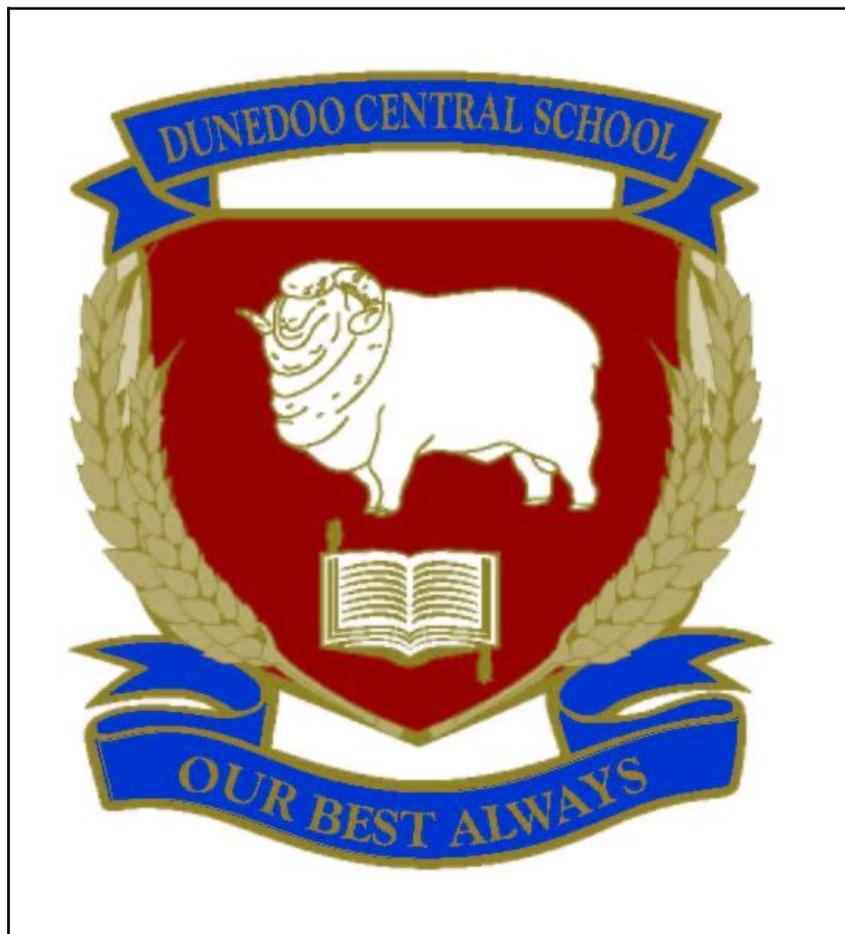


# Dunedoo Central School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Dunedoo Central 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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### Message from the principal

2019 has been a year of consolidation for our school. We are in the second year of the school plan with our three strategic directions being Quality Teaching, Building Relationships and Future Focussed Learning. We have had many highlights throughout the year as well as learning opportunities for students and staff alike. Our NAPLAN results for 2019 again were impressive in many areas. The Years 3 and 5 Reading and Numeracy results placed us well above the other schools in our network and schools from similar backgrounds. Year 7 and 9 NAPLAN student's growth data was well above similar school groups and State in Spelling, Grammar and Numeracy.

Again, this year we had several students achieving certificates of Distinction and Credit in external competitions; two year 5 students were selected to participate in the selective Aurora program for 2020 and one student to participate in a Maths camp in 2020 as a result of the Newcastle Permanent Primary Mathematics competition. 2 students were offered early entry to University for 2020 and several students offered apprenticeships based on their school-based traineeships. Again in 2019, we had students participating in the Public Speaking Competition and the Lions Youth of the Year competition with our DSC representative winning at the Regional Level. Our students have taken part in the Duke of Edinburgh program as well as volunteering at Blazeaid in Wingham. We had a number of students selected to participate in the Moorambilla voices program and School Spectacular.

Sport has again been an area where we have had many great achievements. Early in the year, we had many students representing Western Region at the NSW PSSA and CHSSA Swimming Carnivals, with Luke Redding swimming in the final of the 50m Freestyle & 50m Butterfly. Our Boccia team won the NSW Public Schools Knock out at Homebush, very capably led by Captain Jamieson Leeson, who has had great success at an individual level during 2019, winning silver in the Australian Championships. Our Open Girls Squash team won Gold in the State Knockout competition for the 5th Year in a row. The Primary squash Team won the inaugural Clarke Blackstock shield in Parkes. Our Touch Football teams in both the Primary and Secondary school again achieved great results with the Primary Girls Team progressing to Round 4 of the Western Region KO and the Boys progressing to the 5th round, just one round before the Western Region Final. The Secondary Girls Open Touch Football team won silver at the Central School State Finals. We had two students represent Dunedoo Central School at the state Cross Country Carnival at Eastern creek, along with students representing Dubbo

District and Western Region in Touch Football, Tennis and Golf.

Alongside of this, we have again had a strong agricultural program with students competing in Junior Judging and the Rabobank Whether Challenge. Thank you to Mr Mick Inder and Mr & Mrs Greg Piper for supporting our students in this area. We have had students competing in the Chess competition, school to work and work experience programs as well as school-based traineeships. We have had 4 very successful Whole School Staffing days on Embracing Diversity, Art for Youth and Student Voice, with the most recent day being a Future Focussed Learning day based around technology which was a great success thank you to Mrs Virginia Cluff for her support in this area. Our Primary and secondary students also enjoyed their excursions to Point Wollstonecraft and the Gold Coast and more importantly a huge thank you to the staff who accompanied the students on these excursions.

Thank you to all of the staff at Dunedoo Central School for their hard work and commitment throughout 2019. We have wonderful teachers and support staff who provide a wide range of experiences for the students in our school, supporting both teaching and learning programs as well as welfare processes to ensure Dunedoo Central School is a place where every student is known, valued and cared for. We will have some changes to our staffing for 2020. We are farewelling Mrs Fergusson from her position as Careers Advisor and Food Technology Teacher. We also say goodbye to Mr Lachlan Snell who is taking the opportunity to further his studies at the UNSW, Mr Lockett is taking up an English teaching position in Sydney and Mrs Scifleet is taking Long Service Leave for Semester 1. We say thank you to each one of these staff members who have all contributed to making DCS the great school it is.

Thank you also to our hardworking P&C committee, led by Ms Fiona Van Huisstede. I congratulate each of the P&C committee on their commitment to supporting our school in offering wonderful opportunities for the students in our school. Congratulations again on holding a very successful debutante ball this year. Thank you also to Ms Sherrie Watton, who does a fantastic job in our canteen.

## School background

### School vision statement

Dunedoo Central School provides a positive learning environment where community involvement is promoted and valued. All students are encouraged to achieve their potential by becoming self-motivated, resilient, life-long learners, who are respectful of others. Opportunities are provided by a committed, cohesive and highly skilled staff using quality teaching methods and technologies.

### School context

Dunedoo Central School provides a quality education from Kindergarten to Year 12. With a school population of 163, the school boasts a staff that can offer a full and varied curriculum and is unique in that it shares its site with the Western Institute of TAFE. As a Central School, there is a strong emphasis placed on a sense of family and community, regular whole school activities as well as a wide variety of extra curricula and cultural events.

Children at this school are nurtured in a supportive and encouraging atmosphere where all students are provided with opportunities to develop positive relationships, skills and values that underpin the rest of their lives. Vocational education, a strong Agriculture & Show program, a well-developed band and choir program, and excellence in the sports of touch football and squash are some of the hall marks of this school. The well-manicured school draws its students from a wide surrounding area, which includes the feeder school of St Michael's Primary School, and the farming areas of Cobbora, Mendooran and Leadville.

The staff at DCS are enthusiastic, caring and dedicated and are supported by an enthusiastic Parents & Citizens school community group. The school is a member of the Cudgegong Learning Community and the Wollemi Group and we continually try to live up to our motto 'Our Best Always'.

As a school with a large low SES component our key goals are to improve student learning outcomes in Literacy and Numeracy. Quality Teaching, Building Relationships and Future Focussed Learning are also key focus areas.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching

#### Purpose

To ensure that all staff are embedding explicit evidenced based practices with a focus on literacy and numeracy and collaboratively developing their capacity to use data for consistent teacher judgement and to inform teaching practice.

#### Improvement Measures

Increased proportion of students in the top 2 bands of external assessments.

Increased proportion of students achieving expected and above expected growth rates in Literacy and Numeracy.

All staff use explicit evidence based practices.

Improved scores for collaboration and learning culture to above average for similar schools. Increased use of evidence-informed pedagogy by all teachers

All teachers maintaining current or accreditation standards, engaging in QT Rounds.

#### Overall summary of progress

NAPLAN – Top 2 Bands for Reading Years 3 and 5 (48.39 %) – Target was met in 2019. Top 2 Bands for Numeracy (22.58 %) – close to target.

NAPLAN – Top 2 Bands for Reading Years 7 and 9 (0 %), Top 2 Bands for Numeracy (7.14 %).

HSC % Results in Top 2 Bands in 2019 was 11.11% for DCS compared to 15.91 % for SSSG.

NAPLAN % Results in Top 2 bands for DCS 23.93 % compared to 14.08 % for SSSG and % Students in Top 2 Bands for DCS 32.2 % compared to 20.51% for SSSG .

Value Adding for Years 3 – 5 (Sustaining and Growing) and 7 – 9 (Delivering) – both 'Close to target'.

NAPLAN Expected Growth Years 3 – 5 for Reading 82.35 %, Numeracy 35.29%

NAPLAN Expected Growth Years 7 – 9 for Reading 33.33 %, Numeracy 50 %

Professional learning per employee is close to benchmark. All teachers have been engaged in QT Rounds to some extent, although limited due to the availability of Casual teachers. All staff have maintained accreditation.

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy

Draw on solid research to develop and implementing high quality professional learning embedded in teaching practices with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
Data from internal and external assessments contributed to support teachers in evaluating the effectiveness of teaching programs and strategies, and identified future learning directions for cohorts and individual students.	Maths Assessments SA Spelling lists and answer sheets.
Professional development undertaken by staff facilitated the sharing of knowledge and skills to support the ongoing implementation of school-wide programs including 7 Steps to Writing, ALARM, Best Start, SENA and Plan 2.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$11200.00)</li></ul>
Shortage of casual staff hindered the implementation of Quality Teaching Rounds, however, this led to a change in focus to explore Quality Learning	

## Progress towards achieving improvement measures

Environments. This change in focus encouraged staff to update learning environments. Student surveys reflected positive responses to these changes.

Roll call numeracy initiative facilitated a whole-school focus on numeracy throughout Term 3, and promoted cross-school collaboration and evaluation.

