

Dundas Public School

Annual Report



2018



4029

Introduction

The Annual Report for **2018** 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.

Kristy Frame

Relieving Principal

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School background

School vision statement

At Dundas Public School we provide a quality education that equips all students with the values of respect, responsibility and success to achieve and exceed their potential as learners and citizens.

School context

Dundas Public School is a dynamic K–6 school established in 1951 and is located within the Parramatta electorate. The school is set in a residential location and features include spacious, leafy surrounds.

Dundas Public School has 410 students enrolled including 68% from language backgrounds other than English. A wide variety of cultural groups are represented within the school community, primarily Korean, Chinese and Indian.

The school is dedicated to maximising student learning outcomes through quality, explicit instruction across all Key Learning Areas. School priorities include literacy, numeracy, assessment and student wellbeing. The school enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students.

The school provides a range of extracurricular programs including choir, band, debating, dance and sport. Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Peer Mediation, PALS and House Captain roles.

Our core values of respect, responsibility and success are central to school programs. Our parents are valued partners and are actively involved in the life of the school with high expectations of teaching and learning and high aspirations for their children.

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, our focus has been on creating engaged successful learners who achieve their potential. Dundas Public School prides itself on supporting students in all aspects of their learning to establish the key principles of equity and access for all learners. We continued to look at ways to actively collect and use data sources to inform teaching and learning practices and to further support students.

Dundas Public School has created a supportive and collaborative learning culture with all stakeholders in the community. The school's strong commitment to improve community engagement, student wellbeing, enrichment and learning support programs support the judgment that Dundas Public School is delivering. The school, in responding to a changing world, provides students with opportunities to engage in a range of activities, including PSSA, musical pursuits such as Band, Choir, Dance and performance groups. All of the extra-curricular opportunities have provided our students with the various means to reach their full potential as a whole child.

Our extensive work in the area of new curriculum development, delivery and implementation has occurred throughout 2018.. We ensure staff are continuing to align teaching and learning with the New South Wales syllabus documents for the Australian Curriculum in a consistent approach that caters for learner abilities.

We believe at Dundas Public School we are creating engaged, successful learners who achieve their potential.

In the domain of Teaching, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. Our focus has been to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

Assistant Principals, alongside the Deputy Principal, work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Staff have embraced the Professional Development Plan

process. Teachers are required to align their professional development goals to the school's Strategic Plan and reference this when providing evidence to support their growth towards goals. The alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs such as formative assessment and student wellbeing and has ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Dundas Public School have led and participated in wider collaborative networks with other schools.

Staff have been able to share their expertise and celebrate their success with the wider community. The school strategic direction of Excellence in Teaching is constantly addressed and reviewed. We believe at Dundas Public School, our staff are participating in professional development across the curriculum in order to develop high quality classroom practices. When designing the innovative, targeted professional learning model for 2019 priority was given to focus areas as reflected in staff Professional Development Plans throughout 2018.

The leadership team ensures the implementation of syllabus and associated assessment and reporting processes meet Department of Education requirements, forming a sound basis for student learning. The school plan aligns to students and system priorities and ensures responsiveness to emerging needs. Multiple opportunities for aspiring leaders to engage in formal and informal leadership roles were offered throughout 2018. Physical learning spaces are used flexibly and technology is effectively used to enhance learning. The school collaborates with the local community to access school assets and resources, delivering benefit to both the school and the community. The school makes informed choices about administrative practices and systems in place are based on cost efficiency, evidence, and in response to local context and need. There are opportunities for students, staff and the community to provide feedback and 'Tell Them From Me' survey data from students and parents indicate a positive school culture.

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

Excellence in Learning

Purpose

Students engage in explicit, systematic learning experiences where learning is made visible and feedback drives assessment and instruction in Literacy and Numeracy. Students at Dundas Public School will be self-regulated, future focused learners.

Overall summary of progress

The Strategic Direction 1 Team engaged in professional learning with the Curriculum Advisor to build capacity in the area of Formative Assessment. This included planning days, professional readings, collegial discussions and classroom visits. Each Stage Representative implemented a different formative assessment strategy including: Bump It Up walls, WAGOLL (What A Good One Looks Like) walls, Exit Slips, Learning Intentions and Success Criteria. Staff and parents/carers were invited to attend Sharing Sessions and Learning Walks in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs and classroom environments demonstrate Visible Learning strategies.	\$12 000	School Services Agreement and support from Curriculum Advisor has been central to focus team and leadership team being introduced to Learning Intentions and Success Criteria. Team members have trialled LISC in Writing programs and explored formative assessment strategies to support the LISC.
8% increase of students in the top two bands of NAPLAN for Reading and Writing.	\$8 000	Student achievement in Reading and Writing continues to be a focus. There was minimal increase (1%) in students in the top two bands for Reading and Writing in 2018.
Students will achieve their year appropriate expected growth in Literacy and Numeracy.	\$2 500	Student growth in Literacy and Numeracy continues to be a focus. There was minimal (2%) improvement in students reaching or exceeding expected growth in Writing in 2018.

