

2022 Annual Report

Dungowan Public School



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Introduction

The Annual Report for 2022 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

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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 33 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

Socio-economic background: \$2,899.31

Aboriginal background: \$1,101.00

Professional learning: \$5,359.00

QTSS release: \$6,429.00

AP Curriculum & Instruction: \$30,114.00

Per capita: \$5,032.00

Summary of progress

Reading

Reading data is being used in all classes to measure improvement and guide targeted teaching. Renaissance Reading has been installed and staff completed professional learning to develop understanding of assessment and text allocation for individual students.

At the beginning of Term 2, our APC&I was appointed to our school. As a staff we reviewed past NAPLAN and Check-in data and identified vocabulary as a focus area for improvement for 2022 Mid-Term 2 all teachers were supported by professional learning run by the APC&I to analyse student data to identify areas of need in reading. Baseline data was captured by all teachers on students' vocabulary skills, completing short assessments for reading.

At the end of Term 3, the APC&I and all teaching staff completed Professional Learning on Curriculum reform and focussing on improving student vocabulary. A whole school planned approach to developing consistent teacher practice in curriculum occurred. Whole school staff development day was scheduled in Term 3 in the Winingali teams focusing on improving reading vocabulary.

Teachers have commenced delivering updated teaching and learning programs and captured data to evaluate progress.

Renaissance has been adopted in the primary classroom. The infants students have had minimal exposure to this program due to SLSO unavailability in Term 3. Without assistance it is difficult for younger to access this program. There have also been some technical issues with the program. The activity to improve reading vocabulary was delayed due to professional learning time being impacted by staff shortages and the additional professional learning required to prepare for the new syllabus and our the centralised data system. The intended start in Term 2 was moved out to Term 3. Planned alliance meetings did not take place resulting in less collaboration to embed strategies on reading vocabulary into teaching and learning programs and scope and sequences.

The Renaissance program will be continued in 2023 with a focus to support all teachers to successfully implement the program. The data from Renaissance will be triangulated with a range of other reading assessments to measure student growth in achievement and self-motivation in reading. Explicit teaching in vocabulary will be embedded school wide through further professional development and the implementation of the new K-2 Syllabus.

Numeracy

A stronger focus on problem solving and reasoning to prepare students for the new curriculum. Years 3-5 have been working through a problem solving process focusing on highlighting the key words in mathematical word problems to develop student comprehension in mathematics. This scaffold has been used by students collaboratively and independently. AP C&I co-teaching in the Year 3-6 class with a focus on extending reasoning skills through a range of tasks and games from the Universal Resource Hub. Students are encouraged to work collaboratively using the vocabulary of mathematics in discussion of problem solving and strategic thinking. Students in Years 3 to 6 are accessing Mathletics problem solving and reasoning. Top TEN Numeracy Library resources have been purchased to provide teachers with picture books to facilitate the integration of literacy and numeracy. Vocabulary development will be a focus when reading these texts with students. Implementation of the K-2 Syllabus online sessions were completed by all teachers along with micro learning modules to prepare for curriculum reform.

The reSolve Professional Learning has not been completed. The New Curriculum modules have been given priority this year. Unavailability of staff impacted on professional learning planning and classroom support.

Additional time will be allocated to mathematics in the 2023 timetable to ensure that the new syllabus units can be delivered successfully. Three classes are planned for 2023 with an Early Stage 1/Stage1, Stage 1/2, Stage 3. This will facilitate more small group explicit instruction. Mathletics (problem solving and reasoning) to be used as an instructional resource. Professional learning will be provided to support the use of the Top TEN library resources.

