

Dundas Public School

2019 Annual Report



4029

Introduction

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

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

School contact details

Dundas Public School
85 Kissing Point Road
Dundas, 2117
www.dundas-p.schools.nsw.edu.au
dundas-p.school@det.nsw.edu.au
9638 2813

School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

Excellence in Learning

Purpose

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

Improvement Measures

All teaching programs and classroom environments demonstrate Visible Learning strategies.

8% increase of students in the top two bands of NAPLAN for Reading and Writing.

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Teachers engage in professional learning around Visible Learning theory and explore strategies to implement learning intentions, success criteria and feedback.

Evaluation	Funds Expended (Resources)
Extensive professional learning took place for all teachers, led by Curriculum Advisors and the school leadership team, throughout 2019. Teachers developed a deep understanding of the Visible Learning/Formative Assessment pedagogy. Learning intentions and success criteria are evidenced in all classroom teaching and learning programs across K–6 in the area of Writing.	\$25000.00

Process 2: Staff collect, analyse and evaluate student data and devise strategies to provide explicit formative assessments to students.

Evaluation	Funds Expended (Resources)
School leadership team worked collaboratively with CESE to analyse SCOUT data and review school-based data and assessments. The focus of the work in this process will occur in 2020, as planned for across the three year strategic plan.	\$5000.00

Process 3: Students utilise the appropriate and effective use of technology in various learning situations.

Evaluation	Funds Expended (Resources)
The purchase of new smartboard technology for classrooms, additional laptops and iPads along with targeted professional learning for staff has supported embedding technology in teaching and learning experiences across K–6 classrooms. These engagements in professional learning and investments in infrastructure provide students with opportunities to apply their literacy and numeracy skills and connect to the real world.	\$45000.00

Strategic Direction 2

Excellence in Teaching

Purpose

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

Improvement Measures

A clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents.

All teachers use data obtained from a range of quality assessment tasks to drive effective teaching and learning programs.

Positive growth and increased achievement of equity and identified groups within the school is equivalent to the progress of all students and comparable to the state.

Progress towards achieving improvement measures

Process 1: Develop systems of consistent whole school assessment practices.

Evaluation	Funds Expended (Resources)
Review of mathematics and English scope and sequences. Presentation and consultation with teaching staff, in collaboration with the Department of Education Curriculum Advisors, for implementation in 2020.	\$5000.00

Process 2: Establish STEM and integrated units of work across Key Learning Areas.

Evaluation	Funds Expended (Resources)
K-2 STEM units were developed and trialled in line with school scope and sequences for all Key Learning Areas. Teachers utilised the Collaborative Practice professional learning model to work with the Teacher Librarian to develop integrated units of work.	\$15000.00

Process 3: Develop understanding and strategies to support diverse learners (EAL, GAT, Aboriginal and Torres Strait Islander students and the middle cohort).

Evaluation	Funds Expended (Resources)
Extensive work has taken place by specialist EAL staff to upskill and build capacity in classroom teachers to best cater for the needs of EAL students, including the use of high quality resources. Enrichment programs have been developed for students in Years 2 – 6 with high levels of parental involvement and agency. NAPLAN data has been reviewed and teaching and learning programs analysed for best practice in moving our middle cohort to achieve and exceed expected growth in line with formative assessment pedagogy.	\$10000.00

Strategic Direction 3

Excellence in Engagement and Connectedness

Purpose

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

Improvement Measures

Increased positive student engagement and wellbeing in the classroom and playground settings.

Increased opportunities for the community to be included, informed and engaged.

Increased connections with wider community services and other educational settings.

Progress towards achieving improvement measures

Process 1: Establish a consistent reward system for being safe respectful learners.

Evaluation	Funds Expended (Resources)
Enhanced use of ESR Momentum tracking of data for rewards and behaviour have led to targeted focus areas of wellbeing for staff and students. Teachers have worked cohesively to develop and refine a consistent matrix of school values and expectations. Explicit, systematic lessons based on the school values ensures consistency in the management of playground incidents and the development of future directions for target areas of growth.	\$2000.00

Process 2: Develop and communicate high expectations for positive behaviour system.

