

2022 Annual Report

Dunoon Public School



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Introduction

The Annual Report for 2022 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

<https://dunoon-p.schools.nsw.gov.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.



Green Innovation Winners 2022

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

QTSS release: \$16,088.94
Literacy and numeracy intervention: \$18,157.52
Low level adjustment for disability: \$32,961.36
Location: \$11,679.15
Per capita: \$21,983.15
Professional learning: \$2,000.00
Literacy and numeracy: \$2,500.73
Integration funding support: \$122,863.00
English language proficiency: \$2,400.00
Aboriginal background: \$1,573.79
Socio-economic background: \$9,083.76

Summary of progress

Reading and Numeracy

As an Accelerator Adopter School, our objective in 2022 was to engage in the trial and implementation of the new K-2 English and Mathematics Curriculum. This was enabled by high-impact professional learning sessions in vocabulary, DoE micro learnings, shoulder to shoulder support provided by the curriculum advisor and LEAD Specialists. Barriers for implementation included time frame, disruption due to COVID and floods. As a result, staff at DPS were able to work as part of a CoS to further develop their capacity in this area. Our next steps for 2023 include working to enact and embed the learned teaching practices specifically related to the K-2 Curriculum, further increasing the effectiveness of data collection to enhance curriculum implementation, and engage with the 3-6 curriculum rollout with the support of our newly appointed Assistant Principal Curriculum and Instruction.

A Culture of Personalised, Self-Directed Learning

Our focus in 2022 was to develop the capacity of all staff so that they can direct and embed the use of peer feedback using the TAG feedback model to support student 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. Our next steps for 2023 will be to provide staff with professional learning directly linked to the development of Individual learning plans (ILP) and personal learning pathways (PLPs) to ensure they are reflective of students' needs and use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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 achieving in the top 2 bands in NAPLAN reading by 7.3% against the system generated lower bound target.	2022 NAPLAN data indicates 39.1% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. A further uplift of 15% is required to meet the system negotiated lower bound target.
Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy by 9.4% against the system generated lower bound target.	2022 NAPLAN data indicates 13% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. A further uplift of 24% is required to meet the system negotiated lower bound target.
The percentage of students achieving expected growth in NAPLAN Numeracy increases by 30% towards the lower bound of the system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of students achieving expected growth in NAPLAN Reading increases by 30% towards the lower bound of the system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



Dunoon Public School Public Speaking representatives

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: \$7,465.60

Location: \$2,211.01

Summary of progress

Inquiry Learning/Design thinking

Our objective in 2022 was to continue 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. We continued to develop our collaborative partnerships with other RASE schools. The success of this initiative was acknowledged by a Secretaries Award during Education Week. Unforeseen barriers were 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 2023 include working as part of the STEM Enrichment Academy in partnership with RASE and the University of Sydney and developing and maintaining a professional learning community that is focused on continuous improvement of teaching and learning- Richmond Network RASE collaboration.

Community Engagement

While increased attendance remains a focus, our aim in 2022 was to embed structures that enabled students to lead and share their learning within and beyond the school community. This was actioned by the inclusion of student work within the local Dunoon Gazette, regular showcasing of student learning within the Lismore App and the Northern Rivers Times. Students were provided with the opportunity to be involved in extracurricular activities including The Green Innovation Awards (2022 finalists and winners of the Primary school section), Public Speaking finals, and the Game Changer Challenge. Barriers included staff shortages, time constraints and the availability of media to attend and report on school activities. Our next steps in 2023 will be to create and maintain strong partnerships within the community that directly enhance student learning outcomes and experiences.

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 who are attending greater than 90% of the time by an uplift of 5.7% from the baseline to meet or exceed the system negotiated lower bound target.	The number of students attending greater than 90% of the time or more has decreased 8.11% to 55.15%. This has been attributed to the ongoing COVID situation and the Northern Rivers Floods. The annual progress measure has not been met.
2022 SEF S-aS is evaluated with 1 of 3 themes at the Excelling phase within the Learning Culture element.	Self-assessment against the School Excellence Framework shows the school currently performing overall at Sustaining and Growing in the element of Learning Culture. We have progressed to Excelling in the theme of Transitions and Continuity of Learning. This progress measure has been achieved.

2022 SEF S-aS is evaluated with 1 of 4 themes at the Excelling phase within the Effective Classroom Practice element.	Self-assessment against the School Excellence Framework shows the school currently performing overall at Sustaining and Growing in the element of Effective Classroom Practice. While we have not directly achieved this progress measure, we have maintained our level of Sustaining and Growing.
2022 SEF S-aS is evaluated with 1 of 4 themes at the Excelling phase within the Educational Leadership element.	Self-assessment against the School Excellence Framework shows the school currently performing overall at Delivering in the element of Educational Leadership, although we continue to work towards sustaining and growing by creating a culture of high expectations through ongoing performance management and professional development.