### Process 2: Consistent teacher judgement

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment.

Evaluation	Funds Expended (Resources)
<p>The ongoing shortage of casual staff prevented the implementation of QT rounds for teaching staff.</p> <p>Through the use of a broad range of assessment strategies, staff were provided with data to evaluate student progress, achievement and areas requiring further development. Professional learning in Best Start, SENA, Benchmarking, SCOUT/NAPLAN was provided for teaching staff, which facilitated collegial discussion and collaboration, and promoted opportunities to develop consistent teacher judgement.</p> <p>The Numeracy roll call initiative was implemented in Years 1–10, delivered by each roll class teacher. Collegial discussion and evaluation of this initiative promoted communication and consistency amongst staff.</p> <p>Preparation for Year 12 parent-teacher-student conferences required collaboration by Secondary teachers, and were effective in providing clear, explicit feedback. Student progress reports and Student Achievement Reports are developed in accordance with a report schedule, which provides time for peer reading before Head Teacher review. This process allows time for reflection and discussion regarding each student's progress, to ensure teacher judgement is consistent.</p>	<p>SA Spelling test word lists</p> <p>Comprehension booklets and answer sheets</p> <p>Maths Diagnostic assessments.</p> <p>Internal and external assessments; assessment schedules. SCOUT, Best Start, ICAS, Newcastle Permanent Maths Competition registration and papers, ICAS assessments, Spelling Bee entries.</p> <p>Casual staff</p>

### Process 3: Data skills and use

Develop teacher capacity to analyse and interpret data to inform planning, identify interventions, modify teaching practice and reflect on teacher effectiveness.

Evaluation	Funds Expended (Resources)
<p>Data from all assessment tasks K–12 has been recorded and used to inform teaching practice, implement intervention programs for students at risk, and accelerate students who are achieving at a higher level.</p> <p>Through the Welfare Team, as well as student welfare issues flagged at Primary, Secondary, Faculty, Whole School and Executive meetings, a collaborative approach towards student progress and wellbeing. This has enabled staff to identify students of concern, and ensure that personal learning goals can be achieved through the use of targeted interventions.</p> <p>Teaching staff have begun to transition across to Sentral. Student progress and achievement (markbook), meeting minutes and other documentation is able to be uploaded onto Sentral, enabling a centralised system of record keeping.</p>	<p>Markbook</p> <p>Schools Online (eBOS)</p> <p>Sentral</p>

## Strategic Direction 2

### Building Relationships

#### Purpose

To collaboratively develop and maintain a positive school culture through consultation across the whole school community which builds resilience in an environment of mutual respect and trust.

#### Improvement Measures

- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.
- Increased school community partnerships.
- Increased staff reporting of a positive and collaborative work environment.

#### Overall summary of progress

2019 proved to be a challenging and rewarding year for staff, students and families at Dunedoo Central School. There were many opportunities to build relationships across the school community as well as across the broader community and businesses in Dunedoo and across the district. Ongoing partnerships were maintained and new, innovative partnerships were created including the establishment of a school community garden.

Opportunities for staff to collaborate and cooperatively implement initiatives were hampered by decreased availability of casual staff but the creative, enthusiastic nature of staff at DCS ensured that the work environment remained positive and effective for all stakeholders.

Tell Them From Me (TTFM) secondary student data shows that student's sense of belonging increased from 54% to 57% over 2019. Primary student data showed students were at state norm for sense of belonging but it fell below the norm at the end of the year. Primary student data, however, showed that their resilience was high with 56% showing high perseverance (8% higher than the state norm). Primary and Secondary students grew expectations of success, advocacy at school and positive relationships in 2019 according to TTFM results.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Collaboratively develop systems and structures with students, staff and families for consistency of delivery of evidenced based student well-being practices

Evaluation	Funds Expended (Resources)
<p>The Building Relationships wellbeing goal of developing consistent language, understandings, visual supports and strategies for school expectations/rules involving staff, students, families that results in an increase in wellbeing for all stakeholders has been achieved.</p> <p>2019 provided many opportunities for Dunedoo Central School (DCS) to maintain and strengthen Wellbeing practices for all stakeholders of the school community; students, families and staff. Collaboratively reviewing school guidelines for school expectations, including the mobile phone policy ensured that the school culture was owned and valued. Ongoing data collection through surveys with students, staff and families enabled accurate decision making so that key practices could be refined and implemented in a timely manner. Throughout 2019 it was clear that the current wording of school expectations needed adapting and the time needed to ensure all stakeholders had equitable input meant that this clarification would be better to be formalised at the start of 2020.</p> <p>All staff, teaching and non teaching were involved in professional learning to enhance wellbeing teaching and learning for students including scheduled Wellbeing lessons in roll call and the Be You Modules for resilience. Non teaching staff were training in targeted interventions including Rock and</p>	<p>TTFM website</p> <p>staff wellbeing survey doc</p> <p>parent &amp; student surveys</p> <p>data collection at assemblies and social functions throughout the year</p> <p>SRC</p> <p>Learning &amp; Support Team</p> <p>non teaching staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4800.00)</li></ul>

## Progress towards achieving improvement measures

Water, Seasons for Growth and Rhythm to Recovery. Systems to support all students were devised through the Learning and Support Team so that all staff and students would benefit from the understandings of these programs. Some set backs inhibited any of these programs from being implemented completely in 2019 but they are firmly established, students identified and family connections have been made for sustainable, ongoing implementation into 2020.

Tell Them From Me (TTFM) results were analysed and clear improvement areas for Wellbeing were established for continued activities into 2020 including perseverance and resilience. General trends highlighted success for students with sense of belonging, advocacy at school and positive relationships.

The culture of DCS using the FISH philosophy to ensure we "Do Our Best Always" was evident in the many feedback loops between staff, students and families, anecdotally, on social media and from school surveys that were completed.

### Process 2: Community engagement

Building a collaborative culture of community engagement and consultation.

Evaluation	Funds Expended (Resources)
<p>In 2019 the membership of the P&amp;C committee increased with more K-2 parents joining and taking on roles in the committee. The P&amp;C had a successful year and were paramount in the establishment of new activities using funds from an ANZ Seeds for Growth grant.</p> <p>Weekend working bees were well attended by staff, students and family members which resulted in playground beautification projects and planting, harvesting and sharing of edible produce from the community garden. The University of Technology Sydney chose DCS for a voluntary service called "The Big Lift" which resulted in 40+ volunteers sleeping in the school hall, eating at the sports club with a Lions Cub donated BBQ and a day of voluntary work at DCS and the local catholic school. Tremendous positive feedback from both the volunteers and local community members was welcomed by the students and staff at DCS.</p> <p>Facebook data has shown an increase in followers x 18 and an increase in the number of posts seen, liked with positive comments. Family members are often tagged into posts to share the information that the school has provided. Post highlights include the ANZAC memorial mural and pictures of students, staff and family members working at weekend working bees.</p> <p>Tell Them From Me ( TTFM) parent survey results show that DCS is above state norms for parents feeling welcome, the school being inclusive, safe as well as the school supporting learning and positive behaviour. The survey results show that parents feel that they are informed of school systems and practices 0.9 above the state norm. 100% of the parents respondents noted that they communicated with staff more than two to three times during 2019. 70% of parents prefer informal as well as formal communication methods with 50 % noting that social media and texts were useful ways to maintain strong ties with the school. 88% of the parents would recommend DCS to another family.</p> <p>The Building Relationships annual goal of increasing parents, carers and community members awareness of school processes, engagement and involvement in school activities as well as initiating participation in school decision making has certainly been met with enthusiasm for continued improvement into 2020.</p>	<p>P&amp;C</p> <p>L&amp;S Team</p> <p>BR Committee Breakfast club</p> <p>Art for Youth committee</p>

## Strategic Direction 3

### Future Focused Learning

#### Purpose

To ensure quality educational delivery, incorporating innovative practices and the use of technology to develop students future focused learning skills.

#### Improvement Measures

Increase the capacity of staff and students to use digital technologies and ICT capabilities as teaching and learning tools.

Increased proportion of teaching programs incorporate the use of ICT.

Increase the number of innovative learning opportunities.

Increased proportion of students demonstrating future focussed learning.

#### Progress towards achieving improvement measures

##### Process 1: Future Focused Learning

Build staff capacity to utilise a range of technologies in teaching practice to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Staff have incorporated new mandatory components of syllabii. In the implementation of these new components, Digital Technology lessons have been taught across Years 6 – 8 and the use of Bee-Bots in Years 3 – 5. Staff have also delivered lessons on the Digital Technologies in Roll Call lessons including algorithms, coding and programming, binary numbers, computational thinking and digital systems. Teacher 'experts' have been team-teaching with some staff to further develop their skills and knowledge in delivering lessons using a range of technologies.</p> <p>All secondary staff have been further upskilled in the use of Sentral for Markbook and 'period by period' marking. Microsoft Teams has been introduced as a method of communication across the school.</p> <p>Staff have also had the opportunity to use the VR Stemshare kit across 7 – 12 classes. The most successful component of the FFL Strategic Direction in 2019 was the Whole School Staffing day – where staff and students had the opportunity to work with staff from the Technology for Connected communities Program and Aspire. This day enable staff to learn alongside students across a broad range of activities including: VR, Lego WeDo, Robots, Filming, Paint 3D, the Laptop Trailer.</p> <p>Funds expended included purchase of 20 I pads, Science – soil testing kit as well as Professional Learning for staff specifically targeted at STEM.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$13865.00)</li></ul>

##### Process 2: Future focussed learners

Create and innovate learning opportunities that build students capacity to utilise a variety of technologies to solve problems and present solutions to a range of audiences.

Evaluation	Funds Expended (Resources)
<p>Students have been engaged in a range of learning opportunities to enhance their capacity to utilise technologies to solve problems and present solutions.</p> <p>Digital technologies have been incorporated into K – 8 programs. Stage 3</p>	

## Progress towards achieving improvement measures

students developed an algorithm to code a B-Bot to pop a balloon. (Students were filmed and then sent to Filmpond). Stafe 4 students worked with 'microbits' in 7/8 TAS.

Stage 4 and 5 students have been introduced to a range of Digital Technologies through Roll Call lessons including binary numbers, digital systems, algorithms and computational thinking. All students K – 10 had the opportunity to take part in the Whole School Staffing day where students were exposed to a wide range of technologies, learning new skills through innovative use of the technologies provided by the Technology for Connected communities Program and UNSW Aspire Team. Evidence of the success of the WSS day was the high percentage of attendance on that day, the positive feedback given from students as well as the level of engagement on the day. The school also had the Stem Share VR kit for a term. Again all students hade the opportunity to learn about the VR kit and experience it first hand.

