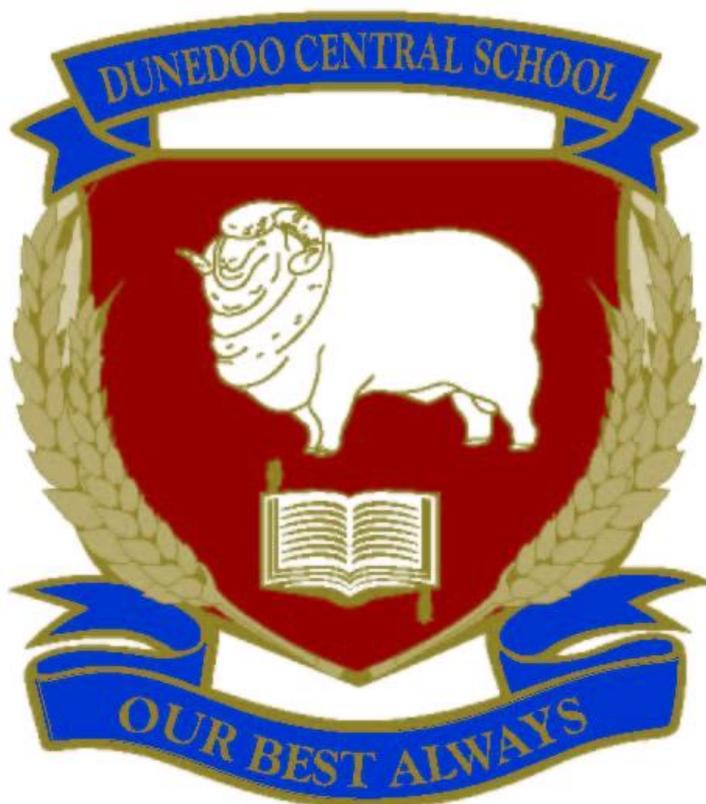


2021 Annual Report

Dunedoo Central School



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Introduction

The Annual Report for 2021 is provided to the community of Dunedoo Central 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.

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Message from the principal

2021 was a year like no other! It was anticipated that 2021 would be uninterrupted and that we could return to some form of normality, however, we were mistaken. Even though COVID-19 played havoc again this year, Dunedoo Central School (DCS) still had many great activities and events throughout the year.

Early in Term 1, Kindergarten completed Best Start assessments. The DCS Swimming Carnival was held, from which 11 students went on to compete at the Dubbo District Swimming Carnival. Again this year, DCS were very successful at this event, winning the Handicap Trophy along with Henry Brougham winning the Junior Boys Champion, Ethan Russell, 11 Year Boys Champion and Oscar Christensen the Senior Boy Champion. A fantastic effort from all students involved. Eight of these students qualified to compete at the Western School Sport Swimming Carnival later in the term. Congratulations to Ethan Russell who qualified for the 50m Freestyle at the PSSA State carnival, held at SOPAC.

In week 9, DCS held the Cross Country Carnival, along with the very first Colour Run, which was a fantastic event. The participation was excellent, with 98% attendance from students K-6 and Year 11 with the greatest attendance rate in Secondary; more importantly, everyone was smiling! From this Carnival, 18 students participated in the Dubbo District Cross Country Carnival. In Week 9 of Term 2, the DCS Athletics Carnival was held, followed by the PSSA Dubbo District Athletics Carnival held in week 5 of Term 3.

A number of students represented DCS across a range of sports during Terms 2 and 3. Oscar Christensen was selected to compete in the Western Region PSSA Rugby League State Carnival in Tamworth. Ethan Russell, Hughie Hogden, Oscar Christensen and Robbie Johnstone-Greaves competed in the Western Region Golf Tournament. From this event, Ethan and Hughie were selected in the Western Team to compete at the PSSA Carnival in Cronulla, however due to COVID, this along with the Western Region Athletics carnival, did not take place.

We had visits from the NRL Dragons and visiting author, past student Felicity Newton. Year 5/6 students participated in a Hockey Gala day as well as Peachy Shield, PSSA Cricket, Netball, Soccer and Touch Football, where they again achieved great success.