Next Steps

- Stage Supervisors will engage in professional learning with Curriculum Advisors to develop their understandings around Formative Assessment practices
- Curriculum Advisors will model and demonstrate how to develop Learning Intentions and Success Criteria for writing tasks
- Stage Supervisors will support Class Teachers in the practical implementation of LISC



Strategic Direction 2

Excellence in Teaching

Purpose

Staff engage in focused professional learning and development to ensure ongoing, relevant and evidence-based teaching practice and high quality learning experiences take place for all students in every classroom.

Overall summary of progress

All staff were involved in the development of explicit processes to collect, analyse and report on school programs. The school's focus has been to create consistent whole school scope and sequences across K–6 in Science, History/Geography, PDHPE and Mathematics. A completed History/Geography, Science and Mathematics Scope and Sequence has been implemented across all stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents.	\$5 000	Draft scope and sequence documents were created and presented to staff for consultation in the Key Learning Areas of History, Geography, Science and Mathematics.
All teachers use data obtained from a range of quality assessment tasks to drive effective teaching and learning programs.	\$0	This process and improvement measure of the School Plan to be actioned in 2019.
Positive growth and increased achievement of equity and identified groups within the school is equivalent to the progress of all students and comparable to the state.	\$0	This process and improvement measure of the School Plan to be actioned in 2019.

Next Steps

- Development and implementation of the English, CAPA and PDHPE scope and sequence.
- Establish STEM and integrated units of work across Key Learning Areas.
- Develop systems of consistent whole school assessment practices.
- Professional learning on effective strategies for differentiation for students across all equity groups.



Strategic Direction 3

Excellence in Engagement and Connectedness

Purpose

All stakeholders are enabled to engage in collaborative decision making that promotes innovation, is accountable and transparent, and reflects the needs of Dundas Public School.

Overall summary of progress

A significant amount of progress was made in the strategic direction of engagement and connectedness throughout 2018. A core team of teachers were formed to review the school's positive reward system and establish a clear set of values and behaviour expectations for all students. An electronic tracking system was implemented to ensure data accurately directed the areas of need for explicit teaching. A communication strategy was developed as a result of survey data and consultation with the parent community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive student engagement and wellbeing in the classroom and playground settings.	\$5 000	In Semester 2, data tracking indicated a 15% increase in positive behaviours occurring in the playground setting. Classroom setting measurements will be a priority for 2019.
Increased opportunities for the community to be included, informed and engaged.	\$15 000	A communication survey was conducted with the school community and adjustments made to communication processes and procedures in response to the survey. Interaction with the school newsletter and Skoolbag App has increased by 42% in 2018.
Increased connections with wider community services and other educational settings.	\$7 000	Dundas Public School staff and students actively participated in the Cumberland Community of Schools network. Staff attended a combined School Development Day and twilight professional learning sessions with colleagues across 11 schools. Student leaders participated in leadership development days each term.