Evaluation	Funds Expended (Resources)
Significant focus on education for parents and community members via the school newsletter, online class platforms such as SeeSaw or Dojo and through presentation at the P&C Meeting has ensured a shared vision of high expectations across the school. Three-way interviews & restorative practices are implemented when school expectations require review. Professional learning regarding systems and practices took place on a termly basis and survey data was collected and reviewed. Wellbeing matters were discussed as a matter of priority through the school Learning Support Team meetings and the whole-staff Communication Meetings to ensure consistency and focus was maintained on priority areas.	\$2000.00

Process 3: Develop connections and communicative links with the broader school community.

Evaluation	Funds Expended (Resources)
Upgraded electronic communication systems, including online newsletters, Skoolbag App and school website, have seen a 26% increase in engagement in information being received by families and community members. Partnerships with external providers and agencies such as Parramatta Council, NSW Health, Tutorial Centres and sporting services continue to connect our students with the community in the provision of relevant and meaningful experiences that enhance wellbeing.	\$12000.00

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4200.00	Funding was used to support students in the classroom and through the implementation of explicit literacy programs, ensuring equity in access to the curriculum. Funding was also used to support Aboriginal students in participating in extra-curricular programs that fostered their talents and strengths.
English language proficiency	\$108000.00	Students from non-English speaking backgrounds form 64% of the school population. The English as an Additional Language or Dialect (EALD) staffing allocation was equal to 0.6 FTE. Flexible funding was used to supplement additional staffing to successfully support students in their mastery of English language learning. Students are supported in the classrooms with additional resources to enhance their English language acquisition. Students from a NESB continue to achieve highly in NAPLAN tests and Australian Schools Competitions.
Low level adjustment for disability	\$136000.00	All students requiring adjustments are catered for within the classroom through differentiated programming and teaching. The school's Learning Support Teacher allocation is equal to four and a half days per week and this program is strongly supported by the engagement of two full-time and two part-time School Learning Support Officers to support students who receive targeted funding and students identified through the Learning Support Team as having low level adjustments needs for disability.
Quality Teaching, Successful Students (QTSS)	\$72000.00	Quality Teaching, Successful Students (QTSS) funding was utilised to employ additional staff to enable the implementation of a Collaborative Practice professional development model. This model also supported the development of leadership capacity and reviewing practices in Literacy and Numeracy.
Socio-economic background	\$18000.00	Funding was used in this equity area to support students in accessing areas of the curriculum, increasing student engagement and participation and through the provision of necessary resources to support the achievement of outcomes, particularly in the area of literacy and numeracy.
Support for beginning teachers	\$12500.00	Support for beginning teachers continued to be implemented through a mentoring model. Time was provided for individualised professional development and support. Funds were allocated for teachers to support beginning teachers in the accreditation process and to provide a range of professional learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	205	212	213	206
Girls	194	181	195	173

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.1	95.2	95
1	92.9	93.8	95.2	92
2	94.2	94.4	94.5	91.7
3	94.9	93.9	94.5	92.2
4	92.8	93.8	94.4	92.2
5	95	93.5	93.6	92.6
6	92	93.9	91.7	93
All Years	93.9	94.1	94.2	92.6
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
Assistant Principal(s)	3
Classroom Teacher(s)	13.91
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	3.02

*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	230,197
Revenue	3,483,364
Appropriation	3,175,214
Sale of Goods and Services	1,706
Grants and contributions	288,608
Investment income	3,370
Other revenue	14,466
Expenses	-3,435,691
Employee related	-2,883,387
Operating expenses	-552,304
Surplus / deficit for the year	47,673

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	62,614
Equity Total	266,989
Equity - Aboriginal	4,221
Equity - Socio-economic	18,010
Equity - Language	108,441
Equity - Disability	136,318
Base Total	2,601,266
Base - Per Capita	95,732
Base - Location	0
Base - Other	2,505,534
Other Total	180,959
Grand Total	3,111,829

