

2020 Annual Report

Dunoon Public School



1797

Introduction

The Annual Report for 2020 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.

School contact details

Dunoon Public School

James St

Dunoon, 2480

www.dunoon-p.schools.nsw.edu.au

dunoon-p.school@det.nsw.edu.au

6689 5208

School vision

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 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

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)
The review of this process took place during Term 4. This process targeted innovative practices, such as STEM, STEAM, PpBL and robotics. These types of activities proved to be engaging for the students and lead to more innovative lessons provided by staff. This type of innovation and collaboration will feature strongly in future school planning.	A significant proportion of 2020 funds was allocated to the development of the Outdoor Learning Environment.

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)
The review of this process took place during Term 4. This process targeted practices in literacy and numeracy, such as Teaching Sprints as well as curriculum delivery of literacy and numeracy across all Key Learning Areas. We found that we have improved in using data to identify gaps in learning for students and thus alter learning programs. Explicit teaching practices are strongly evident but this will also feature heavily in our future school planning. As there was no NAPLAN this year, the school focussed on Internal school assessment measures to determine student progress. This proved to be accurate and a significant proportion of students are meeting stage outcomes.	2020 funding for this area was \$40 000

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)
The review of teaching of literacy and numeracy took place in Term 4. It targeted key areas, such as differentiation, the elements of literacy and numeracy, reflection against stage outcomes and the effectiveness of specific programs in this area. We found the differentiation of curriculum delivery that meets student need has improved greatly. The teaching of the curriculum is appropriate to stage outcomes. We don't follow commercial programs in this area because we are confident that our systems are more appropriate in this context. The explicit teaching of literacy and numeracy will continue to feature in the new school planning cycle.	Collaborative Planning Days were used.

Process 2: Innovation and Collaboration

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

Evaluation	Funds Expended (Resources)
This review took place in Term Four and centred on how we innovate and collaborate; and the effectiveness of this. The review found our participation and development of programs, such as The Green Innovation, Game Changer and Dark Skies were highly valued. Staff collaborate in a myriad of ways with the ultimate goal of improving the learning of our students. Innovation and collaboration will continue to be key features in our next school planning cycle.	Professional Learning funds

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$800.00) 	Teachers are provided with some release from face-to-face teaching in order to focus on implementing targeted support.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$31 071.00) 	These funds were used to assist with the engagement of the Learning Support teacher who worked directly with targeted students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$15 095.00) 	Funding has been used to provide teachers with opportunities to collaborate to plan, develop, implement and evaluate programs.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$7 770.00) 	These funds provide enhanced student access to a wide range of curriculum opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	46	46	44
Girls	37	41	39	37

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	90.2	94.9	95.7
1	88.1	93.1	89.6	92.6
2	86.8	91.4	94	92.9
3	95.2	89.5	95.5	95.1
4	89.3	94.9	92.6	93.4
5	94.4	93.2	94.3	90.5
6	93.1	96.5	94.7	92.7
All Years	91.5	92.5	93.6	93.4
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	93	92.1
4	93.9	93.4	92.9	92
5	93.8	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)	3.47
Literacy and Numeracy Intervention	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, 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	118,769
Revenue	990,358
Appropriation	986,757
Grants and contributions	3,477
Investment income	124
Expenses	-1,041,075
Employee related	-906,380
Operating expenses	-134,695
Surplus / deficit for the year	-50,717
Closing Balance	68,052

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	60,145
Equity Total	39,640
Equity - Aboriginal	0
Equity - Socio-economic	7,770
Equity - Language	800
Equity - Disability	31,070
Base Total	817,157
Base - Per Capita	20,443
Base - Location	12,180
Base - Other	784,534
Other Total	48,438
Grand Total	965,380

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

In 2020 the school participated in the External Validation process. The opinions of parents, students and staff were sought to gather information about school practices. The school received very positive responses regarding the learning culture across the school, the delivery of curriculum, the strong student wellbeing practices, and the dedicated, enthusiastic and caring staff. Continued focus on a broad and dynamic curriculum was emphasised by all stakeholders.

The staff feel supported and challenged at the school. The response was overwhelmingly positive about the school ethos, collaborative practices and opportunities to deepen professional learning.

Every student could nominate a minimum of three staff members who they would feel comfortable to turn to for advice and assistance. Students considered that positive and respectful relationships existed at school. Students value the input they have regarding expectations of behaviour.

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.