

2021 Annual Report

Dunoon Public School



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Introduction

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

Dunoon Public School

James St

Dunoon, 2480

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

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

6689 5208

School vision

Our vision is to support our students through dynamic and contemporary teaching, to strive for personal excellence and achieve strong academic success. In partnership with the broader community, students are inspired to become creative and critical thinkers who achieve their highest potential through actively engaging in their learning.

School context

Dunoon Public School is located in the Northern Rivers and has an enrolment of 84 students drawn from the local village and surrounding districts. It enjoys its reputation as a caring, positive and creative learning environment where every student is known, valued and cared for. Students are at the centre of every decision. Our students are supported by dedicated, caring and enthusiastic staff. There is strong and active support from the Parents & Citizens Association (P&C) and the wider community. Quality programs and a positive and respectful learning environment are key features. This is reflected in the positive behaviour and high academic, personal and social standards that exist at the school. Programming and planning across the whole school is differentiated to meet all students' diverse needs, backgrounds, and interests. The school has a strong focus on promoting innovation, collaboration, resilience, global citizenship, creative and critical thinking and lifelong learning skills. A range of engaging programs support these principles, including solid literacy and numeracy programs; positive student wellbeing programs promoting autonomy and leadership; strong environmental and health education practices; a dynamic creative arts program; and targeted use of technologies.

The school has completed a thorough situational analysis that has identified two focus areas for this Strategic Improvement Plan. This will build on the work undertaken in the previous school planning cycle.

Strategic Direction 1. Student growth and attainment

Ensuring students show strong growth in reading and numeracy through explicit, evidence-based teaching practices.

Strategic Direction 2. Innovation and collaboration

Supporting our students to become creative and critical thinkers who lead their own learning in a culture of inquiry and community engagement.



Kitchen garden program

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student shows strong growth in their learning through explicit, consistent and evidenced-based teaching practices. Our teachers will use student data to inform their practice within a culture of high expectations.

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.

- Reading and Numeracy
- A Culture of Personalised, Self-Directed Learning.

Resources allocated to this strategic direction

Professional learning: \$8,229.72
Socio-economic background: \$7,276.00
Low level adjustment for disability: \$31,617.19
Literacy and numeracy: \$2,500.00
QTSS release: \$15,248.05
Literacy and numeracy intervention: \$17,714.64
English language proficiency: \$3,541.26
Location: \$13,041.41
Integration funding support: \$129,203.00

Summary of progress

Reading and Numeracy

Our objective in 2021 was to develop and implement systems and structures to support the ongoing collection and analysis of student data within Literacy and Numeracy. This was enabled by High Impact Professional Learning in the areas of Reading Comprehension, Additive Strategies, the use of PLAN2 (Literacy and Numeracy progressions) and SCOUT data analysis. Barriers for implementation include time frame, disruption due to COVID and changes to the original Strategic Improvement Plan, which occurred late Term 2. Our next steps for 2022 include working to embed the learned teaching practices, further increasing the effectiveness of data collection to enhance curriculum implementation, and consolidate differentiated student learning while implementing the new K-2 Curriculum.

A Culture of Personalised, Self-Directed Learning

Our focus in 2021 was to develop the capacity of all staff so that they can provide students with explicit, task-related feedback to support their learning needs. This was enabled by professional learning sessions based on evidence-based practices, including What Works best: 2020 Update, Hattie's Visible Learning, the Quality Teaching Framework, and Literacy and Numeracy Progressions. While staff began using this as a tool for students to understand what they were learning and what they needed to do to achieve the learning intention, a barrier remained in the form of providing students with limited success criteria. Our next steps for 2022 will be to provide staff with professional learning directly linked to the implementation of learning intentions and success criteria to support students to become self-directed learners. A strong focus will be on the types of feedback implemented across the school, linked to basic formative assessment strategies. Staff implementing focus Literacy and Numeracy progressions to support students in understanding where they need to go in their learning journey.

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
The percentage of students achieving in the top two bands in NAPLAN in	• Data indicates an uplift of 21% in the top 2 bands for reading from baseline. This exceeds our upper bound target.

