

Dungay Public School 2019 Annual Report



1791

Introduction

The Annual Report for 2019 is provided to the community of Dungay 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.

School contact details

Dungay Public School
305 Tomewin Rd
Dungay, 2484
www.dungay-p.schools.nsw.edu.au
dungay-p.school@det.nsw.edu.au
6672 2174

Message from the principal

I am pleased to present the 2019 Annual School Report for Dungay Public School. Once again, it has been my privilege to lead this outstanding school community in 2019.

Our school has a determined and persistent focus on improvement. We continue to build and refine explicit instruction while **striving to be innovative and continuously improving our knowledge**. Our aim is to prepare students for the future through more in-depth learning, **effort** and **growth mindset**, so they are **challenged, empowered, successful learners**.

At Dungay PS, we work hard to demonstrate and provide effective communication and respect the ideas of others, leading to a **warm, welcoming and energetic environment**.

We are proud of the culture of the school where our children care for and encourage each other to grow and shine. School results indicate that our focus is working. In 2018 and 2019, both Year 3 and Year 5, NAPLAN Reading and Writing results continue to be above the state average.

I would also like to acknowledge the ongoing, generous contributions of our parents and caregivers. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. The staff work hard to strengthen relationships and connections to understand the Dungay PS community. The staff of this school go above, and beyond and I am proud to work alongside such dedicated and professional educators.

Lastly, I congratulate our students for their active and enthusiastic participation in opportunities provided at our school and for the care they show towards each other daily. The students are the heart and soul of our school and we will always believe in them.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

At Dungay Public School we provide a collaborative and harmonious learning community supporting, engaging and challenging all learners to achieve success. Our students learn the skills and confidence to become resilient, self-regulated, critical and reflective lifetime learners. Our students take responsibility for their learning, incorporating problem-solving strategies and a growth mindset whilst embracing diversity and connecting within, and beyond, the community to make learning authentic.

School context

Dungay Public School, works under the banner 'Seek, See and Achieve'. The school is situated 5kms north of Murwillumbah and is nestled between prosperous farmland, rolling green hills and tall, vibrant trees.

Dungay PS offers a safe place of learning for each student. We work hard to build relationships and a family feel with all who attend our school to ensure a happy, positive and creative environment.

Our curriculum offers an engaging blend of purposeful learning activities that are tailored to the needs and passions of each student. All students participate in a diverse learning suite of programs, including specialised art and music programs, an active sporting/health program, and inquiry-based science programs.

The staff at Dungay PS are experienced, enthusiastic and committed to providing quality educational opportunities that meet each student needs and develop the talents of each child.

At Dungay our community is very connected and aims to provide for all our students. Our P&C is committed to ensuring our students are supported and the school is well resourced.

Dungay PS is part of a dynamic learning community of four small schools. While each school retains its character and identity, each is committed to working together to achieve our shared vision and prepare our students for success.

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	Sustaining and Growing
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

Growing Teaching and Learning

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a challenging and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. With this, we are particularly focused on the teaching and learning of Literacy and Numeracy.

Improvement Measures

Increasing individual student expected growth or value added against internal (**PLAN**) and external (**NAPLAN**) measures.

Increase the proportion of students in the top 2 bands in writing, reading and numeracy.

Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.

Overall summary of progress

All staff analysed assessment and reporting examples collated with a curriculum advisor. We implemented a whole school collation point of individual student data on the shared drive made available for all staff. New school reporting template was created and used. The feedback our school received from our parents was positive.

All staff participated in a variety of professional learning opportunities to further develop skills in developing clear curriculum learning targets/student engaged assessment, checking for deeper understanding in students knowledge, and developing the skills for teachers to provide descriptive feedback. Dungay PS facilitated the professional support of Erin Sciscione of EL International Education to develop collaborative partnerships and to establish best teaching practice in skills of observation and feedback.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Aligns staff processes and school systems for collecting and analysing student data and reporting student data.

Ensure learning is evidence-informed and based on student engaged-assessment and formative assessment practices.

Evaluation	Funds Expended (Resources)
How have we tracked as a school team to establish a data collation system and updated the report templates? The school's shared drive of individual student data collection and the old and new report template were used as data, along with meeting minutes. All staff demonstrate a clear understanding of the collection point and used the data effectively to report on every student. Staff will continue to update data and track individual student literacy and numeracy results and continue to seek feedback from staff and community as appropriate.	\$1000 – Sentral \$2000 – Casuals for student data analysis

Process 2: Curriculum and Learning

Curriculum programs and teaching practices are targeted to differentiated experiences for all students.

