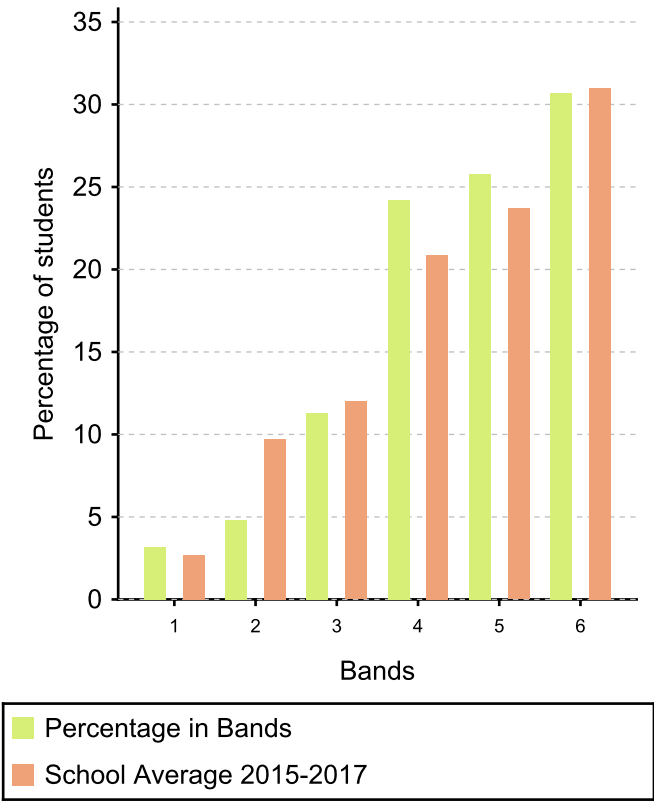
In 2017 the number of **Year 5** students achieved placement in the top 2 bands for NAPLAN in:

Reading was 47.1% compared to 55.2% in 2016 .

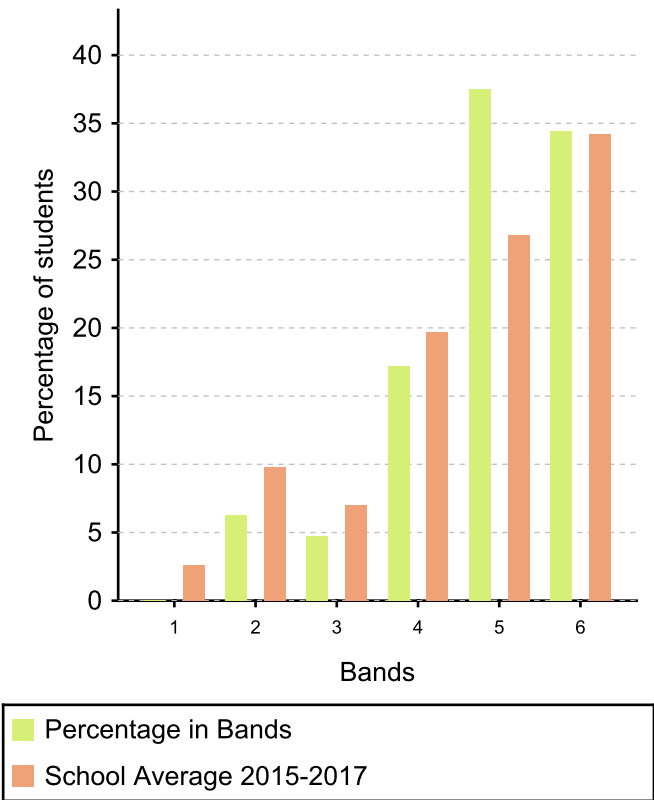
Spelling was 47.1% compared to 37.9% in 2016

