Dungowan Public School
Annual School Report
Our school at a glance

Dungowan PS

Dungowan Public School is a caring, energetic & dynamic, small school 30km south east from the Tamworth CBD. We are nestled in a glorious valley with incredible views of the green hills & clear skies. Although few families are dependent on farming income, many students enjoy the rural lifestyle of open land and all that has to offer. The school grounds are well maintained, spacious and well provisioned.

Students

Dungowan Public School had an enrolment of 44 students as at December 2011. Students are organised into two classes: Stage 1 – K/1/2 and Stages 2 & 3 Years 3/4/ 5/6.

The students continue to be committed and enthusiastic learners who are caring, considerate and encouraging of one another. Siblings are often in the same class and we have very few discipline issues.

Staff

Dungowan PS boasts a hard working and dedicated staff consisting of an experienced teaching Principal who started at DPS at the beginning of 2011, a loyal, long term, part time teacher and a highly motivated new scheme teacher. Our permanent full time teacher is on maternity leave this year & is planning to return in a part time capacity in 2012.

Our general assistant & school administration manager, have both been part of the community for many years & are long term employees.

Significant programs and initiatives

The students participate in a variety of programs and events throughout the year. These are focused on fostering a love of learning, celebrating difference and diversity and respect for others. The aim is to develop confident, self-motivated, considerate and responsible citizens.

A major emphasis is placed on student achievement, particularly in Literacy and Numeracy, through effective and comprehensive teaching and learning programs.

Support is provided to students with additional learning needs, including gifted and talented students through differentiation in the class program and specific programs throughout the year to foster the learning of these students. The Support Teacher Learning Assistance (STLA) provides support for students with learning difficulties.

The school community is also very supportive of the school’s leadership, cultural and welfare programs and we have an active student representative council who meet fortnightly, not only to discuss school issues, but also to promote community awareness and participation.

In 2011, students were offered weekly piano lessons and children also had the opportunity of tennis coaching.

Our school garden club continues with a thriving vegetable garden thanks to the support of Mrs. Kathrine Cooper and her family, Landcare group and our environmentally minded students.

Student achievement in 2011

Six children in Year 3 and five children in Year 5 completed the NAPLAN (National Assessment Program in Literacy and Numeracy) at our school.

NAPLAN results indicated that our students continue to grow in their learning with students in Year 5 showing value added from their Year 3 results.

Students from all grades achieved personal bests and some achieved state accolades, in sporting, cultural and academic areas.

Messages

Principal’s message

Dungowan PS has a kind and caring atmosphere and provides excellent welfare programs to support learning opportunities. There is a strong emphasis on positive, open interaction between parents, students and teachers which results in a cooperative, dynamic environment within the school.

The school motto, ‘Stand in Pride’ encompasses the vision of the school.
2011 has once again been a very busy and productive year for all concerned.

This year has seen many physical and organizational changes to the school, including the long awaited replacement of the toilet block and the school timetable and break times change to make better use of prime learning time. Regional support staff in Information technology assisted us with gaining wireless internet connection and fixing many issues we had with our computers. The regional Asset Management Unit have been incredibly supportive with our numerous capital works projects this year, providing assistance with funding, organisation and supervision of major work. More details of other work are later in this report.

Commitment and support by students, staff, parents and community members has been outstanding, which was clearly illustrated at the school’s presentation night. Our students excel in many areas; academic, artistic, sporting and socially. This cannot be achieved without the commitment and dedication of our staff.

It is with great pleasure that I commend the professional work of the teaching personnel, Mrs Samantha Deaves and Mrs Leanne Gee, on their efforts in supporting students to gain their academic results across a range of curriculum areas. I would also like to thank Mrs Tanya Wilshire for her excellent work in our office and administration areas of our school, with assistance from Mrs Kate Lye. Donna Smith and Mr John McDonald work tirelessly to maintain our classrooms and school grounds. Our dedicated P&C has supported students through financial donations and resources and have provided many valuable opportunities for the school community to spend time together & build good relationships with each other & with the wider community.

Finally, all students at Dungowan Public School must be congratulated on their effort and achievement. All students have worked well and achieved solid results in academic, cultural and sporting areas. It is an absolute pleasure to be a part of such a supportive and caring community. I look forward to working with you in 2012 and continuing to provide outstanding opportunities for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Merydyth Raue (Principal)

P & C message

It has been a fantastic year for Dungowan School and P&C. The school, and especially all the children, have benefited because the P&C has worked hard to raise money and purchased the extra resources that make our school one of the best in our region.