Next Steps

- Continue to review and refine the Dundas Public School communication strategy.
- Establish consistent procedures and guidelines for school leadership team in following up behaviour incidents and proactively supporting positive behaviours.
- Review student advocacy and engagement in school reward systems and events.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 874	Funding was used to support students in the classroom and through the implementation of explicit literacy programs, ensuring equity in access to the curriculum. Funding was also used to support Aboriginal students in participating in extra-curricular programs that fostered their talents and strengths.
English language proficiency	\$213 676	Students from non-English speaking backgrounds form 71% of the school population. The English as an Additional Language or Dialect (EALD) staffing allocation was equal to 1.6 FTE. Flexible funding was used to supplement additional School Learning Support Officer time to successfully support students through the Learning Support Team. Students are supported in the classrooms with additional resources to enhance their English language acquisition. Students from a NESB continue to achieve highly in NAPLAN tests and Australian Schools Competitions.
Low level adjustment for disability	\$133 975	All students requiring adjustments are catered for within the classroom through differentiated programming and teaching. The school's Learning Support Teacher allocation is equal to four and a half days per week and this program is strongly supported by the engagement of two full-time and two part-time School Learning Support Officers to support students who receive targeted funding and students identified through the Learning Support Team as having low level adjustments needs for disability.
Quality Teaching, Successful Students (QTSS)	\$70 380	Quality Teaching, Successful Students (QTSS) funding was utilised to employ an above establishment Deputy Principal for one Semester to support change management practices, build leadership capacity and review practices in Literacy and Numeracy. The Deputy Principal led Assistant Principals and Classroom Teachers in the implementation of data analysis and evaluation and the review of spelling and maths group programs through mentoring and coaching.
Socio-economic background	\$16 937	Funding was used in this equity area to support students in accessing areas of the curriculum, increasing student engagement and participation and through the provision of necessary resources to support the achievement of outcomes, particularly in the area of literacy and numeracy.
Support for beginning teachers	\$12 800	Support for beginning teachers continued to be implemented through a mentoring model. Time was provided for individualised professional development and support. Funds were allocated for teachers to support beginning teachers in the accreditation process and to provide a range of professional learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	197	205	212	213
Girls	183	194	181	195

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.7	95.1	95.2
1	93.1	92.9	93.8	95.2
2	93.9	94.2	94.4	94.5
3	94.2	94.9	93.9	94.5
4	93.8	92.8	93.8	94.4
5	94.2	95	93.5	93.6
6	92.7	92	93.9	91.7
All Years	94	93.9	94.1	94.2
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	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018, Dundas Public School maintained excellent attendance rates as indicated in our continuous analysis of data. Student attendance at Dundas Public school exceeds the state average. Rolls are marked electronically and attendance is monitored by teachers on a daily basis. Notes for non-attendance are provided by parents and caregivers and followed up by staff where necessary.

Dundas Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students, whose attendance is of a concern, are identified and monitored closely. In 2018, student attendance was tracked

closely through:

- Weekly attendance reports generated and analysed by the Principal and Deputy Principal
- Twice termly reports to the HSLO
- Consistent communication with parents by notification letter, telephone and interview
- Strict compliance and adherence to the Department of Education Attendance Policy and Procedures
- Meetings between the Deputy Principal, HSLO, Parents and external support agencies to discuss areas of concerns and ways the school and agencies can support student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.05
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	1.6
School Administration and Support Staff	3.22

*Full Time Equivalent

In Terms 2–4 throughout 2018 an above establishment Deputy Principal position was funded to support teaching, learning and change management processes. Three permanent teacher positions were filled through the merit selection process in 2018. There are currently no members of staff who identify as Aboriginal or Torres Strait Islander descent.

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	23

Professional learning and teacher accreditation

In 2018 the positive collaborative learning culture of the staff contributed to the professional learning plan. The school leadership team focused on building their

capacity in coaching and mentoring, instructional leadership techniques and strengthening their knowledge of leading and managing the school to improve student outcomes and increase rich, collegial discussion about improved teacher practice.

Teachers actively engaged in their personalised professional learning by successfully implementing aspects of the Performance and Development Framework including classroom observations and feedback and were able to articulate how changes in their practice impact on student outcomes.

Professional learning at a whole school level included school planning and strategic directions, student wellbeing and engagement and curriculum delivery. A team of teachers worked in close collaboration with the School Services Curriculum Advisor to develop formative assessment strategies that directly related to teaching practices and student outcomes in the area of Writing. The focus team in turn led the whole staff and select parents through a professional learning module related to formative assessment and the impact of strategies trialled at Dundas Public School.

Non-teaching staff engaged in the 'Non-Teaching Staff Performance and Development' process which included developing work goals, developing strategies and learning experiences to achieve these goals and participated in a self-assessment and annual review with their supervisor. All non-teaching staff successfully implemented this new process.

Staff also completed mandatory training in regards to Child Protection, Emergency Care, Anaphylaxis, CPR and the Code of Conduct.