Students also completed a range of diagnostic assessments including Check-in Assessments for Reading and Numeracy, along with NAPLAN and the Spelling Bee, where Sophie Kline, Ethan Russell, Henry Brougham and Paul Murray all went on to compete at the next level. In Term 3, Year 1 students completed Phonics screening. K-6, three-way conference meetings were held where students set personal goals and Term 4 saw more follow-up Check-in assessments for Years 3 - 6.

We were fortunate to hold two Whole School Staffing Days in 2021, Embracing Diversity in Term 1 and our very successful Art for Youth in Term 2. Education week was again held virtually with the theme being 'Life long learners'.

K-6 students took part in a number of special event days including the Big Veggie Crunch, Year 1/2 Picnic in the Park, National Walk to School Day, National Sorry Day, Music in a suit-case, Planetarium visit, Healthy Harold, Kindness Day and Day for Daniel

Weeks 6 - 9 of Term 3 saw us face another lock-down, where students again engaged in learning from home. Students are all to be commended for their efforts during this time, engaging with teachers through Zoom meetings, emails and phone calls and completing work packs.

In week 10 of Term 3 we returned to full-time face-to-face school, however, again with regimes around cleaning and the restriction of non-essential visitors to the school. School routines returned to a semi 'COVID' normal, however, with restrictions on most extra-curricular activities.

Thankfully in Term 4, we were able to resume a few of the normal activities ,including our Infants and Primary Excursions. I would like to acknowledge the staff for their commitment in ensuring that students got to enjoy these extra curricula activities including: the Infants excursion to the Drip, Kindergarten and Year 6 Transition programs, the Year 6 Graduation & Big Day Out, K-2 Intensive Swimming and the Primary Excursion to Sportsworld and the Aquatic Centre.

Although 2021 had many challenging moments, there were many highlights throughout the year as well as learning opportunities for students and staff alike. Year 3 Spelling and Numeracy and Year 5 Spelling results placed DCS well above the other schools in the network and schools from similar backgrounds. Year 5 expected growth in Reading and Numeracy were above the set targets for 2021. Again in 2021, students participated in the DCS Public Speaking and Writing Competitions.

Thank you to all of the staff at Dunedoo Central School for their hard work and commitment throughout 2021. We have wonderful teachers and support staff who provide a wide range of experiences for the students in our school, supporting both teaching and learning programs, as well as welfare processes, to ensure Dunedoo Central School is a place where every student is known, valued and cared for.

Thank you also to our hardworking P&C committee, led by Ms Fiona Van Huisstede. I congratulate each member of the P&C committee on their commitment to supporting our school and especially to Ms Sherrie Watton, who does a fantastic job in our canteen.

School vision

Dunedoo Central School provides a positive, personalised learning culture where all students are encouraged to achieve their potential. Students are guided by dedicated staff who use Quality Teaching, innovative technologies and strategically planned whole school well-being processes. Our partnerships with parents and the wider community are encouraged and valued; high expectations are maintained to develop self-motivated, resilient, life-long learners.

School context

Dunedoo Central School is situated in a small, rural community 80 km north of Mudgee. It provides a quality education from Kindergarten to Year 12, with a school population of 171 students, including 22 % Aboriginal and/or Torres Strait Islander. The school boasts a staff of 20 teachers and 16 support staff who offer a rich and varied curriculum. As a Central School, there is a strong emphasis placed on a sense of family and community, regular whole school activities as well as a wide variety of extra curricula and cultural events.

Children at our school are nurtured in a supportive and encouraging atmosphere where every student is provided with opportunities to develop positive relationships, skills and values that underpin the rest of their lives. The staff at DCS are caring and dedicated and are supported by an enthusiastic Parents & Citizens school community group. The school is a member of the Cudgegong Learning Community and we continually strive to live up to our motto 'Our Best Always'.

Through a rigorous External Validation process and Situational Analysis in consultation with the community, the following areas of strength have been identified:

- Reporting to parents - student reports are personalised and comprehensive, providing detailed, clear and specific information about students learning
- School resourcing - is targeted and effective, strategically used to improve student outcomes.
- Curriculum Provision, Teaching & Learning Programs - the school monitors and reviews its curriculum to meet the changing requirements of students; teaching and learning programs are dynamic and adjusted to address individual student needs.
- Lesson Planning - teachers collaborate across faculties and stages to inform the development of evidence-based programs and lessons.
- Wellbeing practices - there is a strategic and planned approach to whole school wellbeing processes that support student wellbeing.