Some of our achievements include;

- The children are learning to play their new recorders and the recently made marimbass
- They also have their annual supply of up to date library books that every year cost about $1500
- Mums and Dads didn’t have to pay the full fees for the children’s excursion to Armidale as it was sponsored by the P&C
- Classrooms again have received their special readers that need to be replaced every year
- Musica Viva sponsorship has helped to introduced us to very different types of music
- New ipads have been a big hit and school is going to get more as a consequence of the money raised at the Prawn & Chicken night
- Subsidising the transport for small schools’ tennis competition that ran for 8 weeks.
- New maths resources have been ordered.

All together, the P&C has raised several thousand dollars this year and based on the opportunities
generated they should be able to do it again next year. Our yearly big event, the Prawn and Chicken Night - Black Tie and Jeans Ball, got a facelift and saw the involvement of many parents of previous Dungowan students who were delighted to hear and see the current Dungowan children having a great time at school. We also showed off what the Dungowan community can do to a large number of Tamworth residents. The work done by our school’s parents to bring the night together was phenomenal and the support was overwhelming – let’s hope we can do it all again next year.

Besides the Ball, the P&C have raised money with your help and with the help of the broader Dungowan and Tamworth communities. They have run events:

- the Pie Drive held near Easter – perfect timing for some warming winter pies
- the football canteen on 6 Saturday afternoons – many thanks to the team and Mr Whittingham for their generous donation back to school
- we have BBQ’d at Bunnings for 4 Sundays this year – thanks to Bunnings
- the Red motor bike raffle shared with Nemingha School – many thanks to Mr & Mrs Corney of Nemingha Post & News
- Campdrafters canteen in September
- We assisted at the Community Fun Day.
- The Tractor Day on the October long weekend was a wet one!

We cannot forget the vegie garden - a special thank you, on behalf of the P&C, to the Cooper family. They have beavered away, often without help, in the garden. Mrs Cooper has also successfully bid for funds to help our children get the resources needed and to learn and grow their own vegies. The Coopers have done an almighty job restoring the garden after the school house was demolished, along with the assistance of families who came to help at working bees. So we can’t wait to see what next year will bring in the vegie department.

I know we all think of the P&C as fundraisers but we have also worked very closely with our school Principal, the Regional Office of the Department of Education and Campbell’s Buses to improve safety and school access for our children, to help keep our local children at our local school. Likewise we have also worked more closely than ever before with the Regional P&C on issues that affect ours and other small schools.

I’d just like to add a very grateful thank you. I have thoroughly enjoyed my time this year with what I call the P&C family. They have given so much time when so many of us are so short of it. They have shown courage, strength and an amazing resilience. They have given so much time, energy and commitment to support our school and our children, above and beyond what any of us would normally expect.

To all the parents and teachers who have joined in with us on our various activities, thank you. We couldn’t do it without you all. All the best for 2012. Jane Glasson (P&C President)

Student representative’s message

Under the guidance of Mrs Gee, the SRC has been a very busy organisation during 2011. Two class members from each grade from year 1 to year 6 are elected by their peers to be a member of the Student Representative Council of Dungowan School. The school captains are also members. The students meet in the library, usually fortnightly, to discuss student concerns and to organise events we choose to run.

In term 1, we organized a disco to support the Alison Watt foundation. We have also raised
money for Westpac Helicopter and the small schools’ tennis competition. We have had a great year and the senior class really enjoyed our excursion to Armidale and Thalgarrah Environmental Education Centre. We have thoroughly enjoyed our time here at our wonderful school and we are looking forward to going to high school next year.

Daniel Glasson & Natalie Deaves
(School Captains)

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In 2011 numbers varied slightly through the year with around 21 students enrolled in the lower division and 24 students in upper division. Due to community factors, including the aging population of the farming community and very few available rental properties, student numbers have been gradually decreasing over the past several years.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
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<td>6</td>
<td>8</td>
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</table>

enrollments

Student attendance profile
Student attendance is on average, consistently above regional and state average.

