School context statement

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 it has to offer. Dungowan is a close community with parents who communicate well with the school and with each other.

The school grounds are well maintained, spacious and well provisioned. Our school is on a split site, divided by Ogunbil Road. Our netball court, sandpit, cross country track, athletics training areas, football field and orange orchard, is across the road from the classrooms, office, storage sheds, tennis court and general play area. This gives teachers opportunities to develop road safety skills and understandings on a regular basis as we cross the road to use our beautiful grounds several times each week.

Principal’s message

Dungowan Public School has a calm 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.

2014 has once again been a very busy and productive year for all concerned. This year our school successfully passed a full financial audit and work health and safety audit – a credit to the

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 social. This cannot be achieved without the commitment and dedication of our staff and families.

It is with great pleasure that I commend the professional work of the teaching personnel, Mrs Samantha Deaves, Mrs Kelly Newcombe and Mrs Kay Fletcher, 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. Donna Smith and Mr John McDonald work to maintain our classrooms and school grounds. Mrs Tracey Rankmore joined us for five weeks as part of her university course of study and made great contributions to our school team.

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 2015 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.

Ms Merydyth Raue

P & C message

Many of us have been hard at work with fundraising during 2014 and made it another very successful year.

Fundraising events have included Dungowan Football Canteen, Bunnings BBQ, Raffle,
Dungowan Campdraft, Pie Drive $500, Dungowan Fair Day. Our biggest fundraising event for the year was another successful Prawn and Chicken night held at the end of October, where we raised over $12,000.

Obviously these events would not have been possible without significant efforts put in by many of our P & C members, so I would like to send a special thank you to everyone.

Throughout the year we have provided great support to our school families and the students.

We were proud of the establishment of a new kitchen in the area adjacent to the 3-6 room in January. The new kitchen has enabled students to prepare meals and special treats, sometimes using ingredients from our growing vegetable garden.

This year’s focus is to purchase play equipment for the school playground across the road – something the students have been asking for for the past couple of years.

We meet every second Monday of the month at 7pm Term 1 & 4 and at 6pm in Terms 2 & 3.

Our Annual General meeting (AGM) was held at the school on 11th February 2014.

Thank you all and we look forward to another productive and exciting year in 2015.

Cindy Brindle
President,
Dungowan P&C.

Student information

Dungowan Public School had over 40 students during 2014. Due to demographics of the area and limited availability of rental properties for families, student numbers have been gradually decreasing for several years, so this year was a welcome change to the overall demographic trend.

The students are 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.

Class Structure

Students are organised into two classes: Stage 1 – K/1/2 and Stages 2 & 3 Years 3/4/ 5/6.

We have a learning and support teacher each Thursday who works with individuals and small groups as necessary.

Student enrolment profile

![Student enrolment profile](image)

Student attendance profile

Our attendance rates are excellent. As can be seen from the table below, overall attendance at Dungowan Public School is consistently above region and state average indicating high levels of student engagement and community commitment to education and school.

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<thead>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</tr>
</tbody>
</table>
Most parents are diligent with regard to school attendance and they are quick to inform the school when students have been absent. DEC and school policies are adhered to when following up unexplained student absence.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Dungowan Public School boasts a hardworking and dedicated teaching staff consisting of a teaching Principal; a full time, temporary new scheme teacher and Learning and Support Teacher one day per week. Our permanent full time teacher is on part time maternity leave and teaches 2 days per week.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014 there were no teachers who identified as Aboriginal or Torres Strait Islander at Dungowan Public School.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</tr>
</tbody>
</table>

Professional learning and teacher accreditation.

An average of $1850 was spent on each teacher’s professional learning this year. All permanent, temporary and regular casual teachers completed the mandatory training including CPR, anaphylaxis, asthma, Child Protection and code of conduct. All fulltime and permanent part time teachers completed training in the Disabilities Discrimination Act.

All teaching staff have undertaken learning in the implementation of the English curriculum, the new Science syllabus and the new Mathematics Syllabus. As a whole staff, we used school development days to write a new scope and sequence for Science and collect resources with which to begin planning specific units of work.

