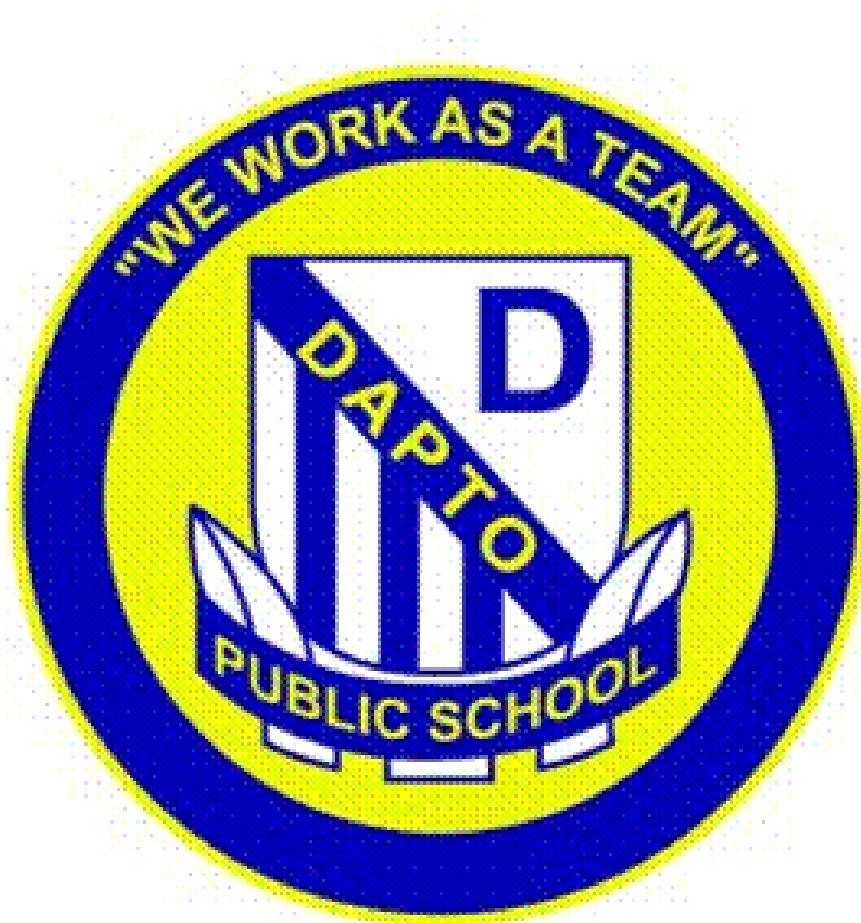


2020 Annual Report

Dapto Public School



1727

Introduction

The Annual Report for 2020 is provided to the community of Dapto 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 school 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

Dapto Public School
48-66 Sierra Drive
HORSLEY, 2530
www.dapto-p.schools.nsw.edu.au
dapto-p.school@det.nsw.edu.au
4261 2247

Message from the principal

What an interesting year 2020 was, full of unprecedented events that impacted education and our daily routines like nothing else in our lifetimes. Dapto Public School proved that, together, we can overcome any challenge set before us. The importance of having strong partnerships was never as evident as in 2020.

With the onset of the Covid-19 pandemic, education evolved to being delivered online and our staff quickly and professionally organised lesson plans for Learning From Home. We supported families who were essential workers by having staff present at school to supervise students and help them keep in touch with their teacher and classmates. We supported families learning from home by making personal phone calls to help with academic and technological needs, setting up zoom meetings for classes, establishing daily routines to monitor learning and provide feedback using Google Classroom and Seesaw, and monitoring attendance and checking in with families to let them know that their wellbeing was also our concern. In return, families supported us by whole-heartedly jumping in to Learning From Home, making sure that their children engaged with the lessons provided. Even though this was a challenging period of time, Dapto Public School came through it with a strength of community and a pride in our collective response.

