

# 2021 Annual Report

## Dungay Public School



1791

# Introduction

The Annual Report for 2021 is provided to the community of Dungay 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

---

Dungay Public School

305 Tomewin Rd

Dungay, 2484

<https://dungay-p.schools.nsw.gov.au>

[dungay-p.school@det.nsw.edu.au](mailto:dungay-p.school@det.nsw.edu.au)

6672 2174

## School vision

At Dungay PS, our community values the whole child and is committed to improving the education of all students. Our vision is to be partners in learning and collaboratively empower all students to become resilient, confident, self-directed and successful learners at school and in the wider community.

## School context

**Dungay Public School's** motto is 'Seek, See and Achieve' and situated 5kms north of Murwillumbah. The school culture is that of inclusion and belonging, with students, staff, parents and the community working together to allow students to reach their full potential. The staff at **Dungay Public School** are experienced, passionate and committed to providing quality educational opportunities that meet student needs and develop the talents of each individual child in a safe and nurturing environment. Extra-curricular opportunities in Sport, outdoor Science, and Creative and Performing Arts, enable our students to excel through diverse experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

Our school has identified two areas of focus for this Strategic Improvement Plan - 'Student Growth and Attainment & Learning that Lasts'. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student growth and attainment in reading and numeracy we will refine whole school analysis and use of data to inform explicit teaching.

### 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.

- Data driven practices
- Explicit Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$23,263.94

**Professional learning:** \$9,155.57

**Literacy and numeracy:** \$4,548.00

**Low level adjustment for disability:** \$23,975.76

**English language proficiency:** \$2,400.00

**Location:** \$1,557.48

**Aboriginal background:** \$6,877.19

**QTSS release:** \$3,923.93

### Summary of progress

Our 2021 focus was to uplift student achievement in the top 2 bands of numeracy and reading and those meeting and exceeding expected growth. Staff based their practices on structuring lessons from school wide assessment activities including Essential Assessment, Renaissance, NAPLAN, check- in assessments, and mapping PLAN2 Data. A school wide assessment schedule was developed and implemented K-6 in 2021.

Teaching staff were involved in Maths Action Research Project (MARP) with a focus on the explicit numeracy strategy 'Number Talks'. Teachers looked at an explicit teaching strategy to implement in the numeracy lesson to help students to grow and strengthen their mental arithmetic. Student cohorts were also levelled, and numeracy classes structured to meet the needs of individual students.

Additional technology was purchased in order to have the correct resources in place to drive the online reading and numeracy program. Teachers collaborated to analyse NAPLAN / Check-in item analysis data and focused on the Strategic Direction areas of Year 3 & 5 Reading and Numeracy data which allowed teachers to have an in-depth understanding of what areas are needed to be taught and focused on for student growth and improvement. Student learning outcomes have been tracked through the collection and analysis of assessment data.

Another focus was improving the uplift of students within the expected end of year progression for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy. Due to changes in leadership and staff, the implementation of the progressions using PLAN2 across all year levels has been inconsistent. This initiative will be rolled over into 2022 where teachers will become more familiar with PLAN2, implement it more thoroughly and use it more consistently to improve practice and student growth.

Whilst improvement has been evident across the board and we have shown to be on track to achieving our annual progress measures, due to a number of changes in staffing and leadership, the data collection has been inconsistent and will require further refining.

### 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
Uplift of 4.3% of students achieving in the <b>top 2 bands</b> of numeracy to be at or above the school's lower bound	• NAPLAN scores indicate an increase of 2.4% of students in the top two skill bands for numeracy. This is tracking towards the system generated lower bound target.

system negotiated target.	
Uplift of 2.5% of students achieving in the <b>top 2 bands</b> of reading to be at or above the school's lower bound system negotiated target.	<ul style="list-style-type: none"> <li>• NAPLAN scores indicate an increase of 18.6% of students in the top two skill bands for reading. This has exceeded the system generated lower bound target.</li> </ul>
55% of Kindergarten students will achieve within the expected end of year progression for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy.	<ul style="list-style-type: none"> <li>• 64% of Kindergarten students achieved 100% of expected end of year progressions indicators for Understanding Texts in Literacy</li> <li>• 86% of Kindergarten students achieved 83% of expected end of year progressions indicators for Quantifying Numbers in Numeracy</li> <li>• 100% of Kindergarten students achieved 80% of expected end of year progressions indicators for Additive Strategies in Numeracy</li> </ul>
Uplift of 6% of students from our baseline data achieving or succeeding expected growth in Numeracy.	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving or succeeding expected growth in NAPLAN Numeracy is 75%, a 20% increase from 2019 which had 55% of students achieving or succeeding expected growth in Numeracy.</li> </ul>

## Strategic Direction 2: Learning that lasts

### Purpose

To maximise student engagement, staff will develop high quality, project-based programs that promote deeper learning. Curriculum materials and lesson plans ensure that students are consistently engaged in learning that requires critical thinking, problem-solving, collaboration, and self-directed 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.

