

2021 Annual Report

Dundurrabin Public School



1788

Introduction

The Annual Report for 2021 is provided to the community of Dundurrabin 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 Strategic Improvement 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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6657 8133



K-6 students marching at Finlayson Cup

School vision

We believe that tomorrow belongs to those who prepare for it. Our journey to excellence will provide an environment that is challenging, inclusive and inspirational, that ensures each student shines, now and in the future.

School context

Dundurrabin Public School is an isolated rural small school situated in a beautiful bushland setting 33km north-west of Dorrigo on the Armidale to Grafton Road. The school has a caring and supportive learning environment catering for the needs of all students while focusing on delivering high quality literacy and numeracy programs.

The existing cohort of students is drawn from the Dundurrabin Village, Tyringham, Glenferneigh and Billys Creek with most travelling to and from school by bus. The current enrolment for 2021 is 22 students and the average Family Occupation Education Index (FOEI) for 2019 and 2020 was 134.

The school is classified as TP1, with one full-time permanent Teaching Principal, a permanent part-time teacher for RFF and library, a temporary full-time teacher funded through Disaster Support and a School Administrative Manager working 6 days per fortnight. Through school funding and additional entitlements, including LAST and Small School Supplementation, we currently operate two small classes comprising of a K-2 class and a 3-6 class.

Our school receives funding through the Resource Allocation Model (RAM) for remoteness and isolation/socio-economic background and low level adjustment for disability.

Significant school initiatives include the continuation of our Stephanie Alexander Kitchen Garden program, the integration of STEM across the curriculum and our focus on environmental sustainability.

Our quality learning environment is supported by a variety of creative learning spaces and teaching resources including a substantial library, iPads, and computer technologies.

From our recent situational analysis we have identified that over the next four years, we will further improve student growth and attainment, collaborative practice and feedback, and wellbeing and engagement.



STEM activity using Keva planks

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 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 | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Literacy and Numeracy and to build strong foundations for success, we will enhance the differentiation of curriculum delivery to ensure all students are challenged and all adjustments lead to improved learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Capacity
- Developing Student Agency

Resources allocated to this strategic direction

Professional learning: \$5,150.73

Literacy and numeracy: \$2,762.50

Socio-economic background: \$24,429.06

Low level adjustment for disability: \$29,569.00

Integration funding support: \$42,173.00

Location: \$6,200.00

Beginning teacher support: \$7,423.00

QTSS release: \$720.13

Summary of progress

Building Capacity and Developing Student Agency

These initiatives will be addressed in 2022 and 2023. They were not an area of focus for this year, however, teaching staff have participated in sustained professional learning to build expertise in Close Reading and both Starting Strong (K-2) and Big Ideas(3-6) as part of the NSW Mathematics Strategy. Teaching staff have also continued worked collaboratively with a number of other small schools on sustained professional learning on formative assessment and visible learning. This targeted professional learning has built teacher capacity to engage with evidence-based effective teaching strategies which will then facilitate the delivery of these 2 initiatives in 2022 and 2023. From 2022 will be able to utilise the expertise of our new Assistant Principal Curriculum and Instruction to facilitate these initiatives.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| Reading: At least 1 student will be meeting expected growth in NAPLAN Numeracy: At least 1 student will be meeting expected growth in NAPLAN | To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2021 saw 67% of students achieve at or above expected growth in NAPLAN reading and 37.5% of students achieve at or above expected growth in NAPLAN numeracy. |
| Reading: At least 1 student achieving in the top two bands in NAPLAN Numeracy: At least 2 students achieving in the top two bands in NAPLAN | To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2021 saw the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Reading increased from 34% to 64%. Also, the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Numeracy increased from 22% to 67%. |



Maths learning in the K-2 classroom

Strategic Direction 2: Collaborative practice and feedback

Purpose

In order to sustain quality teaching practice, we will embed explicit systems for collaboration and feedback. When teachers have a clear understanding of how to improve, this will lead to school-wide improvement in teaching practice and student results.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$1,020.42

Location: \$4,363.26

QTSS release: \$1,068.00

Summary of progress

Collaborative Practice and High Impact Professional Learning (HIPL)

Some initiatives will be addressed in **2022 and 2023**. They were not an area of focus for this year. Systems were put in place to facilitate regular collaborative practice between teachers and between teachers and our Instructional Leader. These dedicated sessions offered opportunities to collaboratively engage in professional learning through a variety of approaches, share teaching expertise and knowledge, and analyse data to inform future teaching practice.