We managed to have our swimming carnival at the start of the year and an athletics carnival at the end, but all other sporting events were cancelled. Luckily, the annual P&C fundraiser, a Colour Run, was scheduled for early March and parents, staff and students could have a fun day together, raising funds for the P&C to use for future initiatives. Since all of our other regular extra curricula activities in the year were unable to happen, the staff at the school planned some events to stay connected with the school community. The staff planned a "Zoo" excursion for families which was a fantastic event that involved staff standing outside the school, dressed up as animals, while families drove past, waving signs of support from their cars. Our annual art gallery couldn't go ahead so our art team planned a Mona Lisa Art Gallery that was displayed on the fences. Students could bring their families and have an art walk around the perimeter of the school, accessing QR codes that provided information about each piece. Staff ran the Father's Day Stall for the P&C and we also held a mufti day to raise funds for Convoy, all conducted to maintain normal routines as much as possible. Some of these events featured on local media, as well as Department of Education social media, as an example of connectedness during challenging times.

In the middle of all of this, we also saw the start of the building process that will provide the school with new spaces for staff and students, including 20 new classrooms. This will enable all students to be taught in a permanent building, will provide us with a larger learning space in the library, extends the staffroom area to have space to cater for all staff, and will open up the play area when the demountables are removed. We look forward to seeing the end result towards the end of 2021.

Through all of this, the teachers kept focusing on professional development, particularly in technology, to ensure high expectations were maintained throughout the year, whether learning from home or at school. Every staff member showed dedication and professionalism when facing all of the challenges presented to them and I know that the Dapto community joins me in thanking each and every one of them for going above and beyond in 2020.

2020 was an exceptional year that showed what you can achieve when you have strong, positive partnerships.

Message from the school community

This past year has been important for Dapto Public School, not just due to the impact of a global health pandemic on our community, but also with construction commencing on additional permanent classrooms and support facilities to set up Dapto Public School for future growth. Our students will benefit from replacing temporary classrooms with permanent buildings and returning approximately 2,000 square metres of open space for play following completion, which is expected in Term 4 2021. This will be a very welcome addition despite the disruption through the construction phase.

It is important to recognise the amazing job the staff and teachers at Dapto Public have done over the past year. Their creativity, professionalism and care was critical in guiding our community through incredibly uncertain and unsettling times. Events such as the drive-by Zoo Excursion and Mona Lisa re-imagined art gallery were great fun for the students, but also critical moments of community engagement throughout the disruption.

Dapto Public School has had the vision to have implemented a Bring Your Own Device policy for some years, and has worked to create a safe and effective online learning environment for our students. The benefit of introducing this approach, along with the systems and knowledge to support online learning, meant that our school was well placed when home learning commenced in Term 1, and families reported a smooth transition - alongside greater appreciation for the work of our teachers and staff. In particular, we should recognise our Kindergarten, Year 1, and Year 2 teachers who had the greatest challenge, as the systems and skills to manage online learning weren't established for them the way it was for primary classes.

The Dapto Public School P&C maintained an important role connecting the community to our school and providing support where we could. The future is looking strong, with a new generation of parents taking our membership to around 30. This group provides a broad representation of our school community which is important for the operation of any P&C. We are regularly, actively engaged in decision making at school, with members sitting on selection panels for staffing and contract awards, including the recent before and after school care contract which commenced in Term 4. Our amazing school staff insisted on pushing ahead with our traditional Father's Day stall, even though we aren't allowed on site. The staff have run it on our behalf - with the emphasis not on raising money, but to return to some level of normality for the students. Endeavours were significantly reduced for most of 2020, with meetings restricted to Zoom and fundraising activity suspended. It was exciting to return to the school site for meetings in Term 4 and gather in person again, as well as to start planning for the future.

Previous plans for events in 2020 are being revised, with Alanna Brown taking the lead on organising a Trivia night planned for 22 May 2021. Based on previous success and enjoyment for everyone involved, our third Colour Run is planned for Friday 11 March 2022 following completion of the construction activity on site. Our P&C fundraising goal remains to contribute towards the construction of an outdoor play area once the upgrade of the school is complete. Our plans may need to be staged to fit within our budget and will be guided by the staff once construction work concludes.