The following areas identified for future focus and informing our School Improvement Plan are:

- Literacy and Numeracy - is explicitly taught, with a particular emphasis placed on reading K-12
- Formative and summative assessment processes create opportunities for students to receive feedback on their learning and student feedback informs further teaching.
- Personalised learning is informed by sound information about students wellbeing and adjusted to address individual learning needs
- Instructional leadership is distributed to sustain a culture of evidence-based teaching and ongoing student improvement.

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	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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

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.

- Research Informed Pedagogy
- Assessment & Data Use

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Socio-economic background: \$70,000.00

Summary of progress

- All teaching staff have engaged in professional learning, led by the Instructional Leader, on Reading Theory including Scarborough's Reading Rope. This included collaborative discussion around reading strategies and how best to support students with reading difficulties.
- Whole staff meetings have focused on CESE What Works Best Professional Learning modules including Explicit Teaching, Assessment and High Expectations. These have led to the implementation of Teaching Sprints across K-10.
- Two teams of five teachers participated in Quality Teaching rounds which included observation, feedback and discussion on professional readings.
- K-6 teachers have continued mapping all students on PLAN2 in Understanding Texts and Quantifying Numbers.
- Reading strategies introduced in the English faculty for Years 7-10 during Terms 2 and 4. This strategy aimed to encourage an inherent appreciation of reading.
- Primary Staff participated in Professional Learning on SOLAR - Science of Language and Reading, collaborating with a Literacy coach to begin working on a Literacy Scope and Sequence. K-6 staff engaged in professional learning unpacking the new K-2 English and Mathematics Syllabii in preparation for implementation in 2022.
- All teachers engaged in Professional Learning working collaboratively on K-10 scope and sequences for all KLA's.
- Whole staff analysis of NAPLAN and Check In Assessment data is used to inform class placements and future learning targets and to identify and implement targeted support.
- Further work on the use of data to inform teaching practice is required.

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
<ul style="list-style-type: none">• A minimum of 23 % of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Numeracy from our base line of 19.7%• A minimum of 12 % of Year 7 and Year 9 students achieve in the top two bands in NAPLAN Numeracy from our base line of 9.4%	<p>9 % of Year 3 and 5 students achieved in the top two bands NAPLAN in Numeracy.</p> <p>25 % of Year 7 students achieved in the top two bands in NAPLAN Numeracy.</p> <p>0 % of Year 9 students achieved in the top two bands in NAPLAN Numeracy.</p> <p>The percentage of students achieving in the top two bands in NAPLAN Numeracy is below the set target for Years 3, 5 and 9.</p>
<ul style="list-style-type: none">• A minimum of 40 % of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading from our	<p>22.73 % of Year 3 and 5 students achieved in the top two bands NAPLAN in Reading. Students currently in Years 4 and 8 have been identified from Check-in assessment data, with students in Year 2 identified through in-</p>

