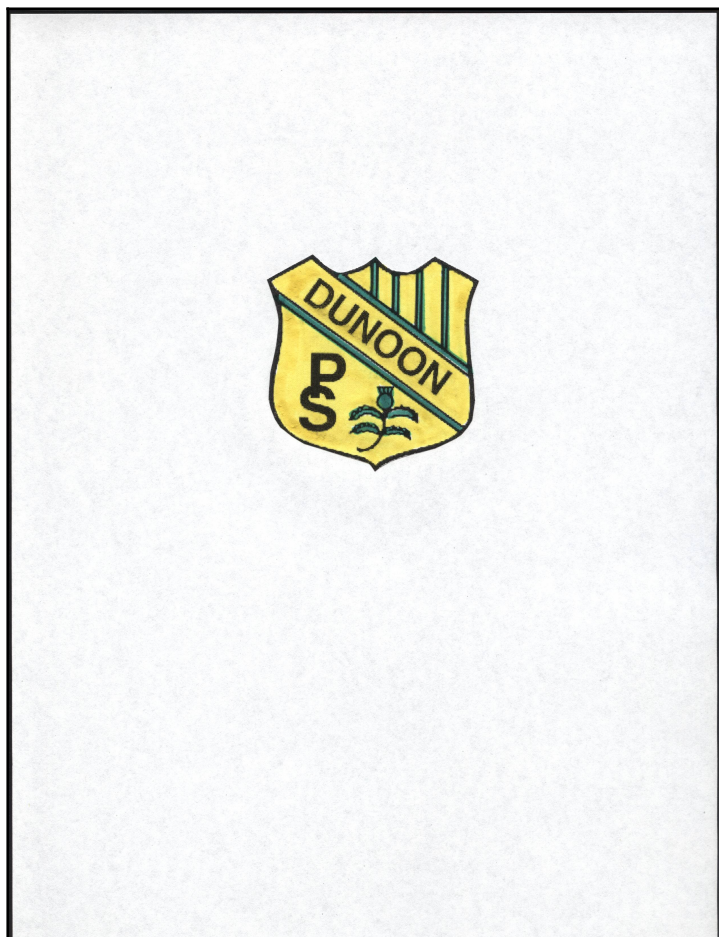


Dunoon Public School

2019 Annual Report



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Introduction

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

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

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School background

School vision statement

At Dunoon Public School we are committed to providing a supportive, engaging, creative and challenging learning environment in which each student strives for personal excellence.

All members of the Dunoon Public School community will be challenged and empowered to become life long learners, confident, capable, creative individuals, and active, global and socially responsible citizens.

School context

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

The students are supported by dedicated, caring and enthusiastic staff. There is strong staff commitment to ensuring that community ties are solid and positive teacher–student/teacher–parent relationships are fostered. Quality programs and a positive and respectful learning environment are key features. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet the diverse needs, backgrounds and interests of all students.

Our school has a strong focus on promoting collaboration, resilience, global citizenship, creative and critical thinking and life–long learning skills. A range of engaging programs support these principles, including: a dynamic creative and performing arts program; solid literacy and numeracy programs; positive student wellbeing programs, promoting autonomy and leadership; strong environmental and health education practices; and targeted use of technologies.

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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful and Engaged Learners

Purpose

Fully-Rounded, Future Focussed Citizens: To empower all students to become confident, engaged and self-directed learners with core academic skills, high order creative and critical thinking skills, resilience, adaptability, self-awareness and the ability to build positive relationships. This will lead to a future-focussed learning culture with active and engaged citizens who thrive in an ever-changing environment.

Improvement Measures

All students experience current, evidence and research-informed learning practices.

A significant proportion of students are demonstrating the elements of the General Capabilities Framework.

All students reflect on their learning, so as to identify future learning goals.

A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Innovation and Collaboration in Learning

Implementing Project Based Learning (incorporating play based learning, STEM/STEAM programs).

Evaluation	Funds Expended (Resources)
In terms of the key Improvement Measures, we can report that all students are experiencing current and evidence-informed learning practices. There is a significant proportion of students demonstrating improvement against the elements of the General Capabilities Framework. This is evidenced in our reporting to parents practices. The provision of high-quality evidence-informed learning practices will continue to be embedded in teaching programs in 2020.	

Process 2: Quality Literacy and Numeracy Learning

Planning for learning is informed by thorough holistic information about each student's wellbeing and learning needs.

