

Dungowan Public School Annual Report



2018



1793

Introduction

The Annual Report for **2018** is provided to the community of Dungowan 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.

Kerri-Anne Hubble

Principal

School contact details

Dungowan Public School

137 Olgunbil Road

Dungowan, 2340

www.dungowan-p.schools.nsw.edu.au

dungowan-p.school@det.nsw.edu.au

6769 4259

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 future focused 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; and
- Active & informed citizens.

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 23 students. Our school numbers have been steadily increasing over the past few years. We will provide before and after school care care by 2020. 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.

Learning

The results of self assessment in 2018 indicate that in the School Excellence Framework domain of Learning, Dungowan Public School is **Sustaining and Growing**.

Our school continues to improve positive, respectful relationships and initiatives are evident and widespread among students and staff in promoting a strong culture of collaboration and support. Evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. High expectations for all students are effectively implemented through the development of whole school programs that develop their knowledge, understanding and skills on an individual basis. Assessments are used regularly to inform teaching, adapt practice and meet learning needs of students. The school will be developing its knowledge of data to further enhance deeper understandings of effective teaching practices in K–2 and to improve student growth.

Teaching

The results of self assessment in 2018 indicate that in the School Excellence Framework domain of Teaching,

Dungowan Public School is **Sustaining and Growing**.

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. We have undertaken significant professional development throughout this year to ensure that a whole school structure founded on implementation of curriculum meets state policy requirements. Teachers routinely review previous content and use this information to develop lesson sequences that build on existing knowledge. Teachers actively evaluate, share and discuss learning and a culture of collective efficacy and responsibility for the growth of all students is very evident. Our school prides itself on striving to improve whole school practice.

Leading

The results of self assessment in 2018 indicate that in the School Excellence Framework domain of Leading, Dungowan Public School is **Delivering**.

Instructional Leadership is used and developed as a whole school approach to develop leaders of the future through collaboration and shared leadership opportunities. Structures for curriculum implementation, assessment and evaluation of whole school programs ensure that all mandated requirements are being met through modelling and guiding staff in developing deep understandings of requirements.

The school is effectively managed. Resources to improve student are purchased using the Resource Allocation available. Our students' improvement through our planning and implementaiotn processes are at the forefront of decision making. High expectations are driven through the regular collection of data to drive whole school improvement.

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

Student Well-being

Purpose

To promote student well-being to develop the skills necessary for students to become more resilient in taking ownership of their own learning to become self motivated learners.

Overall summary of progress

In the area of student well being students are developing the skills necessary to become more resilient in taking ownership of their own learning to become self motivated learners..

Partnership activities for school leaders at Tamworth High. Increased student's self confidence evident by willingness to perform leadership roles during assemblies and interschool activities.

Students attended an SRC initiatives day. Students have initiated strategies to improve the well-being of all students at Dungowan Public School through implementing activities to increase participation and engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>An increase in student engagement and well being in Tell Them From Me student survey data.</p> <p>To increase student attendance for K-6 from 91.55% to 94..3 %(State).</p>	\$1500	<p>Mindsets</p> <p>The school data supports an increase in school engagement by all students. The school's register if incidents, combined with Tell them from me surveys indicate that students feel highly engaged and supported at Dungowan P.S.</p> <p>The school based activities and projects in 2018 support increased connections between the community and school and increased student engagement in a range of activities.</p> <p>Technology</p> <p>A staff audit has developed a needs based structure for IT development of skills to enhance use of technology as a tool for learning. Staff have demonstrated a commitment to personal development of IT skills to increase engagement of students.</p> <p>STEM integration has begun to be programmed effectively.</p> <p>Students continue to demonstrate technology literacy by using a range of technologies to communicate with fellow students via the internet and have increased capacity to independently demonstrate technology tools in action.</p>
<p>School self evaluation against the SEF validates a growth from working towards delivering to sustaining and growing in the areas of Well-being and learning Culture.</p>	<p>Leadership-GRIP- \$270</p> <p>Halogen \$120</p>	<p>Students set out their own learning goals and are supported by classroom teacher to achieve them. Students from Years 5/6 attend the GRIP Leadership Program at Tamworth Town Hall. Matt Formston – blind Paralympian addressed the students on resilience and self belief. He is an uncle of one of our students and gave the message that you can do whatever you want to as long as</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self evaluation against the SEF validates a growth from working towards delivering to sustaining and growing in the areas of Well-being and learning Culture.		you have the belief. The visit was covered by the NDL