Tony Baerwinkel
President - Dapto Public School P&C



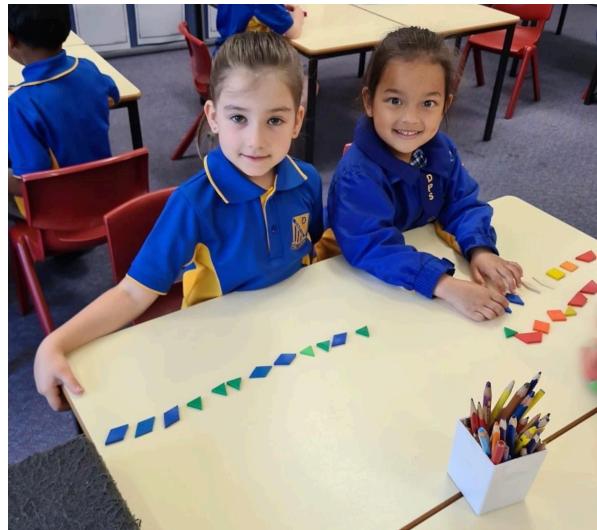
Mona Lisa - COVID Mona

School vision

At Dapto Public School we care. We endeavour to provide the best of education for all students in an environment which nurtures the individual. We support students to develop the skills of literacy and numeracy as well as providing a holistic approach to support students in becoming learners in the 21st century.

School context

Dapto Public School is located in the NSW's South Coast in the city of Wollongong. The school was relocated in 2004 and is no longer in Dapto but rather in the suburb of Horsley in the West Dapto growth corridor. The school has an enrolment of 728 students of which 7% are Aboriginal and 13% are Non-English Speaking Background. The school also has four support classes (3 Autism and 1 IO/IS). The school has a focus on developing the basics of literacy and numeracy in all students, as well as providing award winning programs in the Arts and significant programs in sporting areas. Our school has a strong focus on technology and in innovating for future learning. This school plan has been endorsed by the community through various community forums and meetings.



Students in kindergarten working hard in maths.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

High Expectations for all learners

Purpose

To embed curriculum provision that is dynamic, based on feedback, student assessment and individual needs that challenges students to achieve high expectations both socially, emotionally and academically, especially in literacy and numeracy.

Improvement Measures

80% at or above K-2 meeting stage appropriate reading levels.

70% at or above grade expectations in numeracy.

Effective implementation of the literacy and numeracy progressions across the whole school.

All staff successfully using effective feedback strategies to engage students in their learning.

Progress towards achieving improvement measures

Process 1: Teachers will embed evidence-based practices in numeracy and literacy in line with the development of the Learning Progressions.

Evaluation	Funds Expended (Resources)
All staff participated in professional development in Term 1 relating to the specific planning and programming for the teaching of additive strategies, with the aim of understanding the progression of learning across the syllabus. The professional development then became stage based throughout the year to ensure teachers were collaboratively programming and planning to ensure differentiation is built into each weekly program. Throughout the year further professional development was aimed at embedding success criteria and learning intentions into daily mathematics lessons. Staff survey results in Term 3 indicate that staff feel the collaborative planning and professional learning have had an impact on their teaching this year. Staff also indicated that embedding success criteria improved their teaching but they would like some more professional development in this area. Classroom observations during Term 4 showed that 60% were already embedding success criteria and learning intentions in their daily lessons, whilst a further 20% were beginning to.	Maths planning Funding Sources: <ul style="list-style-type: none">Professional learning (\$1905.56)

Process 2: Teachers will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Evaluation	Funds Expended (Resources)
On the return to school, the assessment schedule for all grades was revised to ensure students were assessed when they returned from the Learning From Home period. Assessment data was used to inform reporting and programming for the remainder of Term 2 and Term 3. Assistant Principals supported assessment of reading across their grade to inform learning and support programs which began again in Week 6 Term 2. Planning days for staff in Term 3 and 4 had a strong focus on analysing data from PAT assessments, probe reading assessments and for Year 3 and 5 check in assessments. Based on PAT data from 2019 to 2020, the average student growth for reading in Year 1 was 18%, stage 2 was 9% and stage 3 was 4%. The average student growth for numeracy in stage 1 was 4%, stage 2 was 6% and stage 3 was 5%. These were all above the expected growth based on the norm data. Due to the cancellation of NAPLAN we have been unable to use the standard growth measures used in previous years. Data from 2020 will be used at the beginning of 2021 to ensure learning support groups and	Funding for planning days and class teacher 1hr/week for updating data Funding Sources: <ul style="list-style-type: none">Socio-economic background (\$85210.00)Professional learning (\$7021.05)

Progress towards achieving improvement measures

classroom programs are reflective of student needs. The ongoing practise of having teachers use systematic and reliable assessment will be embedded in the next school planning cycle.

