

2020 Annual Report

Dundas Public School



4029

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year of significant change for our country, community and school, with life-changing events such as bushfires, floods and the global COVID-19 pandemic. School life also changed significantly in March with children learning from home due to COVID-19 and using online material and resources to continue their education.

Staff responded swiftly to develop material for each class and provided physical materials in the attempt to meet the vast needs of students working in a less social environment. Our collaborative planning and learning culture was exemplified throughout this period as did our strong partnerships with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff.

Whilst the year was disrupted by a number of challenges, we all moved forward and became creative and innovative when needed. We engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students. A highlight was watching the faces of our students who were excited to return to school for face-to-face learning and in reconnecting with peers and teachers alike.

Within this document is evidence of the work undertaken in our school throughout 2020. I applaud my staff, both teaching and administrative, on their constant desire to provide a high standard of education to our students despite the complexities and challenges we were faced with.

Kristy Frame

Principal

Message from the students

2020, Where should we begin? Home learning, coronavirus, bushfires, and floods. We can all agree it was certainly a tough year.

Not being able to go to school and interact with our friends was very difficult, and not being social with other students was different to our usual routine. Home learning was a fun experience and definitely made a huge impact on our learning, but we were able to commit to trying our best in this crisis. We as students were not that comfortable at first but we tried our best to succeed.

All students were excited for a new year to come, but when we heard the news that students were going to be working from home, we were devastated, but we were also thrilled to experience a different learning technique. We were excited to discover how different it was to work at home, it was basically being homeschooled. There were definitely benefits to remote learning, like, learning to be independent, exploring different school societies, and learning to try our best.

Home learning was surely different from being at school with friends, teachers, and classrooms. I guess you would call it a fun experience. Another thing I admired was the teacher's commitment. It would have been very hard for them to form zoom meetings, assign us to work, and adjust to the sudden occurrence. I appreciated the help from our teachers in 2020.

Most of us loved learning from home and we can all agree that learning from home was fun, different, inspiring, and exciting.

Thank you to the parents, teachers, and the P&C for helping our school during this tough time.

Anika & Zoe

School vision

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 360 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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 of Curriculum Advisors was implemented by the school leadership team. Leaders worked with stage teams to implement Visible Learning/Formative Assessment pedagogy with consistent language throughout English and filtering through to other KLAs.	\$20000

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 evaluated whole school assessment practices and data protocols. Stages initiated the implementation of rubrics while assessing writing. School leadership team consulted with various platforms to invest in a whole school consistent assessment tool.	Syllabus documents, collaboration meetings.

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

Evaluation	Funds Expended (Resources)
The updating of technology was continued in classrooms with the installation of Promethean interactive boards. Students were provided with online subscriptions and apps to different platforms to consolidate key concepts taught. Due to unprecedented times, extensive online professional learning was accessed by staff to best support student engagement during home learning. As a result, teachers embedded technology in the delivery of teaching and learning programs.	\$40000

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 whole school scope and sequences through consultation with staff. Development of a scope and sequence overview.	

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

Evaluation	Funds Expended (Resources)
K-2 STEM units were implemented in line with school scope and sequences. Teachers continued to develop integrated units of work. Outdoor learning areas were created to support integrated units.	\$61000

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)
Enrichment programs continued and students engaged in the development of a sustainable environment for living things. NAPLAN and Check In data has been analysed and used to inform teaching and learning.	\$7000

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)
Reward system was reviewed and updated to incorporate tokens. The merit award system was reviewed to reflect the feedback from the community and staff.	\$2000

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

Evaluation	Funds Expended (Resources)
To compliment the positive behaviour system, purchases were made to increase student engagement on the playground. School expectations were communicated to students and the wider community, reflecting on data collected through ESR Momentum.	\$28000

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

Evaluation	Funds Expended (Resources)
Communication via platforms was strengthened due to COVID and home learning. There was an increase in the number of parents and carers connecting with the school. Practical workshops were delivered to parents and carers to build their capacity and knowledge on how to best support their children at home.	\$2000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4350	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	\$157 725	Students from non-English speaking backgrounds form 67% 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.
Low level adjustment for disability	\$135 379	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)	\$69 568	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	\$21 957	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	\$28 962	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

	Enrolments			
Students	2017	2018	2019	2020
Boys	212	213	206	193
Girls	181	195	173	169

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.2	95	93.2
1	93.8	95.2	92	92.3
2	94.4	94.5	91.7	92.8
3	93.9	94.5	92.2	90.7
4	93.8	94.4	92.2	93.3
5	93.5	93.6	92.6	91.9
6	93.9	91.7	93	91.2
All Years	94.1	94.2	92.6	92.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.82
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	1
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, 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	277,870
Revenue	3,337,539
Appropriation	3,188,038
Sale of Goods and Services	2,360
Grants and contributions	145,779
Investment income	862
Other revenue	500
Expenses	-3,425,734
Employee related	-2,946,249
Operating expenses	-479,485
Surplus / deficit for the year	-88,195
Closing Balance	189,674

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	107,163
Equity Total	319,411
Equity - Aboriginal	4,350
Equity - Socio-economic	21,957
Equity - Language	157,725
Equity - Disability	135,379
Base Total	2,562,015
Base - Per Capita	91,151
Base - Location	0
Base - Other	2,470,864
Other Total	157,652
Grand Total	3,146,241

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

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.