Next Steps

Our school will continue to implement the Play is the Way Program. We will continue to promote student leadership by providing our students the opportunities to develop their leadership skills. Our school provides a nurturing learning environment where each student is treated as an individual and encouraged to reach their full potential.

Technology will continue to be a driving force in increasing the schools capacity to build students of the future who are capable of integrating technology effectively as a learning strategy.

The school will continue to invest time and resources so that students are well prepared for life beyond primary school.

Strategic Direction 2

Common Assessment Strategies– Improving and Measuring Literacy and Numeracy

Purpose

In partnership with other small schools, common assessments will provide greater knowledge of student growth in literacy and numeracy to drive teaching and learning.

Overall summary of progress

Teachers have gained a greater understanding of delivering quality writing lessons. One teacher attended the 'Seven Steps in Writing' course with the school purchasing the kit to support implementation of the resource to support curriculum as a K–6 approach.

We have been able to do this by employing a specialist writing teacher to implement 'Think It, Write It' which develops students' capacity to know what to write and how to write through the development of skills that support a deep understanding of the purpose of writing through self-regulation.

Staff have had opportunities to collaborate with small schools to compare writing samples and moderate achievements against state frameworks. Through this initiative staff have a deeper understanding of expected levels of achievement against a 'standard' as indicated in learning progressions.

Students have visibly increased enthusiasm, stamina and capacity to know what is being required as the 'learner' resulting in improved self-direction and on-task time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth, mapped against the standards framework, demonstrates one year's attainment for one year's teaching for all students.	\$3500 Kate Bricknell : Consultation \$700	Writing In 2018 80% of students in year five attained better than minimum standards for growth.
Accurate student data entered onto PLAN is used by all staff to demonstrate explicit understanding of assessment to guide planning	\$3500	All staff have been trained in the use of PLAN 2 and progressions. Students are tracked using data and work samples as evidence to support professional judgement.

Next Steps

The school will develop structures for consistent data entry, collection of evidence and program monitoring to ensure that accurate tracking of students is linked explicitly to planning and implementation of programs.

The school will develop strategies for the collection of evidence for impact of both teaching and learning to improve administration and management of whole school processes.

All teachers will be trained in 'Seven Steps' usage for effective implementation. School based professional learning will continue to increase capacity to deliver effective writing across all grades.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 1,282.00) • Aboriginal background loading (\$811.00) 	The school receives a small amount of money to support Aboriginal students. We use the money to ensure Aboriginal perspectives are implemented through NAIDOC Week celebrations and to ensure student access in meeting the premiers priorities of improving Aboriginal student outcomes.
Low level adjustment for disability	13,188	Growth of students in literacy was directly impacted through the employment of an SLSO, 9 hours per week, supporting students in years 4 and 5. The growth in students literacy through NAPLAN is at state average.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (2,499) • Quality Teaching, Successful Students (QTSS) (\$6 300.00) 	<p>Staffing—LAST 1 day per fortnight.</p> <p>Identified students have individual learning plans to support literacy development. Students are demonstrating 1 year's growth for one year's teaching.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 2,499.00) • Socio-economic background (\$4 939.00) 	Growth of students in literacy was directly impacted through the employment of an SLSO, 9 hours per week, supporting students in years 4 and 5. The growth in students literacy through NAPLAN is at state average.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	16	12	8	12
Girls	15	15	7	9

In 2018 we had 21 students attending Dungowan PS.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	94.6	84.3	87.4
1	97.2	96.6	100	90.6
2	97.4	94.6	89.6	69.8
3	95.6	97.3	96.2	95.7
4	96.7	98.9	95	90
5	96.8	96.1		88.2
6	96	93.5	90.9	94.7
All Years	96.6	95.7	91.9	89.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9		93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The schools general attendance rates sit slightly below state average for 2018. Our school has processes in place to encourage students to be at school on time everyday and works with the Home School Liaison Officer (HSLO) in ensuring that procedures for non attendance are followed up in a timely manner.