A number of students also took the opportunity to take part in the ASPIRE Technology Holiday Program, where students were involved in a number of activities and learning opportunities using a variety of technologies.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>The most substantial amount of money was expended through the employment of SLSO's to support Literacy and Numeracy programs as well as one–one one support for ATSI students in Stages 5 &amp; 6 (Approximately \$55700).</p> <p>Some funding was also used to support individual ATSI students in Stage 6 including IT course fees, Purchase of uniform, RSA &amp; RCG Course fees (approximately \$500)</p> <p>Funds allocated \$56876 and Funds expended \$56227</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$56 227.00)</li> </ul>	<p>In 2019, Dunedoo Central School had 17.83 % ATSI population. Many of our ATSI students performed very well in external assessments, demonstrating growth across a wide range of areas. In NAPLAN 2019, Yr 9 ATSI students demonstrated a higher percentage of students achieving at or above expected growth in Writing and Spelling compared to SSSG and State. Likewise for Yr 5 in Reading, Spelling and Grammar &amp; Punctuation. In Yr 7 66% of the ATSI students achieved scores above the state average in at least 3 strands and demonstrated above expected growth in 4 out of the 5 strands.</p> <p>In the 2019 HSC, 30% of the cohort who received a HSC were ATSI students .</p> <p>Attendance data for ATSI students at DCS is consistently (2011 – 2019) above that for SSSG and State. Of particular note is that ATSI attendance data is above that for the entire school population.</p> <p>Suspension data for 2019 for ATSI students was 33 % (2 single day suspensions) compared to 66% (4 single day suspensions) for the other school population.</p>
<p><b>Socio–economic background</b></p>	<p>Funds Expended \$235743</p> <p>Salaries teaching – \$189151</p> <p>Salaries Non–teaching – \$12978</p> <p>Other – \$33615</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$337 585.00)</li> </ul>	<p>Socio–economic funding is utilised to support a range of teaching and learning initiatives throughout the school including Literacy/Numeracy programs K – 6, Numeracy 7 – 12, Work Education programs Stage 5 and 6 and supporting/mentoring stage 5 and 6 students .</p>
<p><b>Support for beginning teachers</b></p>	<p>Funds allocated \$18399</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$18 125.00)</li> </ul>	<p>Beginning teachers were supported through reduced face–to–face teaching loads as well as being given time to work with 'mentors/supervisors' to complete their accreditation.</p> <p>Staff were also supported through attendance at a number of PL events.</p>
<p><b>Building Relationships</b></p>	<p>Funds expended \$4801</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$20 007.00)</li> </ul>	<p>2019 proved to be a challenging and rewarding year for staff ,students and families at Dunedoo Central School. There were many opportunities to build relationships across the school community as well as across the broader community and businesses in Dunedoo and across the district. Ongoing partnerships were maintained and new, innovative partnerships were created including the establishment of a school community garden.</p>

<p><b>Building Relationships</b></p>	<p>Funds expended \$4801</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20 007.00)</li> </ul>	<p>Opportunities for staff to collaborate and cooperatively implement initiatives were hampered by decreased availability of casual staff but the creative, enthusiastic nature of staff at DCS ensured that the work environment remained positive and effective for all stakeholders.</p> <p>Tell Them From Me (TTFM) secondary student data shows that student's sense of belonging increased from 54% to 57% over 2019. Primary student data showed students were at state norm for sense of belonging but it fell below the norm at the end of the year.</p> <p>Primary student data, however, showed that their resilience was high with 56% showing high perseverance ( 8% higher than the state norm). Primary and Secondary students grew expectations of success, advocacy at school and positive relationships in 2019 according to TTFM results.</p>
<p><b>Quality Teaching</b></p>	<p>Funds expended \$11102</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$30 014.00)</li> </ul>	<p>Lack of casual teachers to enable the QT Rounds to progress.</p> <p>NAPLAN – Top 2 Bands for Reading Years 3 and 5 (48.39 %) – Target was met in 2019. Top 2 Bands for Numeracy (22.58 %) – close to target.</p> <p>NAPLAN – Top 2 Bands for Reading Years 7 and 9 (0 %), Top 2 Bands for Numeracy (7.14 %).</p> <p>HSC % Results in Top 2 Bands in 2019 was 11.11% for DCS compared to 15.91 % for SSSG. NAPLAN % Results in Top 2 bands for DCS 23.93 % compared to 14.08 % for SSSG and % Students in Top 2 Bands for DCS 32.2 % compared to 20.51% for SSSG .</p> <p>Value Adding for Years 3 – 5 (Sustaining and Growing) and 7 – 9 (Delivering) – both 'Close to target'.</p> <p>NAPLAN Expected Growth Years 3 – 5 for Reading 82.35 %, Numeracy 35.29%  NAPLAN Expected Growth Years 7 – 9 for Reading 33.33 %, Numeracy 50 %</p> <p>Professional learning per employee is close to benchmark. All teachers have been engaged in QT Rounds to some extent, although limited due to the availability of Casual teachers. All staff have maintained accreditation.</p>
<p><b>Future Focussed Learning</b></p>	<p>Funds expended \$13864</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20 000.00)</li> </ul>	<p>Both staff and students have increased their capacity to utilise a range of technologies to enhance teaching and learning experiences. Stages 3 and 4 have demonstrated increased knowledge and understanding of a range of technologies. Stages 3 to 5 have increased their knowledge of the ten Digital Technologies.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	100	95	86	82
Girls	96	90	85	75

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	93.5	93.2	95
1	94.1	93	94.4	91.7
2	94.1	91.5	92.1	91.2
3	94.4	93.9	92.6	91.9
4	94.8	90.6	94.5	92.5
5	95.1	94.1	93.3	93.2
6	91.6	95.5	93.4	88
7	92.5	95	92.6	91.2
8	92.9	89.2	92.6	89.3
9	89.8	93	86.2	90.9
10	89.6	90.2	86.4	89
11	89.4	88.4	90	79.9
12	91.5	94.2	91.7	86
All Years	92.6	92.3	91.7	90.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	8.3	0	20
Employment	8.3	0	50
TAFE entry	0	0	10
University Entry	0	0	10
Other	0	0	0
Unknown	0	0	10

### Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at Dunedoo Central School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

100 % of all Year 12 students at Dunedoo expected to complete Year 12 and received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	9.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.89
Other Positions	0.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	394,683
<b>Revenue</b>	3,579,241
Appropriation	3,503,432
Sale of Goods and Services	6,032
Grants and contributions	67,053
Investment income	2,724
<b>Expenses</b>	-3,402,129
Employee related	-3,123,793
Operating expenses	-278,336
<b>Surplus / deficit for the year</b>	177,111

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	191,189
<b>Equity Total</b>	393,944
Equity - Aboriginal	56,876
Equity - Socio-economic	205,651
Equity - Language	0
Equity - Disability	131,417
<b>Base Total</b>	2,557,834
Base - Per Capita	40,123
Base - Location	51,790
Base - Other	2,465,920
<b>Other Total</b>	205,213
<b>Grand Total</b>	3,348,180

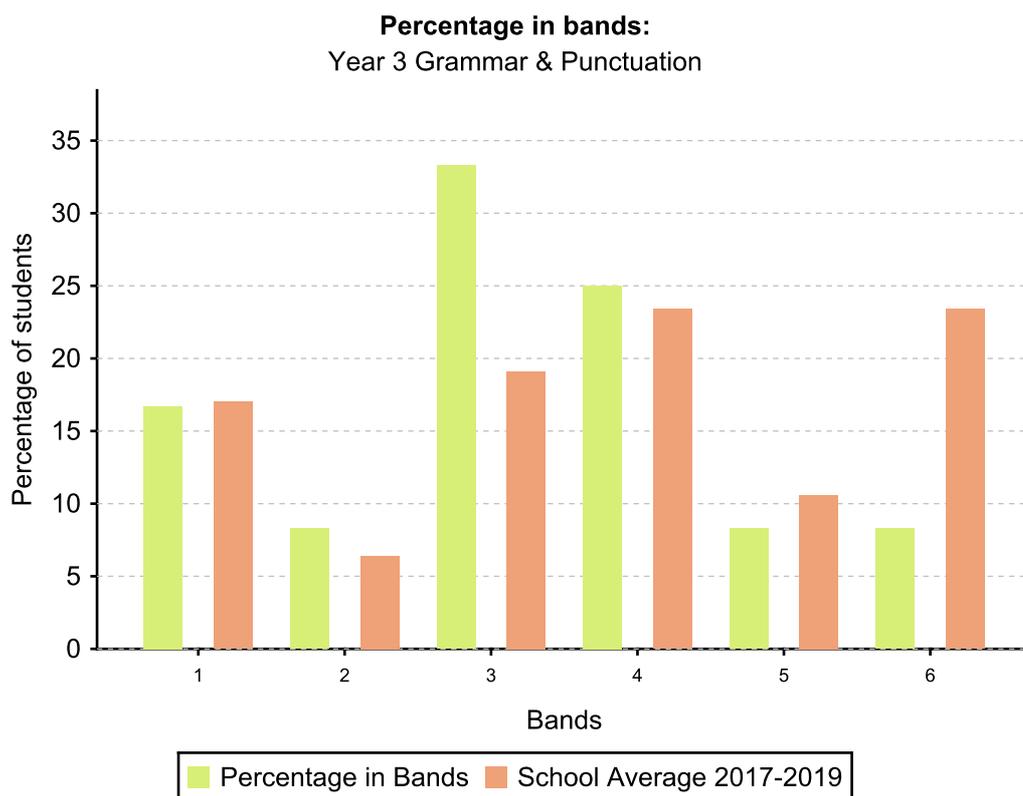
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