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	104,678
Revenue	3,721,664
Appropriation	3,352,511
Sale of Goods and Services	2,212
Grants and Contributions	353,091
Gain and Loss	0
Other Revenue	9,831
Investment Income	4,019
Expenses	-3,596,145
Recurrent Expenses	-3,563,510
Employee Related	-3,037,215
Operating Expenses	-526,295
Capital Expenses	-32,635
Employee Related	0
Operating Expenses	-32,635
SURPLUS / DEFICIT FOR THE YEAR	125,519
Balance Carried Forward	230,197

The school finance committee, consisting of the Principal, Deputy Principal, Teacher Representative, School Administrative Manager and the P&C President, met termly to monitor spending and plan resource allocation. Plans have been created to expend the money carried over which include the employment of additional teachers in 2019 to support an innovative professional learning model.

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	2,694,203
Base Per Capita	75,994
Base Location	0
Other Base	2,618,208
Equity Total	369,462
Equity Aboriginal	4,874
Equity Socio economic	16,937
Equity Language	213,675
Equity Disability	133,975
Targeted Total	84,500
Other Total	72,718
Grand Total	3,220,883

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.

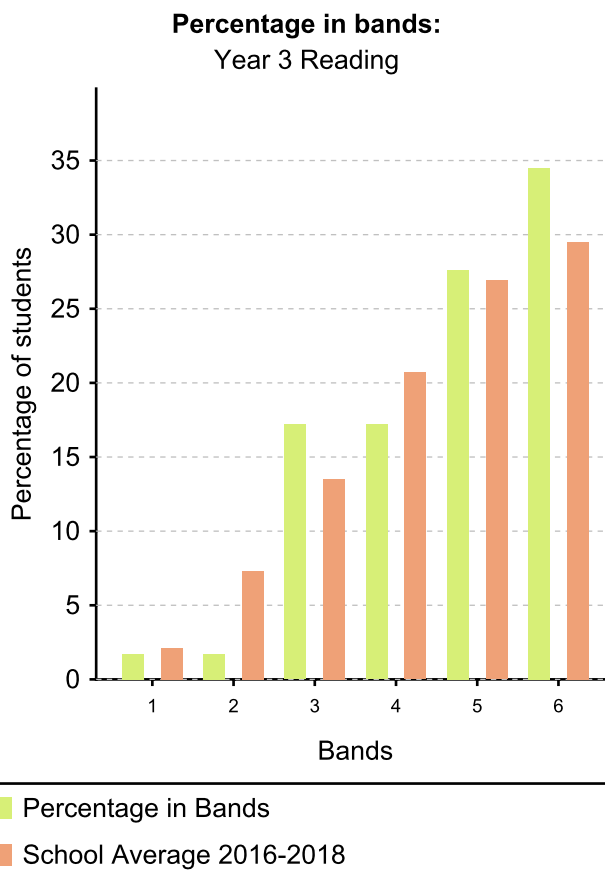
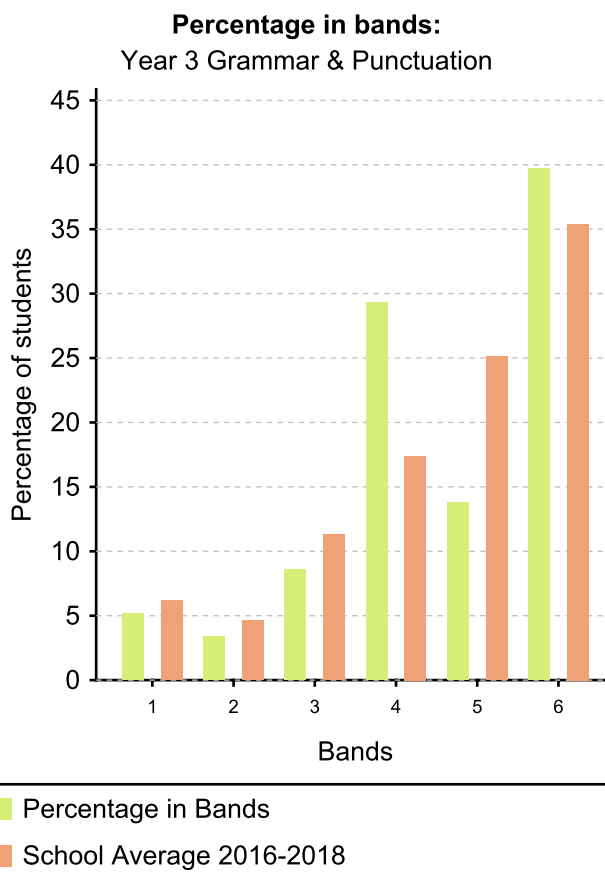
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