Dungowan, this year was affected by a severe drought requiring families to leave in search of work. This affected our overall performance when compared to the state.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.65
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

The school currently does not employ any Aboriginal staff however Mark Atkins, a local Aboriginal musician is a volunteer at the school, teaching didgeridoo to boys in 4–6.

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

Both full time teachers are accredited as proficient and have undertaken the required hours of professional learning to maintain proficiency.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	38,708
Revenue	410,248
Appropriation	404,175
Sale of Goods and Services	-54
Grants and Contributions	5,723
Gain and Loss	0
Other Revenue	0
Investment Income	404
Expenses	-382,176
Recurrent Expenses	-382,176
Employee Related	-336,228
Operating Expenses	-45,948
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	28,072
Balance Carried Forward	66,780

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2018 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	360,546
Base Per Capita	2,901
Base Location	8,731
Other Base	348,914
Equity Total	20,775
Equity Aboriginal	1,282
Equity Socio economic	6,305
Equity Language	0
Equity Disability	13,188
Targeted Total	0
Other Total	16,548
Grand Total	397,869

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

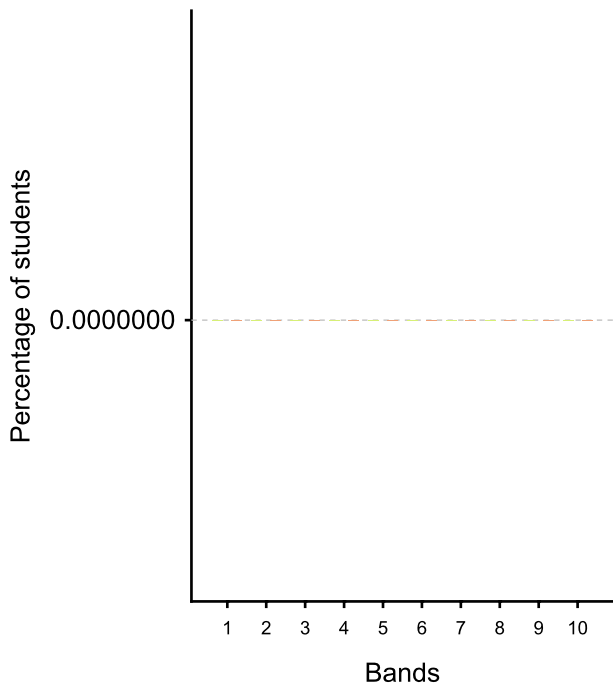
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to a small cohort, Dungowan Public School is unable to report on NAPLAN performance. Please refer to the Myschool website for further information.