Process 3: Students will engage in feedback about their learning and take responsibility for their future learning goals.

Evaluation	Funds Expended (Resources)
<p>This process in our school plan was delayed until Term 3 due to school closures around the COVID pandemic. In the short time that this process has been a focus, a lot has been achieved. All staff participated in registered professional learning around learning intentions and success criteria at the beginning of Term 3. Teachers then collaboratively planned the learning intentions and success criteria whilst completing maths programming. Staff engaged in a sharing session during planning days to identify how they are engaging students in the success criteria and giving feedback to students. Assistant Principals reviewed class programs for Term 3 and 100% of staff have learning intentions for each lesson outlined. During formal classroom observations, it was identified that 60% of staff already have learning intentions and feedback embedded in the lesson cycle. A further 20% were referring to learning intentions at the beginning of the lesson as outlined in the program. The staff response to survey results showed that 90% of teachers indicated that they felt students were more engaged in mathematics lessons this year.</p>	

Process 4: The school analyses student progress and achievement data and responds to trends in student achievement, at individual, group and whole school levels.

Evaluation	Funds Expended (Resources)
<p>Students K-6 received literacy and numeracy support. The students were identified through the analysis of student progress in these areas. During the year, a number of students were supported in every stage. In Early Stage 1, seventy eight students were supported in literacy and numeracy, with fifty students receiving support in Term One alone. Over the year, several of these students received on going support. In Stage 1, seventy five students received numeracy support. Several of these students received on going support throughout the year. In Stage 2, sixty five students received literacy support and forty two students received numeracy support throughout the year. In Stage 3, ninety five students received literacy support and seventy two students received numeracy support. Students who were supported demonstrated growth in the area of the support and students who did not reach bench mark targets throughout the year continued to be supported. Data was analysed regularly in each stage to evaluate the effectiveness of the support as well as to identify the students who would need support in each area.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$54211.00) • Low level adjustment for disability (\$120322.00) • Socio-economic background (\$175122.00) • Quality Teaching, Successful Students (QTSS) (\$143949.00) • Literacy and numeracy (\$91883.00)

Strategic Direction 2

Quality Teaching and Learning Programs

Purpose

To ensure a whole school approach to developing deep content knowledge, implementing effective evidence based teaching methods and trialing innovative practices to enable quality student engagement.

Improvement Measures

All classroom programs are of a high quality and effectively reflect current national syllabus and respond to student needs.

Development of student based assessment practices and data capture in all learning areas.

Evidence of growth in student engagement in Science and Technology based on pre and post survey results.

Progress towards achieving improvement measures

Process 1: Teachers are supported to trial innovative or evidence-based, future-focused practices using a range of technology.

Evaluation	Funds Expended (Resources)
In a year marked by change and disruption, Dapto Public School has improved the use of Digital Technologies and online learning tools drastically in the last 12 months. Overall usage of Google Classroom has increased, with many teachers looking forward to implementing their learning with their class in 2021. All staff continued to use teleconferencing applications such as Zoom for staff meetings and for stage meetings, to comply with COVID-19 restrictions. Robotics, VR and 3D printing were delayed through to the end of the year, as it was unfeasible and unsafe to use hands on technology across the grade/stage. Refresher courses will be planned for Coding and Robotics in Terms 2 and 3 2021 to allow teachers a smooth transition back into using these technologies. 3D printing will be offered for staff training/student use from Term 3 2021.	Release for TPL to organise technology for Learning from Home Funding Sources: <ul style="list-style-type: none">Professional learning (\$1562.67)

Process 2: Students are engaged in inquiry-based, student centred projects incorporating the skills of working scientifically and the design process.