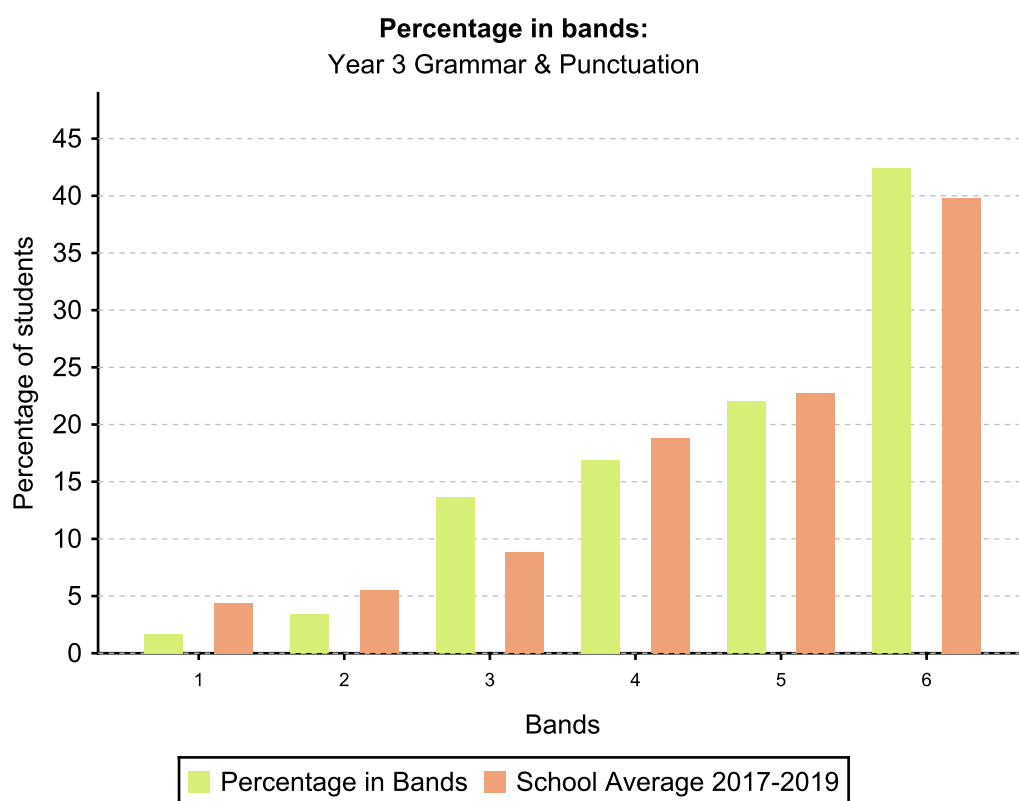
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

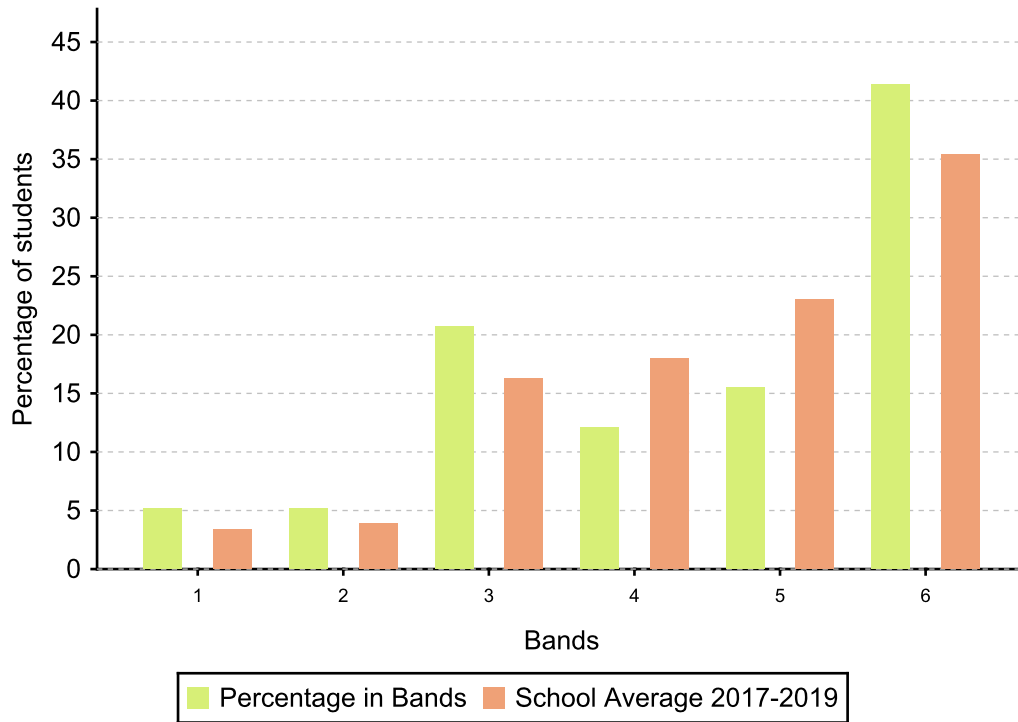
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