Next steps will be to capitalise on the expertise offered in the new Assistant Principal Curriculum and Instruction position, and embed explicit systems for collaboration and feedback to drive student improvement through these initiatives. The HIPL self assessment tool data will also be used to inform and refine future directions and practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| Improvement as measured by the High Impact Professional Learning School self-assessment tool shows that in the Elements of <i>School leadership teams enable professional learning</i> and <i>Collaborative and applied professional learning strengthens teaching practice</i> , we will be at least Delivering | Self assessment against the HIPL School Self-Assessment Tool shows the school currently performing at Delivering in the element of <i>School Leadership teams enable professional learning</i> and Working Towards Delivering in the element of <i>collaborative and applied professional learning strengthens teaching practice</i> . |
| All teachers participate in peer observations, collaboratively reflect against the standards and provide feedback (Australian Professional Teaching Standard 6) | Staffing changes and delays in implementing this initiative limited the opportunities for formal peer observations. However, there many opportunities to reflect on practice informally. |
| Improvement as measured by the School Excellence Framework shows that in the Element of Learning and Development in the Teaching Domain we will be at least Delivering in the Themes of Collaborative practice and feedback, and Professional learning | Self-assessment against the School Excellence Framework shows the school currently performing at <i>delivering</i> in the element of Collaborative practice and feedback , and <i>sustaining and growing</i> in the element of Professional Learning . |



3-6 students participating in Royal Far West's Stormbirds program

Strategic Direction 3: Wellbeing and engagement

Purpose

To support learning, we will embed whole-school practices which will result in measurable improvements in student wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Every Day Counts
- Educating Hearts, Inspiring Minds and Navigating the World More Effectively

Resources allocated to this strategic direction

QTSS release: \$2,136.00

Location: \$7,143.00

Summary of progress

Every Day Counts

Some of these initiatives were not a focus for this year and will be addressed in future years. Whole year data indicates only 30.86% of children attending greater than or equal to 90% of the time. However, from Semester 1 to Semester 2 the figure increased from 23.1% to 39.1%, with 70% of students showing improved attendance. In term 4, 75% of our students were attending greater than or equal to 90% of the time which is significantly higher than both our Network and State data. This improvement was achieved through strategies targeting the whole school community, starting with consistent attendance signage across our network of schools. All teaching staff worked through the strategic design process to inform the best way forward. We implemented whole school, early intervention strategies as well as intensive strategies including attendance plans for those below 80%. Successful strategies included consistent messaging, the use and analysis of surveys of staff and students, regular analysis of data, rewarding not just 95% plus attendance, but improved attendance and regular information in the newsletter celebrating our improved attendance data. The most powerful strategy was including a focus during our 3 way meetings not just on learning goals but on current attendance, barriers and possible solutions. Next steps will be to continue with the successful systems and strategies we have put in place to prioritise high attendance at school.

Student surveys of well being indicate strong expectations of success and advocacy, though responses significantly lower for 'my teachers are interested in the work I do and 3-6 'my teacher talks to me about how I am doing at school'. For sense of belonging, approximately a quarter provided neutral responses and also disagreed for each of the 4 questions. This indicates where to next in improving the wellbeing of our young learners.

Educating Hearts, Inspiring Minds and Navigating the World More Effectively

Whilst these initiatives were not an area of focus for this year, after consulting with experts, we purchased a whole school evidence based Social and Emotional Learning(SEL) program - Second Step. All teaching staff engaged with professional learning provided for this program. Lessons were timetabled and trialed throughout the year. In addition to the SEL program, we also purchased and delivered Second Step's Bullying Prevention program. Initial observations indicate that these programs are having a positive impact on each child's social and emotional learning. Next steps will be to continue timetabling lessons, prioritise professional learning for any new teaching staff and review the impact of these programs on a regular basis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| At least 80% of students will be attending school more than 90% of the time. | The number of students attending greater than or equal to 90% of the time is 30.86%. |
| | |

| | |
|---|--|
| Improvement as measured by the School Excellence Framework shows that in the Element of Wellbeing in the Learning Domain we will be at least Delivering | Self-assessment against the School Excellence Framework shows that the school's on balance judgement for this element is Sustaining and Growing. |
| Baseline data collected in the areas of Belonging, Advocacy and Expectations of Success | School based data indicates that students report a positive sense of wellbeing, including sense of belonging(47.39%), advocacy (71.25%) and expectations of success(91.16%). |