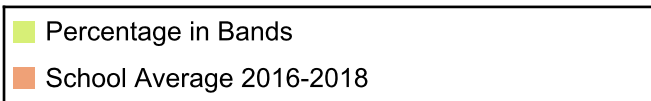
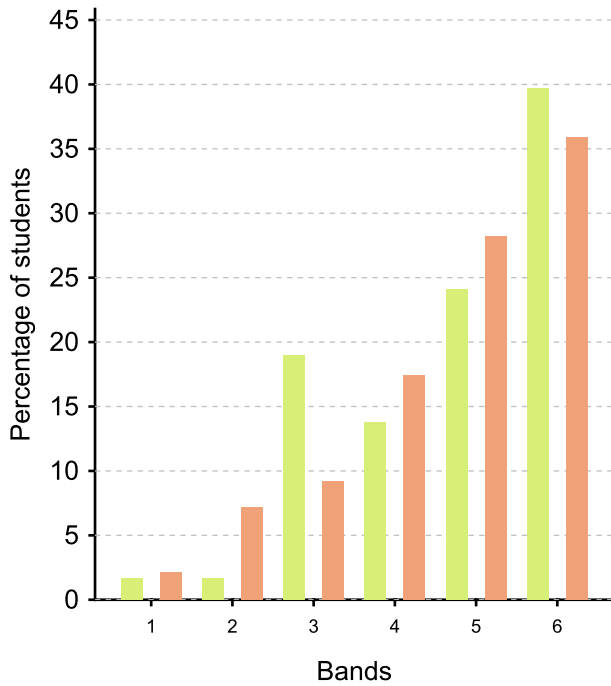
In 2018:

- Year 3 performed above similar school groups in Reading
- Year 3 performed above similar school groups in Writing
- Year 5 performed well above the state average and similar school groups in Spelling
- Year 5 performed above state average in

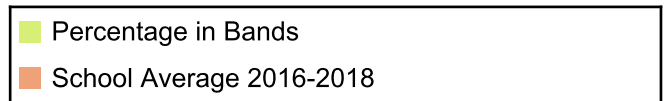
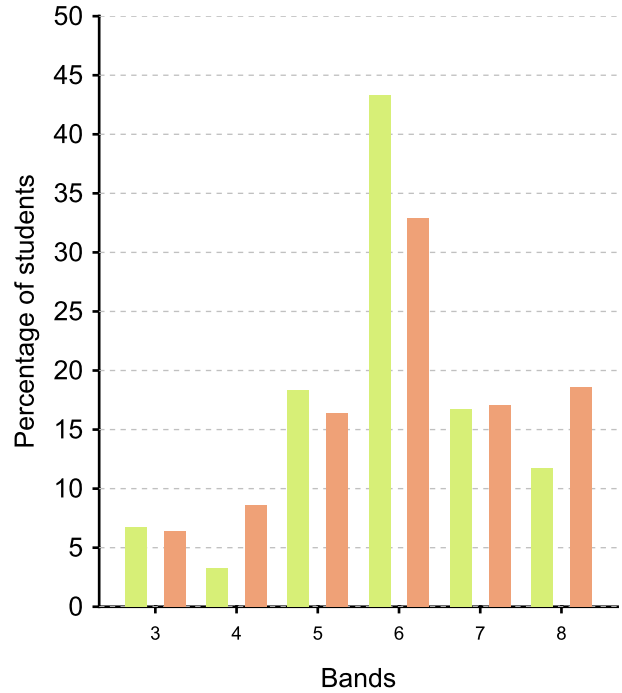
Grammar and Punctuation