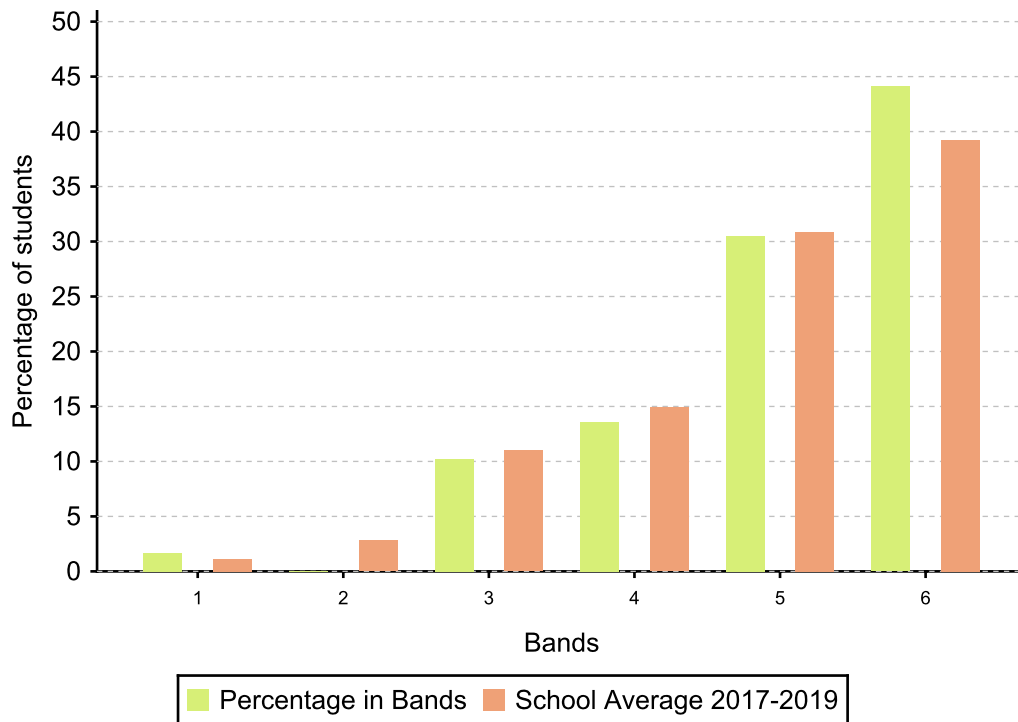
Band	1	2	3	4	5	6
Percentage of students	1.7	3.4	13.6	16.9	22.0	42.4
School avg 2017-2019	4.4	5.5	8.8	18.8	22.7	39.8

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.2	5.2	20.7	12.1	15.5	41.4
School avg 2017-2019	3.4	3.9	16.3	18	23	35.4

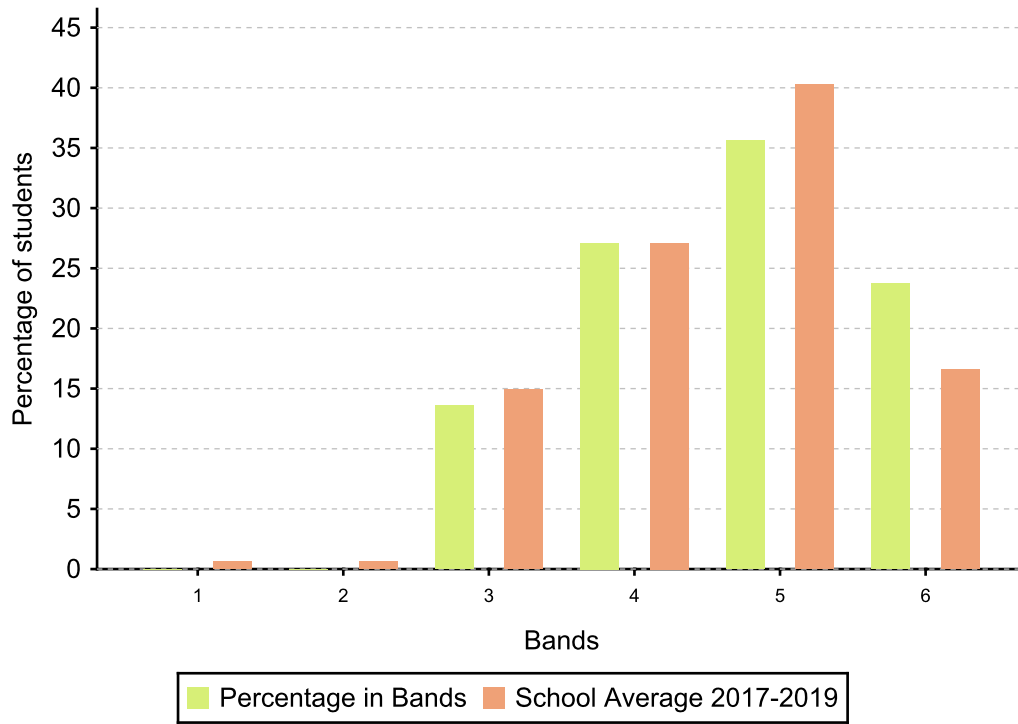
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.7	0.0	10.2	13.6	30.5	44.1
School avg 2017-2019	1.1	2.8	11	14.9	30.9	39.2