Percentage in bands:
Year 5 Grammar & Punctuation

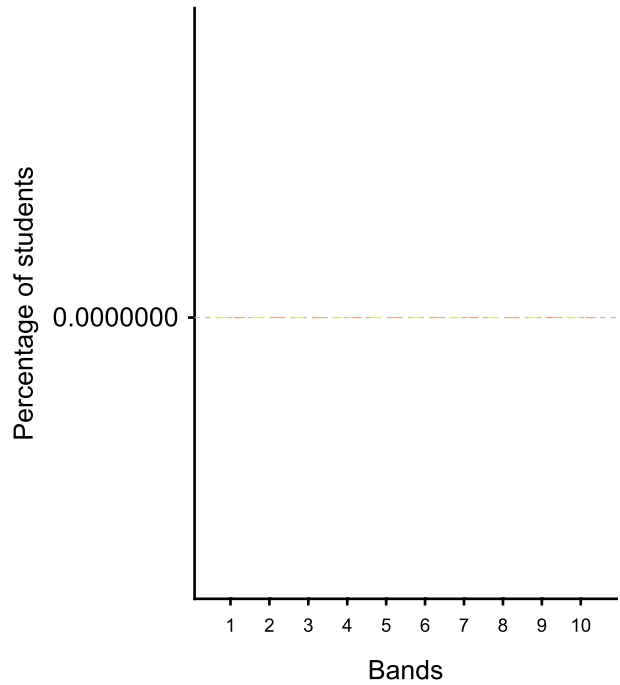


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

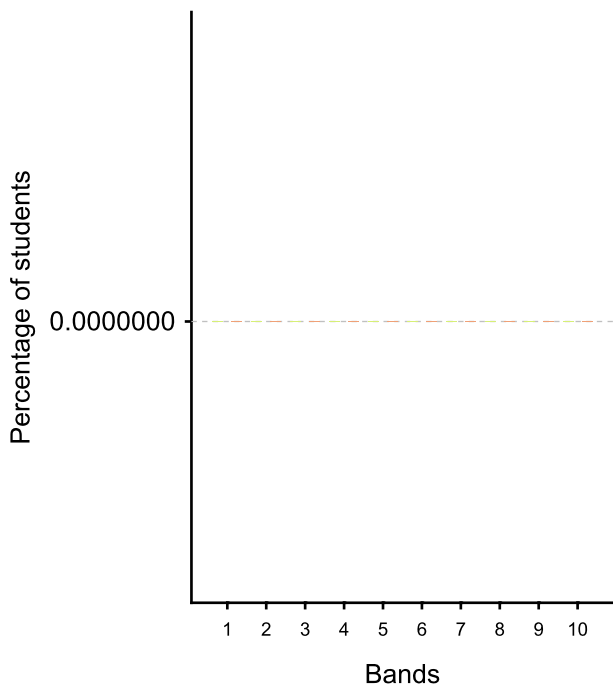
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2016-2018

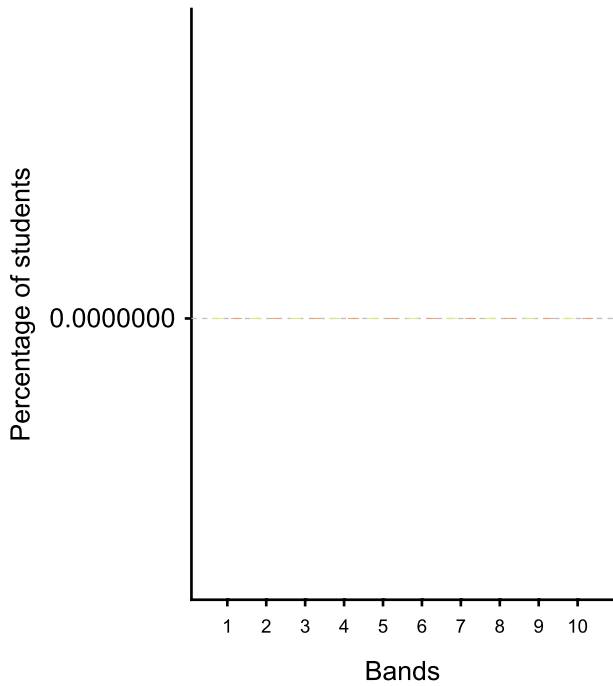
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

