

2023 Annual Report

Dungay Public School



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Introduction

The Annual Report for 2023 is provided to the community of Dungay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Dungay Public School we provide a collaborative and harmonious learning community supporting, engaging and challenging all learners to achieve success. Our students learn the skills and confidence to become resilient, self-regulated, critical and reflective lifetime learners. Our students take responsibility for their learning, incorporating problem-solving strategies and a growth mindset whilst embracing diversity and connecting within, and beyond, the community to make learning authentic.

School context

Situated 5km north of Murwillumbah, Dungay Public School's motto is 'Seek, See and Achieve.' The school culture is that of inclusion and belonging, with students, staff, parents and the community working together to support each student to reach their full potential.

In 2023, student enrolment has remained steady at 79 students, and we sustained our 4 classes. We have 12% of students identifying as having an Aboriginal or Torres Strait Islander (ATSI) background and we have 2 students who have English as an Additional Language or Dialect (EALD).

The staff at Dungay Public School are experienced, passionate and committed to providing quality educational opportunities that meet student needs and develop the talents of each individual child in a safe and nurturing environment. Extra-curricular opportunities in sport, outdoor science, and creative and performing Arts, enable our students to excel through diverse experiences.

Our school regularly engages in continuous analysis and reflection for continuous improvement. We are a team, and we value strong relationships working together.

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and Data Driven Practice
- Explicit Teaching

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Integration funding support

Summary of progress

With a focus in 2023 on quality and consistent assessment, data analysis and data driven teaching, our staff have made considerable progress. 100% of classroom teacher's report they feel more confident in this area and are delivering targeted learning experiences for their students.

Collaboratively, staff have updated our whole school assessment schedule to ensure effective delivery of learning and tracking of student progress.

100% of staff participated in professional learning (PL) in 2023. Staff reported to have benefitted from the PL focused on curriculum reform and would like to continue forming stronger alliances across the small school network.

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 proportion of Year 4 and Year 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.	The average Year 3 and Year 5 2022 reading scores was 44.1% The average Year 4 and Year 6 2023 reading scores was 54.4% Progress measure achieved.
The proportion of Year 4 and Year 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.	The average Year 3 and Year 5 2022 numeracy scores was 47.9% The average Year 4 and Year 6 2023 numeracy scores was 50.2% Progress measure achieved.

Strategic Direction 2: Learning that lasts

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Deeper Learning Competencies
- Strong Relationships with Community

Resources allocated to this strategic direction

Professional learning
Socio-economic background

Summary of progress

Attendance procedures were reviewed in 2023. All staff established new procedures to monitor and follow up on student attendance using the School Bytes platform. Attendance is regularly discussed in staff meetings and in the school newsletter.

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 Proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 77.9%.	With an average of 78 students over 2023, looking at full days only, we had 60 students attend the year at or above 90% attendance. If we include partial days into the data, 55 students attended at or above 90% attendance. Above 90% attendance: Full days only: 76.9% / Full Days and Partial Days: 70.5% Progress measure not achieved.
School self-assessment using the School Excellence Framework (SEF) in Curriculum provision and Teaching and learning programs demonstrate 'Sustaining & Growing'.	Using the School Excellence Framework (SEF), in the element of curriculum, Dungay PS self-assessed at sustaining and growing. During the External Validation process in 2023, the executive panel rated Dungay PS in the SEF element of curriculum as sustaining and growing. Progress measure achieved.
School self-assessment using the School Excellence Framework demonstrates learning culture as 'Sustaining & Growing' by 2023	Using the School Excellence Framework (SEF), in the element of learning culture, Dungay PS self-assessed at sustaining and growing. During the External Validation process in 2023, the executive panel rated Dungay PS in the SEF element of learning culture as sustaining and growing. Progress measure achieved.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$203,766.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dungay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Assessment and Data Driven Practice <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. • consultation with external providers for the implementation of identified strategies. • employment of staff to provide additional support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all IFS students receiving additional support within the classroom setting as well as individual or small group settings. • all IFS students demonstrating progress towards their personalised learning goals. • all Personalised Learning and Support Plans (PLaSPs) were regularly updated in consultation with the students and their parent/caregiver ensuring students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue using IFS to employ additional human resources. • focus remains on providing additional support within the classroom, playground settings and providing students with IFS funding individual and small group support.
<p>Socio-economic background</p> <p>\$54,283.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Assessment and Data Driven Practice • Explicit Teaching • Deeper Learning Competencies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items. • employment of additional staff to support explicit literacy and numeracy program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Year 3 reading above Statistically Similar School Group (SSSG). • Year 3 numeracy above SSSG. • teaching programs utilising purchased online literacy and numeracy programs. • teachers increasing their confidence in using evidence-based assessments and data analysis to drive lesson content and differentiation. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further develop the use of the whole school assessment schedule that

<p>Socio-economic background</p> <p>\$54,283.63</p>	<p>was drafted. Teachers have begun to use the schedule, routinely collecting sources of data in literacy and numeracy to inform teaching direction.</p> <ul style="list-style-type: none"> • to work shoulder to shoulder with the Assistant Principal Curriculum and Instruction to improve teaching practice in literacy and numeracy.
<p>Aboriginal background</p> <p>\$4,830.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase in Aboriginal families engaging with the PLP process. • Aboriginal students making growth in literacy and numeracy, evidenced by internal and external data sources and reaching goals set in personalised learning pathways (PLP's). <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue connecting with our Aboriginal students and families. • to continue providing differentiation and personalised support for Aboriginal students. • continue to create a culturally inclusive environment where Indigenous people feel represented and welcome.
<p>Low level adjustment for disability</p> <p>\$36,334.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Dungay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • 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:</p> <ul style="list-style-type: none"> • students with additional needs being well supported in their classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to support students with additional needs in the classroom by identifying individual student needs and catering for them accordingly. • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
<p>Location</p> <p>\$1,800.10</p>	<p>The location funding allocation is provided to Dungay Public School to address school needs associated with remoteness and/or isolation.</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • engage in Professional Learning with Erin Sciscione from EL Education to support staff in refining high impact teaching strategies and in the designing of high quality units of work. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • teachers designed and implemented high quality deeper learning criteria and lesson model plans. They analysed professional growth and self-critiqued units of work that have been taught.