Evaluation	Funds Expended (Resources)
Regarding our students receiving quality literacy and numeracy instruction, they are currently reflecting on their learning regularly. A significant proportion of students are working at or above expected outcomes in literacy and numeracy. A continuation of current practices in the delivery of the school's literacy and numeracy programs will occur in 2020. This will link to our progression towards key targets in these areas.	

Strategic Direction 2

Innovative and Collaborative Teaching

Purpose

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

Improvement Measures

All teachers are engaged in professional learning targeting innovative teaching practices.

All teachers collaborate with other teachers, students and key stakeholders to deliver quality innovative practices.

A high proportion of students demonstrate expected growth along learning progressions in Literacy and Numeracy.

All students can evaluate their progress in the achievement of individual goals.

Progress towards achieving improvement measures

Process 1: Quality Literacy and Numeracy Teaching

Utilising a framework that identifies and provides opportunities for students to add depth and richness to each student's learning.

Evaluation	Funds Expended (Resources)
In terms of the key Improvement Measures, we can report that all staff were engaged in professional learning targeting innovative teaching practices such as Teaching Sprints on quantifying numbers and cohesion. There is significant evidence that all teachers collaborate with other teachers, students and key stakeholders to deliver quality teaching programs. There is a significant proportion of students demonstrating improvement against the elements of the General Capabilities Framework. The provision of high-quality evidence-informed learning practices will continue to be embedded in teaching programs in 2020.	

Process 2: Innovation and Collaboration

Equipping teachers with the practical competence to implement high quality collaborative learning.

Evaluation	Funds Expended (Resources)
In terms of the key Improvement Measures, we can report that a high proportion of students have demonstrated growth along the learning progressions, and all students can evaluate their progress in the achievement of individual learning goals. There is a significant proportion of students demonstrating improvement against the elements of the General Capabilities Framework. All of these outcomes are a result of a key focus on enhanced teaching practice. The provision of high-quality evidence-informed learning practices will continue to be embedded in teaching programs in 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 342.00) 	English language proficiency funding of \$1342 was combined with other funding sources to support students within regular classes.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$31 368.00) 	<p>Low Level Adjustment for Disability was allocated:</p> <p>Staffing \$21343 and Flexible \$10025. These two allocations were combined to enable the Learning and Support Teacher to support students who have additional learning and support needs in regular classes.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$15 260.00) 	QTSS Release was used to enable teachers to collaboratively plan and assess inquiry based learning and literacy and numeracy sprints.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$5 475.00) 	Socio-economic background funds were used to assist families experiencing financial hardship. Funds were allocated to support the students of these families to participate in school and class excursions. Funds were also allocated to enable all students to be involved in the Life Education program that complements the school's PDHPE program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	43	49	46	46
Girls	37	37	41	39

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.3	93.8	90.2	94.9
1	93.2	88.1	93.1	89.6
2	93.5	86.8	91.4	94
3	94.6	95.2	89.5	95.5
4	95	89.3	94.9	92.6
5	94.8	94.4	93.2	94.3
6	93.2	93.1	96.5	94.7
All Years	93.7	91.5	92.5	93.6
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)	3.48
Teacher of Reading Recovery	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

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	116,856
Revenue	948,156
Appropriation	934,567
Grants and contributions	13,080
Investment income	509
Expenses	-946,244
Employee related	-837,833
Operating expenses	-108,411
Surplus / deficit for the year	1,912

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	55,908
Equity Total	38,186
Equity - Aboriginal	0
Equity - Socio-economic	5,475
Equity - Language	1,342
Equity - Disability	31,368
Base Total	786,463
Base - Per Capita	20,414
Base - Location	10,790
Base - Other	755,259
Other Total	48,771
Grand Total	929,328

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.