- Project-Based literacy
- Deeper Learning competencies

### Resources allocated to this strategic direction

**Socio-economic background:** \$21,746.80

**QTSS release:** \$11,212.00

**Low level adjustment for disability:** \$7,400.00

**Literacy and numeracy:** \$3,621.30

### Summary of progress

Our 2021 focus was to have an uplift of student attendance above 90% as well as to align ourselves on the SEF as 'Sustaining and Growing' in both Curriculum and Learning Culture. Due to the impact of Covid 19, the attendance data showed a decline rather than the anticipated increase. 2021 however has not been a true reflection on normal attendance circumstances. Consequently, we will look to continue working towards this goal further in 2022 and onwards once the impacts of Covid 19 have lessened.

In terms of the SEF elements of Curriculum and Learning Culture, we have shown to be on track to achieving our annual progress measures of 'Sustaining and Growing' in these areas. Dungay staff members participated in several professional development sessions and improved their professional growth which contributed to this success. Teachers collaborated with an EL Instructional Leader to create school-wide curriculum design processes and literacy scope and sequences for high quality project-based learning. Professional Learning Sessions were also undertaken on lesson planning for deeper learning and then teachers designed and implemented this high-quality deeper learning in their classrooms.

Teachers participated in coaching sessions regarding their curriculum design, co-created curriculum documents and received and applied feedback to build a higher level of quality into a unit of work and to determine the next steps in the design process. All of these practices resulted in improved curriculum units of work and where to next steps for teacher improvement.

In Term 4 2021, the school team aimed to analyse their professional growth and self-critique units of work that had been taught in Term 4, however with leadership and staffing changes, they were unable to fulfil this component. They aim to further collaborate with the EL Instructional Leader to review PL implementation and do a self-assessment on where we are currently at and next steps in 2022.

### 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
Uplift of 3% of students attending 90% of the time or more.	• The number of students attending greater than 90% of the time or more has decreased by 10.7%
School self-assessment using the School Excellence Framework (SEF) in Curriculum demonstrates 'Growing'.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.
School self-assessment using the	• Self-assessment against the School Excellence Framework shows the

School Excellence Framework demonstrates learning culture as 'Sustaining & Growing' by 2021.

school currently performing at sustaining and growing in the element of Learning Culture.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$138,610.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dungay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of four School Learning Support Officers to support students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$45,010.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Project-Based literacy</li> <li>• Data driven practices</li> <li>• Explicit Teaching</li> <li>• Deeper Learning competencies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through 'Spelling Mastery' program to support student learning</li> <li>• professional development of staff through new online reading program 'Renaissance' to support student learning</li> <li>• professional development of staff with Lucas Gear 'Evidence Implementation Lead, Rural North Strategic Delivery, Learning Improvement.</li> <li>• employment of visual literacy teacher to support students with additional learning needs</li> <li>• Creation of "Curriculum Planning Task Cards" that detail each of the steps in a consistent, school-wide curriculum design process.</li> <li>• employment of EL Instructional Leader to support teachers with curriculum coaching to support students with additional learning needs</li> <li>• High Impact Professional Learning prior to the creation of unit plans for term 3 to support student learning</li> <li>• Professional Learning Sessions with EL Leader on lesson planning for deeper learning to support student learning.</li> <li>• purchase of technology</li> <li>• professional development of staff by observing explicit teaching and effective classroom reading practices in other schools</li> <li>• numeracy and reading data analysis to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Socio-economic background</p> <p>\$45,010.74</p>	<p>student improvement evidenced by the evaluation of previous and current data. Student engagement in reading at school and at home has increased. Students are reading books tailored to their reading age and ability. Teaching programs reflect the use of online numeracy and literacy programs and students learning is targeted. Students growth is evaluated using assessment data and leveling of targeted numeracy classes have been structured to meet the needs of individual students. Teachers have identified reading progression areas of focus for future learning and student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of the Renaissance Reading and Spelling Mastery programs. Online Numeracy programs to target student learning will be used in 2022 and data will be analysed for student growth. In 2022 additional iPads will be purchased to provide a whole class resource. Identified reading progression areas of focus for future learning and student growth will be targeted and student data will be plotted in 5 week intervals with PLAN 2. High quality unit plans will continue to be refined and school wide assessment schedule to be consistently implemented.</p>
<p>Aboriginal background</p> <p>\$6,877.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungay Public 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student improvement identified in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support students through reading and numeracy data analysis and targeted learning to ensure further improvements.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dungay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchase technology</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students having access to high-quality technology resources to support whole class online learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure the staff and students are skilled in the use of this technology to subsequently use this to track and analyse data to show student growth in literacy and numeracy.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$31,375.76</p>	<p>students at Dungay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Project-Based literacy</li> <li>• Deeper Learning competencies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students with additional needs being well supported in their classrooms. Teachers designed and implemented high quality deeper learning criteria and lesson model plans. They analysed professional growth and self-critiqued units of work that have been taught. Teachers also identified demonstrated 'strength and need' trends within their units of work in order to make meaningful adjustments to future curriculum plans and created a clear direction on where to next to support students with additional needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support students with special needs in the classroom by identifying individual student needs and catering for them accordingly. This could be with additional support staff, differentiated programs, professional learning in the area of data analysis and appropriate adjustments to learning programs.</p>
<p>Location</p> <p>\$1,557.48</p>	<p>The location funding allocation is provided to Dungay Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to guide projects</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teaching staff being involved in Maths Action Research Project (MARP) with a focus on the explicit numeracy strategy 'Number Talks'. Teachers looked at this explicit teaching strategy to implement in numeracy lessons to help students to grow and strengthen their mental arithmetic. All students were exposed to number talks to help guide explicit teaching of numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All numeracy lessons will continue to have a designated number talk teaching session to help explicitly teach mental algorithms.</p>
<p>Literacy and numeracy</p> <p>\$8,169.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dungay Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$8,169.30</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Explicit Teaching</li> <li>• Deeper Learning competencies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in the analysis of NAPLAN/Check In data to identify trends over the last 4 years.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> reading and numeracy trends being identified in reading and numeracy. The focus areas of comprehension, spelling and measurement were identified. Enriched literacy units were developed aimed at explicitly focusing on comprehension outcomes and spelling mastery was introduced. Organisation of resources to improve access to measurement equipment for lessons was also undertaken.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to enrich comprehension strategies, consistently teach differentiated spelling mastery program and to work together on providing consistency in numeracy sessions, particularly measurement.</p>
<p>QTSS release</p> <p>\$15,135.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dungay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Project-Based literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• employment of SLSO to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students learning in-depth skills and knowledge in the area of visual literacy and producing work of high quality. Students were also well supported in classrooms to help improve their reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to support students in the classroom to build skills and knowledge and produce high-quality work.</p>
<p>COVID ILSP</p> <p>\$52,116.56</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teacher to provide intensive literacy and numeracy support to targeted individual and small groups across all stages.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students being supported with learning support to achieve learning</p>