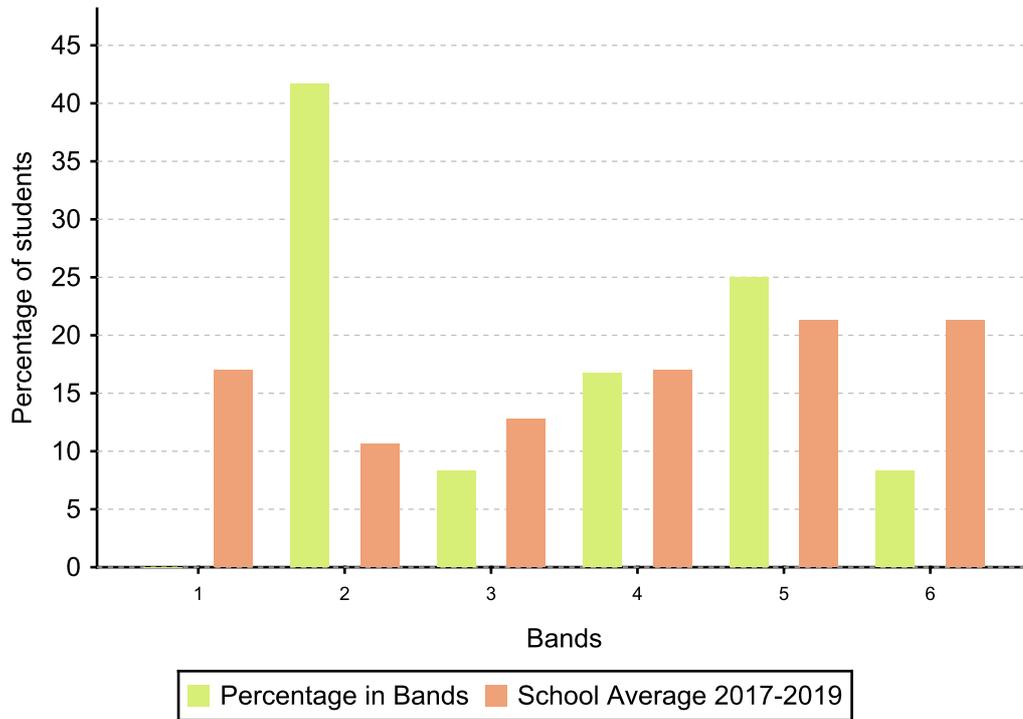
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



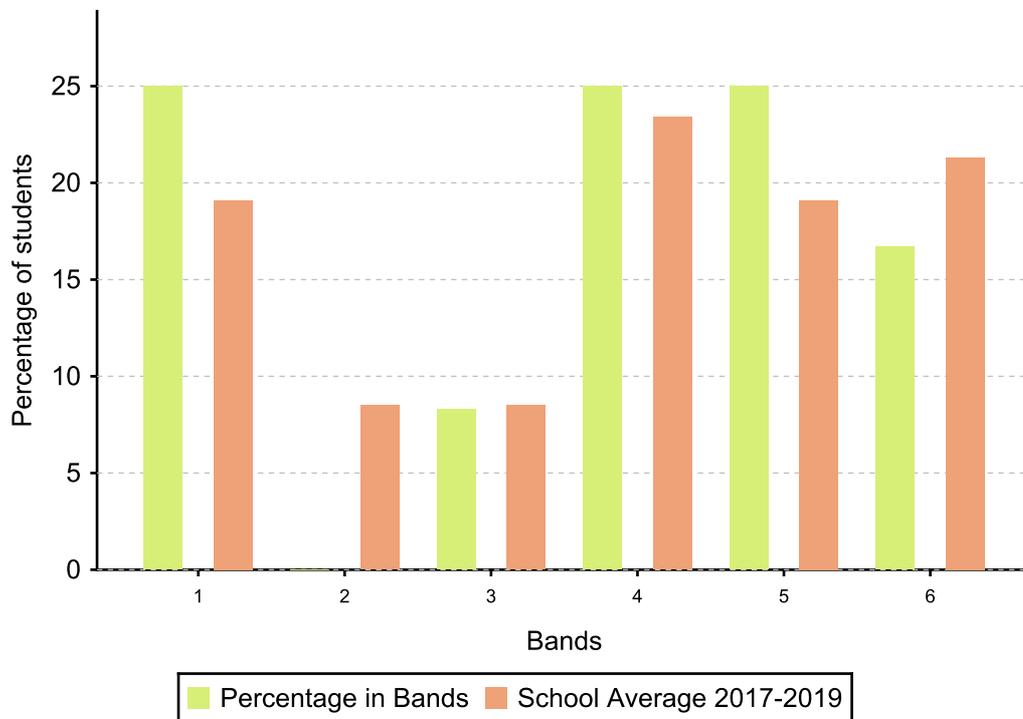
Band	1	2	3	4	5	6
Percentage of students	16.7	8.3	33.3	25.0	8.3	8.3
School avg 2017-2019	17	6.4	19.1	23.4	10.6	23.4

**Percentage in bands:  
Year 3 Reading**



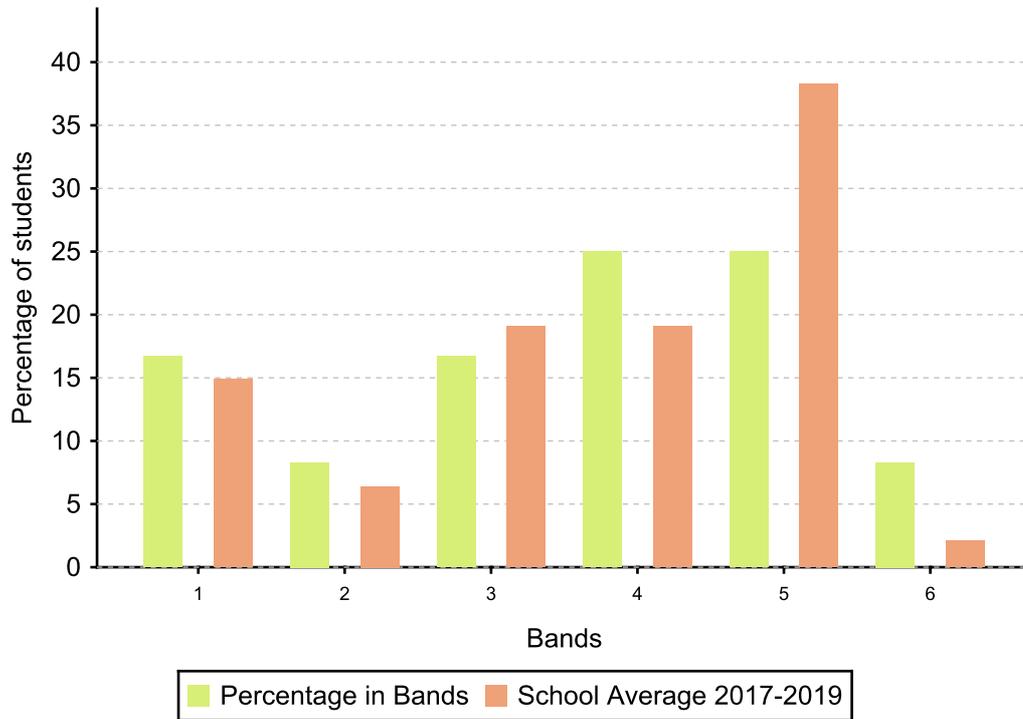
Band	1	2	3	4	5	6
Percentage of students	0.0	41.7	8.3	16.7	25.0	8.3
School avg 2017-2019	17	10.6	12.8	17	21.3	21.3

**Percentage in bands:  
Year 3 Spelling**



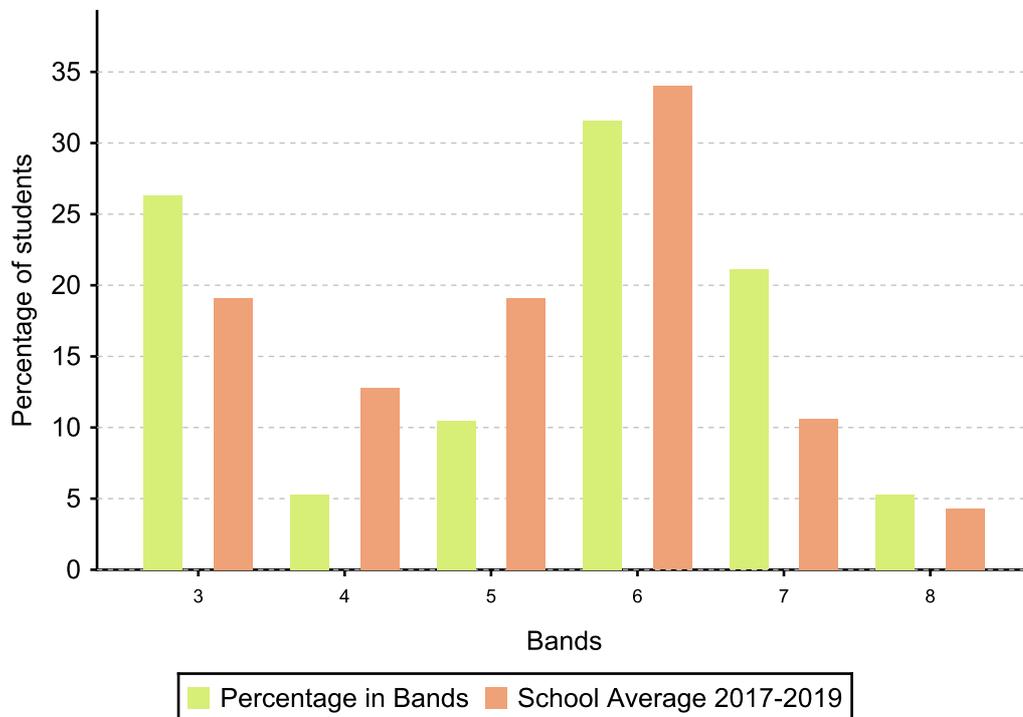
Band	1	2	3	4	5	6
Percentage of students	25.0	0.0	8.3	25.0	25.0	16.7
School avg 2017-2019	19.1	8.5	8.5	23.4	19.1	21.3

**Percentage in bands:  
Year 3 Writing**



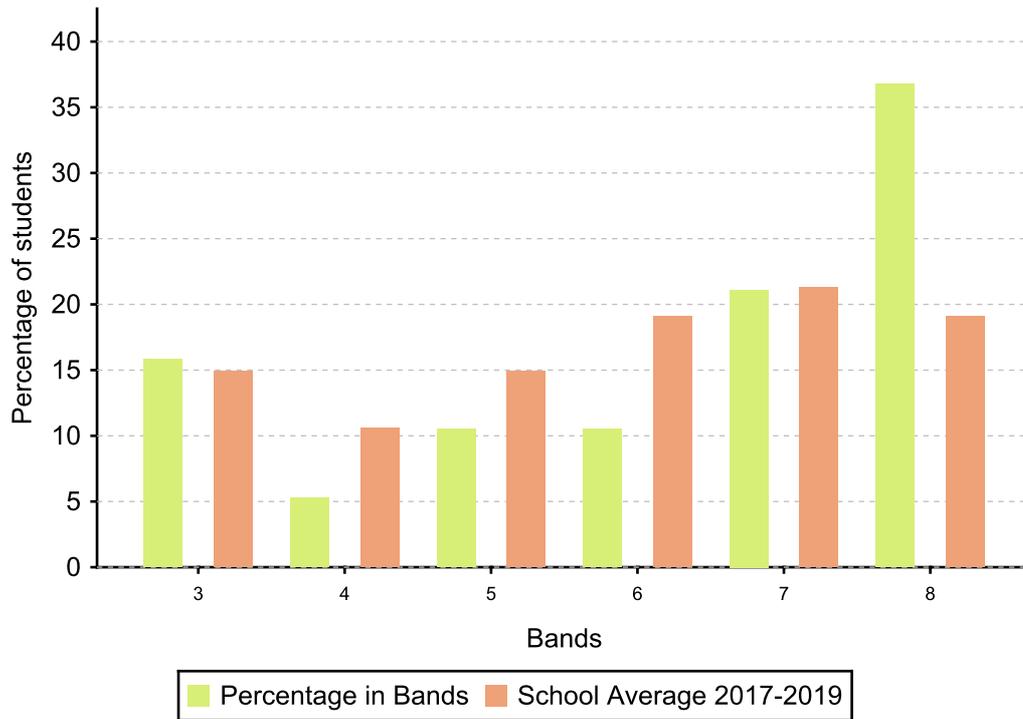
Band	1	2	3	4	5	6
Percentage of students	16.7	8.3	16.7	25.0	25.0	8.3
School avg 2017-2019	14.9	6.4	19.1	19.1	38.3	2.1