Reading improves from the baseline by a minimum of 4.2%	
The percentage of students achieving in the top two bands in NAPLAN in Numeracy improves from the baseline by a minimum of 6.5%	<ul style="list-style-type: none"> • Data indicates an uplift of 5.6% in the top 2 bands numeracy. This exceeds the lower bound target.
The percentage of students achieving expected growth in NAPLAN Numeracy increases by 15% towards the lower bound of the system negotiated target	<ul style="list-style-type: none"> • Growth of a minimum of 15% above the lower bound target of students achieving expected growth in Numeracy has not been achieved in 2021. • We are 7.86% away from achieving this target in 2021.
The percentage of students achieving expected growth in NAPLAN Reading increases by 15% towards the lower bound of the system negotiated target	<ul style="list-style-type: none"> • Growth of a minimum of 15% above the lower bound target of students achieving expected growth in Reading has not been achieved in 2021. • Data indicates that 28.57% of students are achieving expected growth in Reading. We are 36.43% away from achieving this target in 2021.



Peer reading program

Strategic Direction 2: Innovation and collaboration

Purpose

Our purpose is to ensure that we support our students to become creative and critical thinkers who are leaders of their own learning. We will do this through robust partnerships between school and home to maximise the learning experiences and outcomes for all students.

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.

- Inquiry Learning/ Design thinking
- Community Engagement

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

Inquiry Learning/Design thinking

Our objective in 2021 was to integrate the design thinking process across the curriculum and provide students with authentic learning experiences. This was enabled by High Impact Professional Learning provided by RASE project officers (Rivers Academy of STEM Excellence), who worked shoulder to shoulder with staff to develop and deliver quality educational programs. Unforeseen barriers directly related to time frames for staff to explicitly teach the design thinking process and embed this within the curriculum beyond STEM subjects. Our next steps for 2022 include working to further develop collegiate partnerships with other RASE primary schools and to further enhance our teaching and learning programs by incorporating the design thinking process more broadly.

Community Engagement

Our aim in 2021 was to enhance community partnerships by developing and maintaining whole-school communication protocols to strengthen the already developed community partnerships. SENTRAL and Class Dojo were implemented to support a more consistent approach to tracking and monitoring student well-being, attendance and communication. Greater than 90% of parents are connected via Class Dojo and can send and receive messages about their child's learning. While this initiative has been identified as a need within the school, it has been a challenging year to develop and enhance positive partnerships within the extended school community due to COVID. Parent feedback via the P&C has helped drive the direction of this initiative. Throughout 2022, we will continue to work towards achieving the Sustaining and Growing benchmark for our Implementation and Progress Monitoring. We will continue to work towards further developing community partnerships.

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
There is a 3% uplift from the baseline in the proportion of students attending school more than 90% of the time to work towards the system negotiated lower bound target.	<ul style="list-style-type: none">• We are 2.4% below our baseline target.• We are 12.5% above State and 27.7% above Network rate.
2021 SEF S-aS has maintained the 2020 evaluation at the Sustaining and Growing phase within the Learning Culture element.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing overall at Sustaining and Growing in the element of Learning Culture.
2021 SEF S-aS has maintained the 2020 evaluation at the Sustaining and	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing overall at Sustaining and Growing in the

Growing phase within the Effective Classroom Practice element.	element of Effective classroom Practice.
2021 SEF S-aS has maintained the 2020 evaluation at the Sustaining and Growing phase within the Educational Leadership element.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing overall at Delivering in the element of Educational Leadership.• Performance management and development remains Sustaining and Growing.



RASE activity day

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$129,203.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dunoon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised, Self-Directed Learning. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Student funding allocated on individual students- Based on need of individual learning plan. • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: 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>After evaluation, the next steps to support our students with this funding will be: 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>\$7,276.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dunoon 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: All staff completing benchmarking assessments on a 5 weekly basis.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage in data collection and analysis to inform our ongoing level of achievement of targets.</p>
<p>English language proficiency</p> <p>\$3,541.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dunoon 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"> • A Culture of Personalised, Self-Directed Learning. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Fewer students in all classes and individual student learning and wellbeing</p>

