

2023 Annual Report

Dungowan Public School



1793

Introduction

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

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

School contact details

Dungowan Public School

137 Olgunbil Road

Dungowan, 2340

<https://dungowan-p.schools.nsw.gov.au>

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

6769 4259

School vision

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

School context

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

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

There is currently 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

Low level adjustment for disability

Per capita

Socio-economic background

Professional learning

Aboriginal background

QTSS release

Summary of progress

Reading

In 2023, three smaller sized classes were created to support Literacy programs. This resulted in quality differentiation to cater for individual student needs. A whole assessment schedule was implemented to monitor student progress. All teachers are beginning to implement department assessments including Stage Based Assessments and the Reading Fluency Tool to track student growth. As a result, teachers were able to triangulate student data from a range of assessments. This allowed teachers to target teaching to support students.

The Renaissance reading program no longer fits within teaching programs to deliver the new curriculum. Staff changes created challenges, resulting in inconsistency with the collection of student reading data. We have decided not to continue with the program.

Next year we will continue professional learning around reading in the new syllabus focusing on phonic and high frequency word knowledge. The assessment schedule has been revised to include the department Spelling Diagnostic Assessment as a tool to track student growth from Kindergarten to Year 6. This will allow a whole school approach towards data collection.

Numeracy

Becoming Mathematicians professional learning was implemented to improve pedagogy in teaching problem solving skills and multiplicative strategies. This involved greater discussion around anecdotal data and individual students, and was valuable as a means of highlighting areas for future focus and student need. Resources were purchased to support the delivery of the new syllabus. Co-teaching opportunities were made available where shared teacher led activities were taught across stage with the support of the AP,C&I. Stage-based assessments were used and data was recorded. The creation of three classes resulted in supportive learning delivery for all students.

Other school commitments and activities impacted on the delivery of the professional learning. This has resulted in delaying the completion time, and impacting on the opportunities to adequately moderate assessment tasks. Staff changes created challenges with inconsistency with the collection of student numeracy data.

Next year we will implement a whole school approach to the collection and analysis of numeracy data. Our future activities will focus on feedback to students in relation to their personal learning goals. All teachers will effectively use learning intentions and success criteria in mathematics. This will build greater student understanding of their learning.

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 demonstrating growth in reading by correctly answering questions in Check In assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Reading has increased . Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students demonstrating growth in numeracy by correctly answering questions in Check In assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased significantly. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

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
- Improve attendance

Resources allocated to this strategic direction

Location

Summary of progress

Well-Being

The whole school Positive Living Skills program is being effectively delivered by new staff. Students are able to communicate strategies to identify and manage their response to a range of situations. Students have participated in shared Winingali activities such as Harmony Day, NAIDOC Day and sports events which promote participation and social skills. The Tell Them From Me survey indicated that the majority of students felt valued and had a sense of belonging. 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 unavailability of a regular school counsellor throughout the year has delayed the implementation of some student intervention programs.

In 2024 a regular school counsellor will be available to assist individual students and their parents by providing greater support around student need. We will continue to source outside agencies such as Centacare and Red Cross to aid student well being with a focus on resilience and student self worth.

Improved Attendance

Dungowan Public School supports the departments policies on attendance-Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

By working with the P&C the school has helped subsidise student excursions and sporting events so that all children can attend.

Our attendance data In Semester 2, 2023, indicated that our school attendance rate was at 90% and above state average.

Professional learning in Sentral has allowed us to make the most of this centralised data and communication system. The Principal and SAM undertook training in the set up of the Parent Portal. The Parent App has informed parents about school events and has created a more effective means of communication between school and home. The School Facebook is reaching the wider community to inform them of events happening in the school. This has resulted in a strong attendance at the Parent information evening and welcome BBQ, Easter Hat Parade, PV Carnival, Book Week, ANZAC Day and Parent/ Teacher interviews..

In 2024, we aim to continue to work closely with parents to strengthen the relationship between home and school. Parents, teachers and students communicate together to formulate and share individual learning goals. The creation of an attendance reward system will encourage students to attend school more regularly.