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
70% of Year 3 and 5 students will achieve in the top 2 Bands of NAPLAN Reading at or above the lower bound network target for small schools.	<p>An increased percentage of students achieved in the top two skill bands for reading.</p> <p>An increased percentage of students achieved in the top two skill bands for reading indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
70% of Year 3 and 5 students will achieve in the top 2 Bands of NAPLAN Numeracy at or above the lower bound network target for small schools.	<p>An increased percentage of students achieved in the top two skill bands for numeracy.</p> <p>An increased percentage of students achieved in the top two skill bands for numeracy indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>

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

Low level adjustment for disability: \$15,301.00

Location: \$8,925.00

Summary of progress

Implementation of a centralised data and communication system to support student wellbeing, promote improved attendance as well as communication with families. The Share Our Space program is gaining popularity amongst community members during the holiday breaks. The Resilience program through Centacare was a positive experience for all students. It complemented our Positive Living Skills Program with a focus on resilience, confidence and outlook. The TTFM student survey showed that most students felt supported by the school and were treated with respect by peers and staff. Parents and the Learning and Support Teacher have collaborated to support students with their learning goals. All students in the Learning and Support Program have made improvements. The Home Program has supported our aboriginal students as well as non indigenous students to learn about culture and language. This program has helped our school form a bond with the aboriginal community. P&C have been very grateful for staff support with the Football canteen and Prawn and Chicken Night. The P&C have managed to make money with staff assistance and are very supportive of school initiatives.

It is too soon to gain any data on improved attendance using Sentral. The lack of a SAM in Term 3 has delayed the implementation of the Parent App. No significant increase in student attendance has been achieved yet. Unfortunately the Out of school care program has not eventuated as there are no staffing resources. Flooding has impacted the availability of our facilities for community use.

Continued professional learning in Sentral will allow us to make the most of this centralised data and communication system. The Principal and SAM will undertake training in the set up of the Parent Portal. In 2023. We intend to use the Parent App to inform parents about school events and create more effective means of communication between school and home. Staff will implement a reward system for students with high attendance in recognition of commitment to learning. We will continue to be a part of the Home Program and to involve the whole school in the Positive Living Skills Program in 2023.

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 at or above the system-negotiated target lower bound of 70%	The number of students attending greater than 90% of the time or more was 39.4%. The actual attendance rate for 2022 was 86%.

Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.

Tell Them From Me data indicates 87% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,899.31</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. • Improved Numeracy targets. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Renaissance to support student learning • employment of additional staff to support class literacy program in K/1/2. <p>The allocation of this funding has resulted in the following impact: All students in Year 3 and 5 scored in the top 2 bands in NAPLAN Reading. Renaissance data showed growth in Reading Comprehension for the majority of students.</p> <p>After evaluation, the next steps to support our students will be: We will continue with the Renaissance Program as we can see growth with all students. Employ an SLSO to support students who require further interaction.</p>
<p>Aboriginal background</p> <p>\$1,101.00</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"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have shown positive growth in Reading. The Renaissance Program has indicated increased Reading Comprehension levels. SLSO classroom intervention has provided one on one support. It is too early to measure the impact of decodable readers</p> <p>After evaluation, the next steps to support our students will be: We will continue with the Renaissance program in 2023 as students are becoming more independent in their reading. We have updated our PM resources to engage students with reading</p>
<p>Low level adjustment for disability</p> <p>\$15,301.00</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> <ul style="list-style-type: none"> • Whole school approach to Well-Being