<table>
<thead>
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<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<td>K/1/2</td>
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<td>97.0</td>
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<tr>
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<td>93.7</td>
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Region

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<tr>
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State DEC

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<th>Total In class</th>
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</thead>
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<td>2011</td>
<td>94.0</td>
<td>93.8</td>
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<tr>
<td>Total</td>
<td></td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Total | 94.1 | 92.1 | 94.4 | 94.3
Management of non-attendance
Most parents are diligent with regard to school attendance and they are quick to inform the school when students have been absent. DET policies are adhered to when following up unexplained student absence.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>8</td>
<td></td>
<td>21</td>
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<tr>
<td>K/1/2</td>
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<tr>
<td>3/4/5/6</td>
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<td>3/4/5/6</td>
<td>6</td>
<td>8</td>
<td></td>
<td>24</td>
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</tbody>
</table>

Structure of classes - As can be seen above, classes are divided into two groups - Kindergarten to Year 2 in the Junior class and Years 3 to 6 in the senior class.

Staff information - Staff establishment
The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011 there were no teachers who identified as Aboriginal or Torres Strait Islander at Dungowan Public School.

Staff retention
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<th>30/11/2011</th>
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<tbody>
<tr>
<td>Income $</td>
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<tr>
<td>Balance brought forward</td>
<td>32242.97</td>
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<tr>
<td>Global funds</td>
<td>71466.61</td>
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<tr>
<td>Tied funds</td>
<td>730648.67</td>
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<tr>
<td>School &amp; community sources</td>
<td>14215.90</td>
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<tr>
<td>Interest</td>
<td>13186.46</td>
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<tr>
<td>Trust receipts</td>
<td>1446.30</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>863206.91</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>5783.55</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>113545.87</td>
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<tr>
<td>Balance carried forward</td>
<td>749661.04</td>
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</table>
A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Dungowan School caters for the arts in a multiplicity of ways with the students being encouraged to encompass opportunities in both the community and the school.

In 2011 some successful programs included;

- Yrs 3-6 dancing and singing in CAPERS
- Participation in the Currabubula Small Schools’ Art Show. Natasha Favaloro winning the overall hangers’ award stage 3 and 1st in the Stage 3 black & white. Josiah Cooper 2nd in stage 2 black & white. Encouragement awards were received by Chloe Waterhouse & Claire O’Neill
- Piano lessons are available each week with quality education delivered by Linda Mole
- Students are encouraged to play the instrument they are learning at weekly assemblies
- A marimba making workshop producing 4 marimbas for our school.

- The Dungowan school choir is renowned for their excellence
- Children singing, speaking and performing at term community assemblies and school presentations
- All students participating in the Musica Viva program (as below).

Sport

Our school encourages the involvement of students in physical activities which emphasise participation, skill development, team building and fair play. All students have had opportunities to be involved in archery, jump rope for heart, tennis lessons, rugby league clinics, touch football gala day. All students participated in the annual athletic carnivals, swimming carnivals, and cross country competition.

Highlights of the year in sport include:

- All students participating in a successful intensive swimming program
- 17 students participated strongly in the Cockburn Valley swimming carnival with Natalie Deaves winning senior girl, Jacob Cooper senior boy, Bryson Deaves junior boy runner – up, Natasha Favaloro 25m senior girl, and the mixed relay team 2nd place
- Our mixed relay swimming team of Natalie Deaves, Jacob Cooper, Lachlan Glasson and Katelyn Morgan participating at the regional swimming carnival in Armidale

- Attending the ‘Alice in Wonderland’ performance at Nemingha Public School
- Dancing has been a focus in morning PE sessions
• All students participating in a very successful school athletics carnival and Yrs 3-6 participating in the PVAAA
• Our team of athletes including Natalie Deaves, Sian Hague, Joshua Whittingham, Lachlan Glasson, James Lye, Bryson Deaves, Chloe Waterhouse, Angus Tongue, Rebecca Rowe, Samantha King and Daniel Glasson represented DPS at zone athletics
• Our mixed relay running team of Natalie Deaves, Lachlan Glasson, Daniel Glasson and Joshua Whittingham and high jump contender Bryson Deaves, competed in the regional athletics carnival at Tamworth
• Katelyn Morgan was a member of the hockey team that won the state knockout competition
• Natalie Deaves was a regional representative for netball. Meeting and high fiving the Prime Minister, Ms Julia Gillard was a true highlight for Nat!
• 17 students qualifying to participate at the zone cross country in Barraba
• Katelyn Morgan placing 11th at regional cross country
• 24 students participating in the small schools’ tennis competition.
• A football training program & gala day