Our temporary, full time, stage one teacher participated in L3 (early literacy) and PLAN (Plotting Literacy And Numeracy) training. She also finalised her accreditation at Proficient level with the Institute of Teachers. Our PDHPE teacher was involved in workshops to develop more streamlined and effective assessment & reporting practices in physical education.

Our school Principal attended all necessary regional Principals’ meetings and also represented all Primary Principals in the Tamworth area at the Primary Principal’s Association state council meetings in Sydney each term. In doing so, she was able to keep abreast of the many changes facing education across NSW and support colleagues in nearby schools.

Beginning Teachers

There were no permanent beginning teachers employed at Dungowan PS in 2014.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
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<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>36505.91</td>
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</tbody>
</table>
A full copy of the school’s 2014 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 2014

#### Academic achievements

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- **Year 3:** from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5:** from Band 3 (lowest) to Band 8 (highest for Year 5)
- **Year 7:** from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Year 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

Alternatively:

**Privacy protocols prevent reporting on student cohorts less than 10.** All parents/carers have been given reports outlining their child’s achievements & had opportunities to discuss these reports with the classroom teacher.

**NAPLAN Year 5 - Literacy**

We are very proud to report that our average student growth (ie. Improvement from year 3 to year 5 results of matched students) in reading, grammar and punctuation was well above both NSW state average and similar school groups. (There is not enough data provided by state, to comment on our average growth in writing.)

**NAPLAN Year 5 - Numeracy**

We are proud to report that our average student growth (ie. Improvement from the year 3 to year 5 results of matched students) was above region and NSW state average.

**Other achievements**

**Creative Arts**

Our whole school mural won a place ribbon at the small school Art show hosted by Currabubula PS. This is displayed in the classroom black at school. All students had opportunities to enter individual items and our school was very well represented.

Dungowan holds an annual play night which was attended by most members of our school community and many from the wider community. ‘The Royal Drama’, ‘Chester’s Cool School Band’ and ‘The Story of The Little Red Hens’ were all smash hits with the audience.
Students of the senior class were involved in a sign language choir for presentation night. They were involved in the interpretation of the song “Let It Go” from the Musical “Frozen” and then learned the signs for the words and phrases and created a very special performance.

Sport

Combined Small Schools’ Cross Country

Moonbi Public School hosted a small schools’ cross country day. Kaitlin, Travis, Esther, Jeb, Jonny, Sian and Josiah all came first in their age races. Mikaela came second in her race and Miri, Byren, Lawson Samantha, Mia, Claire and Angus came third in theirs. We also had a number of 4ths, 5ths and 6ths and every one of our students who competed, finished their race! Jessica Waterhouse received the ‘good sport award’ for the day.

Swimming

The Peel Valley (previously “Cockburn”) Swimming Carnival is hosted by Nundle each year. Dungowan PS won the 25m Carnival and came runner up to Nundle in the 50m point score.

Our relay teams did extremely well with the jnr 50m coming 1st, Snr 50m 2nd and the Jnr 25m also placing 2nd.

Alana Williams: 11yrs 50m Champion
Samantha ONeill: Jnr 50m Champion
Kyara Donichiue: 11yrs 25m champion
Miriam Cooper: 25m Jnr Champion
Josiah Cooper: Snr boy 50m Runner up
Harrison Bracken: Jnr Boy 25m Runner Up.’

Zone Swimming Carnival

Because of their outstanding performance, these students represented the Tamworth zone in the New England regional carnival in Armidale in March. Overall our students also won the champion school in the Category C school group of competitors.

Samantha – 10yr 50m Freestyle, Junior 50m Breaststroke, Junior 200m Individual Medley,
Alana –11yr 50m Butterfly,
mia – Senior 50m Butterfly,
Shaynelle - 9yr 50m Freestyle,
Claire, Sam, Mia, Alana competed in the Peter Dobson Trophy Mixed 4x50m Relay coming 5th in the state at Homebush Olympic Pool.
Athletics

Peel Valley Athletics Carnival
Our school hosts this carnival open to local small schools. This year we had competitors from Nundle, Moonbi, Woolomin, Tintinhull and Bendemeer.