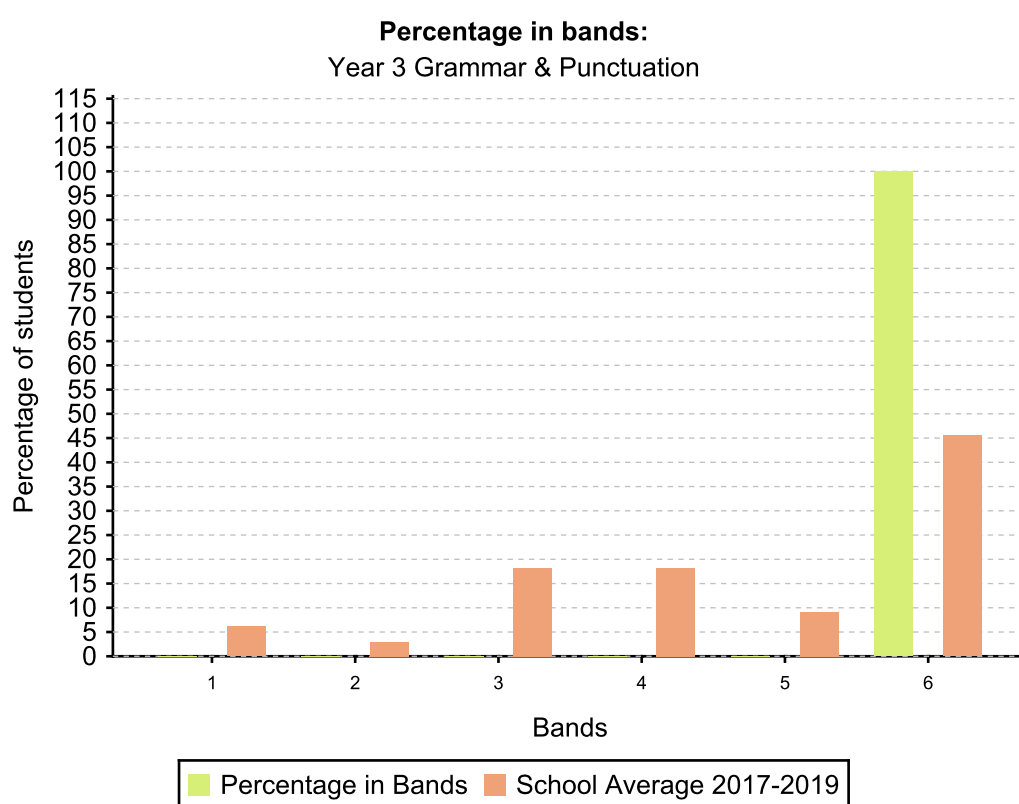
School performance - NAPLAN

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

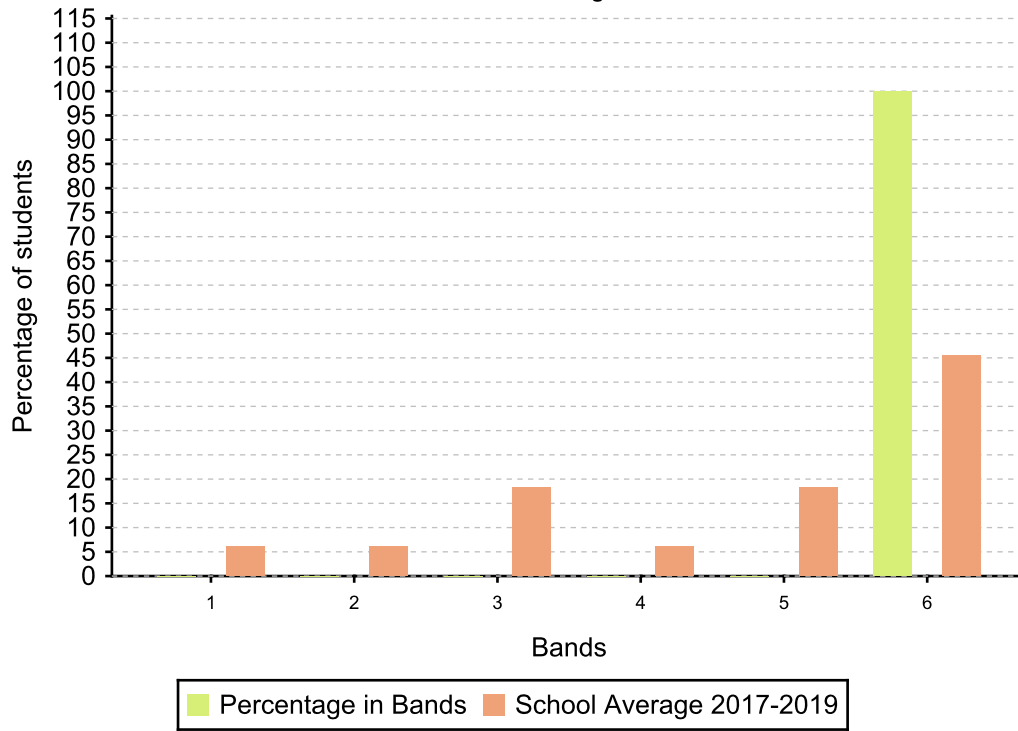
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	100.0
School avg 2017-2019	6.1	3	18.2	18.2	9.1	45.5