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
Student attendance of greater than 90% will be moving from the baseline of the system negotiated target to 100%.	The number of students attending school 90% of the time or more has increased.
Expectations of learning and behaviour continually reviewed and refined with all students, staff and community.	Tell Them From Me data indicates 86% 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>\$3,402.84</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"> • The employment of another teacher to create smaller classes with a focus on Literacy and Numeracy <p>The allocation of this funding has resulted in the following impact: Check-in data for Reading, Term 4 for Years 3 and 5 was above State and SSG results. Check-in data for Numeracy, Term 4 for Years 3 and 5 was above State and SSG results</p> <p>After evaluation, the next steps to support our students will be: Small group instruction to support students to achieve personal growth goals in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$3,392.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungowan Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Literacy targets. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: PLP's for targeted students with their reading goals has been established. Check-in and NAPLAN data shows that student results were above state results. Whole school assessment data is available for all staff to access on Teams. All staff are now able to target their teaching around this.</p> <p>After evaluation, the next steps to support our students will be: The whole school assessment schedule for 2024 is complete. All staff are now able to plan their program delivery around this, resulting in accurate monitoring of student progress.</p>
<p>Low level adjustment for disability</p> <p>\$19,573.82</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"> • Improved Literacy targets. <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$19,573.82</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in student tracking of data in PLAN 2 giving teachers knowledge of student growth and areas to target teaching.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to employ an SLSO to support student in small group Reading and Numeracy sessions.</p>
<p>Location</p> <p>\$10,466.47</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: Attendance has improved with most students attending at 90%. Most students stated a positive sense of well-being through the delivery of our whole school well-being program. Parent communication has improved because of the Parent App on Sentral.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we aim to implement student PLP's with students, parents and teachers. We feel that this will inform parents of their child's learning goals and enable them to be better informed of their child's goals and work together to achieve them.</p>
<p>Professional learning</p> <p>\$7,129.46</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"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Our fluency data indicates that most students are on track. Our assessment data is saved onto our faculty and Teams drive for all teachers to study. Fluency results for students indicates that 90% of students in Stage 1-3 were on track. Check-in assessment data for Year 6 indicates the following strengths and weaknesses.</p> <p>75.8% of Questions in reading were correct.</p> <p>After evaluation, the next steps to support our students will be: The whole school assessment schedule for 2024 is complete. All staff are now able to plan their program delivery around this, resulting in accurate monitoring of student progress.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$5,326.56</p>	<p>improve teacher quality and enhance professional practice at Dungowan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy targets. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Teachers and students have co-constructed learning intentions and success criteria to focus on working mathematically. NAPLAN data indicates that 92% of students in Years 3 and Year 5 are strong or exceeding in numeracy.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue completing PL Working Mathematically. In 2024 we plan to target Mathematical literacy and use our data sources to drive our teaching.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 - phonics/spelling • providing intensive small group tuition for identified students who were identified as not meeting grade level expectations in reading fluency and comprehension. <p>The allocation of this funding has resulted in the following impact: The allocation of COVID Intensive Learning Support funding has resulted in:</p> <ul style="list-style-type: none"> - all students in the program achieving significant progress towards their personal learning goals. - /four students demonstrating phonic knowledge in the Multisyllabic and more complex words section /all sections of the Phonics diagnostic assessment. -33% of targeted students achieving benchmark levels using the fluency assessment tool and another 42% now on levels to carefully monitor. - % achieving stage-based levels as evidenced by the Reading Stage Snapshots <p>After evaluation, the next steps to support our students will be: 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. A priority will be consistency with data collection using the school assessment schedule as well as needs-based assessments for targeted students. Continued in-class literacy and numeracy support provided by an SLSO to assist students in meeting their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$7,027.02</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dungowan Public School</p>

<p>Per capita \$7,027.02</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 operational funding include:</p> <ul style="list-style-type: none"> • The creation of a whole school assessment schedule to track student growth. • Teachers engaged in LEED Professional Learning in order to update knowledge and practice targeted professional needs. <p>The allocation of this funding has resulted in the following impact: A whole school approach to data collection. Staff using Microsoft teams and Excel spreadsheets to store data. This will allow all staff to track student progress with greater accuracy.</p> <p>After evaluation, the next steps to support our students will be: For 2024 assessment will continue to be a strong focus. We plan to take a deeper dive into the assessment element of WWB to support our whole school implementation of the new syllabus.</p>
<p>AP Curriculum & Instruction \$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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum <p>The allocation of this funding has resulted in the following impact: PL centred around data use to inform student progress. PL around Mathematics and classroom delivery of lessons focussing on Problem Solving. Our NAPLAN and Check-in assessment data has shown that our school is above State results.</p> <p>After evaluation, the next steps to support our students will be: In 2024 our staff will continue PL around Becoming Mathematicians. Discussion around the whole school assessment results using pre and post assessment data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	11	10	12	14
Girls	8	10	15	19

Student attendance profile

School				
Year	2020	2021	2022	2023
K	83.4	88.6	89.5	95.0
1	96.8	81.8	92.3	90.5
2	94.1	93.5	92.4	93.1
3	88.7	90.8	91.6	90.6
4		78.3	87.6	86.1
5	94.8	96.8	76.8	87.9
6	83.7	94.6		80.0
All Years	90.0	88.0	88.6	90.0
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		92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5		89.8
All Years	92.0	92.4	87.5	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)	1.84
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 (\$)
Revenue	735,249.71
Appropriation	690,047.53
Sale of Goods and Services	-112.47
Grants and contributions	44,761.99
Investment income	552.66
Expenses	-702,575.39
Employee related	-635,175.06
Operating expenses	-67,400.33
Surplus / deficit for the year	32,674.32
Closing Balance	32,674.32

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	0
Equity Total	26,369
Equity - Aboriginal	3,392
Equity - Socio-economic	3,403
Equity - Language	0
Equity - Disability	19,574
Base Total	591,815
Base - Per Capita	7,027
Base - Location	10,466
Base - Other	574,322
Other Total	44,552
Grand Total	662,736

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

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, the Sentral app, Facebook and the School website.

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.