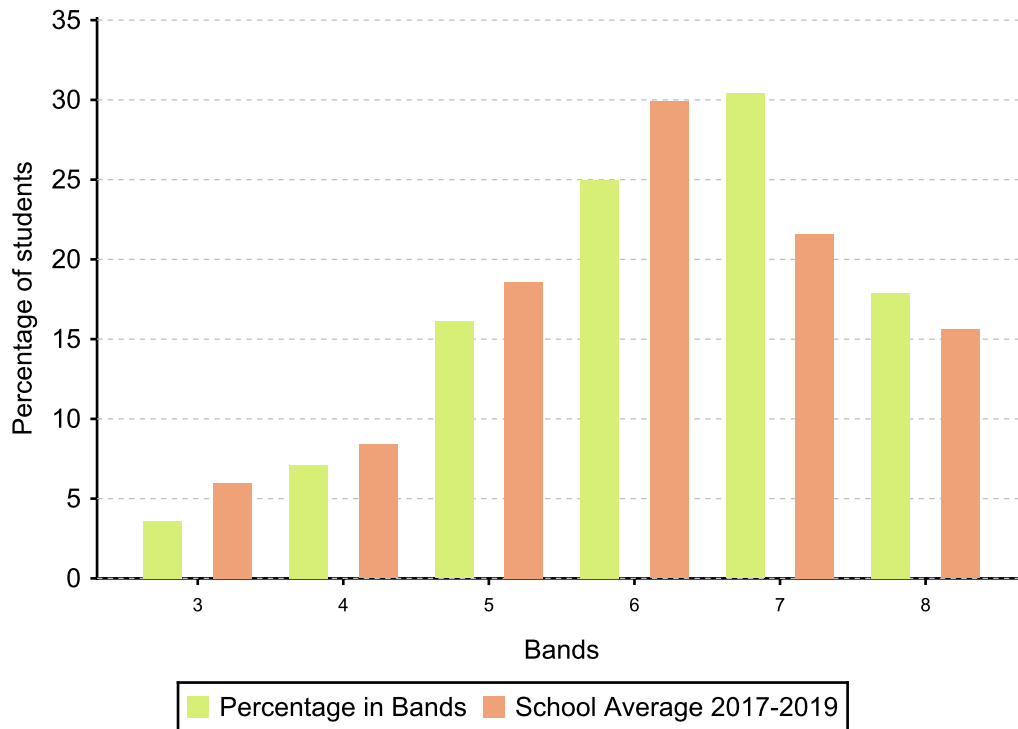
Percentage in bands:

Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.6	27.1	35.6	23.7
School avg 2017-2019	0.6	0.6	14.9	27.1	40.3	16.6