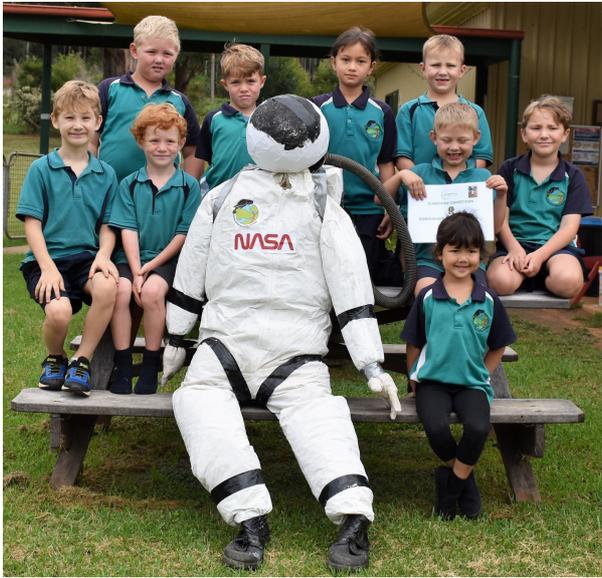


Stormbirds program for K-2 students with Royal Far West

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$42,173.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Dundurrabin Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Capacity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: improved engagement and increased outcomes for targeted students through targeted teaching and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue supporting targeted students, monitoring impact of interventions and increasing teacher capacity to cater for individual learning needs of our learners.</p> |
| <p>Socio-economic background</p> <p>\$25,449.48</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dundurrabin Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Capacity • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support collaborative practice • additional staff to deliver differentiated, evidence based learning in numeracy and literacy in small groups in the classroom alongside the classroom teachers • quality texts and resources to support numeracy initiatives and professional readings to support professional learning <p>The allocation of this funding has resulted in: increased teacher capacity and improved student outcomes in literacy and numeracy through targeted support and quality resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building teacher capacity and delivering targeted literacy and numeracy support.</p> |
| <p>Low level adjustment for disability</p> <p>\$29,569.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Dundurrabin Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Capacity <p>Overview of activities partially or fully funded with this equity loading</p> |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$29,569.00</p> | <p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: improved engagement and increased outcomes for students through differentiated and targeted teaching and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue supporting targeted students, monitoring the impact of interventions and increasing teacher capacity to differentiate and cater for the individual learning needs of our learners.</p> |
| <p>Location</p> <p>\$17,706.26</p> | <p>The location funding allocation is provided to Dundurrabin Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Capacity • Collaborative Practice • Every Day Counts • Educating Hearts, Inspiring Minds and Navigating the World More Effectively <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • release for teachers to engage in collaborative practice at 3/4 weekly intervals • Mid Coast Valley Network promotional material for increased attendance • Resources and teacher professional learning to support the implementation of Second Step social and emotional learning program and bullying prevention program <p>The allocation of this funding has resulted in: increased collaboration between teachers to support teaching and learning, increased student attendance, increased teacher capacity and an increased level of social and emotional learning across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting regular teacher collaboration and ensure upskilling of any new staff in the Second Step programs.</p> |
| <p>Literacy and numeracy</p> <p>\$2,762.50</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dundurrabin Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of casuals to release experts to deliver Close Reading professional learning • quality texts and resources to support numeracy and literacy initiatives and professional readings <p>The allocation of this funding has resulted in: increased teacher capacity to utilise effective Close Reading within their classrooms and high engagement with quality texts to support the teaching and learning of literacy and numeracy.</p> |