Evaluation	Funds Expended (Resources)
In Term 1 of 2020 all grades were set to engage in science units of work aligned to the new syllabus that were developed in 2019. The units were updated based on recommendations from staff at the end of 2019. As COVID 19 saw students move to learning from home changes were made to ensure students could engage in lessons aligned to the schools scope and sequence whilst at home. The term 2 the units of work were again modified to more theory based units so that students were able to work from home. On returning to school in Term 2 and 3 staff explored inquisitive science units, as there were being offered for free, to identify links with our own programs. Staff reviewed the units and concluded that the school units of work already developed by staff were of a high quality and that the school would continue programming at a school level. Term 3 units were modified to include a range of hands on stem activities to reengage students in the science processes. Assessment tasks were aligned to the new units of work. Processes have been established for staff to continually review units of work and staff completed an evaluation for staff developing units of work for 2021 to reflect on.	

Process 3: Development of whole school units of work for Geography and History units that focus on inquiry based learning and have embedded assessment tasks.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>To begin Term 1, the teacher librarian collaborated with teachers across all stages to ensure that the school had the resources to teach both History and Geography effectively, with a strong focus on inquiry based teaching and learning. Lessons in Term 1 were modified at the end of term due to Learning From Home. At the beginning of Term 2, the History and Geography units had to be modified to suit Google classroom. Student tasks were modified so that they could be easily edited and submitted to maximise our students' online learning experience. On the return to school, the revised units of work were completed and students were assessed and reported on in Semester 1 reports. In Term 3 and 4 the teacher librarian continued teaching units of work in line with the school's scope and sequence, and systems were developed for the ongoing review of units with each Assistant Principal.</p>	

Process 4: Maintenance and extension of successful schoolwide CAPA program to be inclusive of every student K-6 while ensuring the provision of ability appropriate, effective learning experiences.

Evaluation	Funds Expended (Resources)
<p>Covid 19 had a huge impact on our school's Creative and Practical Arts program in 2020. During Term 1, when the school closed, our school's visual arts teacher had to re-think how he delivered art to students whilst working from home. He developed a number of online art videos and students' work was shared on our creative arts Facebook page. Each lesson had set criteria for students to complete the task effectively. The art teacher gave students explicit feedback in relation to the set criteria.</p> <p>During Term 2, our visual arts teacher had to readjust his programming due to COVID restrictions. He spent time working with staff and executive to identify a way to ensure students developed art work that could be shared with the community. He understood that, due to restrictions, our annual art gallery would not go ahead, so his goal was to come up with a creative approach that ensured students had purpose for developing art works. To overcome this, it was decided to hold an outdoor art gallery, with the whole school working on class murals, to be displayed on the fence surrounding the school. This major task would be the focus for Term 3 and would be worked on for several lessons. This led to the Mona Lisa Reimagined Art Project being developed.</p> <p>The Mona Lisa is arguably the most recognisable art work in the world. The Term3 program focused not on replicating the painting but on students creating their own interpretation. To achieve this, the students in each class designed and followed a student-derived criteria based on what makes the Mona Lisa look like the Mona Lisa. Alongside the lessons, a checklist was created by the visual arts teacher to ensure all artworks were prepared for the Mona Lisa exhibition in Term 4. The Year 6 extension art group collaborated on the banner for the exhibition and the exhibition was promoted continuously throughout the term via the Facebook page to build up suspense and interest in the exhibition. The art exhibition was a huge success with interest from the local media outlets covering the gallery. Student voice was evident in the exhibition as each art work had a QR code attached to it so that visitors could read the student's description of their art work. Over the course of a week, visitors accessed the QR codes, families shared their own photos of visits on the creative arts Facebook page.</p>	

Process 5: Enhance the physical literacy and movement competency of all students in line with the new PDHPE syllabus.