<p>base line of 37.1 %</p> <ul style="list-style-type: none"> • A minimum of 19 % of Year 7 and Year 9 students achieve in the top two bands in NAPLAN Reading from our base line of 16.7 % 	<p>school assessments to address set targets.</p> <p>34 % of Year 7 students achieved in the top two bands in NAPLAN Reading.</p> <p>0 % of Year 9 students achieved in the top two bands in NAPLAN Reading.</p> <p>The percentage of students achieving in the top two bands in NAPLAN Reading is below the set target for Years 3, 5 and 9.</p>
<ul style="list-style-type: none"> • A minimum of 38 % of Year 5 students achieve expected growth in NAPLAN Numeracy from our base line of 32.8 % • A minimum of 65 % of Year 7 and Year 9 students achieve expected growth in NAPLAN Numeracy from our base line of 63.6 % 	<p>45.45 % of Year 5 students achieved expected growth in NAPLAN Numeracy.</p> <p>54 % of Year 7 students achieved expected growth in NAPLAN Numeracy. Year 7 students have been identified for meeting 2023 targets.</p> <p>77.78 % of Year 9 students achieved expected growth in NAPLAN Numeracy.</p> <p>The percentage of students achieving expected growth was higher than the set target for both Years 5 and 9.</p>
<ul style="list-style-type: none"> • A minimum of 49 % of Year 5 students achieve expected growth in NAPLAN Reading from our base line of 45.9 % • A minimum of 59 % of Year 7 and Year 9 students achieve expected growth in NAPLAN Reading from our base line of 56.7 % 	<p>45.45 % of Year 5 students achieved expected growth in NAPLAN Reading.</p> <p>46 % of Year 7 students achieved expected growth in NAPLAN Reading.</p> <p>66.67 % of Year 9 students achieved expected growth in NAPLAN Reading.</p> <p>While the Year 5 data is slightly below target, a significant number of students achieved expected growth; the percentage of Year 9 students exceeded the expected growth target of 59 %.</p>
<ul style="list-style-type: none"> • All students K-2 have demonstrated progression in Understanding Texts and Quantifying Number on PLAN2 from their baseline. 	<p>PLAN2 data for K-2 students is continuing to be updated to reflect growth.</p> <p>Two teachers engaged in Science of Language and Reading PL through LaTrobe University and working with a mentor to develop a Literacy scope and sequence K-2.</p>
<p>30 % of K-12 teachers are embedding reading strategies into classroom practice.</p>	<p>86.7% of K-12 teachers are embedding reading strategies into classroom practice, however, strategies used by teachers range from being used 60% every day, 27% 2-4 times a week and 13% once per week. 100% simplified terms or words; 93% defined key terms and concepts; least common strategies included home readers and audio files (13%).</p>
<ul style="list-style-type: none"> • All teaching staff have completed CESE Professional Learning in Explicit Teaching and High Expectations. 	<p>86 % of teaching staff have completed the CESE PL in Explicit Teaching</p> <p>82 % of teaching staff have completed the CESE PL in High Expectations.</p>
<ul style="list-style-type: none"> • All teaching staff have completed CESE Professional Learning in Assessment 	<p>73 % of teaching staff have completed the CESE PL in Assessment.</p>

Strategic Direction 2: Learning Culture and Engagement

Purpose

The school culture is strongly focused on learning and building educational aspirations in order for students to reach their potential while supporting individual needs and interests.

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.

- Student Engagement
- Personalised Learning
- Attainment of the HSC for Aboriginal Students

Resources allocated to this strategic direction

Socio-economic background: \$6,500.00

Aboriginal background: \$500.00

Summary of progress

- Staff are working towards a more integrated approach through the development of K-10 Scope and Sequences across all KLAs.
- An increased involvement of specialist secondary teachers across Primary and Secondary improves understanding of syllabii.
- Utilising staff expertise teaching across K-10.
- Visiting professionals, sportspeople, targeted community members and ex-students to inspire by young leaders by sharing their experiences.
- Successfully monitoring and analysing data to identify attendance patterns and encourage improvement.
- The process of developing plans for all students has commenced with 3-way conferencing in K-6 and between YA, LaST and students in secondary. We need to continue the process to further embed in our school systems. Regularly reviewing and modifying the plans should encourage aspirational expectations.
- Informal structures in place to support identified students. More formal guidelines are needed to provide opportunities to meet regularly with a nominated mentor. Inclusion on Personalised Learning Plans would help facilitate this process.
- All students undertaking their HSC were able to successfully achieve this qualification. All first nations students, with significant encouragement, were able to attain either an apprenticeship or early entry into university.

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
Increase the percentage of students attending school for 90% of the time from our baseline for : <ul style="list-style-type: none">• Primary to 77%• Secondary to 63%	For Semester 1, 67% of Primary students attended school for 90% of the time. By Week 3 Term 4 70% of Primary students had attended 90% of the time. For Semester 1, 57% of Secondary students attended school for 90% of the time. By Week 3 Term 4 62% of secondary students have attended 90% of the time.
All students in the following year groups will have a DCS Personalised Plan for learning and wellbeing: <ul style="list-style-type: none">• Year 3, 7 & 10• ATSI, OoHC, IFS, NCCD	All Year 3, 7 and 10, ATSI, OoHC, IFS and NCCD students have a PLP
Tell Them From Me data will indicate improved positive wellbeing from our	<ul style="list-style-type: none">• Primary TTFM Wellbeing aggregate was 65 %• Secondary TTFM Wellbeing aggregate 69.74 %

baseline data:

- Primary to 86%
- Secondary to 55%

Increase the proportion of Aboriginal students attaining the HSC above the baseline of 39.7%, while maintaining their cultural identity (Mudgee Network target)

100% of Aboriginal students have completed course requirements to attain the HSC.