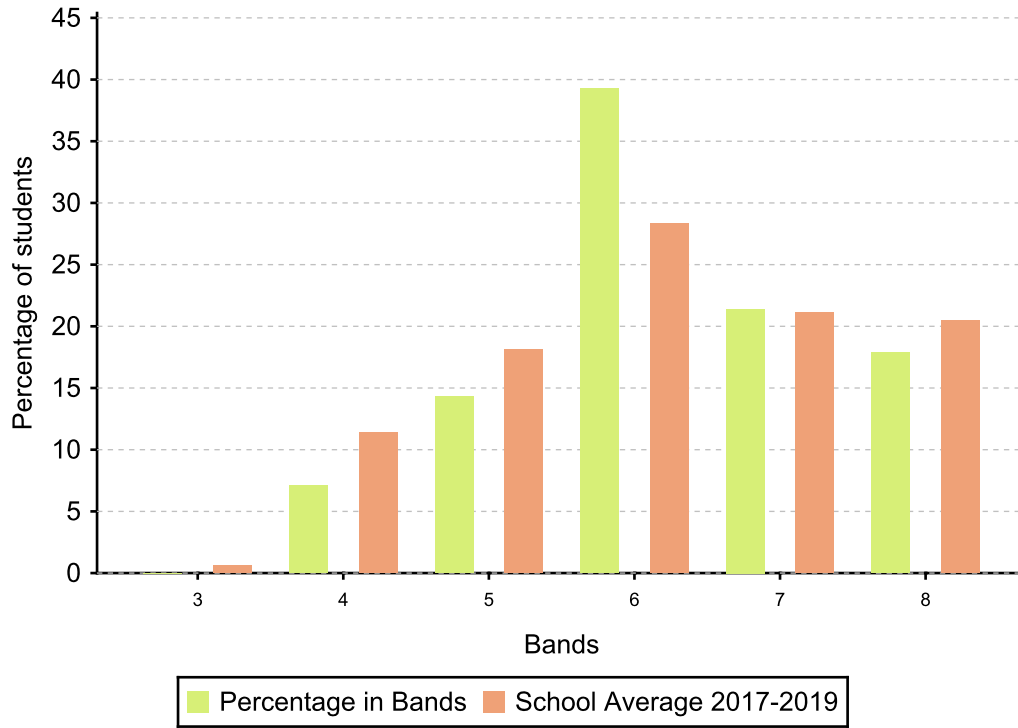
Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	3.6	7.1	16.1	25.0	30.4	17.9
School avg 2017-2019	6	8.4	18.6	29.9	21.6	15.6

Percentage in bands:

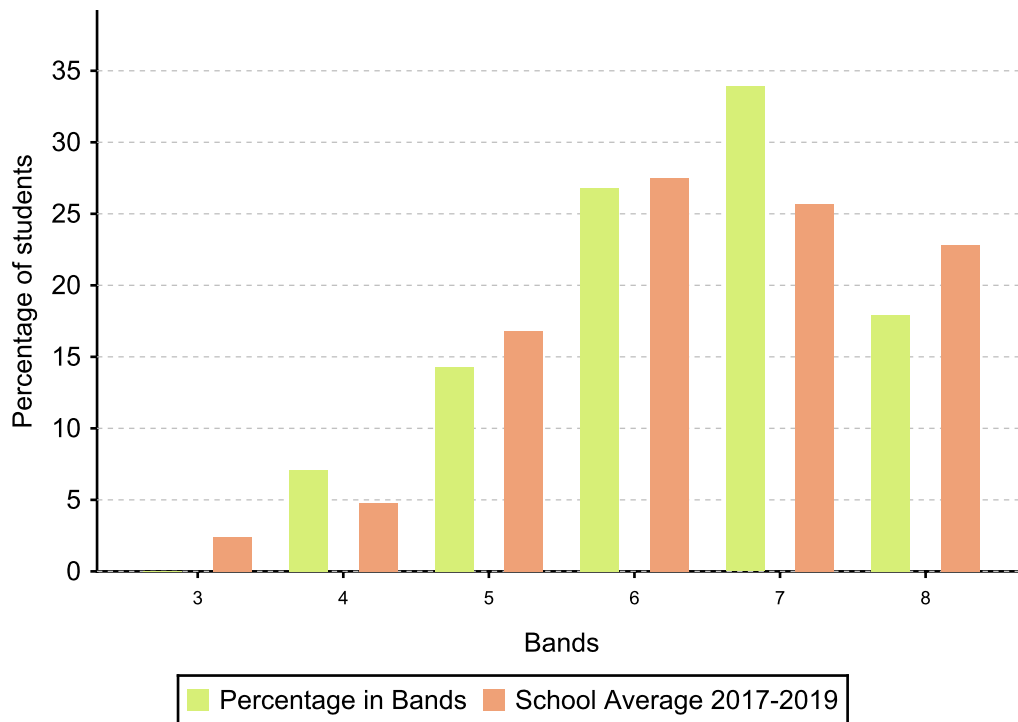
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	14.3	39.3	21.4	17.9
School avg 2017-2019	0.6	11.4	18.1	28.3	21.1	20.5