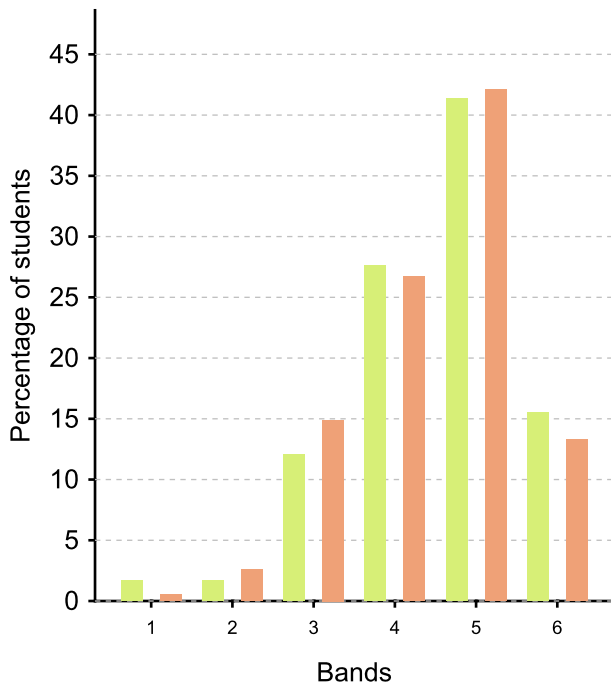
Percentage in bands:
Year 3 Spelling



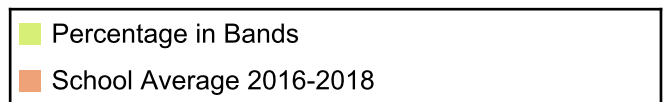
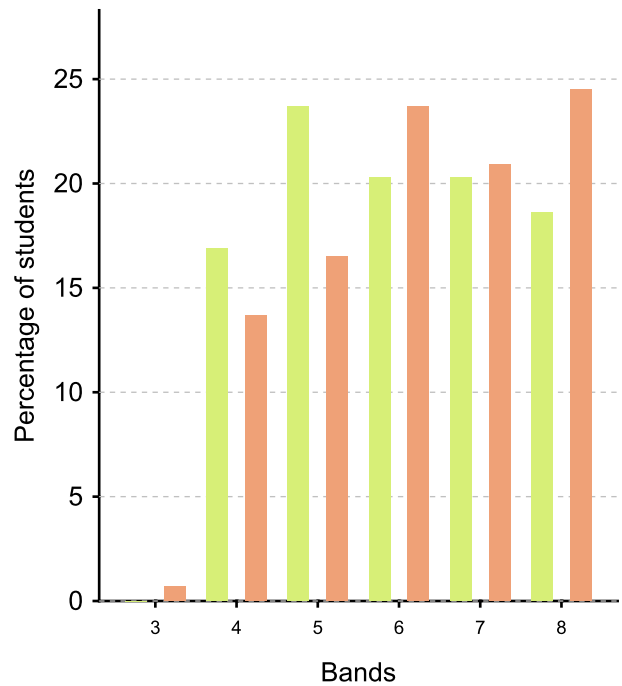
Percentage in bands:
Year 5 Grammar & Punctuation



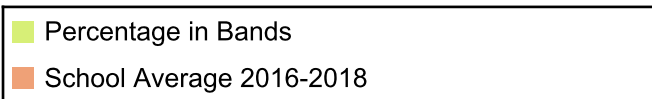
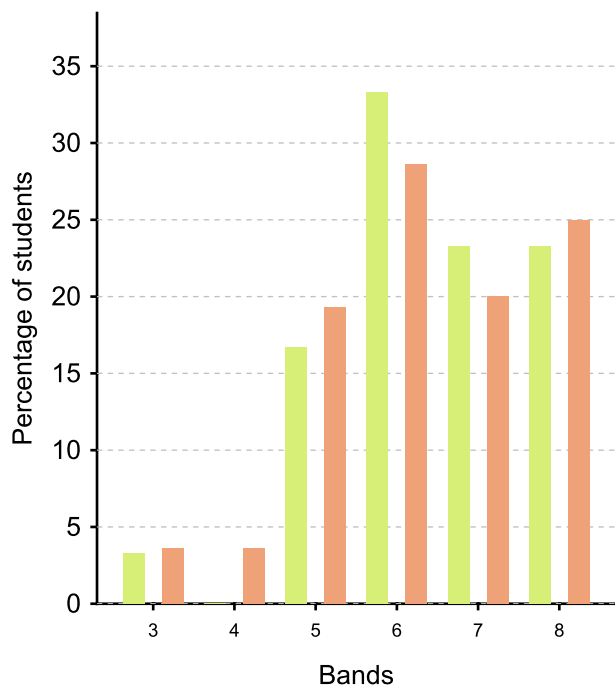
Percentage in bands:
Year 3 Writing