Strategic Direction 3: Innovative leaders for the future

Purpose

An emphasis is placed on modelling instructional leadership, building sustained and measurable whole school improvement and facilitating creative thinkers and lifelong learners.

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 staff capacity
- Building student capacity

Resources allocated to this strategic direction

Socio-economic background: \$3,000.00

Professional learning: \$2,000.00

Summary of progress

Two distinct areas of focus became difficult for the committee of 6 staff to integrate as they don't naturally co-exist. Whole school systems exist and the team have decided to form two sub committees so that continual growth in activities can be a working smarter option. For leadership we have successfully surveyed staff and students, but time barriers made sharing this data and determining next steps problematic. Our scheduled time frame needed to be expanded. Base line data for our target areas were started but still need refining for a 2022 start for measuring growth.

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
10 % increase of students participating in leadership activities from our baseline. 10% increase of leadership activities for students from our baseline.	Current leadership activities have continued this year but limited due to COVID restrictions. Student surveys completed in Term 4 week 7 (Years 3-11) to look at baseline data to show growth. Results reflect 35% of students surveyed have been or are involved in leadership activities. Therefore, the 2021 baseline is 35%. Our target is to get 45% of students stating that they are involved in leadership. Current student leadership activities have been identified. Student survey results suggest that there are many more leadership opportunities that could be created including coaching clinics, special interest clubs, peer reading, etc. In 2022, the committee is to organise the scheduling and processes for these additional activities, as well as support interested student leaders to run sessions. The committee suggests initial short time frame activities to foster success, such as 3 weeks. Action for next year : Staff to work with SRC/Roll Call lessons to develop and identify additional leadership opportunities.
5% increase of staff demonstrating aspirations for leadership through Professional Development Plans from our baseline. 5% increase of staff participating in leadership activities from our baseline.	PDP process has occurred, survey for staff to complete before the end of the year. Baseline data is not yet established. Planned action for 2022 is to create a baseline list and work with Staff to develop and identify leadership opportunities.

10% increase in innovative technology and problem solving opportunities for students K-12 from our baseline.

10% increase in K-8 student progression in ICT capabilities and digital technology skills.

Staff need to determine the baseline around what is 'innovative technology' and what problem solving opportunities exist.

A tracking spreadsheet for ICT skills K-8 has been drafted and is in progress.

K-8 data to be tracked by the end of Term 1 2022 for our baseline data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dunedoo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff/SLSOs to provide additional support for students who have additional/high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all identified students having access to learning within the mainstream classroom alongside their peers, as well as one-to-one support where required * enabling students to participate in school and extra curricular activities * targeted support for students in programs including speech, MiniLit, MacLit and Numeracy * support for identified students with transition from school to work <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * review of PLPs to best target funds in 2022 * align strategic support for targeted students in early intervention programs * employ up to 4.0 (FTE) SLSOs to support individual students
<p>Socio-economic background</p> <p>\$79,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dunedoo Central 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"> • Research Informed Pedagogy • Personalised Learning • Student Engagement • Building staff capacity • Building student capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • release AP 0.6 to provide instructional leadership in Literacy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * staff having a deeper understanding of evidenced based practices for teaching reading * the Instructional Facilitator supporting staff K-12 in the implementation of reading strategies * staff engaged in instructional rounds <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * staff will undergo further PL to embed reading strategies across KLAs K-12 * the Instructional Facilitator will be replaced in 2022 by the AP Curriculum and Instruction to continue the implementation of literacy and numeracy strategies
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$58,899.00</p>	<p>needs of Aboriginal students at Dunedoo Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Attainment of the HSC for Aboriginal Students • Other funded activities <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 deliver personalised support for Aboriginal students • employment of additional staff to support early intervention/literacy and numeracy programs • provision of uniform, school supplies, assistance with educational excursions for Aboriginal students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Aboriginal students students achieving at or above expected growth in reading and numeracy * Yr 12 Aboriginal student attaining the HSC and admission to university * Stage 5 and 6 students supported to achieve HSC minimum standards <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employ 1.0 (FTE) SLSO/s to support Aboriginal students * further support for students in stages 4 and 5 to achieve HSC Minimum Standards * support students to access Homework Centre * support students in School-to-work and transition programs * early intervention speech/literacy and numeracy programs for targeted students
<p>Low level adjustment for disability</p> <p>\$136,090.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dunedoo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Learning and Support Teachers support all students both individually and in mainstream classes * all students on Integration Funding Support participated in Individual Support planning meetings with parents/caregivers * School Learning Support Officer's (SLSO) employed to support students in mainstream classrooms <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continued monitoring and evaluation of Individual Learning Plans * employ (2.0 FTE) SLSOs to give targeted support to students