<p>COVID ILSP</p> <p>\$52,116.56</p>	<p>outcomes. Data was collected at the beginning and end of each term to reassess progress and evaluate the further need for support. Data showed growth in students who received this intensive literacy and numeracy tuition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to collect student data in literacy and numeracy and support targeted students with intensive literacy and numeracy sessions to improve learning outcomes.</p>
--------------------------------------	---

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	38	45	43	47
Girls	35	43	39	38

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	93.8	91.2	88.2
1	89.2	93.9	93	93.7
2	93.7	93.7	93.7	92.1
3	87.9	93.6	95.9	91.7
4	92.8	93.6	93	91.2
5	93.7	94.7	91.1	90.3
6	92.7	94.7	93.9	91.7
All Years	92.9	94.1	93.2	90.9
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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.57
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	70,893
<b>Revenue</b>	1,220,602
Appropriation	1,200,048
Sale of Goods and Services	4,450
Grants and contributions	15,661
Investment income	43
Other revenue	400
<b>Expenses</b>	-1,287,950
Employee related	-1,122,453
Operating expenses	-165,497
<b>Surplus / deficit for the year</b>	-67,348
<b>Closing Balance</b>	3,545

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	138,610
<b>Equity Total</b>	85,664
Equity - Aboriginal	6,877
Equity - Socio-economic	45,011
Equity - Language	2,400
Equity - Disability	31,376
<b>Base Total</b>	820,299
Base - Per Capita	20,214
Base - Location	1,557
Base - Other	798,528
<b>Other Total</b>	38,839
<b>Grand Total</b>	1,083,412

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about their school.

As part of the "Tell Them From Me" data collection provided through The Learning Bar, parents, students and teachers completed a survey to give their perspective of different aspects of Dungay Public School. They gave a score of 0 (low) to 10 (high), for statements and an average score was calculated. The parent responses are presented below.

- Parents can easily speak with their child's teacher (8.1)
- The school administration staff are helpful when there are questions and problems (8.6)
- Parents are informed of their child's behaviour at school, whether positive or negative (7.5)
- Children are encouraged to do his or her best work (7.5)
- Children are clear about the rules for school behaviour (7.8)
- Children feels safe at school and going to and from school (8.1)

The students in Year 4,5 and 6 completed a survey on student outcomes and school climate and their responses are as follows:

- Students felt important concepts were taught well, class time was used efficiently and homework and evaluations supported class objectives (8.8).
- Students felt teachers were responsive to their needs and encouraged independence with a demographic approach. (8.9)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (8.7)
- 92% of students felt accepted and valued by peers and by others at school
- 100% of students had friends at school who they can trust and who encourages them to make positive choices.
- 100% of students believe that schooling is useful in everyday life and will have a strong bearing on their future.
- 92% of students try hard to succeed in their learning.
- 100% of students know where to seek help if bullied.

The teachers gave a score of (0) low to 10 (high), for statements and an average score was calculated. Their responses are presented below.

- I make an effort to include students with special learning needs in class activities. 8.9
- I work with parents to help solve problems interfering with their child's progress. 8.9
- I monitor the progress of individual students. 8.6
- I use two or more teaching strategies in most class periods. 8.2
- I work with other teachers in developing cross-curricular or common learning opportunities.7.9
- I establish clear expectations for classroom behaviour and set high expectations for student learning. 8.2

# 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.