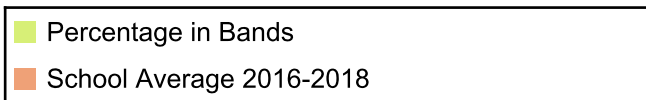
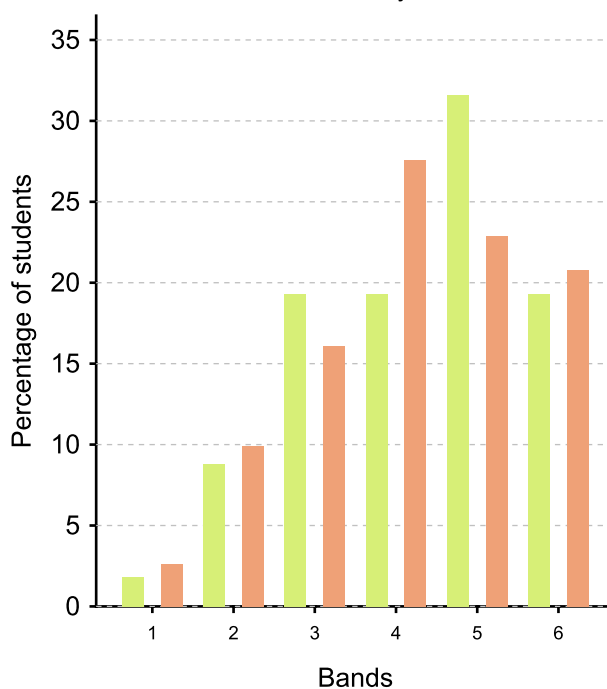
Percentage in bands:
Year 5 Reading



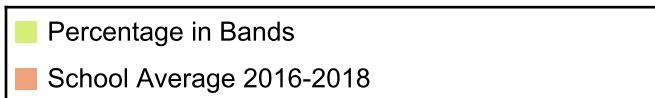
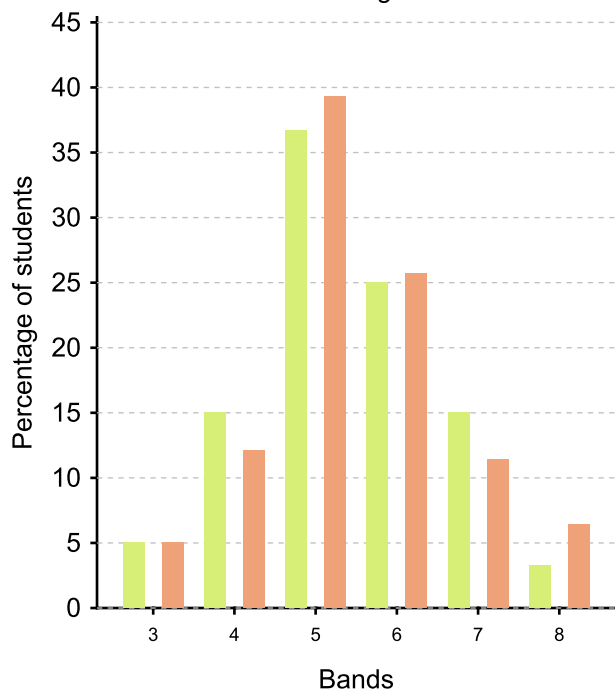
Percentage in bands:
Year 5 Spelling



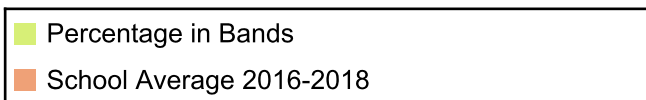
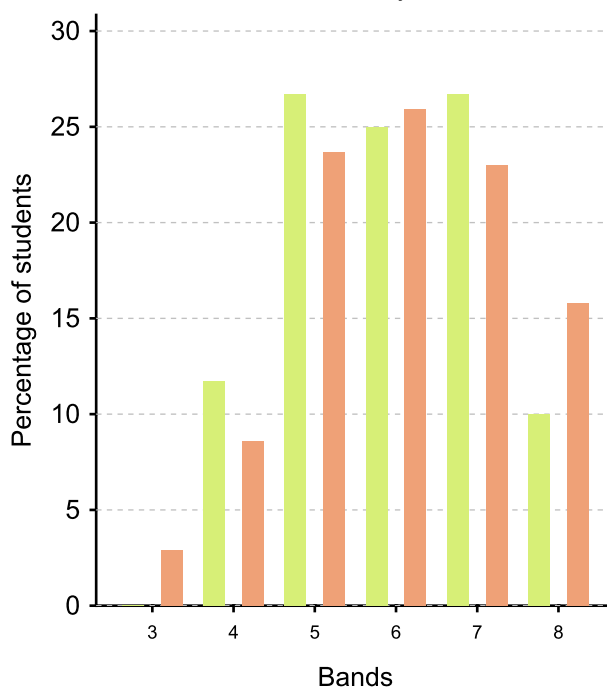
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2018:

- 81.1% of students in Year 3 achieved in the top two bands for Numeracy
- 60.1% of students in Year 5 achieved in the top two bands for 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.