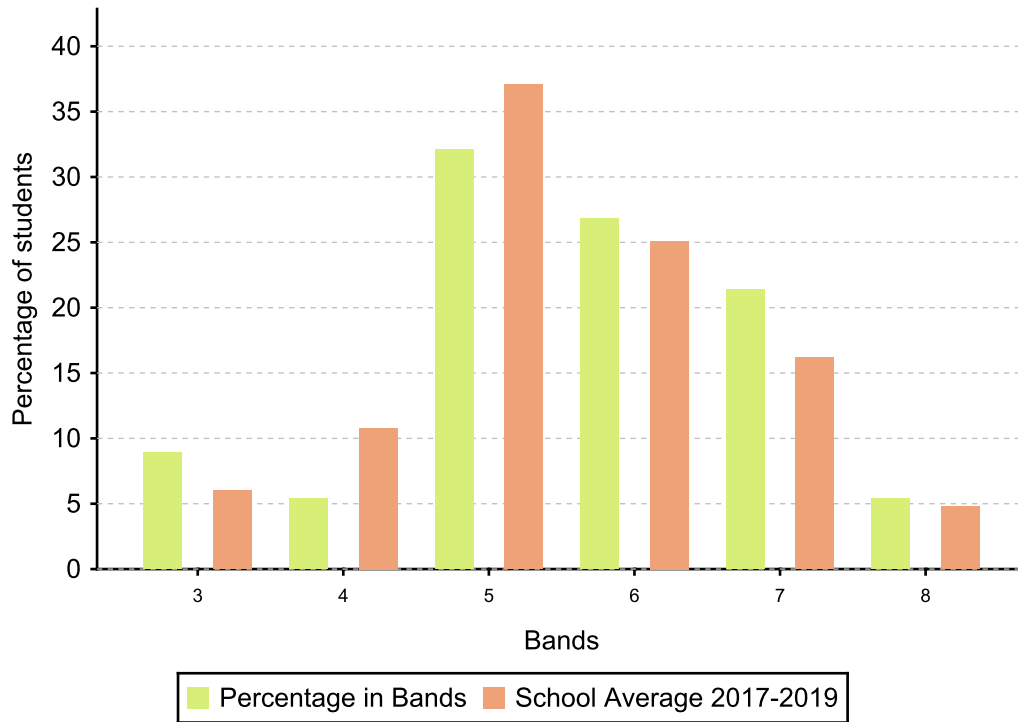
Percentage in bands:

Year 5 Spelling



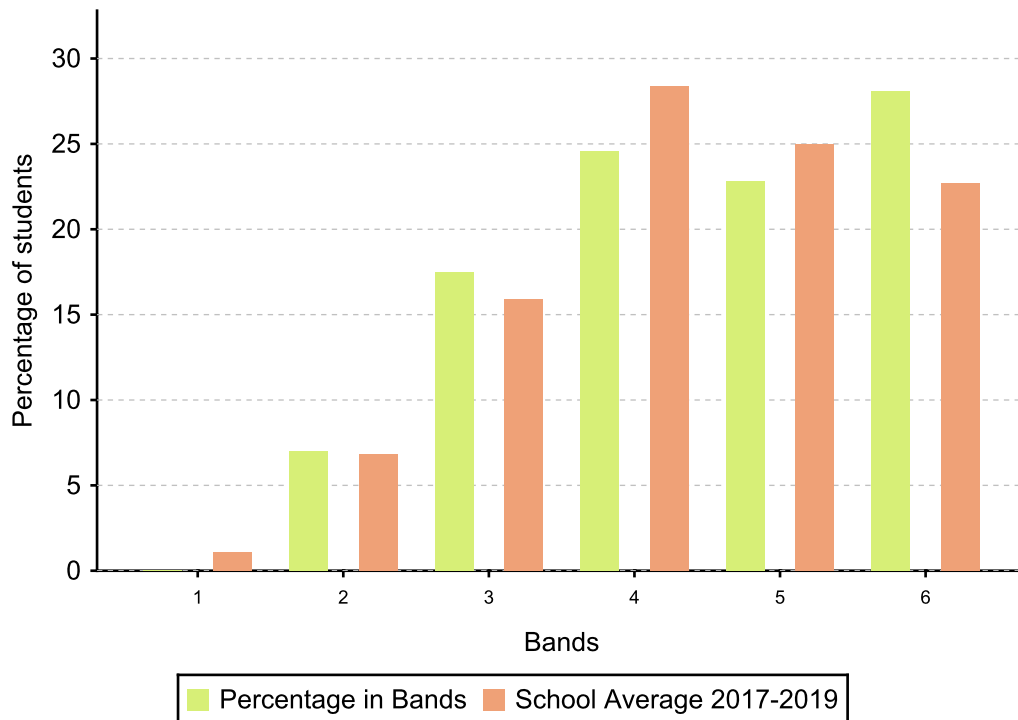
Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	14.3	26.8	33.9	17.9
School avg 2017-2019	2.4	4.8	16.8	27.5	25.7	22.8