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



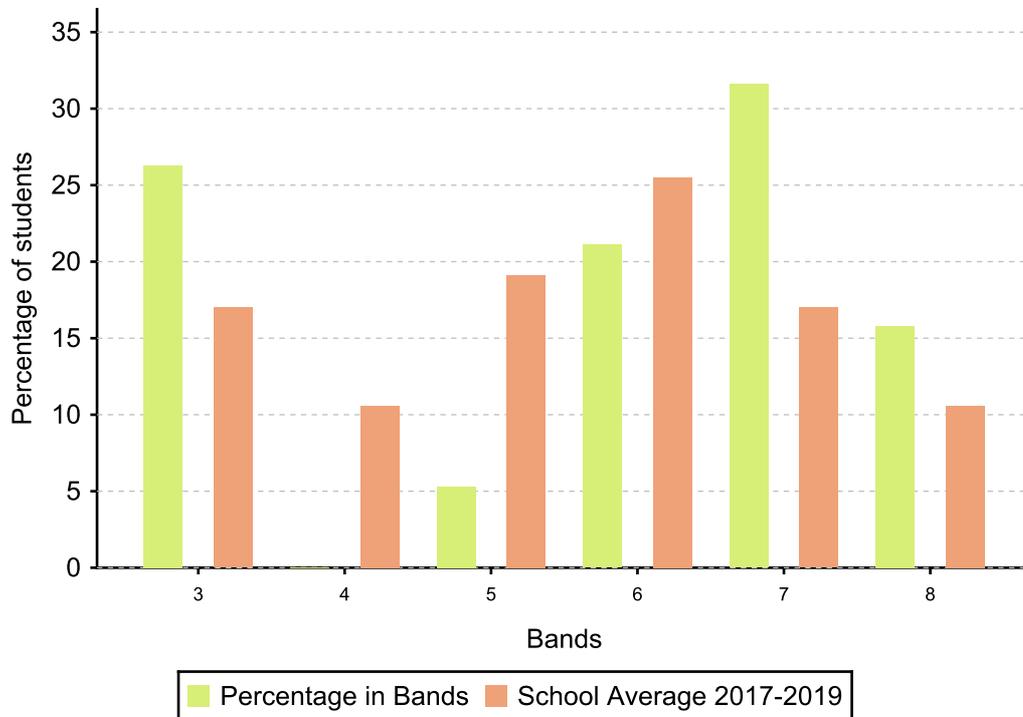
Band	3	4	5	6	7	8
Percentage of students	26.3	5.3	10.5	31.6	21.1	5.3
School avg 2017-2019	19.1	12.8	19.1	34	10.6	4.3

**Percentage in bands:**  
Year 5 Reading



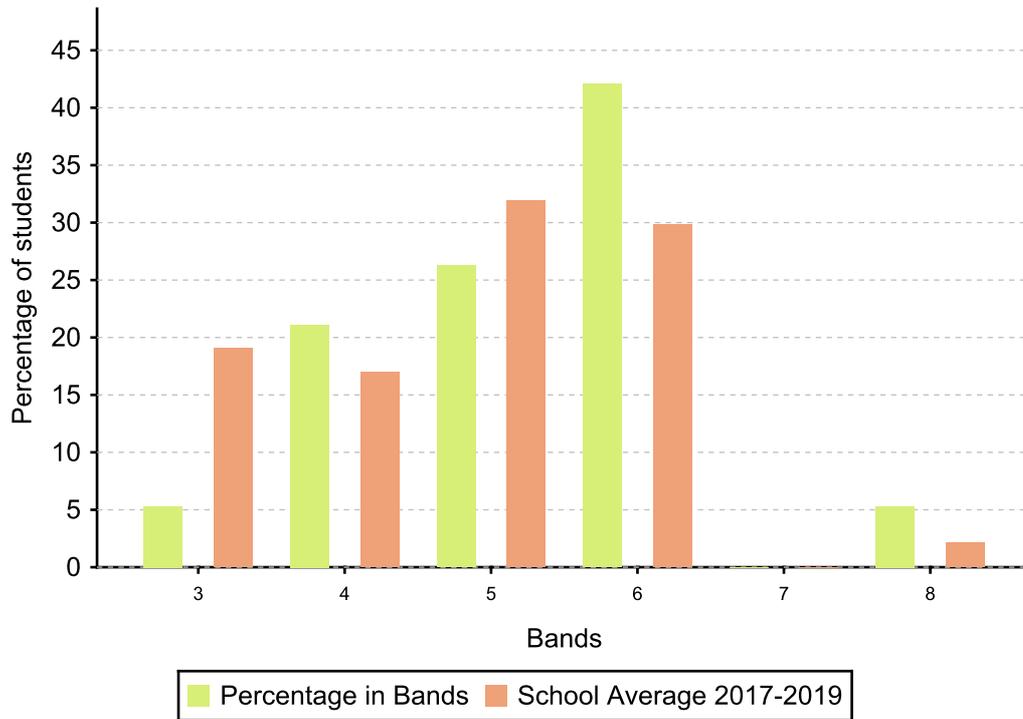
Band	3	4	5	6	7	8
Percentage of students	15.8	5.3	10.5	10.5	21.1	36.8
School avg 2017-2019	14.9	10.6	14.9	19.1	21.3	19.1

**Percentage in bands:**  
Year 5 Spelling



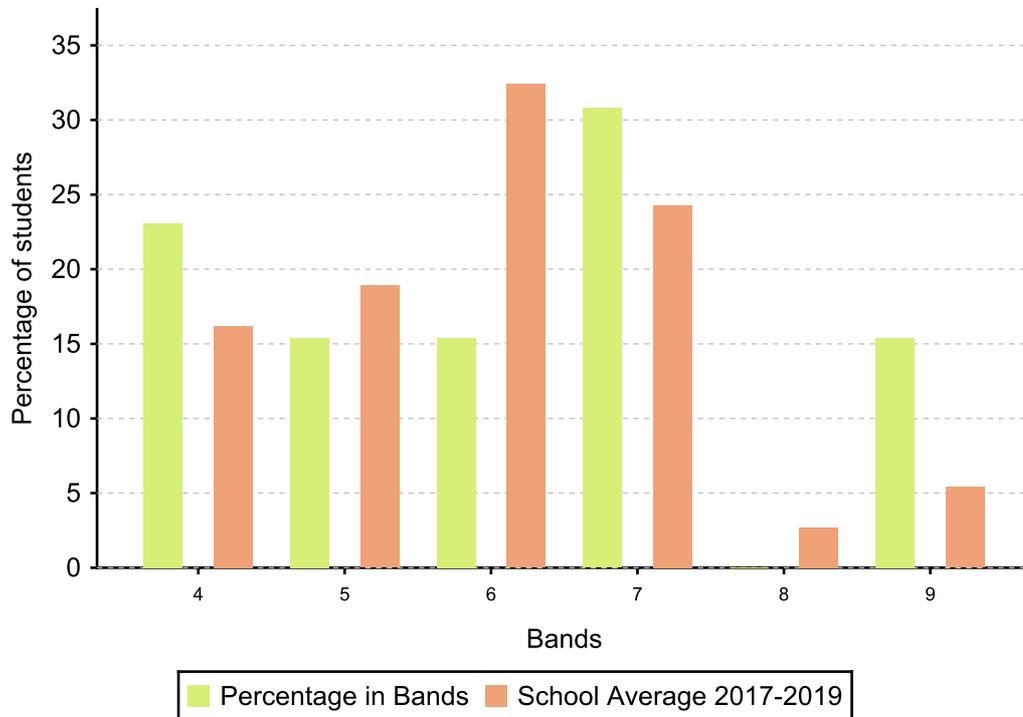
Band	3	4	5	6	7	8
Percentage of students	26.3	0.0	5.3	21.1	31.6	15.8
School avg 2017-2019	17	10.6	19.1	25.5	17	10.6

**Percentage in bands:**  
Year 5 Writing



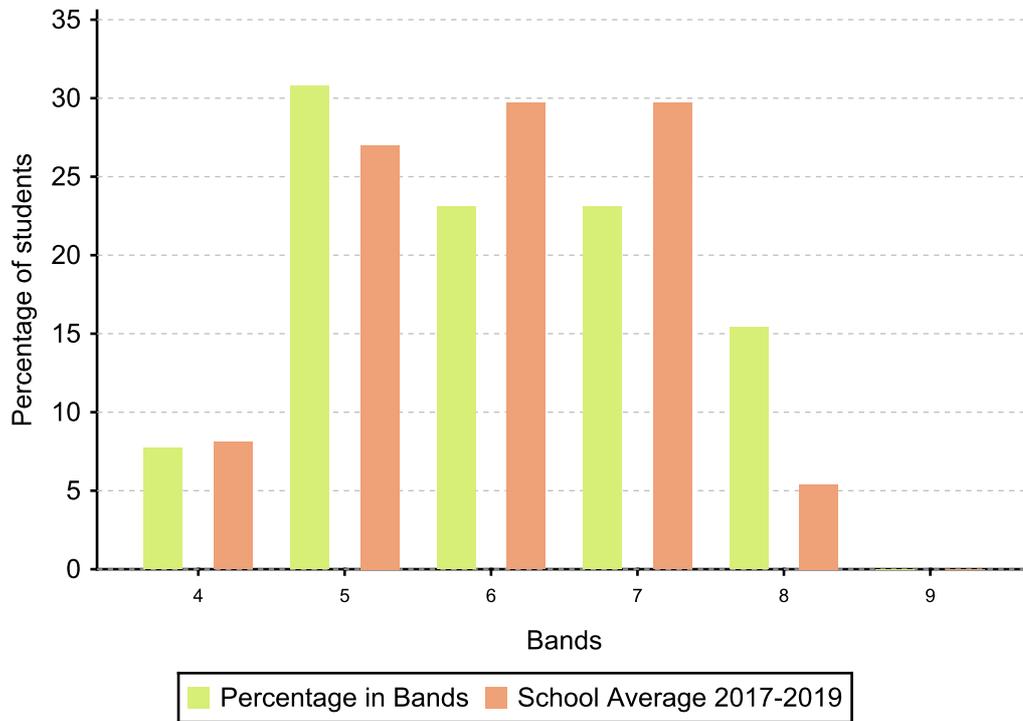
Band	3	4	5	6	7	8
Percentage of students	5.3	21.1	26.3	42.1	0.0	5.3
School avg 2017-2019	19.1	17	31.9	29.8	0	2.1