Establish active partnerships to work collaboratively to ensure the innovative delivery of learning for students.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

How effective has professional learning and dialogue for curriculum and learning impacted on our processes? Data included surveys and reflection of PL, meeting minutes and T/L programs. Teachers have experienced personal and collective growth in teaching practice. Demonstrated improvements include improved feedback to students, differentiation of program delivery and greater confidence with understanding student needs. Collaboration with established connections (FoCos, MARP & EL) to continue to develop innovative teaching practices is an ongoing focus in 2020.

\$2500 – Maths Action Research Project

\$6765 EL– Education resources/programs

Next Steps

- Embedding an innovative online reading program to K–6. (Renaissance).
- Continue collaborative work with FoCos, MARP & EL.

Strategic Direction 2

Successful, Empowered Learners

Purpose

In order to be successful in their future world, our students need to develop essential growth–mindset learning skills as well as being reflective problem solvers. At Dungay PS students are provided with a wide range of high quality, evidence–based learning opportunities designed to engage, enrich, support & challenge. Explicit instruction, differentiated expectations & intensive intervention underpin the development of foundation literacy & numeracy skills & all learning K–6. Learning must be personalised, engaging and authentic, empowering students to communicate, collaborate, think critically and creatively.

Improvement Measures

High degree of teacher expertise in using student–engaged assessment practices and other deeper instruction evidence to personalise the learning for their students.

High number of students are actively engaged in their learning through growth mindset, collaboration and well developed communication skills.

Overall summary of progress

This year our school worked hard to embed high–quality research–based teaching practices to improve individual student outcomes and performance. The two areas we strongly focussed on were improving essential learning skills for students i.e. growth mindset, collaboration, problem–solving & critical and creative thinking skills, and explicit and constructive teacher feedback to students. We invested in the support from Erin Sciscone – EL Educational Consultant from Denver Colorado to come to our school and work intensively with our teachers. Erin and our staff worked hard in relation to how we give feedback to students, crafting high–quality learning targets and student success criteria and designing purposeful teaching and learning units of work that promoted essential learning skills for students. Data used from teacher and student surveys, lesson observations and student work samples have been positive. Teachers feel confident in what they are teaching and students feel confident and understand why and what they are learning.

Progress towards achieving improvement measures

Process 1: Essential Learning Skills

Deliver high quality researched based and student–centred learning experiences which enable students to develop essential learning skills in collaborative, critical and creative thinking, and problem–solving. Developing a child's growth mindset was crucial to this.

Evaluation	Funds Expended (Resources)
<p>Question: How effective was the delivery of Professional Learning given to our staff to improve the essential learning skills for our students?</p> <p>Data included;</p> <ul style="list-style-type: none">• Reflection surveys from 'Leaders of their own Learning, Ion Future 6 and You Can do it – Education'.• Teacher & mentors reflection notes from lesson observations.• Student work samples. <p>All staff demonstrated improvements in their ability to teach essential learning skills and design lesson activities in the areas of collaboration, growth mindset and problem–solving. Staff survey data and lesson observations identified that 100% of staff are confident in teaching and embedding growth mindset skills. 80% of staff are confident in teaching and embedding collaboration skills. 60% are confident in teaching problem–solving skills into their weekly teaching programs. Staff will continue to research and develop teaching programs that enhance each student's critical and creative thinking skills. Our school will continue to use lesson observations and student work samples to evaluate this.</p>	<p>\$3256 – IoN the Future Conference</p> <p>\$2500 – You Can Do It program / Professional Learning</p> <p>\$1500 – Teacher PL release</p>

Progress towards achieving improvement measures

Process 2: Personalised Learning:

Timely, targeted intervention and feedback for all students reflect best practice and students access tailored support, to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>How effective has teacher feedback been to support students to understand what is to be done and how to improve their performance?</p> <p>Data included;</p> <ul style="list-style-type: none">• Lesson observations.• Surveys around feedback to students.• Student work samples.• Progression and continuum data. <p>Demonstrated improvements include improved immediate teacher feedback during a lesson to help each student to address their learning 'gap'; students are more confident self-marking work and identify mistakes, and students are clear about the learning target and the criteria for good work. This year there has been an improvement in student's confidence, self-awareness and enthusiasm for learning. Teachers to continue to improve feedback to students to enhance student self-regulation skills and student learning. Teachers to observe colleagues during lessons specific to teacher feedback to students.</p>	<p>\$2100 – Lesson observation</p> <p>\$1700 – Feedback and coaching to teachers</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7500 (SLSO) \$1000 (Aboriginal incursion program) \$2000 (Teacher release)	How best did we use allocated resources to meet the needs of Aboriginal students? The employment of an SLSO to work with Aboriginal students to improve literacy and numeracy results. Casual teachers employed for teachers to engage parents of Aboriginal students to create individual personalised, learning and support plans (PLSPs) to set clear literacy and numeracy targets. Also, a whole school local Aboriginal incursion program was delivered to all students. Staff will continue to monitor and assess Aboriginal students PLSPs literacy and numeracy targets.
Low level adjustment for disability	\$29680 (Learning and Support teacher employment)	How best did we use allocated resources for low-level adjustment for disability? Our school employed a learning and support teacher to work with individual students and in a case management role within the classroom to build teacher capacity to meet the need of all learners.
Quality Teaching, Successful Students (QTSS)	\$11525 (instructional leader / PL)	How best did we use allocated resources to ensure high-quality teaching and learning? Our school engaged an instructional EL leader to strengthen quality teaching practices through lesson observations, modelling, feedback, co-planning, co-reflection, mentoring and use of student data as evidence of improvement.
Socio-economic background	\$40,106	How best did we use allocated resources to support students from Socio-economic background? <ul style="list-style-type: none"> – Purchase of classroom resources and interactive technologies for all students. – Access to contemporary quality literature for all students. – Participation in the full range of educational programs available for all students & families. – Employment of an SLSO to support disadvantaged students to help with literacy and numeracy goals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	38	38	45
Girls	18	23	35	43