First place over many schools in the Tamworth area.
• 13 students representing DPS at the Nundle Anzac Day service and march
• Easter Activity Day.
• Book week celebrations
• CWA Country of Study Day at Woolomin and Iceland presentation assembly at school
• Life Education Van
• Fathers’ day and Mothers’ day stalls
• Shell Questacon Science Circus
• Kids Teaching Kids Environmental Day at Tamworth Public School

Academic

In the National Assessment Program Literacy And Numeracy (NAPLAN), 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Numeracy & Literacy – NAPLAN Yrs 3&5

Six Year 3 students sat the NAPLAN 2011
Five Year 5 students sat the NAPLAN in 2011.
Privacy protocols prevent reporting on student cohorts less than 10. All parents /carers have been given reports outlining their child’s achievements.

Progress in literacy

Noteworthy programs and initiatives

The students participate in a variety of programs and events throughout the year. Some of these include:

• Environmental Education Day at Chaffey Dam planting 240 trees
• Tamworth Science and Engineering Challenge, our senior students winning
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below. Some students in year 5 have learning difficulties and results were as expected by teaching and learning support staff.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. Studies of contemporary and traditional Aboriginal society and culture have been a focus of our Visual Arts, Human Society and its Environment and English curricula.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society. We celebrate Harmony Day and discuss principles of acceptance and inclusion each week in assemblies and/or class.

Each year the students participate in the Country Women’s Association ‘Country of Study’. This year we learnt about the culture and physical environment of Iceland.

Drug Education

The school drug education program provides effective instruction designed to deter young people from using drugs and develop positive values and attitudes when making choices involving the use of drugs.

Our programs included a visit to the Life Education Van.

HeadStart

HeadStart is the name our Kindergarten transition program and has become a focus for our school in term 4. The HeadStart program is conducted each Friday. Students who have enrolled in Kindergarten for the following year are encouraged to attend for full days on Fridays in terms 3 & 4 and also to participate in our water safety program at a greatly subsidized cost.

HeadStart was coordinated by Samantha Deaves (Kindergarten teachers) and Mrs. Kate Bull (Teachers Aide) and involved activities such as reading, writing, early maths concepts, gross and fine motor skill development and social skill development to assist with a smooth transition from home to school.

Connected learning

During 2010 the senior class had an interactive whiteboard installed which allowed greater access to the internet and also the ability to connect via teleconferencing to other schools.
Progress on 2011 targets
Target 1
To improve student outcomes in numeracy focussing on measurement and data and space and geometry.
With change of Principal, and with input from current teaching staff and specialist regional staff, in line with regional priorities, it was decided to change this target to a general literacy focus.
Our achievements included:
- Training and supporting teaching staff in L3 (targeted Kindergarten Literacy program), Best Start & Reading recovery.
- Changing teaching practice and learning activities to recognised best practice according to recent research, which were reflected in teaching and learning programs.
- A more focussed and consistent approach to literacy activities, including providing contextual grammar instruction, across the whole school.
- Individualised spelling lists across the whole school.
- Improved teacher feedback to student writing.
- Reorganisation of the school timetable and staffing to allow individualised and focussed literacy instruction for Kindergarten students.
- Regular access to professional learning and implementation support from specialist regional office staff.

Target 2
To improve school culture and tone.
Our achievements included:
- Adoption of consistent and positive language and behaviour management strategies across all teaching staff.
- Catering for the needs of all our students.
- Identifying multiple ways to improve what we do.
- Debriefing and post event analysis by all staff, for all major school events, providing clear written frameworks for the following year.
- Reviewing school policies and practices.
- Providing opportunities for student leadership opportunities for senior students.
- Involving parents and carers in decision making processes.
- Encouragement and observation of harmonious interaction between all stakeholders.
We are also in the process of establishing a safer and more aesthetically pleasing learning environment as detailed below.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice
Background
As the Principal was new to the school, very early in the year, we carried out a large staff & student survey with focused discussion on areas identified for improvement. Regular involvement of the P&C and regular open discussion between the Principal and key stakeholders was paramount to guiding the direction of both major and minor changes.

