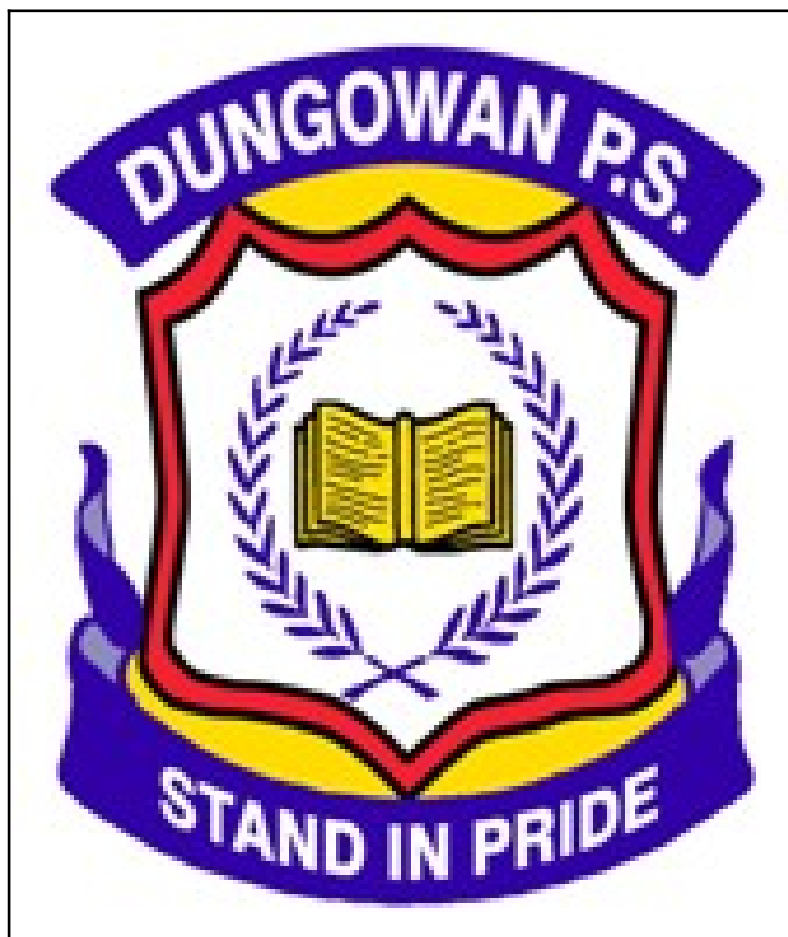


# Dungowan Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Dungowan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

At **Dungowan** Public School we have a commitment to nurturing, guiding, inspiring and challenging students.

We strive to use best practices to improve student learning. We embrace change and believe in leadership for every staff member and student. We want to ensure that our students are equipped with future focused skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

Our vision is for all of our students to become:

- Successful learners;
- Confident and creative individuals; and
- Active & informed citizens.

### School context

**Dungowan** Public School is a small rural school situated **25** minutes south east of Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical resources and human resources to support the education of our students.

We currently have 23 students. Our school numbers have been steadily increasing over the past few years. We will provide before and after school care care by 2020. Our school remains strong and positive with high expectations and a supportive community.

**Dungowan** Public School is committed in providing a sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and across curriculum areas on a regular basis to provide additional academic and social opportunities.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

Dungowan Public School has a dedicated parents and citizens association which raises money for resources in the school.

## Self-assessment and school achievement

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Student Well-being

### Purpose

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

### Improvement Measures

An increase in student engagement and well being in Tell Them From Me student survey data.

To increase student attendance for K-6 from 91.55% to 94..3 %( State ).

School self evaluation against the SEF validates a growth from working towards delivering to sustaining and growing in the areas of Well-being and learning Culture.

### Progress towards achieving improvement measures

#### Process 1: Mindsets

##### IN 2018

All students demonstrate highly engaged learning habits to regulate their emotions in the classroom and playground and accomplish tasks in the given learning time. Students will have a strong understanding of the Play is the Way Life Raft concepts and what they mean.

##### IN 2020

Students will develop strategies to become self-aware through the implementation of whole school approaches to developing emotional intelligence that incorporates self-regulation and language development through structured learning activities as part of the PD/H/PE curriculum and General SEL capabilities. This will be carried out through positive behaviour support programs. Teachers will develop best practice in both modelling and teaching behaviour based on the methodology from "Play is the Way". Students will have a range of opportunities to develop leadership capacity and confidence through learning opportunities that embrace general capabilities across the whole curriculum.

A whole school consistent approach to implement the social skills program "Play is the Way" to promote student well-being and behaviour expectations.

Evaluation	Funds Expended (Resources)
All Year 6 students had leadership roles – running morning and weekly assemblies. they also ran special assemblies for Remembrance Day, End of term and ANZAC Day. They demonstrated responsibility and leadership when guiding their younger peers to complete weekly job tasks, during excursions and group work in the classroom. The Leadership opportunities at Nundle, combined excursions and incursions with partner schools have strengthened connectiveness and pride in school activities.	Live Life Well Program Play is the Way

#### Process 2: Future Focused Learning

Students have well developed independent learning skills through the development of problem solving and thinking skills. Staff employ a range processes and develop philosophies that promote flexible, creative and critical thinking. Rich and relevant learning opportunities are well established and incorporated into regular activities for all students.