Grammar & Punctuation was 35.2% compared to 51.7% in 2016

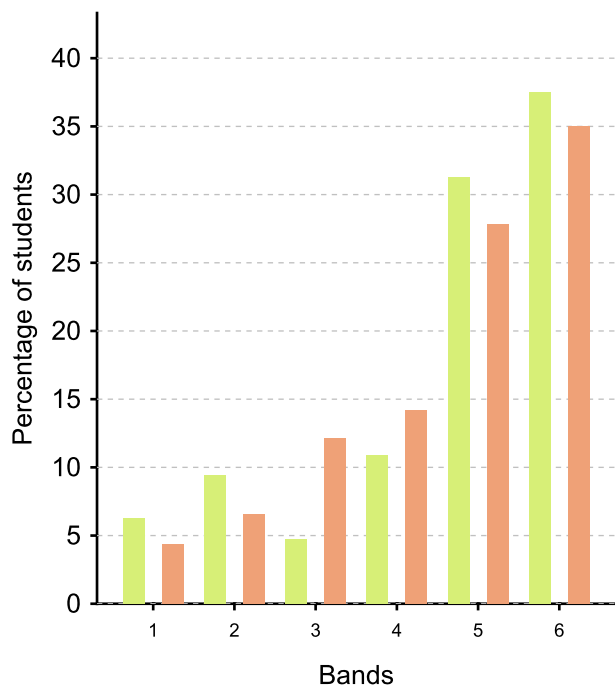
Percentage in bands:  
Year 3 Reading



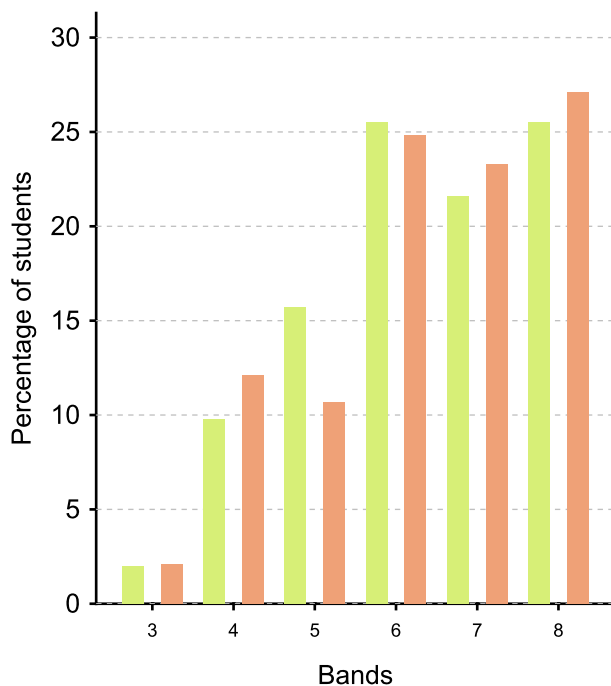
Percentage in bands:  
Year 3 Spelling



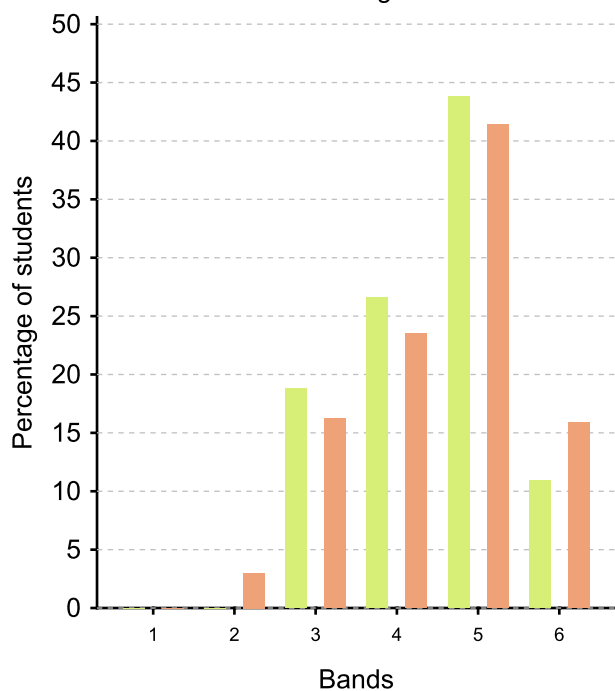
**Percentage in bands:**  
Year 3 Grammar & Punctuation