Evaluation	Funds Expended (Resources)
In 2020, there were a number of changes that impacted the development of	

Progress towards achieving improvement measures

consistent programs across the school. The interruption of COVID 19 meant that components of the health program were adjusted to adapt to Learning From Home. When students returned to school full time, the program was modified to incorporate more physical activity. In Term 3 and 4, staff changes occurred and programs for the remainder of the year were developed based on the draft scope and sequence. The PDHPE RFF teacher reviewed the programs at the end of Term 4 and identified with Assistant Principals the changes to be implemented in 2021. Due to staffing changes, RFF of PDHPE will be offered on a fortnightly basis and will focus on the PE components. Due to some content areas of these components being of a sensitive nature, they will need to be taught by the classroom teacher. This will be at a time in the year when respect and trust has been established between the teacher and students. Updated supporting resources from the DET, for Child Protection and Student Wellbeing, have become available and will be included in our updated PDHPE Units, for implementation in 2021.



Mona Lisa Reimagined 2020

Strategic Direction 3

Partnership in School Improvement

Purpose

To build strong partnerships with a clear focus on student progress and school improvement based on management practices that create a shared culture of accountability.

Improvement Measures

Improved school-based processes for school planning, programming, data management.

Achievement of excelling in management practices and processes, school planning implementing and reporting.

Progress towards achieving improvement measures

Process 1: Expert staff are utilised throughout the whole school to ensure whole school improvement so that every student makes measurable learning progress.

Evaluation	Funds Expended (Resources)
<p>At the beginning of 2020, Assistant Principals were off class to support teaching and learning within their stage. They reviewed 2019 data and identified students for literacy and numeracy support across their grade. Support groups were then delayed due to the APs developing programs for Learning From Home. During Learning from Home, APs supported students at home through phone calls, developing individualised work and working closely with families having difficulties with Learning From Home. Executive team worked closely together to develop learning plans, plans for phased return and staggered dismissal. From week 5, APs supported the assessment of students and identified students for support for the remainder of the term. Each stage had a planning day in week 8 of Term 2. The meeting was used to ensure that Term 3 began with a clear focus of getting learning back on track after the break in schooling. Assistant Principals reviewed PAT test data and reading levels to determine support focus for Term 3. Each AP targeted support for each year group in both literacy and numeracy. AP presented data to the executive team and their stage teams and engaged in discussions with the Principal to review the instructional leader role for 2020. Teachers were surveyed across the school to identify how effective the support from APs had been throughout the year. Staff identified that support during COVID 19, with planning and programming and in class support for literacy and numeracy, was the most effective use of their time.</p>	Funding linked to Strategic Direction 1.

Process 2: The leadership team engages in ongoing consultation with staff, students and the community to effectively evaluate the school plan.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020 the staff, students and parents at Dapto Public School were consulted with on a range of topics relating to the school plan and the future directions of the school. During the COVID 19 pandemic two surveys were sent to families in relation to home learning. The first two were sent in Week 10, and were designed to gauge how the learning at home was going in relation to accessing work, the amount of work, child's confidence and families' confidence. Responses were collated and discussed with executive team to address issues of concern and to inform future planning. During Term 2 and 3 the school organised for an external review of the school's Wellbeing and Teaching and Learning programs. These reviews gave students, parents, teachers and school staff the opportunity to provide feedback to the team by answering key questions around the two focus areas. As a result of these reviews, a number of recommendations were made which have formed a basis for our school planning 2021 - 2023.</p>	<p>Release of staff for internal review</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4852.90)

Progress towards achieving improvement measures

Process 3: Staff are provided with quality professional learning that is evidence-based with a clear focus on student progress and achievement and high quality service delivery.

Evaluation	Funds Expended (Resources)
<p>During 2020, aspects of our planned professional development were interrupted. The school began the year with a clear focus on numeracy development and all staff participated in professional learning, designed by expert staff, on teaching additive strategies with a focus on all staff understanding the progression of learning K through to 6. During the break for COVID, staff were provided with online learning on how to use different technology programs to support Learning From Home. Teachers engaged in ongoing meetings to discuss DoE changes, best practice for Learning From Home and how to monitor and report on student learning. At the beginning of Term 3, all staff participated in registered professional learning, developed as part of Strategic Direction 1, and this saw the return to our focus on developing numeracy across the school. The course was developed by staff and was registered on MyPL as accredited hours. The school continued to have a focus on meeting twice/term for stage teams to meet for collaborative planning and to engage in dialogue about student assessment to make evidence-based judgements. At the end of the year, 85% indicated that stage planning days support them in regards to ensuring high expectations for all. Staff also identified that the professional learning about success criteria assisted them in having a clear focus on syllabus content progression and best supported their numeracy development this year.</p>	

Process 4: Teachers, leaders and aspiring leaders are provided with mentoring to ensure ongoing improvement and the encouragement to pursue higher levels of accreditation.