| | |
|--|--|
| <p>Literacy and numeracy</p> <p>\$2,762.50</p> | <p>After evaluation, the next steps to support our students with this funding will be: purchase literacy assessment resources and continue to expand our collection of quality texts to support literacy and numeracy.</p> |
| <p>QTSS release</p> <p>\$3,924.13</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dundurrabin Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing Student Agency • High Impact Professional Learning • Every Day Counts • Educating Hearts, Inspiring Minds and Navigating the World More Effectively <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for principal • employment of casual staff to support staff collaboration in the implementation of high-quality professional learning • release for principal to through the Strategic Attendance Design Process <p>The allocation of this funding has resulted in: building the capacity of the school leader to drive school improvement across our three strategic directions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building the capacity of our school leader to facilitate targeted activities within our School Improvement Plan.</p> |
| <p>COVID ILSP</p> <p>\$15,733.30</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups and then monitor progress of student groups • employment of a teacher for part of a day once a week to deliver small group tuition in literacy and numeracy <p>The allocation of this funding has resulted in: contributing towards increased literacy and numeracy progress for targeted learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support across school literacy and numeracy assessment, monitoring and targeted support.</p> |



K-2 winning astronaut scarecrow at Dorrigo and Guy Fawkes Show

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 17 | 21 | 15 | 15 |
| Girls | 7 | 6 | 6 | 7 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.4 | 60.6 | 86.6 | 80.9 |
| 1 | 91.9 | 92.3 | 81.9 | 84.7 |
| 2 | 90.6 | 77 | 91.4 | 83.2 |
| 3 | 84.7 | 89.7 | 89.2 | 82.5 |
| 4 | 97.4 | 91.8 | 88.8 | 84.3 |
| 5 | 92 | 94.9 | 89.5 | 79.2 |
| 6 | 88.8 | 93 | 95.7 | 93.6 |
| All Years | 90.9 | 82.5 | 87.2 | 83.9 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Mathematics in our outdoor classroom

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.85 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.7 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



School captains accepting the Finlayson Cup as the winning school

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 173,864 |
| Revenue | 668,156 |
| Appropriation | 657,973 |
| Sale of Goods and Services | 613 |
| Grants and contributions | 8,730 |
| Investment income | 41 |
| Other revenue | 800 |
| Expenses | -673,820 |
| Employee related | -557,815 |
| Operating expenses | -116,005 |
| Surplus / deficit for the year | -5,664 |
| Closing Balance | 168,200 |

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.



Parents v student end of term sporting event

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 0 |
| Equity Total | 55,018 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 25,449 |
| Equity - Language | 0 |
| Equity - Disability | 29,569 |
| Base Total | 513,518 |
| Base - Per Capita | 5,177 |
| Base - Location | 17,706 |
| Base - Other | 490,635 |
| Other Total | 14,107 |
| Grand Total | 582,643 |

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.



Circus skills workshop

Parent/caregiver, student, teacher satisfaction

This year we sought the opinions of all families and 25% of families responded. The results indicate that 100% of respondents agree that school is a place where their child feels like they belong and they feel accepted for who they are. All respondents agree that our teaching staff provide a strong sense of advocacy for their children and have high expectations for all learners.

We surveyed all students and found that their sense of belonging was 41.65% for K-2 students and 53.1% for 3-6 students. Whilst 80% of K-2 students and 62.5 % of 3-6 students feel a strong sense of advocacy at school, 55.6% of K-2 students and 37.5% of 3-6 students believe that their teachers are interested in what they do. Over 92% of all learners believe that their teacher has high expectations of success and 88.2% acknowledge that they must individually work hard to succeed.

All staff agree that our school provides an high expectation environment with a strong sense of belonging and advocacy for all learners.

During lock down due to COVID-19, our school participated in learning from home using two different online platforms as well as a paper based program for those unable to access the internet. All of the families who responded indicated that they were satisfied with the programs provided by our staff and all staff believe that the school has resources and mechanisms to support families during remote learning. In K-2, 77.8% of students felt connected and 88.9% believed that they improved when learning from home, whilst 62.4% of 3-6 students did not feel connected at all and only 50% felt they made progress.



Our Stephanie Alexander Kitchen Garden program in action

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Young chemists - UNE Discovery Voyager incursion
Dundurrabin Public School 1788 (2021)