

Dunoon Public School

Annual Report



2018



1797

Introduction

The Annual Report for **2018** 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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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 enjoys its reputation as a caring, positive and creative learning environment where each child is important. The school has an enrolment of 87 students drawn from the local village and surrounding districts.

The students are supported by dedicated, caring and enthusiastic 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 positive and respectful learning environment are key features. 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 vital 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. A range of engaging programs support these principles, 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.

Throughout 2018, all staff members at Dunoon Public School analysed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence.

In the domain of Learning, our efforts have primarily focussed on wellbeing. The strong performance of the school in creating a positive, productive and stimulating learning culture has been the key feature of our progress.

In the domain of Teaching, our main area of focus has been on collaborative practice. Through data analysis, classroom observations and feedback, reflection and evaluation, all staff members have reported improvements in their practice.

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

Fully–Rounded, Future Focussed Citizens: To 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. This will lead to a future–focussed learning culture with active and engaged citizens who thrive in an ever–changing environment.

Overall summary of progress

Our continuing journey to develop a contemporary curriculum has enabled us to achieve significant progress in this area. Learning and support team processes have been enhanced and remain a key feature. 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 students experience current, evidence and research–informed learning practices.	\$23 643.70 Parent expertise In–school resources.	The school is experiencing continued success with developing successful and engaged learners. Student reports include a student reflection of learning; survey feedback indicated an increased level of student engagement with their learning. By continuing to give students voice and choice and providing quality collaborative practices, students will continue to develop many skills in citizenship, leadership, problem–solving and communication. The learning environment facilitated positive learning experiences for students and this focus will continue.
A significant proportion of students are demonstrating the elements of the General Capabilities Framework.		The school now assesses and reports on student progress against the 21st Century competencies.
All students reflect on their learning, so as to identify future learning goals.	QTSS funds to support student self–reflection.	School practices in this area include scaffolds for student self–reflection. This is currently teacher led.
A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy.		As reported on in the Student Performance section of this report, our school is achieving positive results, with a focus on "moving the middle" planned.

Next Steps

Our future direction is to incorporate 21st century learning fluencies into all aspects of the curriculum. Personal goal setting and reflection will be significant aspects to target in the future. Celebrating these learning fluencies and fully incorporating them into assessment and reporting practices will be an area of focus.

Strategic Direction 2

Innovative and Collaborative Teaching

Purpose

To ensure the delivery of a rich and inspiring curriculum through the strengthening of relationships, quality teaching practices and collaboration within and beyond the school.

Overall summary of progress

Our school continues to make progress in this area. We are enhancing our implementation of project and play-based learning. This has been achieved through targeted professional learning, collaborative practice and sharing of knowledge and expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are engaged in professional learning targeting innovative teaching practices.	1895.00 Professional Learning Funds)	Formative and summative assessment practices are embedded as part of the school process.
All teachers collaborate with other teachers, students and key stakeholders to deliver quality innovative practices.		Teachers have collaborative systems in place and show willingness to support and learn from each other.
A high proportion of students demonstrate expected growth along learning progressions in Literacy and Numeracy.	Professional Learning activities	With support from Educational Services staff, our school is increasing its ability to use the Learning Progressions to measure and plot individual student progress.
All students can evaluate their progress in the achievement of individual goals.		This continues to grow, with student reflection a key part of the reporting to parents processes.

Next Steps

The strengths-based approach across the school will be more fully embedded. Feedback about the learning environment will continue to inform the school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$4033	Staff are released to focus on implementing targeted support.
Low level adjustment for disability	\$27841	These funds assisted with employing the Learning and Support teacher to directly support students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	\$15825	These funds have been used to provide teachers with the means to collaboratively plan, implement and monitor programs.
Socio-economic background	\$4852	This enhanced student access to a wider range of curriculum experiences. Funds assisted families with the costs of text books, Life Education visits, Chess tournaments, excursions and school camps.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	31	43	49	46
Girls	38	37	37	41

Our enrolments continue to be stable, hovering around the 80 student mark. Our school has a low level of mobility with students completing their primary education at our school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90	91.3	93.8	90.2
1	96.3	93.2	88.1	93.1
2	95.6	93.5	86.8	91.4
3	94.3	94.6	95.2	89.5
4	92.5	95	89.3	94.9
5	86.1	94.8	94.4	93.2
6	92.5	93.2	93.1	96.5
All Years	93	93.7	91.5	92.5
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	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance records are generally good with most families recognising the importance of regular school attendance. The school manages non attendance consistently so as to maintain expected levels.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.49
Teacher of Reading Recovery	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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

All teaching staff meet the professional requirements for teaching in NSW public schools.

80% of staff have an Undergraduate degree or diploma

20% of teachers have a Postgraduate degree.

Expenditure in professional learning included training in quality teaching, literacy and numeracy, and STEM.

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	60,675
Revenue	861,166
Appropriation	848,770
Sale of Goods and Services	0
Grants and Contributions	11,579
Gain and Loss	0
Other Revenue	0
Investment Income	817
Expenses	-804,985
Recurrent Expenses	-804,985
Employee Related	-748,331
Operating Expenses	-56,653
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,181
Balance Carried Forward	116,856

Figures 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 include reporting from 1 January 2018 to 31 December 2018

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	757,468
Base Per Capita	16,630
Base Location	10,054
Other Base	730,784
Equity Total	37,402
Equity Aboriginal	677
Equity Socio economic	4,852
Equity Language	4,033
Equity Disability	27,841
Targeted Total	0
Other Total	32,299
Grand Total	827,169

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.

In Literacy in Year 3 across the aspects of grammar, reading and spelling there was a trend towards results in the lower bands. In writing, the school scored above state averages in Band 5 but no students scored in Band 6 or 7.

In Year 5, a significant number of students achieved Band 8 in Grammar and Reading, well-above state averages. In Year 5 spelling, there was a significant

percentage of students who scored in the middle bands. In writing, most of our students scored in Band 5.

towards the success of the program. An Anti-Racism Officer is appointed each year at our school.

In Numeracy In Year 3, there was a significant spread of students across all bands. In Year 5 there was a significant percentage of students in the higher bands, as compared to state and similar schools.

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 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A well-balanced curriculum;

Strong student wellbeing programs;

Approachable and caring staff; and

A positive learning environment.

Areas for the future will include a continuing focus on a contemporary curriculum, innovation and quality teaching of literacy and numeracy. The students have responded to our school directions positively. They are particularly excited by the focus on Science, Technology, Engineering and Mathematics.

Policy requirements

Aboriginal education

Whilst our school has no Aboriginal students currently, we have 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