We are unable to provide statistically valid measurements of Aboriginal performance at this time

due to the small number of Aboriginal and Torres Strait Islander students who sat NAPLAN in 2018.

Parent/caregiver, student, teacher satisfaction

In 2018, the opinions of students, staff and parents were sought through the Tell Them From Me survey. These surveys indicated a high level of satisfaction with the school from all stakeholders.

Students

Student responses indicated that the school was higher than the state average in 78% of areas measured, including:

- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students have friends at school they can trust and who encourage them to make positive choices.
- Students try hard to succeed in their learning.
- Students find classroom instruction relevant to their everyday lives.

Parents

Parent responses indicated that they measure the schools performance above state norms in 85% of areas measured. The highest rated areas of measure by parents included:

- Parents noted they can speak easily with their child's teacher.
- Parents indicated that their child is clear about the rules for school behaviour.
- The highest rated area of school performance by parents was that the school supports positive behaviour.

Teachers

Teachers responses indicates that they measure the schools performance above state norms in 88% of areas measured. The highest rated areas by teachers included:

- Teachers establish clear expectations for classroom behaviour.
- Teachers monitor the progress of individual students.
- Teachers talk with other teachers about strategies that increase student engagement.
- Teachers set high expectations for student learning.

Policy requirements

Aboriginal education

Programs that had previously been established in the school were maintained throughout 2018. These programs supported Aboriginal students, celebrated culture and encouraged the connection with country and community. Student leaders worked in collaboration with Department of Education School

Services consultants to deepen their understanding of the Acknowledgement of Country. Following this workshop, students have proudly led the school in the Acknowledgement of Country during weekly assemblies and special events.

Aboriginal and Torres Strait Islander identities, history and cultures are taught across all Key Learning Areas at our school. In these lessons, students develop an understanding and respect for both traditional and contemporary Aboriginal society and lessons are aimed at promoting reconciliation between Aboriginal and non-Aboriginal Australians.

Staff, students and their families were invited to discuss the aspirations and goals of our Aboriginal students and develop Personalised Learning Pathways to help nurture academic and social progress.

Multicultural and anti-racism education

In 2018, the number of LBOTE (Language Background Other Than English) students continued to rise at Dundas Public School. 71% of the students enrolled had a language background in addition to English. There were 52 community languages recognised, with predominant language groups being Chinese (Mandarin, Cantonese and Hokkien), Korean, Indian (Hindi, Gujarati, Malayalam, Bengali, Assamese, Marathi, Telugu, Tamil and Punjabi).

There was an increase in EAL (English as an Additional Language) Teacher support to cater for the variety of needs of the EAL students. The Dundas Public School EAL teacher allocation for 2017 was 1.6 with an additional 0.2 school funded teacher support for New Arrivals. Individual support was provided for those students requiring Intensive English and small withdrawal groups completing modified work were also timetabled. In-class support involved team teaching with the class teacher or taking a small group within the class. Culturally inclusive programs continued to be written K-6 to ensure that students' language, religious and cultural beliefs were recognised. The Library bought additional texts to add to the growing bilingual section that recognises and supports students with additional languages to English.

Dundas Public School recognised and celebrated the cultural diversity of its community in activities completed across the school. For example, Lanterns were hung around the school to acknowledge Chinese New Year and Rangoli patterns were chalked around the school by students to celebrate the Indian festival of Diwali. Community contact groups were established to provide additional support for our LBOTE community. Korean, Chinese and Indian/Pakistani Community groups were formed. Meet and Greet morning teas were provided for each Community Group to allow parents to get to know each other and help form school networks which would provide additional support for our LBOTE families. In 2018, the Student Representative Council led the celebration of Harmony Day. Students and staff were encouraged to wear cultural dress or the colour orange to represent the theme 'Everyone Belongs'. Students created puzzle piece artworks,

symbolising the coming together of all in our community, that were displayed in the school office for parents and visitors to see. The ARCO (Anti-Racism Contact Officer) was a member of the School Strategic Direction 3 Team: Excellence in Engagement and Connectedness. The team created a new Values and Expectations Matrix for the school. Whilst developing the matrix, the team worked closely with the school executive, teachers and parents to ensure incidents of racism (students and the wider school community) are managed appropriately. The DPS Behaviour Management Flowchart reflects this expectation.