**Percentage in bands:**  
Year 7 Grammar & Punctuation



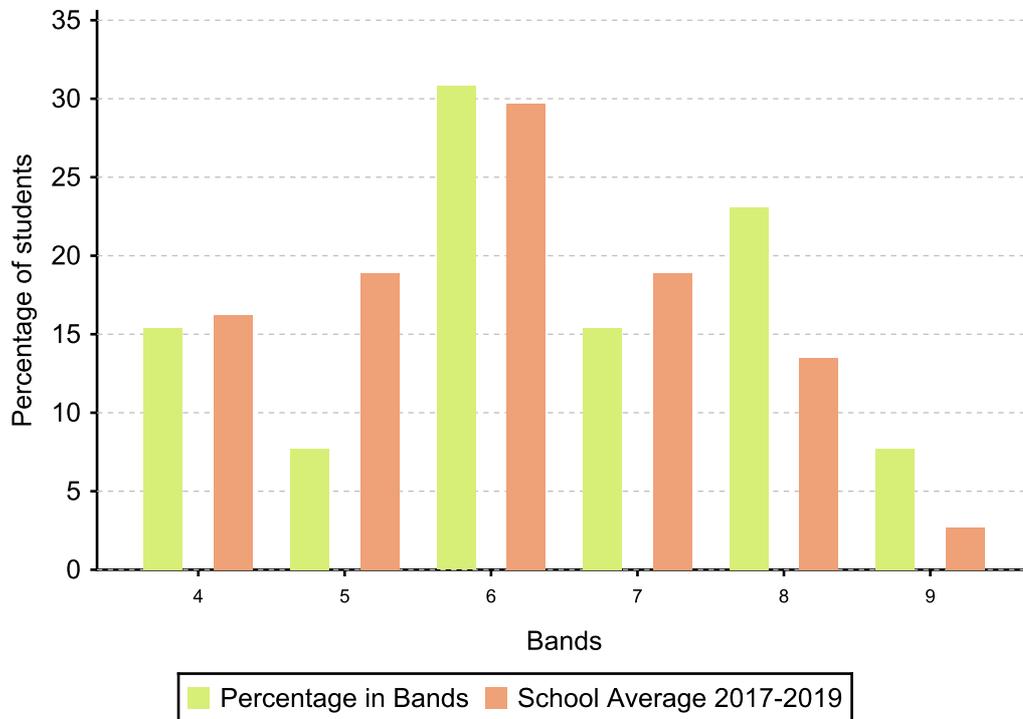
Band	4	5	6	7	8	9
Percentage of students	23.1	15.4	15.4	30.8	0.0	15.4
School avg 2017-2019	16.2	18.9	32.4	24.3	2.7	5.4

**Percentage in bands:**  
Year 7 Reading



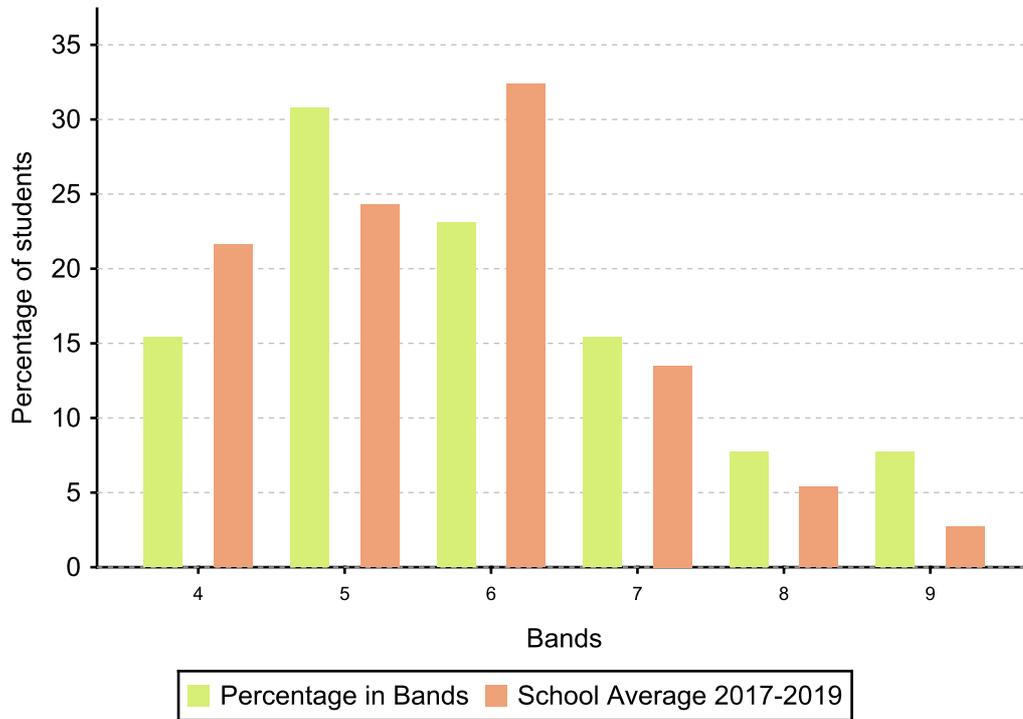
Band	4	5	6	7	8	9
Percentage of students	7.7	30.8	23.1	23.1	15.4	0.0
School avg 2017-2019	8.1	27	29.7	29.7	5.4	0

**Percentage in bands:**  
Year 7 Spelling



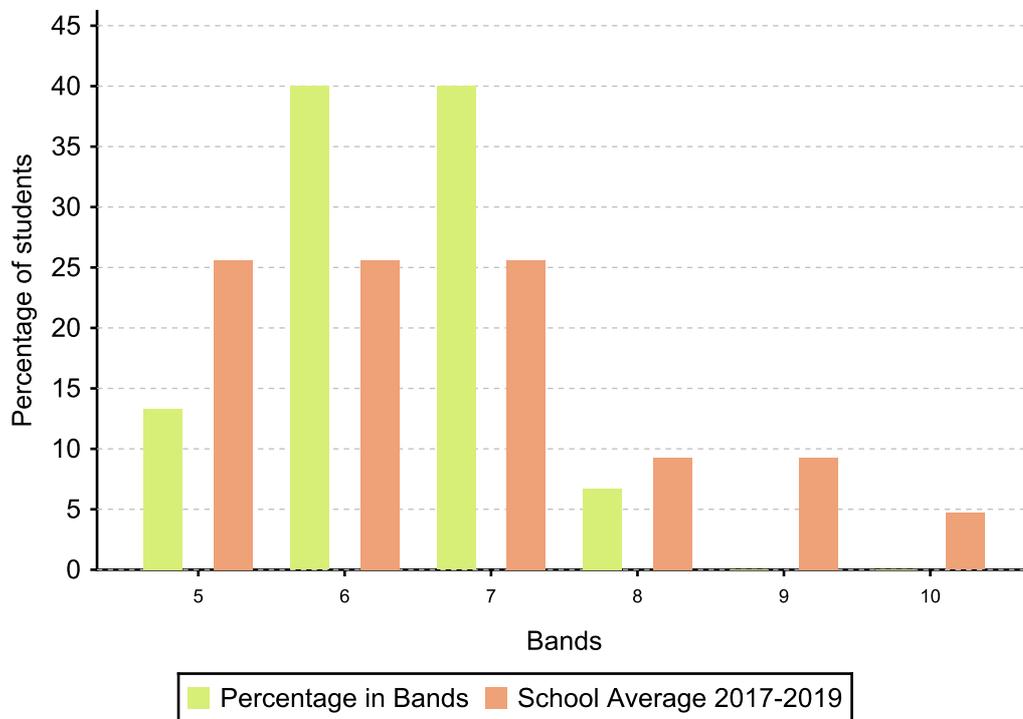
Band	4	5	6	7	8	9
Percentage of students	15.4	7.7	30.8	15.4	23.1	7.7
School avg 2017-2019	16.2	18.9	29.7	18.9	13.5	2.7

**Percentage in bands:**  
Year 7 Writing



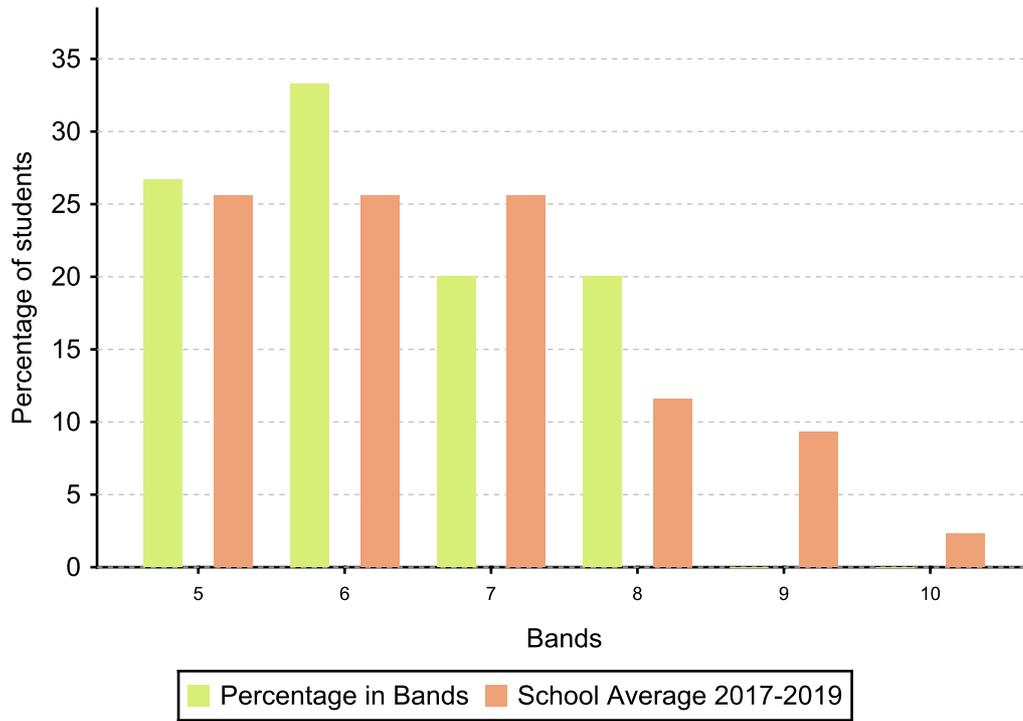
Band	4	5	6	7	8	9
Percentage of students	15.4	30.8	23.1	15.4	7.7	7.7
School avg 2017-2019	21.6	24.3	32.4	13.5	5.4	2.7