2022 RASE Bottle inter-school bottle rocket competition winners. "Guss Will Wynn

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,863.00</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"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All ILPs and PLPs 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 will be: To formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. In the case of additional funding being acquired throughout the year, integration funding will be adjusted in response to student ILPs and BMPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$9,083.76</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"> • 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 implementation of individual student learning programs. <p>The allocation of this funding has resulted in the following impact: All funded students received adequate support in and out of the classroom to achieve success. All students were monitored for the achievement of individual learning goals and learning progress and this was reported to families.</p> <p>After evaluation, the next steps to support our students will be: Maintain level of SLSO support for 2023 to support identified areas of learning need.</p>
<p>Aboriginal background</p> <p>\$1,573.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dunoon 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</p>

<p>Aboriginal background</p> <p>\$1,573.79</p>	<p>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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: In 2023 DPS will have no Aboriginal school enrollments. We will continue to make Aboriginal Education a priority for everyone.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at 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"> • additional staffing intensive support for students identified in beginning and emerging phase • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on student confidence and continue to build language skills for all EAL/D students at DPS.</p>
<p>Low level adjustment for disability</p> <p>\$32,961.36</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"> • Reading and Numeracy • 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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above stage level in all Key Learning Areas. Student check-in comparison data from 2021-2022 in Reading, for years 4 and 6 has maintained above State scores. Student check-in comparison data from 2021-2022 in Numeracy, for Year six has maintained above-state scores.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of smaller class sizes in improving student achievement of outcomes.</p>

<p>Location</p> <p>\$13,890.16</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"> • Reading and Numeracy • Community Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staff to support implementation of 4th class. <p>The allocation of this funding has resulted in the following impact: Increased access to differentiated curriculum for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement in 2023</p>
<p>Professional learning</p> <p>\$9,465.60</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 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"> • Reading and Numeracy • Inquiry Learning/ Design thinking • Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching STEM and embedding the design thinking process across KLAS. • Providing staff with professional learning on peer feedback and developing processes for the implementation of the TAG model. • Professional learning on entry of data using PLAN2 and K-2 Curriculum. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of STEM, Peer feedback and Numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching with the support of the newly appointed APC&I.</p>
<p>Literacy and numeracy</p> <p>\$2,500.73</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> <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"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of laptops for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: This resulted in 100% of K-2 staff being trained in vocabulary and phonics instruction. This lead to the implementation of explicit instruction of these areas in all K-2 classrooms and data indicates an increase in student achievement.</p>

<p>Literacy and numeracy</p> <p>\$2,500.73</p>	<p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to have all staff k-6 trained in the same areas in line with the implementation of the new English and Mathematics syllabi.</p>
<p>QTSS release</p> <p>\$16,088.94</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: This funding enabled the implementation of a 4th class which in turn has reduced class sizes and enabled greater 1:1 time between students and teachers. It has also provided the Principal with the ability to remain off class and be able to support teachers on a needs basis to further develop their capacity.</p> <p>After evaluation, the next steps to support our students will be: To continue to use this funding to support the implementation of a 4th class at Dunoon Public School.</p>
<p>Literacy and numeracy intervention</p> <p>\$18,157.52</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive support for students in the form of smaller class sizes. • Differentiated teaching- fewer students in each class allows for more individualised programs. <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: Engagement of additional teaching staff using other flexible funding to extend the implementation of the 4th class in 2023.</p>
<p>COVID ILSP</p> <p>\$25,173.00</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>

COVID ILSP

\$25,173.00

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - Reading comprehension and numeracy

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

This program was split into semesters. Semester 1 having a focus on years 3 and 5 and semester 2 having a focus on years 2 and 4. The majority of the students in the program achieved significant progress towards their personal learning goals.

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

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.



NAIDOC artworks

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	46	44	47	44
Girls	39	37	40	44

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	95.7	86.1	95.4
1	89.6	92.6	92.2	89.4
2	94.0	92.9	89.9	93.1
3	95.5	95.1	86.6	91.9
4	92.6	93.4	91.7	84.5
5	94.3	90.5	92.7	89.5
6	94.7	92.7	89.0	87.0
All Years	93.6	93.4	89.8	90.4
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	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 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.



Education Week Award recipient

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Literacy and Numeracy Intervent	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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.



Stage 3 'Game Changer Challenge' finalists

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	51,872
Revenue	1,240,743
Appropriation	1,202,608
Sale of Goods and Services	-7,000
Grants and contributions	40,994
Investment income	275
Other revenue	3,866
Expenses	-1,243,368
Employee related	-1,130,694
Operating expenses	-112,674
Surplus / deficit for the year	-2,625
Closing Balance	49,247

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	122,863
Equity Total	46,019
Equity - Aboriginal	1,574
Equity - Socio-economic	9,084
Equity - Language	2,400
Equity - Disability	32,961
Base Total	848,741
Base - Per Capita	21,983
Base - Location	13,890
Base - Other	812,867
Other Total	61,778
Grand Total	1,079,400

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 75% 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 91% of students able to identify this throughout the survey.

Parents were invited to participate in a school satisfaction survey which resulted in 100% of families who took the survey strongly agreeing or agreeing that they feel welcomed within the school. 100% of families have a good relationship with their child's class teacher and feel that they can speak easily with them. 92% are happy with the methods and levels of communication from the school. Overall, 23% of families participated in the survey.

Staff participated in the Tell Them From Me Survey, and results were recorded using a ten-point scale, ten being the highest. This was measured across the eight drivers of student learning. Staff scored Dunoon Public School an average of 7.8 for Inclusive School, and 7.4 for both Data-Informed Practices and Learning Culture.



P&C Trivia fundraiser

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.