<p>Low level adjustment for disability</p> <p>\$15,301.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The implementation of Sentral <p>The allocation of this funding has resulted in the following impact: The implementation of Sentral was delayed due to the lack of a SAM in Term 3. Teachers used the reporting system for Term 4 reports. It is too soon to gauge an impact of the system.</p> <p>After evaluation, the next steps to support our students will be: The implementation of the parent app to address attendance and improve parent communication with the school.</p>
<p>Location</p> <p>\$8,925.00</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"> • 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"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students felt a sense of belonging by being able to attend larger excursions to Canberra and Great Aussie Bush Camp. Students feel supported using technology resources and are able to complete activities assigned to them such as Athletics and Inquisitive Science lessons.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support student costs for excursions. Technology requirements updated regularly especially with the appointment of a school IT officer in 2023.</p>
<p>Professional learning</p> <p>\$5,359.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at 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"> • Implement a whole school approach to reading Comprehension using the Renaissance program enabling students to monitor their own reading levels. • PL on the K-2 syllabus <p>The allocation of this funding has resulted in the following impact: Staff have undertaken PL with the guidance of the APC&I. Staff have undergone training for the new K-2 syllabus. Staff have completed PL using the Renaissance program to improve Reading. NAPLAN scores in Years 3 & 5 were in the top 2 bands by all students. Students are now borrowing and reading books at their Reading level.</p> <p>After evaluation, the next steps to support our students will be: We will continue using the Renaissance program in 2023.</p>
<p>QTSS release</p> <p>\$6,429.00</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>QTSS release</p> <p>\$6,429.00</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"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Targeted groups have been working in the K/1/2 classroom to improve literacy and Phonics. Students K-6 are more engaged with reading the new PM readers by catering for different reading - Fiction, Non-fiction. Renaissance data has shown growth with struggling readers.</p> <p>After evaluation, the next steps to support our students will be: We will continue to use the Renaissance program as teachers become more familiar with using it and gaining information from the data. We will employ an SLSO for the K-2 room for Literacy and Numeracy support.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 2022.</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. <p>The allocation of this funding has resulted in the following impact: All students have shown growth in Reading. Two students have the focus of learning now with Maths.</p> <p>After evaluation, the next steps to support our students will be: Continue with the COVID ILSP support program and monitor student growth and be able to change the focus of support when needed.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Improved Literacy targets. • Improved Numeracy targets. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Instructional teaching in the areas of Literacy and numeracy. • Guidance with PL around the K-2 syllabus. • Targeted teaching over areas of weakness as a result of Check-in and NAPLAN data. • Guidance using The Hub resources for lesson planning.

AP Curriculum & Instruction

\$30,114.00

The allocation of this funding has resulted in the following impact:

Teacher support in the classroom with targeted groups.

Guidance with new policies and curriculum.

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

Continued PL for teachers around data collections, whole school assessment schedule and curriculum reform around the new syllabus.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	12	11	10	12
Girls	10	8	10	15

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	83.4	88.6	89.5
1	88.9	96.8	81.8	92.3
2	86.3	94.1	93.5	92.4
3		88.7	90.8	91.6
4	93.1		78.3	87.6
5	90.3	94.8	96.8	76.8
6	92.8	83.7	94.6	
All Years	90.4	90.0	88.0	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3		92.1	92.7	87.6
4	92.9		92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.4	87.5

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.84
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	25,353
Revenue	635,130
Appropriation	621,231
Sale of Goods and Services	55
Grants and contributions	13,476
Investment income	369
Expenses	-665,066
Employee related	-537,063
Operating expenses	-128,004
Surplus / deficit for the year	-29,936
Closing Balance	-4,583

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	21,029
Equity - Aboriginal	2,772
Equity - Socio-economic	2,955
Equity - Language	0
Equity - Disability	15,302
Base Total	543,056
Base - Per Capita	5,054
Base - Location	8,925
Base - Other	529,077
Other Total	43,104
Grand Total	607,189

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

Each year Dungowan PS seeks the opinions of parents/carers, students and teachers about their general satisfaction of the school. The school uses data from the TTFM survey for students to rate how they feel about school, if it is catering for their needs and if they feel valued. Data showed most students had a high sense of belonging and supported positive behaviour in the school. A school based survey was issued to parents with positive feedback. Over 90% of parents felt their child was valued, felt welcome at the school and felt that their child was learning in a positive learning environment. Parents felt they were well informed of school activities through the newsletter, Facebook and the School website. We have purchased the Sentral data system and plan to launch the parent app by the end of Term 1 2023.

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.