**Percentage in bands:**  
Year 9 Grammar & Punctuation



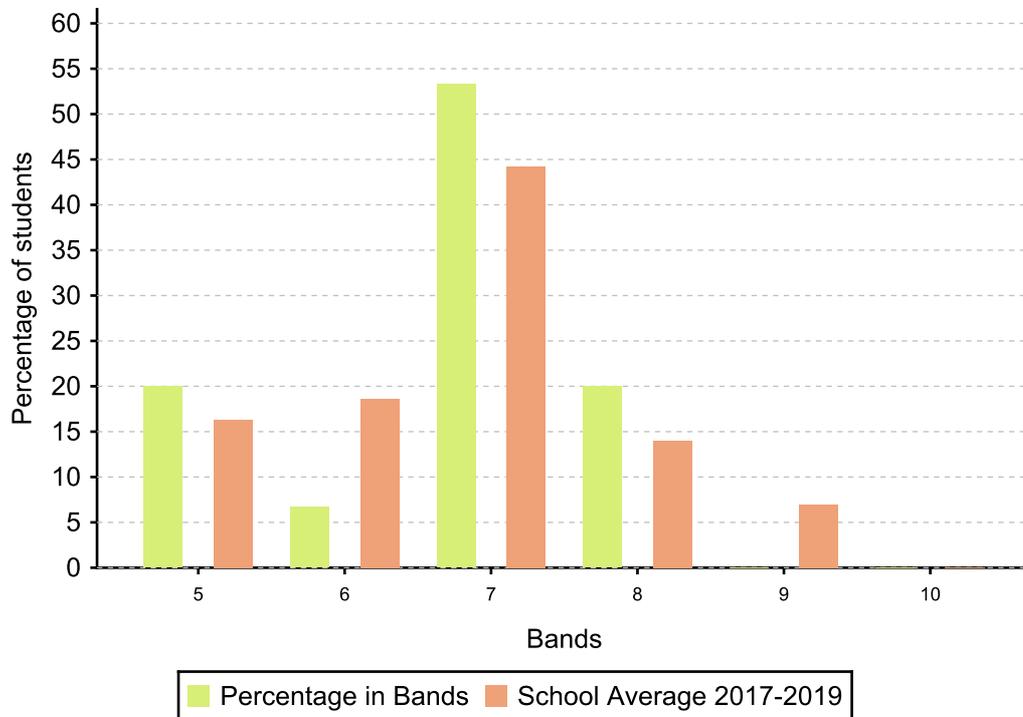
Band	5	6	7	8	9	10
Percentage of students	13.3	40.0	40.0	6.7	0.0	0.0
School avg 2017-2019	25.6	25.6	25.6	9.3	9.3	4.7

**Percentage in bands:**  
Year 9 Reading



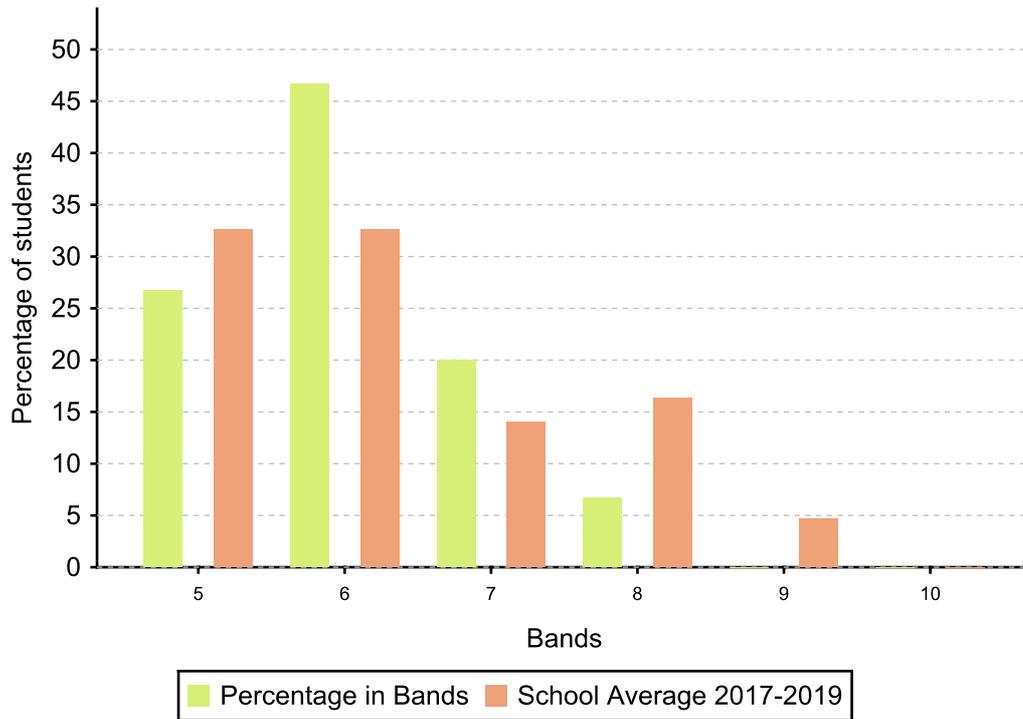
Band	5	6	7	8	9	10
Percentage of students	26.7	33.3	20.0	20.0	0.0	0.0
School avg 2017-2019	25.6	25.6	25.6	11.6	9.3	2.3

**Percentage in bands:**  
Year 9 Spelling



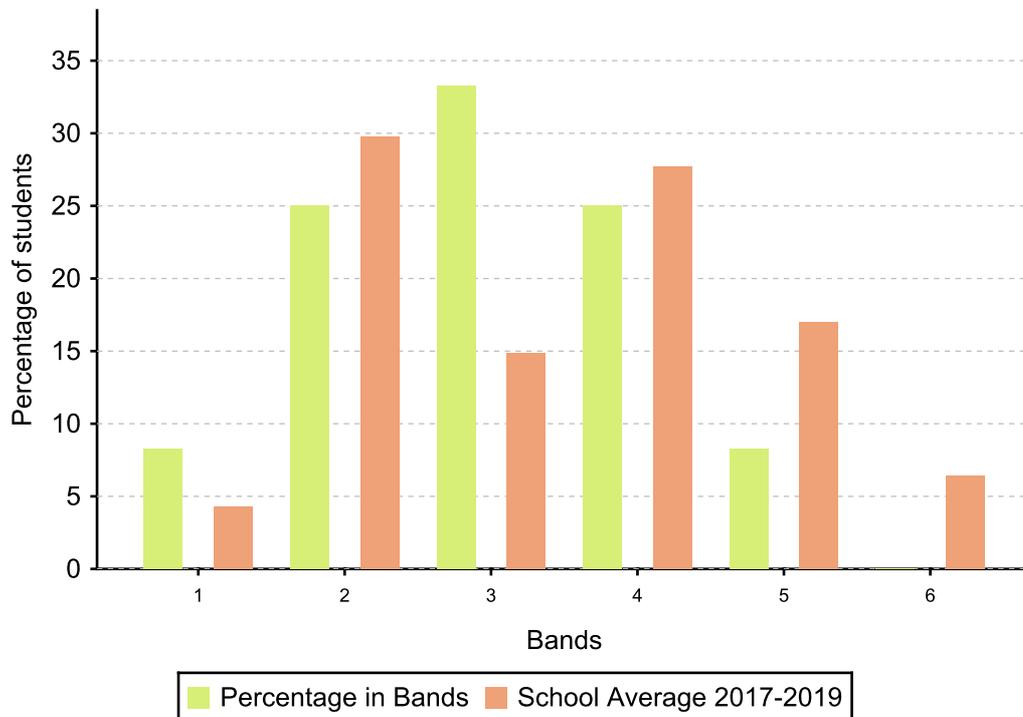
Band	5	6	7	8	9	10
Percentage of students	20.0	6.7	53.3	20.0	0.0	0.0
School avg 2017-2019	16.3	18.6	44.2	14.0	7.0	0.0

**Percentage in bands:**  
Year 9 Writing



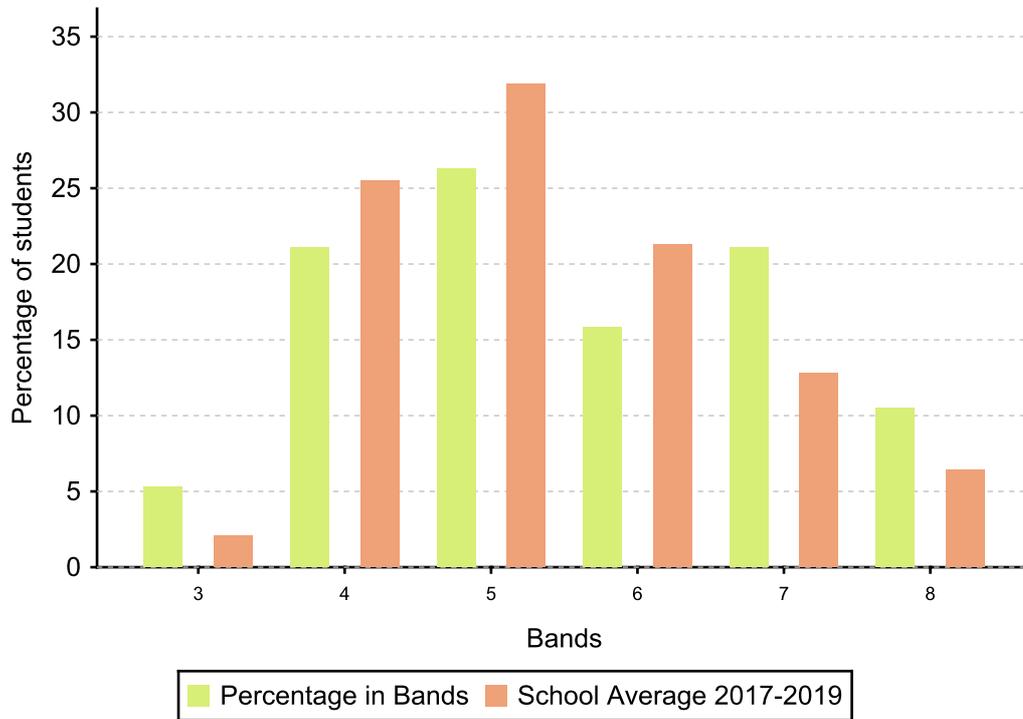
Band	5	6	7	8	9	10
Percentage of students	26.7	46.7	20.0	6.7	0.0	0.0
School avg 2017-2019	32.6	32.6	14	16.3	4.7	0