Percentage in bands:
Year 5 Writing



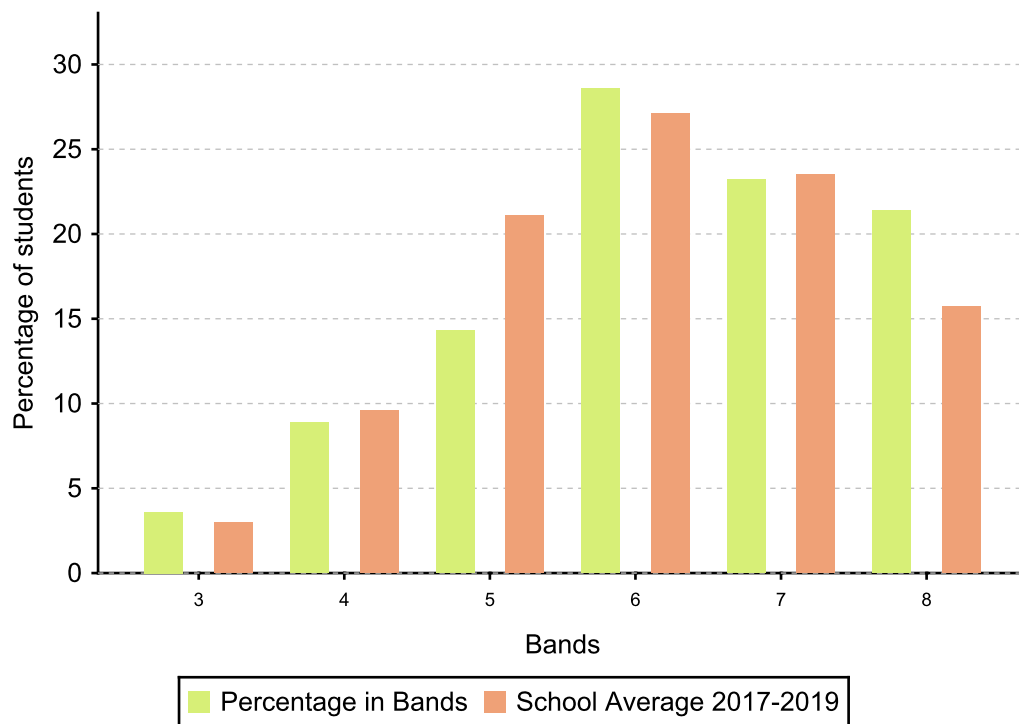
Band	3	4	5	6	7	8
Percentage of students	8.9	5.4	32.1	26.8	21.4	5.4
School avg 2017-2019	6	10.8	37.1	25.1	16.2	4.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	17.5	24.6	22.8	28.1
School avg 2017-2019	1.1	6.8	15.9	28.4	25	22.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.6	8.9	14.3	28.6	23.2	21.4
School avg 2017-2019	3	9.6	21.1	27.1	23.5	15.7

Parent/caregiver, student, teacher satisfaction

Students

Student responses indicated that the school was higher than the state average in 82% of areas measured, including:

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

Parents

Parent responses indicated that they measure the schools performance above state norms in 87% of areas measured. The highest rated areas of measure by parents included:

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

Teachers

Teachers responses indicates that they measure the schools performance above state norms in 89% of areas measured. The highest rated areas by teachers included:

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

Policy requirements

Aboriginal Education 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.