

2021 Annual Report

Dungowan Public School



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Introduction

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

Dungowan Public School

137 Olgunbil Road

Dungowan, 2340

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

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

6769 4259

School vision

At Dungowan Primary School we believe that every student should be challenged to learn and continually improve in a respectful and inclusive environment of high expectations. Our vision is to be partners in learning, collaboratively empowering all students to become confident, resilient, self-directed and successful learners

School context

Dungowan Public School is a small rural school situated 25 minutes south east of Tamworth.

We have the benefit of being located close to a large community which promotes opportunities for physical resources and human resources to support the education of our students.

There is currently 25 students enrolled. Our school numbers have been steadily increasing over the past years. We plan to provide before and after school-care when circumstances allow. Our school remains strong and positive with high expectations and a supportive community.

Dungowan Public School is committed to supporting a culture of sharing of learning with other small schools in our Tamworth Small Schools cluster. Our students participate in sport, arts and across curriculum areas on a regular basis to provide additional academic and social opportunities.

In 2020 we entered into the Winanga-li learning Alliance to provide our school with greater academic, social and emotional opportunities that have emerged from planning, sharing, learning and playing collaboratively within our alliance network of Somerton, Attunga, Woolomin, Currabubula and Duri Schools. We are working together to provide stimulating, connected learning environments across all schools that promote supportive relationships between communities. Through our alliance, we have achieved progress toward our goal of developing transparent and comparable assessment and reporting of Literacy and Numeracy progress through the development of Winanga-li Learning Alliance shared scope and sequences and shared unit writing.

Wherever possible the school leaders and staff work together collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

Dungowan Public School has a dedicated parents and citizens association which raises money for resources in the school, subsidises excursions and swimming programs.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be developed for students to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all of the requirements of the Department of Education (DoE) and the NSW Education Standards Authority (NESA). The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future 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.

- Improved Literacy targets.
- Improved Numeracy targets.

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

QTSS release: \$3,587.78

Per capita: \$4,683.00

Aboriginal background: \$6,600.47

Socio-economic background: \$6,500.00

Professional learning: \$4,700.00

Low level adjustment for disability: \$12,958.76

Location: \$554.50

Literacy and numeracy: \$6,100.20

Summary of progress

At Dungowan Public School we increased the number of students in the top two bands in NAPLAN. The consistency of the of the writing program across K-6 allowed teachers to make validated teacher judgement on writing across the whole school. Professional learning allowed staff to develop their knowledge and understanding in explicit writing strategies to improve student learning outcomes. To further develop the writing program we will introduce the Synthetic Phonics program across K-2. The whole school writing program was a success and we will continue this in 2022.

At Dungowan Public school we increased our number of students in the top two bands in Numeracy in NAPLAN. Data informed practices were used to inform teachers of the students point if need in Numeracy to differentiate the numeracy content for individual students. Learning plans were developed to support, track and monitor student learning progress. The school employed a School Learning Support Officer to assist with individualised instruction in the classroom. The school P&C purchased Mathletics for the students to use, to reinforce concepts taught in the classroom. Teachers also use the Mathletics data as another data source to monitor individual student learning. The use of Mathletics will continue throughout 2022. An area that the school data has identified to focus on in 2022 is mathematical literacy.

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
NAPLAN Bands * Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN Reading to be at or above the baseline small schools network target of 16.8%.	<ul style="list-style-type: none">• An increased percentage of students achieved in the top two skill bands for reading. Due to the small size of the cohort actual percentages cannot be reported.
NAPLAN Bands	<ul style="list-style-type: none">• An increased percentage of students achieved in the top two skill bands for numeracy. Due to the small size of the cohort actual percentages cannot

* Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN Numeracy to be at or above the baseline small schools network target of 16.8%.

be reported

Strategic Direction 2: Parents and carers, Partners in learning

Purpose

In order to make each student feel known, valued and cared for we are going to have a four year focus demonstrating aspirational expectations and strengthening community satisfaction by engaging parents in student learning and school life resulting in sustained and measurable whole school improvement.

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.

- Whole school approach to Well-Being

Resources allocated to this strategic direction

Location: \$8,067.42

Low level adjustment for disability: \$1,876.02

Socio-economic background: \$7,000.00

Summary of progress

At Dungowan PS a whole school approach to well-being was developed called 'Positive Living Skills'. The School P&C purchased this program for the school to implement. The Positive Living Skills program focused on social skills, individual resilience and self regulation. The Tamworth Conservatorium of Music took the whole school for music tuition over the school year. The impact of the music program enabled students to gain self confidence in front of a live audience. The school also implemented a whole school environmental education program. This was coordinated by our School Learning Support Officer. The environmental program developed a deeper understanding of environmental issues, as well as the personal pride students have of their indoor and outdoor learning environments. COVID delayed the implementation of the environmental program as we were not able to access volunteers on the school premises to establish the environmental learning areas. The school received a grant to establish school facilities to be enable the school to be opened up for the 'Share Our Space Program'. This program has encouraged the broader community to feel welcome and access the school designated facilities during weekend and holiday periods. As the program has only been newly established we await a further period of time to measure community satisfaction and access of this initiative.