<p>Location</p> <p>\$1,800.10</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to implement one unit of work a year that supports the explicit teaching and student use of deeper learning competencies.
<p>Professional learning</p> <p>\$9,939.28</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 Dungay 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"> • Deeper Learning Competencies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning - curriculum reform / evidence-based quality teaching strategies. • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • delivery of quality teaching programs and lesson content in all classrooms. • CT's developing capacity in knowledge and understanding of new syllabus documents. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to implement one unit of work a year that supports the explicit teaching and student use of deeper learning competencies - Term 3. • to contextualise and deliver Department of Education English and Mathematics units K-6.
<p>Beginning teacher support</p> <p>\$15,673.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Dungay Public School during their induction period.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school. • professional learning that focuses on strategies to build student engagement, cultural awareness and cultural safety practices in an educational setting, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • beginning teacher attend a variety of professional learning courses: mainly focused on student engagement and Aboriginal education. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • beginning teacher to lead Aboriginal education initiatives across the school.
<p>QTSS release</p> <p>\$16,689.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dungay Public School.</p> <p>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"> • Assessment and Data Driven Practice • Explicit Teaching <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.

<p>QTSS release</p> <p>\$16,689.89</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • with additional release, teaching staff have additional time to focus on literacy and numeracy data analysis and targeted lesson content and instruction. • all CT's have shared time off class while the APCI is at our school. Every week, CT and APCI work together on pedagogy, assessment and data. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to support additional release to support building teacher capacity in literacy and numeracy instruction. APCI to use instructional leadership strategies to support CT's.
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</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>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum. • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • whole school assessment schedule updated to reflect new syllabus focus areas (fluency / vocabulary). • organisation of collecting and storing student data updated to reflect consistent and long-term tracking of student progress. • teacher's confidently implementing new teaching strategies in reading and numeracy to reflect new syllabus evidence-based teaching strategies. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to support teachers and build capacity implementing quality teaching programs. • effectively using student data to lead direction of teaching and targeted intervention.
<p>COVID ILSP</p> <p>\$37,270.07</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 2023.</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 - phonological awareness, / phonic knowledge. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • identified students in K-2 received bi-weekly intensive small group instruction. • instruction delivered was evidence based and driven by internal student data. • 100% students involved in small group intervention made progress towards target goals. 85% of students who participated in the intervention groups met their learning goals. <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP

\$37,270.07

- continue to allocate school funding to support a Learning and Support Teacher to implement small group instruction in 2024 and beyond.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	43	47	39	35
Girls	39	38	37	42

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.2	88.2	84.7	92.7
1	93.0	93.7	87.1	93.2
2	93.7	92.1	88.4	87.9
3	95.9	91.7	86.4	93.8
4	93.0	91.2	91.9	90.6
5	91.1	90.3	84.9	88.3
6	93.9	91.7	84.2	89.9
All Years	93.2	90.9	86.4	91.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.58
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	13,284.02
Revenue	1,436,761.38
Appropriation	1,392,828.41
Sale of Goods and Services	13,535.38
Grants and contributions	30,205.30
Investment income	192.29
Expenses	-1,368,413.45
Employee related	-1,222,884.87
Operating expenses	-145,528.58
Surplus / deficit for the year	68,347.93
Closing Balance	81,631.95

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.

	2023 SBAR Adjustments (\$)
Targeted Total	182,683
Equity Total	95,448
Equity - Aboriginal	4,830
Equity - Socio-economic	54,284
Equity - Language	0
Equity - Disability	36,334
Base Total	853,408
Base - Per Capita	19,780
Base - Location	1,800
Base - Other	831,828
Other Total	76,842
Grand Total	1,208,381

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Student satisfaction:

The Tell Them from Me survey was used to gain feedback from students in Years 4, 5 & 6. Results indicated:

- * 86% of students try hard to succeed in their learning.
- * 67% of our students are interested and motivated in their learning.
- * 81% of students value our school outcomes.
- * 70% of students have friends at school they can trust and who encourage them to make positive choices.
- * Positive student / teacher relations was scored at 8.4 / 10.
- * School staff hold high expectations for success was scored at 8.0/10.0.

Teacher satisfaction:

In 2023, staff undertook the LEED Annual Survey.

In the area of collaboration, the results indicated:

* 33.3% of staff strongly agreed and 33.7% of staff agreed 'there are shared goals with consensus across the school amongst staff.'

In the area of School Culture, results indicated:

- * Teachers rated the learning culture of the school 7.9/10. The highest are being high expectations set scoring 8.8 and monitoring student progress scoring 8.3.
- * Teaching staff rated 'Being an inclusive school' high with a score of 8.3/10.

Staff undertook an internal survey. Results indicated:

- * 100% of staff enjoyed working at school.
- * 100% of staff feel valued in their role.
- * 100% of staff feel supported in their role.

Parent satisfaction:

The Dungay parent community undertook an internal survey. Results indicated an average score of:

- * 4.75 / 5 - I feel welcome at school.
- * 4.55 / 5 - Teachers listen to my concerns.
- * 4.29/5 - Teachers have high expectations for my child to succeed.

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.