Evaluation	Funds Expended (Resources)
<p>In 2020, two teachers were supported to complete their beginning teacher accreditation through Support for Beginning Teachers funding. A further temporary engaged teacher was also supported to complete his accreditation. Two teachers completed their L3 training as part of the school's beginning teacher program. They were aligned with a mentor who supported them throughout the year. Each term had a clear focus of the activities to complete based on the teaching standards. The mentor supported the teachers in collecting and annotating evidence for accreditation. In 2020, three teachers received their accreditation. In Term 4, as part of the annual review and planning process for 2021 school planning, staff seeking leadership development had the opportunity to put in expressions of interest for leadership roles within each Strategic Direction. One staff member was identified to begin the process for Highly Accomplished teacher.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$8604.45)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Sixteen year 3 and year 5 students undertook the NSW Check-in Assessment. Year 3 ATSI students achieved 3% above state average in reading and 0.4% above state average in numeracy. Year 5 ATSI students achieved 2.1% above state average in reading and 3.8% above state average in numeracy.</p> <p>School-based end of term reporting data:</p> <p>ES1 - 70% at or above in numeracy, 57% at or above in literacy - all students received small group support throughout the year.</p> <p>Year 1 - 62% at or above in numeracy, 87% at or above in literacy - 5 students received small group support throughout the year.</p> <p>Year 2 - 100% at or above in numeracy. 90% at or above in literacy - 3 students received small group support throughout the year.</p> <p>Year 5 - only two students in this cohort, 1 student is working above expectations and was in an extension group, 1 student is below and received small group support throughout the year.</p> <p>Year 6 - 70% at or above in numeracy, 80% at or above in literacy, small group interventions included extension and support for 6 students.</p>
Low level adjustment for disability		<p>Expert teacher was employed to work closely with the Learning Support Team to ensure students in Stage 1 were meeting Literacy benchmarks. In Term 1 she assessed all Year 1 and Year 2 students and identified 22 Year 1 students as being on reading level 8 or lower and 35 Year 2 students identified as being reading level 18 or lower. Targeted support was implemented 5 days per week which consisted of small group support in class and 1:1 intervention. Data was reviewed every 5 weeks and support was modified throughout the year.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$143 949.00) 	<p>QTSS funding is used to support Strategic Direction 1. It has also assisted in allowing the Deputy Principals to support the Assistant Principals by taking over some of their supervision role to give them more time to support colleagues in developing their skills and knowledge in knowing the content and how to teach. All stages have worked with the Stage APs to collaboratively develop mathematics programs that incorporate differentiated lessons. This has allowed teachers to gain a stronger understanding of the NSW Mathematics Syllabus content across different stage levels. Teachers have been supported to use formative assessment strategies to determine the student groupings for individual lessons or series of lessons. The Learning From Home period interrupted</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$143 949.00)	<p>the development of skills for teaching mathematics effectively and this will continue to be a focus of the QTSS role in semester 2. During Term 3, expert teachers demonstrated strategies for teaching narrative writing during 3 sessions per week. Class teachers have developed more confidence and understanding of the explicit teaching strategies required to enhance the imaginative writing skills of students of all abilities. The Stage 3 AP has undertaken team teaching in four year 6 classes three sessions per week. During these sessions, there have been demonstrations of explicit teaching and formative assessment strategies, as well as collaborative practices for planning and reflecting on teaching and learning. As a result, the quality of mathematics lessons being delivered has improved. Throughout the year, 95% of class and learning support teachers have had their teaching practices observed for mathematics. The focus of these observations was on the use of formative assessment strategies to differentiate their teaching and assess students' progress. Feedback was provided to the teachers around their demonstrated practice and areas for future development. 100% of RFF teachers have had their teaching practices observed for their area of expertise. These teachers focused on their planning, explicit teaching and feedback provided to students.</p>
---	--	--



