

2020 Annual Report

Dungowan Public School



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Introduction

The Annual Report for 2020 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 vision

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 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	2020 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	Delivering
LEARNING: Student performance measures	Delivering
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

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)
<p>Students have demonstrated self-regulation and emotional intelligence through structured learning and our whole school PDH/PE program. Students have been given leadership opportunities both within and outside the school.</p> <p>In 2020 Stage 3 students attended Halogen leadership in Sydney but unfortunately due to COVID our students could not attend GRIP Leadership and any other leadership opportunities outside the school.</p>	<p>PLAY IS THE WAY Program.</p> <p>Staff training PITW</p> <p>Leadership Programmes</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$824.00)• Professional learning (\$4285.00)

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.

Progress towards achieving improvement measures

Process 2: Significant development in staff skills ensure students are using technology to support their learning at their level of need.

Evaluation	Funds Expended (Resources)
<p>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. In 2020 COVID also prevented the collaborative opportunities for staff to develop common problem solving and critical thinking opportunities with partner schools. We have implemented a whole school delivery of the Seven Steps Program. We have measured improved writing skills from all students. All staff have been trained to use the program.</p>	<p>Seven Steps resource folders and online resources.</p> <p>Investment of 6 I pads and 4 laptops.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$2613.00)

Next Steps

In 2021 we will use the Positive Living Skills Program which will address the needs of our cohort.

We have entered into the Wininga-li alliance with Somerton, Duri, Woolomin and Currabubula to provide opportunities for our students to engage in sporting, cultural and academic opportunities to promote social and independent learning skills.



Halogen Leadership

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)
Teaching and learning programs are dynamic, showing evidence of differentiation. Reliable assessment and continuous tracking of student progress provides greater knowledge on student attainment and levels of growth. Dungowan School has been able to access the PAT testing in Reading and Maths through the University of Newcastle as part of the Quality Teaching Rounds. This has provided teachers with greater knowledge of student growth and achievement over a wider cohort. We have entered into the Winingali Alliance to share common assessments in English and other KLA's. This will give teachers more accuracy in determining student results. External assessment resources such as check-in assessment, phonics assessment and phonological awareness assessments have also been utilised by our school to promote accurate data practises.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$2613.00)

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 teachers demonstrate an increased capacity to program for student achievement in writing through targeted professional learning and collaboration across the Tamworth Small Schools network. Skills, knowledge and capabilities of students is increased through targeted self assessment strategies using rubrics to improve writing. PL opportunities were delayed but We intend to continue with collaborative practice in 2021 with the small schools alliance.	Seven steps program. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$4285.00)

Next Steps

A common assessment schedule created for Dungowan Public School and collated into 1 working document.

Continued implementation of the seven steps program.

PL for teaching staff with Seven Steps and data use.

Join the Winangali alliance and offering teachers opportunities to share resources and best practice. to gain more accurate consistent teacher judgement.

Taking part in the QTR to develop teacher skills and practice. Continued implementation of the PAT (Performance Achievement Tests) in Reading and Maths.



Online lessons with Musica Viva

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teaching staff. SLSO Craft supplies. Funding Sources: • Aboriginal background loading (\$824.00)	We have been successful in supporting our Aboriginal students through celebrating culture during NAIDOC Week and Welcome to country for all school assemblies. We have supported our Aboriginal students in their learning through the appointment of an SLSO during Literacy and Numeracy delivery times in the classroom. Students have improved their literacy and numeracy results.
Low level adjustment for disability	SLSO LAST Funding Sources: • Low level adjustment for disability (\$14 835.00)	We have all students making progress in Literacy and Numeracy. Benchmarking data, SENA assessments and NAPLAN data show that students were improving at expected growth.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$4 157.00)	The employment of teaching and non-teaching staff have supported student learning and has provided Principal with administration time.
Socio-economic background	Funding Sources: • Socio-economic background (\$4 134.00)	Students are supported in their learning and parents are given regular feedback. Our SLSO provides student support during Literacy and Numeracy sessions. All students have shown improved performance in Literacy and Numeracy through Benchmarking and Sena results. Principal is able to undertake administrative tasks with teacher release.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	8	12	12	11
Girls	7	9	10	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	84.3	87.4	94.1	83.4
1	100	90.6	88.9	96.8
2	89.6	69.8	86.3	94.1
3	96.2	95.7		88.7
4	95	90	93.1	
5		88.2	90.3	94.8
6	90.9	94.7	92.8	83.7
All Years	91.9	89.2	90.4	90
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6		92.1
4	93.9	93.4	92.9	
5		93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	58,648
Revenue	448,094
Appropriation	439,738
Sale of Goods and Services	15
Grants and contributions	8,232
Investment income	109
Expenses	-460,589
Employee related	-389,965
Operating expenses	-70,624
Surplus / deficit for the year	-12,495
Closing Balance	46,152

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	19,793
Equity - Aboriginal	824
Equity - Socio-economic	4,134
Equity - Language	0
Equity - Disability	14,835
Base Total	377,995
Base - Per Capita	5,291
Base - Location	9,089
Base - Other	363,615
Other Total	25,080
Grand Total	422,868

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

From the TTFM data 80% of students had a positive outlook and high advocacy of the school. The parent satisfaction survey received 90% parent satisfaction. The P&C provide many opportunities for our students. They were very generous to finance a whole school excursion to Coffs Harbour in November 2020. Parents and carers were very supportive during our online delivery of lessons in 2020.

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.