Percentage in bands:

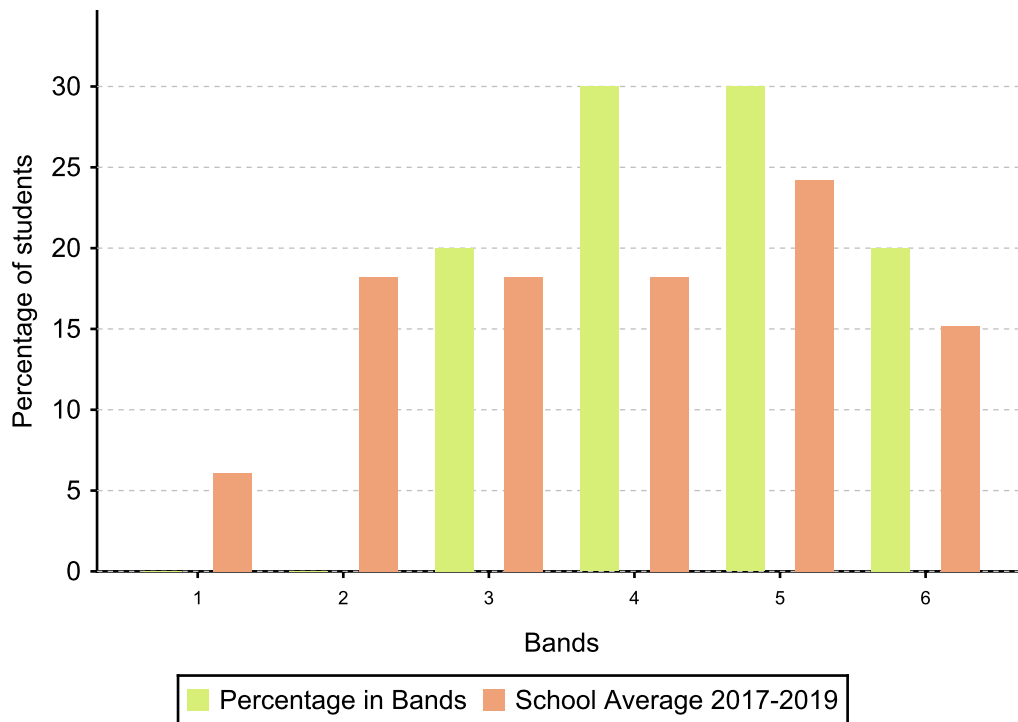
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	100.0
School avg 2017-2019	6.1	6.1	18.2	6.1	18.2	45.5

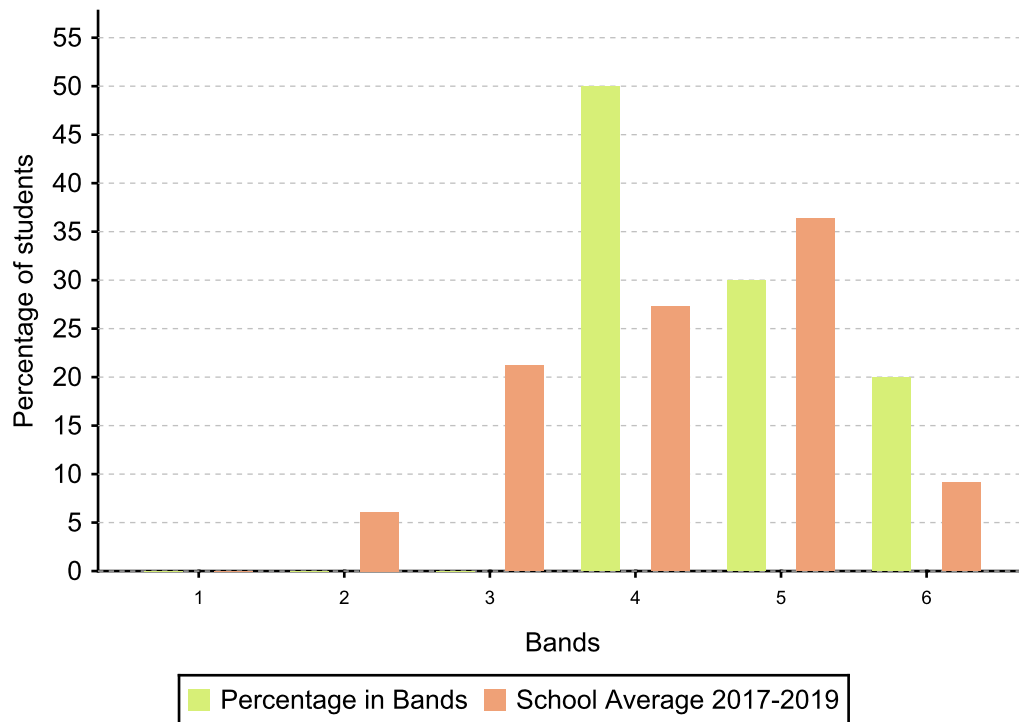
Percentage in bands:

Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	20.0	30.0	30.0	20.0
School avg 2017-2019	6.1	18.2	18.2	18.2	24.2	15.2

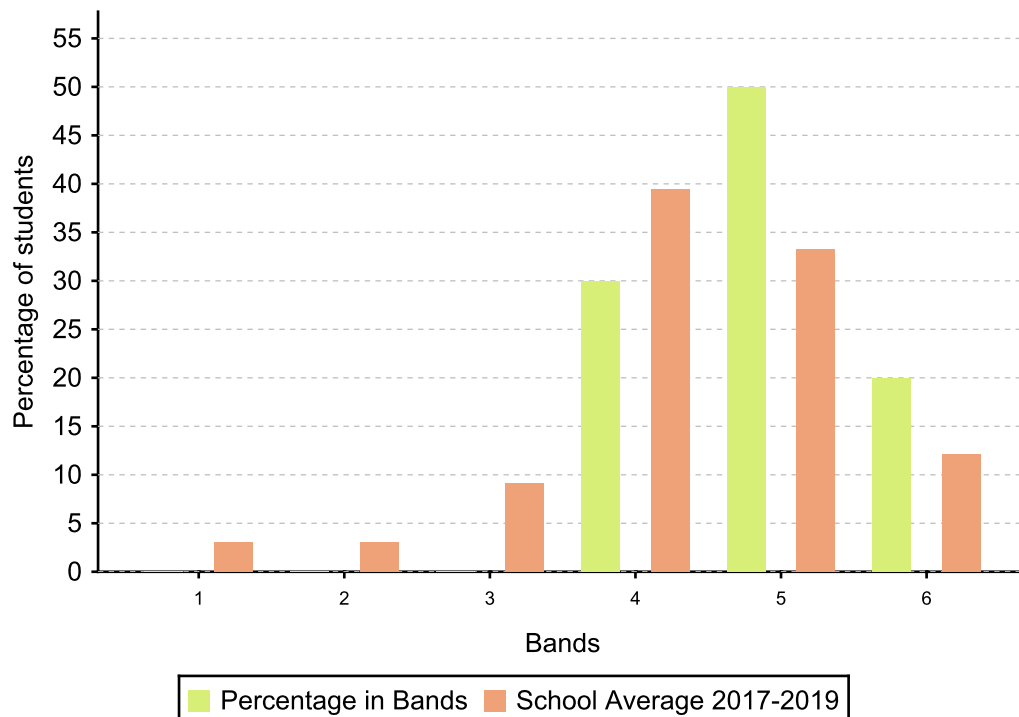
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	50.0	30.0	20.0
School avg 2017-2019	0	6.1	21.2	27.3	36.4	9.1

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

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	30.0	50.0	20.0
School avg 2017-2019	3	3	9.1	39.4	33.3	12.1

Parent/caregiver, student, teacher satisfaction

The opinions of parents, caregivers, students and teachers were gathered at the end of 2019 as to the school's performance. This was done via survey and we received a significant number of responses. Parents and caregivers felt that they are very satisfied with the school's direction.

Students felt well supported and able to identify key staff members who can support them.

Teachers at the school felt that school programs are meeting the needs of the students and that their own learning needs are met consistently.

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.