**Percentage in bands:**  
Year 3 Numeracy



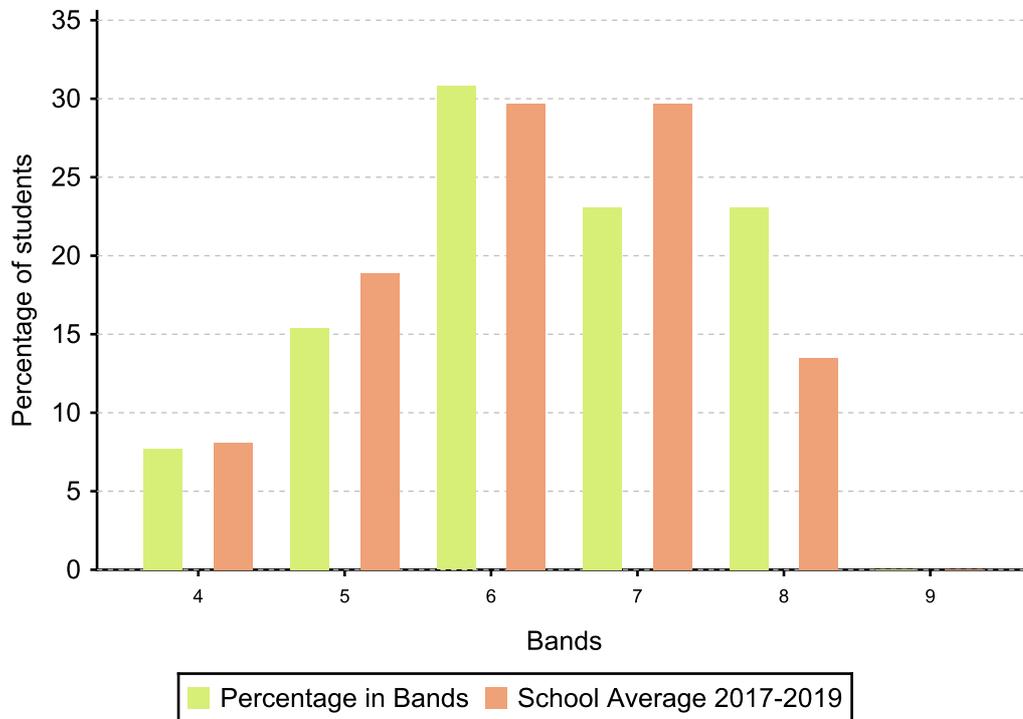
Band	1	2	3	4	5	6
Percentage of students	8.3	25.0	33.3	25.0	8.3	0.0
School avg 2017-2019	4.3	29.8	14.9	27.7	17	6.4

**Percentage in bands:**  
Year 5 Numeracy



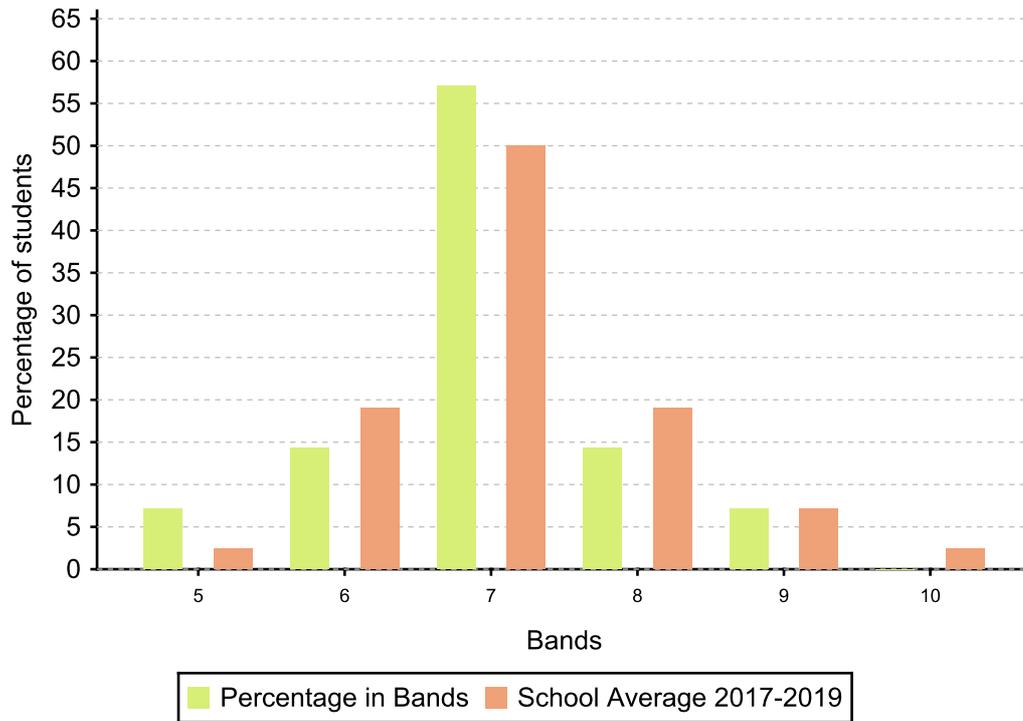
Band	3	4	5	6	7	8
Percentage of students	5.3	21.1	26.3	15.8	21.1	10.5
School avg 2017-2019	2.1	25.5	31.9	21.3	12.8	6.4

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.7	15.4	30.8	23.1	23.1	0.0
School avg 2017-2019	8.1	18.9	29.7	29.7	13.5	0

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	7.1	14.3	57.1	14.3	7.1	0.0
School avg 2017-2019	2.4	19	50	19	7.1	2.4

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

All 10, including 30% ATSI, students completed the Higher School Certificate in 2019. The percentage of HSC Results in Top 2 Bands in 2019 was 11.11% for Dunedoo Central School compared to 15.91 % for SSSG.

## Parent/caregiver, student, teacher satisfaction

Parents were surveyed using the 'Tell Them From Me' survey. Although only a small number of replies were received, generally parents indicated that they felt welcome at Dunedoo Central School (8.5 compared to NSW Govt Norm of 7.4) and can easily communicate with staff. Parents indicated that they are well informed (7.5 compared to NSW Govt Norm of 6.6) in regard to student progress and behaviour. Reports on a child's progress are written in terms parents understand.

Parents believed that they supported learning at home. They talked to their child about how important schoolwork is, encouraged students to do well and gave praise where appropriate. Parents believe that the school supports learning (7.6 compared to NSW Govt Norm of 7.3). Teachers have high expectations for students to succeed and expect students to work hard and complete homework on time; teachers help students who need extra support; school staff make sure all students are included in school activities and students feel safe at school. (8.0 compared to NSW Gov Norm of 7.4).

Some of the activities hosted this year which have enhanced parent and community satisfaction have included: Mother's Movie night, Father's Day breakfast, Education Week Open Day, Whole School Staffing Days & Carnivals, Class meetings, Parent/Teacher Interviews and Meetings and Surveys on Facebook.

Students were also surveyed using the 'Tell them from me'. Both Primary and Secondary students indicated that their participation in school sports was above that for the NSW Govt Norm; Participation in extracurricular activities was above for Secondary students and positive sense of belonging were below (less than 10% below) for both groups. Over 80 % of all students indicated they have friends at school they can trust and who encourage them to make positive choices. Students indicated that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

All staff at Dunedoo Central School completed the People Matter Survey. Data suggests that Staff at Dunedoo Central School: feel their job gives them a feeling of accomplishment; they are encouraged to collaborate and are listened to; managers communicate effectively with staff and provide clear direction for the future; understand what is expected in their role; staff are encouraged to improve; staff are recognised for their work; staff receive feedback on their performance;

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Our Aboriginal and Torres Strait Islander (ATSI) students continue to be supported at Dunedoo Central School through a range of programs and initiatives. A number of our ATSI students have delivered the acknowledgement of country at formal assemblies, and the version of the National Anthem used at these assemblies is a contemporary mix of the traditional anthem with didgeridoo backing music.

Commencing in 2019 our Languages Other Than English (LOTE) program for K–6 students has involved the learning of the Wiradjuri language, delivered by an Aboriginal Language Educator. In addition to learning language, these lessons enable students to learn about the traditions, values and practices of Aboriginal people, in particular those of the Wiradjuri nation.

The whole school was able to celebrate NAIDOC Week with a community event, which included an assembly with special guests including Uncle Ralph Naden, performances from local Indigenous dancers, a community lunch and hands-on activities to promote the contributions made by Aboriginal people to Australian identity and society. These activities were organised based upon the suggestions of our ATSI students, and many of the activities throughout the NAIDOC celebration were led by these students.

We have established and maintained networks with Indigenous support staff in both Dubbo and Mudgee, and access support for staff to ensure Indigenous perspectives are incorporated into teaching programs.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

A whole school focus on building relationships and embracing diversity was implemented with success this year. Multiculturalism was promoted across curriculum areas. Staff expertise was utilised and effective collaboration enabled staff to build capacity of others that resulted in significant differentiation and implementation of multicultural and anti-racism practices. Whole school activities included successful multicultural activities in Art for Youth whole school staffing day, NAIDOC week activities and whole school staffing day with the theme "Embracing Diversity with Uncle Ralph in residence to support student learning and an Aboriginal dance performer from Sydney who taught many cultural protocols to students and staff. The day also acknowledged National Day of Action Against Bullying and Harmony Day with activities that resulted in meaningful discussions and learning. Binnaway Central School students and staff also attended the day and embraced the diversity across our local area. Wellbeing is a focus for the Building Relationships Committee and a number of activities were implemented to establish consistency for staff and predictability for students and community including clear visuals in all rooms across the school with common language for school expectations used by adults and students. There were minimal incidents of racism and all staff participated in professional learning to

develop and implement whole school approaches.

The school was successful in gaining two grants that incorporate diversity activities and the implementation of the grant's action plan resulted in a school Community Garden, a Yarning Circle as an outdoor learning space, mural boards with opportunities to create artwork to be displayed throughout the school and many playground beautification projects that compliment the diverse abilities and cultures across our school community.

A continuation of current and future Wellbeing practices will further strengthen our plans for 2020.