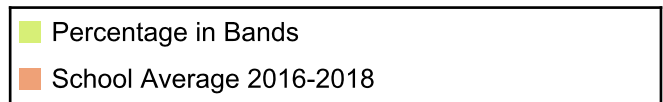
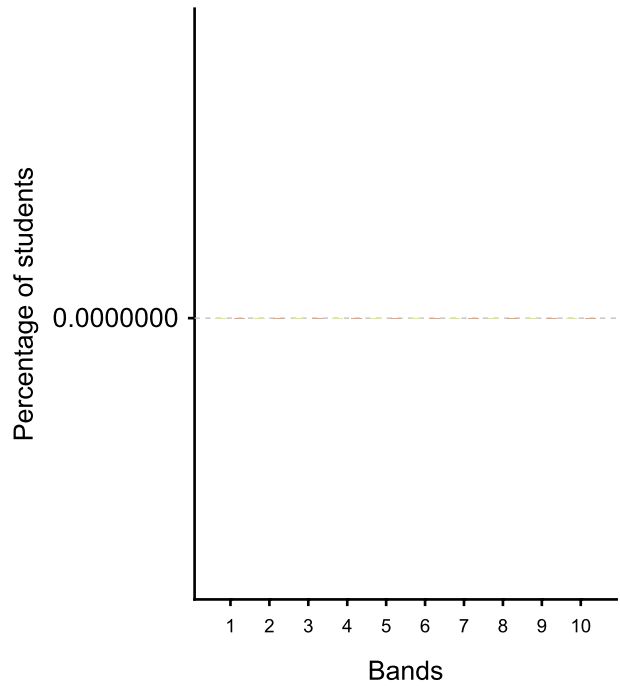
Percentage in bands:
Year 5 Writing



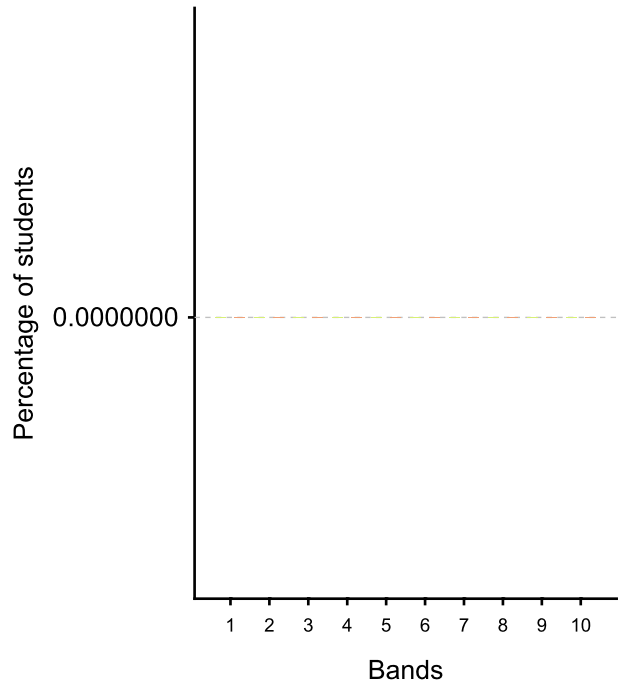
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Due to a small cohort, Dungowan Public School is unable to report on NAPLAN performance. Please refer to the Myschool website for further information.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
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.

Due to a small cohort, Dungowan Public School is unable to report on NAPLAN performance. Please refer

to the Myschool website for further information.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. Parents have the opportunity to express their opinion of the school during parent/teacher interviews and P&C Meetings. Most parents have been positive about the educational programs and extra curricular activities offered to students. The response this year was that most were satisfied with the school. Due to the small cohort of teachers and students, The Tell Them From Me Survey results could not be published.

Policy requirements

Aboriginal education

School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. Studies of contemporary and traditional Aboriginal society and culture have been a focus of our Visual Arts, History, English curricula and VC program shared with South Korea. Aboriginal students have personalized learning plans made in consultation with teaching staff, learning support staff, the students and parents. Early assessment for data informed planning and encouraging participation in our Headstart program, enables Aboriginal students a solid start for Kindergarten and future school success.

In term 3 Dungowan School hosted a NAIDOC celebration Day where students from Dungowan and Nundle participated in arts, craft, music and sports activities.

In Term 4 we have renowned Aboriginal musician Mark Atkins teaching our boys didgeridoo.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society. We celebrate Harmony Day with our partner schools and discuss principles of acceptance and inclusion each week in assemblies and/or class.