<p>Low level adjustment for disability</p> <p>\$136,090.00</p>	<p>* SLSOs complete Professional Learning to upskill them in delivering intervention programs</p>
<p>Location</p> <p>\$52,903.00</p>	<p>The location funding allocation is provided to Dunedoo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * access to excursions/extra curricular activities by reducing costs for students * increased access to technology through the purchase of Chromebooks/lpads for use K -12 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * monitor the cost of excursions to enable equitable access for all students * maintain and purchase more technology for student use * maintain facilities in the school eg. soft fall for playground
<p>Professional learning</p> <p>\$43,650.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dunedoo Central 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"> • Research Informed Pedagogy • Assessment & Data Use • Building staff capacity • Building student capacity • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engage in CESE Professional Learning in staff meetings. • Staff participate in 'teaching sprints' focussing on High Expectations and Explicit teaching • Staff engage in professional learning on 'Reading strategies' <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Teachers K-12 focus on High Expectations and Explicit Teaching * Teachers have a more thorough understanding of Formative and Summative assessment <p>(Due to COVID and lack of availability of Casual Teachers, further implementation and observation of best practice was limited)</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * further Professional Learning on CESE 'What works best' * implementation of Instructional Rounds, focussing on CESE What Works Best elements * staff engaged in Professional Learning aligned to their individual Performance Development Plan and the School Improvement Plan
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at Dunedoo Central School with administrative duties and reduce the</p>

<p>\$13,605.00</p>	<p>administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • SAO consults with WHS consultant and school team to update school processes and practices <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the school being compliant with Work Health and Safety requirements <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employ SAO (0.2) to monitor and further refine processes
<p>Literacy and numeracy</p> <p>\$2,141.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dunedoo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *access to online programs for students K-6 including Reading Eggs and Mathletics * purchase of resources to supplement Literacy and Numeracy programs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * maintain access to resources to engage students in literacy and numeracy development
<p>QTSS release</p> <p>\$14,912.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dunedoo Central 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Assistant Principal's support classroom teachers in improving teaching and learning programs and practice * Assistant Principal's lead the implementation of a Strategic Direction * Assistant Principal's support the implementation of instructional rounds <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$14,912.00</p>	<p>funding will be:</p> <ul style="list-style-type: none"> * Executive staff continue to support quality teaching in classrooms * Revise Strategic Direction implementation and future initiatives
<p>Literacy and numeracy intervention</p> <p>\$23,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dunedoo Central School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * targeted support for students in literacy and numeracy development K - 8 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employ SLSO (0.5 FTE) to support delivery of literacy programs in the classroom * monitor/evaluate student progress through the analysis of internal and external data sources
<p>COVID ILSP</p> <p>\$120,000.00</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"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and monitor their progress • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students receiving targeted support in Stage 4 and 5 MacLit * students in Stage 6 supported to complete course work and assessments * students in Stages 1 - 3 receive targeted support in Literacy and Numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to review and re-target funds towards new and emerging students need in the context of the COVID impacts of 2022 * to employ staff to support targeted students K-12 (SLSO (0.4FTE) early intervention programs; Teacher (0.4 FTE) for small group tuition)
<p>Per capita</p> <p>\$40,725.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dunedoo Central 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"> • Other funded activities

Per capita
\$40,725.00

Overview of activities partially or fully funded with this operational funding include:

- Employ additional SLSOs to support student achievement
- Improve school facilities

The allocation of this funding has resulted in:

- * targeted support in classrooms, including students undertaking TVET courses
- * improved facilities and or equipment

After evaluation, the next steps to support our students with this funding will be:

- * further support and liaising with students and TAFE teacher/delivery
- * planning for upgrade of facilities including secondary toilets and soft fall in primary playground