Students learn in future focused environments that incorporate the use of a range of technologies.

Significant development in staff skills ensure students are using technology to support their learning at their level of need.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All students have been engaged in the stem activities. Students are working more independently on computers and refining their research skills. Students have planned and designed a bee hotel with support given from outside community organisation. All students have access to their own laptop or computer allowing for the development of more independence around technology and learning.</p>	<p>STEM activities in the classroom</p> <p>Maths problem solving activities with Moonbi</p> <p>Bee research, design and building of a bee hotel and garden.</p> <p>STEM Robotics Kit</p> <p>Pilot program using Ipads</p> <p>New laptops and ipads for students.</p> <p>Wet and Wild Research activities online.</p> <p>CWA research on country of study.</p>

## Strategic Direction 2

### Common Assessment Strategies– Improving and Measuring Literacy and Numeracy

#### Purpose

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

#### Improvement Measures

Student growth, mapped against the standards framework, demonstrates one year's attainment for one year's teaching for all students.

Accurate student data entered onto PLAN is used by all staff to demonstrate explicit understanding of assessment to guide planning

#### Progress towards achieving improvement measures

##### Process 1: Differentiated Curriculum

The implementation of evidence based teaching practices will be a priority, exploring effective means of differentiation, providing feedback and establishing processes for gathering assessment data to inform practice.

Evaluation	Funds Expended (Resources)
Staff collaborated to produce a Bee unit ( covering Science, Literacy, Numeracy, Visual Arts) which was shared by other small schools. Students demonstrated improved engagement, improved sense of technology when presenting their information to peers. Staff contributed to the planning by other small schools and gained a deeper understanding of the topic to deliver this innovative program to students.	Shared Drive–Google suite

##### Process 2: Improved Writing

School wide organisational structures collect, track and monitor student achievement for individual attainment in literacy on a regular basis

Collaborative planning and moderation of student work assists teachers to develop knowledge, skills and understandings for improving student learning goals against state benchmarks

Evaluation	Funds Expended (Resources)
All students have become more independent and engaged in writing. Growth has been measured through writing samples by all students. One of our Year 6 students was awarded the Nundle Bursary as a result of her high writing results. There is now a whole school approach to assessment, resulting in a deeper understanding of student performance leading to individual improvement through targeted goal setting.	Purchase of teaching manuals and online membership to resources.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Craft and art activities for students during NAIDOC Week  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$811.00)</li> </ul>	The school receives a small amount of money to support Aboriginal students. we use the money to ensure Aboriginal perspectives are implemented through NAIDOC week celebrations and to ensure student access in meeting the premiers priorities of improving Aboriginal outcomes.
<b>Low level adjustment for disability</b>	Staffing  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$14 496.00)</li> </ul>	Targeted students in Yrs 2,3,5 and 6 have Individualised learning plans to support them in Literacy and Numeracy. All students have shown growth.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing  7 steps writing resources  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$4 269.00)</li> </ul>	Identified students have individual learning plans to support literacy development. Students are demonstrating 1 years growth for 1 years teaching.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$4 939.00)</li> </ul>	Students have shown growth in literacy and numeracy evidenced by in school assessment.



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	8	12	12
Girls	15	7	9	10

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	84.3	87.4	94.1
1	96.6	100	90.6	88.9
2	94.6	89.6	69.8	86.3
3	97.3	96.2	95.7	
4	98.9	95	90	93.1
5	96.1		88.2	90.3
6	93.5	90.9	94.7	92.8
All Years	95.7	91.9	89.2	90.4
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	
4	93.9	93.9	93.4	92.9
5	93.9		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)	0.71
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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>	66,780
<b>Revenue</b>	451,822
Appropriation	438,583
Sale of Goods and Services	215
Grants and contributions	12,686
Investment income	337
<b>Expenses</b>	-459,954
Employee related	-396,987
Operating expenses	-62,966
<b>Surplus / deficit for the year</b>	-8,132

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>	0
<b>Equity Total</b>	20,246
Equity - Aboriginal	811
Equity - Socio-economic	4,939
Equity - Language	0
Equity - Disability	14,496
<b>Base Total</b>	391,487
Base - Per Capita	4,927
Base - Location	8,836
Base - Other	377,723
<b>Other Total</b>	23,929
<b>Grand Total</b>	435,662

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.

## 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](https://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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Most families have been involved in meetings and discussions about the school. Parents and community members are encouraged to share their skills and contribute to student learning. Parent and community support at P&C meetings, fundraising events, assemblies, working bees and presentation nights is very high. We now have a school Facebook page to promote the high levels of opportunities given to our students. The TTFM student survey showed a positive attitude towards learning and a high level of student well being. Most students indicated that our school provided a supportive and safe learning environment. Teachers and staff are valued and respected. Many take on leadership roles and contribute many hours of volunteer work.

Before and after school care remains a program to be initiated.



# 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.