Our students performed very well with the following students gaining awards.
Mikaela Bridge – Champion - junior girl
Jonny Tongue – Champion - junior boy
Alana Williams – Runner-up 11 year girl
Josiah Cooper – Champion – senior boy

Zone Athletics
At the zone athletics carnival, Dungowan PS won the ‘C’ Schools Championship trophy and Mikaela was awarded Junior girl champion. Our relay team (Angus, Jonny, Mia and Josiah) represented our school at regional carnival.

The following photos are from our school athletics carnival.

State Athletics
Mikaela Bridge competed in the 800m at Homebush Olympic Athletic Track representing the whole North West region.
**Significant programs and initiatives – Policy and equity funding**

**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.

Aboriginal students (along with many other of our students) have personalized learning plans made in consultation with teaching staff, learning support staff, the student/s and parents. Early assessment for data informed planning and encouraging participation in our HeadStart Program, enables Aboriginal students a solid start for Kindergarten and future school success.

Gwenda Stanley, a visiting performer entertained and educated the students about some aspects of Aboriginal culture in August.

We joined a group of local small schools at Bendemeer PS in July to celebrate NAIDOC week. The children were involved in several Indigenous activities and games and entertained by Dreamtime stories and Gamilaroi dancers.

The small number of Aboriginal students in our school and related privacy issues do not allow for the inclusion of specific information relating to academic performance or attendance rates.

**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 usually celebrate Harmony Day and discuss principles of acceptance and inclusion each week in assemblies and/or class.

Senior students watch and discuss the popular children’s news program “Behind The News” every week, which allows for increased understanding of Australia’s global connections and participation in the wider world.

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 Botswana.

We have no students from a non-English speaking background. The Principal has been trained as an Anti-Racism Contact officer (ARCO) and there were no reported incidents of racism at Dungowan PS in 2014.

**Drug Education**

Mrs Newcombe teaches the Personal Development and Health component of the PDHPE syllabus to ensure consistency of the delivery of these important programs.

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 an annual visit to the Life Education Van.
Other significant initiatives

HeadStart

HeadStart is the name our Kindergarten transition program and has become a focus for our school in semester 2. 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.

HeadStart was coordinated by Mrs Samantha Deaves (Kindergarten teacher) and Mrs. Kate Bull (School Learning Support Officer). The program 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.

Each future Kindergarten student is teamed up with a Year 5 (or sometimes Year 4) 'buddy' who assists their new little friend in settling into school and learning the rules and routines of 'big school', especially during break times. The buddies are hand-picked for each student and existing relationships, gender, student preference and personality are all taken into consideration. We have found enormous success with this program for many years and we plan to continue this in the future.

Private Guitar Lessons

Scott Munday offers private guitar lessons on school grounds after hours. Students from Kindergarten to year 6 participate and are grouped according to age, ability, confidence and personality. We are pleased to be able to provide this for our students as music lessons are difficult for our families to access in Tamworth out of school time.

Musica Viva - Gypsytober

Each year, our school takes advantage of the Musica Viva program where internationally recognized musicians tour regional areas and perform for students across the state. We have access to 2 performances each year and always look forward to the quality learning opportunities these visits and lesson support materials provide.

Book Parade and annual Book Fair

Each year we celebrate book week with a book fair where we sell books to families and make a small profit to spend on our school library. As part of the celebration, students and staff dress as their favourite book character and tell other students about books they have been reading. We also encourage community visitors to share their favourite childhood books also.

Remote Literacy Support Program

During 2014, 4 members of the senior class used a computer interface being used to support students in Years 3-6 who require additional one on one support in reading. The centre, based in Tamworth, has been established by a small regional team lead by our Principal, Mrs Raue, in order to support the students of Dungowan now and in the future. The centre also supports other students in rural / remote locations around the state. Results were extremely pleasing and DPS students will continue to access this resource in 2015.

National Disability Data collection

The Australian Government, together with all states and territories, is implementing a new national data collection about students with disability. This national data collection aligns with educational obligations to provide adjustments for students who need them under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. The national data collection on students with disability is based on
the professional judgment of teachers about their students. The national data collection on students with disability will be mandatory for all Australian schools from 2015 onwards. 2013 and 2014 are transition years to allow schools to become familiar with the data collection model and refine their processes before the collection becomes mandatory.