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	86	82	87	70
Girls	85	75	79	88

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	95	94.5	93.6
1	94.4	91.7	94.6	91.7
2	92.1	91.2	96.2	92.9
3	92.6	91.9	92.1	89.8
4	94.5	92.5	92.7	89.4
5	93.3	93.2	94.3	91.5
6	93.4	88	93.9	94.1
7	92.6	91.2	92.9	89.8
8	92.6	89.3	90.9	84.5
9	86.2	90.9	90.5	81.6
10	86.4	89	90.2	86.2
11	90	79.9	92.1	85.1
12	91.7	86	85.1	74.8
All Years	91.7	90.1	92.3	88
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	8	57
TAFE entry	0	0	0
University Entry	0	0	43
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

70.00% of Year 12 students at Dunedoo Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Dunedoo Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	10.57
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.89
Other Positions	0.2

*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.

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	447,172
Revenue	3,856,548
Appropriation	3,699,053
Sale of Goods and Services	4,494
Grants and contributions	142,697
Investment income	304
Other revenue	10,000
Expenses	-3,908,589
Employee related	-3,555,781
Operating expenses	-352,807
Surplus / deficit for the year	-52,041
Closing Balance	395,132

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.

	2021 SBAR Adjustments (\$)
Targeted Total	155,239
Equity Total	394,637
Equity - Aboriginal	58,399
Equity - Socio-economic	197,569
Equity - Language	0
Equity - Disability	138,668
Base Total	2,781,734
Base - Per Capita	40,725
Base - Location	52,903
Base - Other	2,688,107
Other Total	234,979
Grand Total	3,566,589

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

in 2021, Teaching staff completed the 'Focus on Learning' Tell Them From Me Survey. Staff scored 7.5 (NSW Norm 7.1) for the Leadership domain, indicating that leadership had helped staff improve learning opportunities for students, along with supporting staff during stressful times. Staff identified that collaboration with other teachers supported student engagement. Learning culture in classes included discussing learning goals and monitoring the progress of individual students. Teachers identified feedback as an integral part of assessment and an opportunity to support student improvement. Dunedoo CS is an 'inclusive' school where staff understand the learning needs of students, have clear expectations for classroom behavior and include all students in learning activities. Staff have regular contact with parents, particularly to solve problems interfering with student progress. 87 % of staff stated that morale among staff at the school is good (with 13% neither agreeing or disagreeing); 84 % of staff believe that school leaders are leading improvement and change; 92 % of staff indicated that school leaders clearly communicate their strategic vision and values for the school; 84 % of staff believe that DCS is a welcoming and culturally safe place for all students. Staff also completed the 'People Matter' survey, with customer service, inclusion and diversity, and senior managers being the highest scoring positive key topics.

Primary and Secondary students also completed the Tell Them From Me survey. Secondary students (65 completed the survey), particularly in Years 7, 11 and 12 felt accepted and valued by their peers and by others at the school. 88 % of the secondary student cohort indicated that they had positive behavior at school. The school mean 6.7 (NSW 6.4) indicated that students felt that classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn. Students in Years 8 and 9 were more likely to identify incidents of bullying, however students (0.4 above NSW Norm) also indicate that they have someone at school who constantly provides encouragement and can be turned to for advice.. Students understand there are clear rules and expectations for classroom behavior (0.5 above NSW Norm); School staff emphasise academic skills and hold high expectations for all students to succeed (0.3 above NSW Norm).

In the Primary school, 25 Stage 3 students completed the survey. Students in Year 6 felt more accepted and valued by their peers; only 50 % of the year 5 cohort indicated that they had positive behavior at school, as opposed to 83% in Year 6. 70 % of the stage 3 students felt proud of the school. 83 % of the cohort (4% above NSW Norm) set challenging goals for themselves in their school work and aim to do their best.

Dunedoo CS has strong partnerships with the parent body through an active Parents and Citizens Association. This is a vehicle for parents to be involved in decision making processes within the school along with supporting major projects such as purchase of playground equipment and facilities. Parents also have the opportunity annually to participate in the Tell Them From Me survey.

In addition, the school publishes a weekly newsletter along with regular updates via the school Facebook Page and 'Skool Loop' App. As a result, the school regularly receives positive comment and feedback from the wider community.

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.