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	90.3	96	93.8
1	94.8	92.1	89.2	93.9
2	91.1	93.1	93.7	93.7
3	95.1	92.1	87.9	93.6
4	92.1	96.6	92.8	93.6
5	92	95.1	93.7	94.7
6	95.1	96.9	92.7	94.7
All Years	93.4	94.1	92.9	94.1
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
All Years	94	93.9	93.4	92.8

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.54
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	43,335
Revenue	1,148,358
Appropriation	1,112,789
Sale of Goods and Services	6,508
Grants and contributions	28,426
Investment income	636
Expenses	-1,116,696
Employee related	-961,750
Operating expenses	-154,947
Surplus / deficit for the year	31,662

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 Approved SBA (\$)
Targeted Total	205,583
Equity Total	87,244
Equity - Aboriginal	6,787
Equity - Socio-economic	50,777
Equity - Language	0
Equity - Disability	29,680
Base Total	776,440
Base - Per Capita	17,129
Base - Location	1,429
Base - Other	757,883
Other Total	33,584
Grand Total	1,102,851

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

A school survey was provided to Dungay PS parents. It was outstanding to note the valuable community have in our school to be presented with a 92% representation in survey responses. Key messages we sought responses to included what impresses you most about Dungay PS and what do we do well?

A sample of responses demonstrated;

- The fact that so many teachers and parents share the same ethos on the ways to educate our kids best.
- How students are greeted by staff every day when they arrive at school.
- Each child's values are supported and nurtured.
- Dungay PS is a personable and caring environment for all.
- My family loves Dungay. We love the outdoor learning spaces, the Principal greeting each morning and that Dungay PS feels like a family.
- The Dungay PS staff are caring, hardworking, nurturing, friendly, and welcoming.
- Dungay PS is a small school, it has a family atmosphere. All the children are noticed and cared for.
- We love the close-knit community, beautiful surrounds and very caring staff.
- Dungay PS makes families feel important. One big family.
- The school is proactive and easy-going, the students are happy and there is no drama!
- How dedicated, passionate and friendly the staff are. The staff are willing to try new things and move with the future.
- I love seeing how my child is thriving in an environment that challenges and empowers students.

Suggestions sought on what we could improve on;

- Connect more with local retirees.
- A weekly cheat sheet on what students have been learning.
- Continue outdoor learning activities.
- Extending students who finish work quickly.

More survey data information from parents;

- 100% of parents strongly agreed or agreed that the school has a safe, secure and supportive environment.
- 100% of parents strongly agreed or agreed the school is always looking to improve what it does
- 100% of parents strongly agreed or agreed the school regularly praises students for their effort.
- 100% of parents strongly agreed or agreed on the P&C at Dungay PS work hard to provide our students with resources and opportunities.
- We asked parents if they believe Dungay PS achieves the NSW Education Department's motto 'Every student is known, valued and cared for?' 100% of parents agreed by saying yes to this survey.

Staff

- Staff are all 100% committed to improving opportunities for students and ensuring the success of every program that is run here at Dungay PS.
- 100% strongly agree or agree that staff at Dungay PS share a strong collective vision.

- In relation to school decision making 100% of staff believe their voice is heard and respected at Dungay PS.
- 100% of staff feel supported by the parents at Dungay PS.
- Does this school give too much attention to standardised tests, too little attention to them, or about the right amount of attention to them? 100% of staff said the right amount.
- 100% of staff said yes they feel the current Principal is supportive and ensures staff and student well-being is looked after at school?

Students

Students surveyed indicated deep satisfaction in the number of opportunities available for them to participate in. Students acknowledge that learning opportunities were engaging and purposeful.





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.

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.