<p>English language proficiency</p> <p>\$3,541.26</p>	<p>supported with more 1:1 teacher time.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher availability to ensure the implementation of the 4th class continues into 2022.</p>
<p>Low level adjustment for disability</p> <p>\$31,617.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Dunoon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised, Self-Directed Learning. • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to collect and monitor reading data. • resources purchased to support the implementation of peer reading program in line with evidence-based practice - phonics and decoding. • employment of additional teaching staff to support the implementation of a fourth class. <p>The allocation of this funding has resulted in: All staff completing benchmark assessments on a 5 weekly basis. Students participating in peer reading program have access to up to date resources in line with current research and Department practices. Reduction in class sizes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use funding to enable the implementation of a 4th class which will reduce class sizes and ensure a more individual learning approach for students.</p>
<p>Location</p> <p>\$13,041.41</p>	<p>The location funding allocation is provided to Dunoon 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"> • A Culture of Personalised, Self-Directed Learning. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release and staffing of 4th class. <p>The allocation of this funding has resulted in: Reduced class sizes and a more tailored approach to supporting all students to achieve educational outcomes within an inclusive environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use funding to enable the implementation of a 4th class which will reduce class sizes and ensure a more individual learning approach for students.</p>
<p>Literacy and numeracy</p> <p>\$2,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dunoon Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$2,500.00</p>	<ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Reading comprehension resources were purchased but not implemented in 2021. Staff PL in Week 1 Term 1 2022 will ensure effective implementation in 2022. All 2022 staff (class teachers and COVID ILSP) participated in Additive Strategies PL. 2021 staff have begun implementation of Number Talks as a result of PL. This will be ongoing in 2022 and student data analysed to determine impact.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing teacher PL on evidence-based practices in Numeracy to support the achievement of growth and top two bands targets.</p>
<p>QTSS release</p> <p>\$15,248.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dunoon 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"> • A Culture of Personalised, Self-Directed Learning. <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 programs within stage based classrooms. <p>The allocation of this funding has resulted in: Reduced class sizes and a more tailored approach to supporting all students to achieve educational outcomes within an inclusive environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use funding to enable the implementation of a 4th class which will reduce class sizes and ensure a more individual learning approach for students.</p>
<p>Literacy and numeracy intervention</p> <p>\$17,714.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dunoon Public 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"> • A Culture of Personalised, Self-Directed Learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Teacher <p>The allocation of this funding has resulted in: Reduced class sizes and a more tailored approach to supporting all students to achieve educational outcomes within an inclusive environment. This funding supported the development of a straight Kindergarten class which enabled students to be supported within their educational development during their first year of school.</p>

<p>Literacy and numeracy intervention</p> <p>\$17,714.64</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue to fund a forth class in 2022, specifically to support k-2 students.</p>
<p>COVID ILSP</p> <p>\$31,466.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading comprehension • providing intensive small group tuition for identified students whose learning was impacted as a direct result of COVID. <p>The allocation of this funding has resulted in: A total of 32 students in Years 2-6 were supported over the year with reading comprehension within small group tuition. 75% of students achieved 100% in Reading comprehension on the final benchmark level (7/12/2021) 87.5% of students increased reading age greater than 1 year- growth in reading age exceeded 1 year.</p> <p>After evaluation, the next steps to support our students with this funding will be: This small group intervention will continue in 2022 and will include Numeracy intervention. 16 students to receive Reading comprehension support for semester 1 and 12 students to receive Numeracy support in semester 1.</p>



NAIDOC celebrations at DPS

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	46	46	44	47
Girls	41	39	37	40

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.2	94.9	95.7	86.1
1	93.1	89.6	92.6	92.2
2	91.4	94	92.9	89.9
3	89.5	95.5	95.1	86.6
4	94.9	92.6	93.4	91.7
5	93.2	94.3	90.5	92.7
6	96.5	94.7	92.7	89
All Years	92.5	93.6	93.4	89.8
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.



Eurovision production

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Literacy and Numeracy Intervention	0.16
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 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.



Sporting School's activities

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	68,052
Revenue	1,103,067
Appropriation	1,082,640
Grants and contributions	20,004
Investment income	23
Other revenue	400
Expenses	-1,119,247
Employee related	-1,032,345
Operating expenses	-86,901
Surplus / deficit for the year	-16,180
Closing Balance	51,872

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	61,647
Equity Total	42,434
Equity - Aboriginal	0
Equity - Socio-economic	7,276
Equity - Language	3,541
Equity - Disability	31,617
Base Total	828,677
Base - Per Capita	19,968
Base - Location	13,041
Base - Other	795,667
Other Total	49,385
Grand Total	982,143

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

Dunoon Public School uses a variety of methods to collect data and feedback from our stakeholders.

Stage 2 and 3 students completed the online Tell Them From Me Surveys. The results indicated that 74% of students felt there is a positive sense of belonging and they are supported in their learning and well-being. It is clear that we have high expectations for success with 92% of students able to identify this throughout the survey.

Generally, families were supported during the 'Learning at Home' period, and 60% of families felt that information was clearly communicated by the school. Overall, 35% of families participated in the survey.

Our staff worked collaboratively using the What Works Best document from CESE, along with the School Excellence Framework to lead discussion on our self assessment within these areas. The feedback that was gathered contributed to the preparation of the 2022 Strategic improvement Plan annual implementation and progress monitoring phase.



Kindergarten picnic

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.