Over 2013 & 2014, all staff successfully completed training in the Disabilities Discrimination Act and we have analysed and revised our document in how we cater for students with individual needs in our classrooms. We found the experience quite rewarding and it confirmed the high standard of work that we already do for each of our students. We are now ready for the mandatory implementation and strict accountability measures to be introduced in 2015.

Environmental Education

Our school boasts a beautiful vegetable garden created and maintained by students and parent volunteers under the guidance of Kathrine Cooper.

In the garden (and wider school grounds), we have considered water conservation and catchment issues and utilize rainwater tanks, drip feeding and the use of grey water from our septic system. We have accessed the assistance and advice of local Land care workers and have participated in special days and activities involving Landcare.

First aid and CPR

The senior class again participated this year in basic first aid and CPR training with Cameron McFarlane.

Combined Small Schools’ Excursions

As part of our excursion cycle, every second year, local small schools take our stage two students (in Years 3 and 4) to The Great Aussie Bush Camp. Our stage 3 students (in Years 5 &6) go to Canberra. This provides quality learning experiences that complement our presentation of syllabus requirements with the added bonus of enabling our students to form friendships with students from other schools and thus assist in high school transition.
National Partnership Improving Literacy and numeracy.

In 2014 the school received a small amount of funding which we chose to use to support literacy.

Funding was used to begin ‘Focus On Reading’ training and time off class for teachers to develop greater understandings of the Literacy continuum.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student surveys and discussions
- Staff surveys and regular meetings
- Parent group and individual meetings

School priority 1

Outcome for 2012–2014

Increase the number of students achieving in proficiency bands in Literacy.

2014 Targets to achieve this outcome included:

- 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 included:

- For both teachers of the senior class to undertake training in the ‘Focus on Reading’ and ‘Prioritising Grammar’ courses.
- Continued support of teacher of junior class in implementing the ‘L3’ program 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 focussed lessons on grammar each week as well as treating grammar in context in other learning opportunities.
- Access New England Centre Of Learning for intensive online literacy support for students with specific literacy needs.

Evidence of progress towards outcomes in 2013:
- Nearly 100% of students in Year 5 and virtual Year 7 were at or above minimum national standard in all aspects of literacy.

School priority 2

Outcome for 2012–2014

Increase the number of students achieving in proficiency bands in Numeracy.

2014 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 in 2014 included:

- Purchase new student stage compatible texts with Australian Curriculum Outcomes enabling teachers to work towards the mandatory implementation of the new syllabus in 2015. Purchase appropriate teacher support resources and student learning resources to enable a concrete understanding of abstract concepts.
- Continue daily ‘maths mentals’ to improve automaticity of number facts. These will then be given the following week for homework so that parents are able to follow what is done in class and support their child’s learning.

Evidence of progress towards outcomes in 2014:
- Nearly 100% of students in Year 5 and virtual Year 7 were at or above minimum national standard in Numeracy.

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 courses in Literacy and Numeracy, with a focus on, L3 (Literacy Program) and Best Start early assessment.

Regular attendance by the Principal at local School Principal Meetings and Primary Principals’ Association meetings (including the Primary Principals Association State Council meetings in Sydney) enables staff to be aware of current research, practices, compliance issues and curriculum updates. Our Principal also attended Principal Induction Conferences as a facilitator during the January school holidays.

Two teachers have attended the Live Life Well Program which promotes healthy life style of students. We have implemented this program throughout the year and our school lunches each Friday are testament to the overall healthy culture of our school population.

Support staff and casual teaching staff are encouraged to attend professional learning as appropriate opportunities arise. Mandatory training has been completed by most staff including code of conduct, first aid and anaphylaxis training.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Overall, feedback was extremely positive with only individual minor issues were needing to be addressed.

Staff have asked for additional training and support in the implementation of technology in the classroom to further enhance student engagement. This will be addressed in the new 2015 school planning process and the new performance and development framework.

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.

Merydyth Raue, Principal;
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School Code: 1793

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.