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 >90% to be moving toward the system-negotiated target lowerbound of 70%	<ul style="list-style-type: none">• The number of students attending school 90% of the time or more has increased.
Expectations of learning and behaviour are co-developed with all students, staff and community and monitored through explicit learning, behaviour and attendance plans. To embed and deliver a whole school approach to Well-being programs to support student learning, attendance and relationships.	<ul style="list-style-type: none">• Students reported positive wellbeing outcomes has increased across the positive wellbeing measures.• School based attendance, suspension and EBS data shows the school has a strong sense and commitment to a balanced approach to learning and wellbeing programs whereby meeting individualised student needs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungowan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy targets. • Whole school approach to Well-Being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement LAST program to support identified students with additional needs <p>The allocation of this funding has resulted in: Teachers measuring student performance to enable differentiation and individualised student support. Teachers feel supported and confident to use data informed practices, which have resulted in greater differentiation in programming to address individual need.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ a School Learning Support Officer to assist staff with individualised Literacy and Numeracy instruction.</p>
<p>Aboriginal background</p> <p>\$6,600.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungowan 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>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"> • Improved Literacy targets. <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 <p>The allocation of this funding has resulted in: Teachers measuring student performance to enable differentiation and individualised student support. Teachers feel supported and confident to use data informed practices, which have resulted in greater differentiation in programming to address individual need.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ a School Learning Support Officer to assist staff with individualised Literacy and Numeracy instruction.</p>
<p>Low level adjustment for disability</p> <p>\$14,834.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Dungowan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$14,834.78</p>	<ul style="list-style-type: none"> • Improved Numeracy targets. • Improved Literacy targets. • Whole school approach to Well-Being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Students have learning support plans in consultation with teacher and parents. • Participate in the QTR to improve teacher practice and delivery. We are part of the pilot online rounds. An online meeting will take place in term 2. PAT tests in Literacy and Numeracy will provide further data for teacher use. • The purchase of new PM readers to increase student engagement in reading. • Inclusive Whole school programs such as music from the Con, sporting schools and Environmental Education to promote student wellbeing. and an increase in attendance. <p>The allocation of this funding has resulted in: Individualised student learning plans have been developed with the student, their parents and the class teachers. Clear and concise use of data informed practice, professional learning, including the QTR process and implementation has occurred to support explicit classroom teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers will continue to measure student growth with greater accuracy to determine areas of student support. In 2022 an APC&I staff member will be allocated to the school enabling staff to upskill in the use of data informed</p>
<p>Location</p> <p>\$8,621.92</p>	<p>The location funding allocation is provided to Dungowan Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy targets. • Whole school approach to Well-Being <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Building a new shelter over the BBQ area for the playground on the school oval to open our grounds to the Share our Space program. This will encourage community members to use the facility and enhance community engagement. <p>The allocation of this funding has resulted in: Parent/student/staff relationships are becoming stronger with more opportunities for social interaction using the share my space facility. Increased attendance of parents at school assemblies to watch their children perform musical items taught to them by the Conservatorium of Music staff. Staff using the PM benchmark kit to measure student growth in comprehension and vocabulary. The purchase of PM readers has increased student engagement in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to COVID the school still needs to gather feedback from students, parents and the broader community regarding the share my space facilities within the school. To continue and build on the success of the Conservatorium of Music program in 2022. The school will continue to strategically update reading resources as they are required.</p>
<p>Literacy and numeracy</p> <p>\$6,100.20</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dungowan Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$6,100.20</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"> • Improved Numeracy targets. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an SLSO to support Literacy and Numeracy in the classroom. <p>The allocation of this funding has resulted in: Improved student results in Literacy and Numeracy as evidenced by Check-in and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ our SLSO to assist in Literacy and Numeracy support in the classroom.</p>
<p>QTSS release</p> <p>\$3,587.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dungowan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy targets. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Improved Literacy and Numeracy NAPLAN results for students in Year 3 who have moved from K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Dungowan Public School will continue to employ the extra staff member creating 2 separate classrooms.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Small group and one on one interaction with teacher has been successful with all students. All are on track to achieve their learning goal. Three students will require ongoing support.</p> <p>Numeracy The student has shown improvement through diagnostic test results.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will plan for frequent analysis of student assessment and recording of</p>

COVID ILSP

\$11,212.00

data on PLAN2 and build in time for this information to be shared between LAST and class teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	12	11	10
Girls	9	10	8	10

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.4	94.1	83.4	88.6
1	90.6	88.9	96.8	81.8
2	69.8	86.3	94.1	93.5
3	95.7		88.7	90.8
4	90	93.1		78.3
5	88.2	90.3	94.8	96.8
6	94.7	92.8	83.7	94.6
All Years	89.2	90.4	90	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		92.1	92.7
4	93.4	92.9		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)	0.7
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	46,152
Revenue	464,257
Appropriation	446,060
Grants and contributions	17,755
Investment income	42
Other revenue	400
Expenses	-484,291
Employee related	-423,259
Operating expenses	-61,032
Surplus / deficit for the year	-20,034
Closing Balance	26,119

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	0
Equity Total	22,906
Equity - Aboriginal	3,696
Equity - Socio-economic	4,101
Equity - Language	0
Equity - Disability	15,109
Base Total	383,263
Base - Per Capita	4,684
Base - Location	8,622
Base - Other	369,957
Other Total	24,820
Grand Total	430,989

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.

Parent/caregiver, student, teacher satisfaction

The school has worked closely with the P&C and has supported many of the fundraising initiatives. The P&C have subsidised excursions and bought IT equipment for the classrooms to support student learning. The Before and After School Care Program has been approved and is waiting commencement. Our school numbers have increased with most parents attending assemblies and interviews to support their child's learning. School information is communicated through the fortnightly newsletter, School Website and the Dungowan School Facebook page.

The SRC is the student voice and is supported by staff to listen and act upon student initiatives and suggestions that will foster school improvement and student satisfaction.

All students are known, valued and cared for.

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.