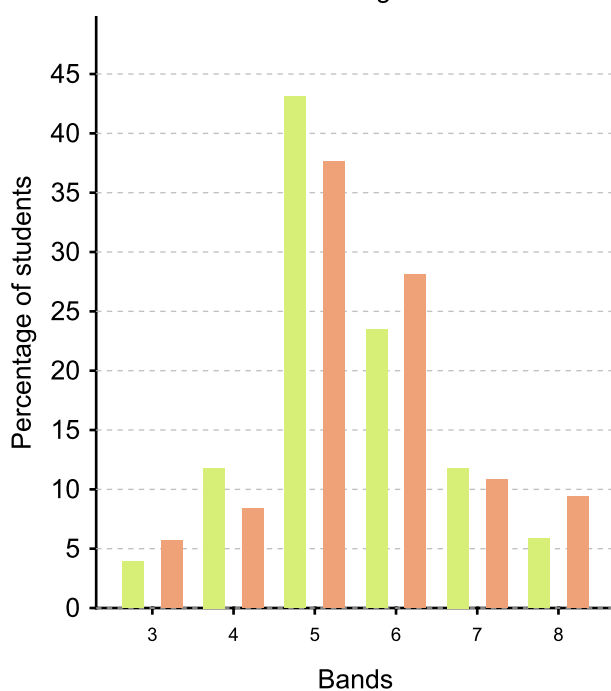
**Percentage in bands:**  
Year 5 Reading



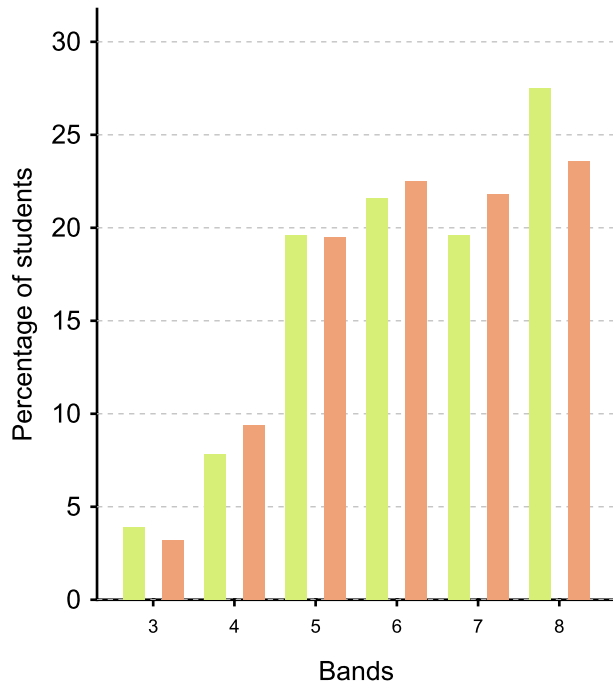
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing

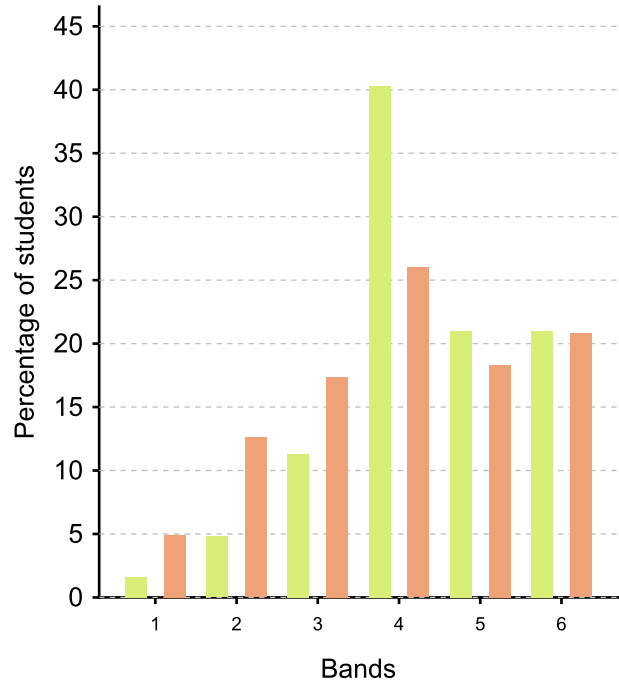


**Percentage in bands:**  
Year 5 Spelling



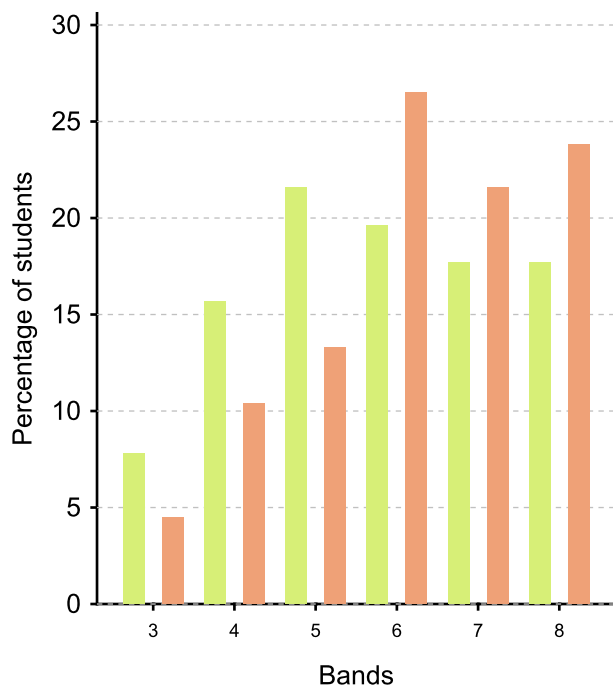
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



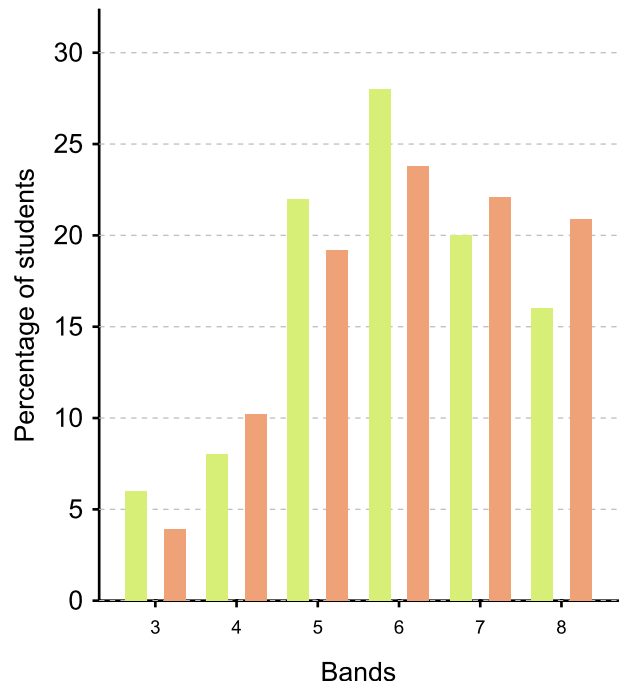
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

In 2017 the number of **Year 3** students achieved placement in the top 2 bands for NAPLAN in:

Numeracy was 42% compared to 39.7% in 2016.

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. Insert the school name in 'Find a School' and select GO to access the school data.

Our Aboriginal students have continued to make



gradual growth. One Year 5 student achieved Band 8 in Numeracy, Band 7 in Reading and Band 6 in Language Conventions which was above the state average.

## Policy requirements

### Aboriginal education

Dundas Public School aims to enhance deep knowledge and understanding of all students about Aboriginal Australia. We continue to 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

Dundas Public School promotes multicultural education through a range of initiatives. Teachers recognise and respond to the cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted. One staff member was trained as the anti-Racism Contact Officer (ARCO). The school is committed to the elimination of racist discrimination through the school's curriculum, policies and working environment. Staff increased student's understanding of racism and discrimination and its impact through activity based teaching and learning programs.

An anti-racism contact officer has promoted intercultural understanding, community harmony and ensured inclusive classroom and school practices have occurred.