Findings and conclusions
The overall learning environment, school vegetable garden and organization of teaching and learning resources were key themes amongst staff, students and parents.
There was no adequate storage for sporting equipment; much of the teacher resource area was out dated and newer resources were underutilized; students were unsure of the whereabouts of equipment and the front of school appeared uninviting.
Our achievements in 2011 include:
- Demolition & replacement of new toilet block for students.
- Demolition of condemned, old school residence and 3 associated unsightly sheds in disrepair.
- Removal of old demountable, excess to school requirements.
- Relocation of school entry way & creation of path in order to separate pedestrian and vehicular entry.
- Landscaping of unsightly sewer tanks at front of school.
- Painting of outside walls & building panels.
• Reestablishment of school vegetable garden after damage sustained during major capital works
• Culling of old teaching and learning resources no longer applicable to the modern school context.

Future directions
• Relocate cleaner’s storeroom and reestablish a kitchen in the school for student, parent and staff use.
• Improve safety and aesthetics of toilet block on school oval by rotating the whole building 180°.
• Provide adequate and secure storage for GA equipment including safe chemical storage area
• With P&C funding, provide area for P&C to store bulky items
• Improve school signage
• Work with council to improve parking and safety zones in front of the school
• Continue culling of old teaching and learning resources no longer applicable to the modern school context and continue to organize storage areas of necessary resources for staff and student convenience.

Curriculum
Background
The staff and a small number of parents voiced concern about student motivation in completing homework tasks designed to reinforce what was being taught in class from Kindergarten to Year 6.

Findings, conclusions and actions.
When stakeholders were surveyed, many parents and students and (therefore some teachers) placed little value on homework. Some students found the homework too easy, others too hard. In consultation with the students, & assistance with new, experienced staff who had successfully changed homework practices in other schools, we introduced a simple and manageable, but individualized homework sheet and introduced rewards (lucky dips & certificates) for regular homework completion. We informed parents through school newsletters and involved parents in fun & practical homework tasks. Although we saw great improvement, it was not as much as staff had hoped. At the end of 2011, we again spoke to parents and students and have made some revisions and further simplified the reward point system and layout of the actual homework sheet. This has already proved very successful at the time of writing this in mid term one 2012.

Future directions
Keep records of student homework & provide regular feedback to parents and students.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.
This was done as a series of focus group meetings and regular discussions with staff students and parents. Their responses are presented below.
Although the general tone of meetings and overall feedback was very positive, some parents felt that the profile of DPS had fallen over the past few years and wanted more community involvement and a higher community profile. Staff felt as though the resources and professional learning over past years did not always target their specific, individual needs and students wanted more computer based and engaging lessons. We have already begun tackling many of these issues throughout 2011 and will continue to do so in 2012.

Professional learning
We place a great emphasis and value on professional development in our pursuit to continually build teacher capacity and support student learning through such courses in in Literacy and Numeracy, with a focus on, L3 (Kindergarten Literacy program) & Reading Recovery in a small school context, Small Schools Conference, Best Start, Athletics carnival rules, Musica Viva and regular attendance by the Principal at School Education Group Meetings and Primary Principals’ Association meetings including the Primary Principals Association Annual Conference in Sydney.

Community.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas,
intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014
Increase the number of students achieving in proficiency bands in Literacy.

2012 Targets to achieve this outcome include:
Progressively increase the three year aggregate percentage of students achieving At and Above Minimum National Standards in Reading in Years 3 and 5 by 10% and 20% in Virtual Year 7 by 2014.
- Improve the literacy levels of all students with a particular focus on Grammar and Comprehension.
- Strengthen the capacity of all teachers to improve student learning outcomes.

Strategies to achieve these targets include:
- For both teachers of the senior class to undertake training in the ‘Focus on Reading’ and ‘Prioritising Grammar’ courses.
- Train & support second teacher of junior class in L3 and overall literacy teaching
- To adopt the recognised best teaching and learning practices in the classroom, as identified by the research behind these programs.
- Specific focused lessons on grammar each week as well as treating grammar in context in other learning opportunities.
- Access Royal Far West School in Manly for intensive online literacy support for two Year 6 students.

School priority 2

Outcome for 2012–2014
Increase the number of students achieving in proficiency bands in Numeracy.

2012 Targets to achieve this outcome include:
Progressively increase the three year aggregate percentage of students achieving At and Above Minimum National Standards in Numeracy in Years 3 and 5 by 10% and 20% in Virtual Year 7 by 2014.

Strategies to achieve these targets include:
- Purchase of new student texts leading towards the NSW implementation of the Australian Curriculum & appropriate teacher support resources.
- Purchase 12 month subscription to Mathletics – an online student maths tuition and games centre.
- All staff to participate in Count Me In Too refresher training via a series of video conferences.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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