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	369	382	391	390
Girls	338	331	350	354

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	95.3	94.3	94.5
1	94.8	93.8	94.1	93
2	94.6	94.5	93.9	93.1
3	94.7	94.4	93.9	91.9
4	94.7	94	93.6	92.3
5	93.6	93.3	92.3	91.5
6	93.6	93.1	92.9	92.4
All Years	94.3	94.1	93.6	92.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.24
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Administration and Support Staff	9.47

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	619,352
Revenue	7,240,693
Appropriation	7,109,417
Sale of Goods and Services	18,155
Grants and contributions	110,724
Investment income	1,996
Other revenue	400
Expenses	-7,167,931
Employee related	-6,903,333
Operating expenses	-264,598
Surplus / deficit for the year	72,762
Closing Balance	692,114

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.

	2020 Approved SBA (\$)
Targeted Total	167,662
Equity Total	536,444
Equity - Aboriginal	54,211
Equity - Socio-economic	266,725
Equity - Language	23,754
Equity - Disability	191,753
Base Total	5,813,915
Base - Per Capita	183,591
Base - Location	0
Base - Other	5,630,324
Other Total	385,593
Grand Total	6,903,613

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

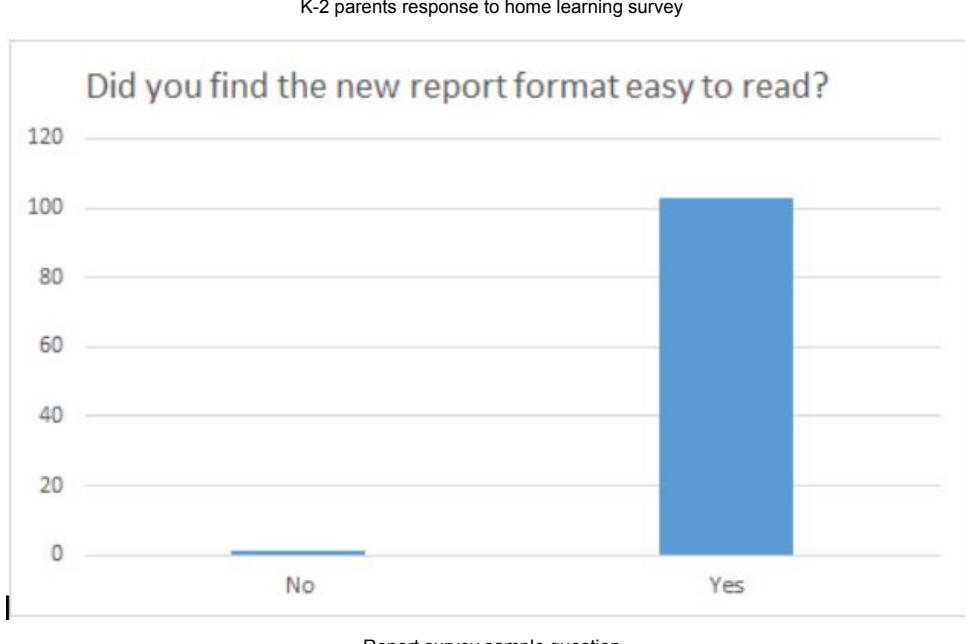
Parent/caregiver, student, teacher satisfaction

Throughout the year, Dapto Public School regularly surveys parents, staff and students. In 2020 the school conducted a range of surveys and held interviews for the school's external review of Wellbeing and Teaching and Learning Programs. As COVID 19 began to impact school, parents were asked to complete a survey in relation to the online learning platforms being used by the school. The staff used the information from the survey to make adjustments to online learning programs for Term 2 and identified how to best support families whilst they were learning from home.

This year, two further parent surveys were completed as part of the whole school planning process. The first was to gauge the success of changes to the report format used during Semester 1. The school identified an overall positive response from parents and have evaluated parent comments to inform reporting format for Semester 2. The second survey was our annual parent survey which also highlighted positive responses across the board. Parent comments are highly valued and contribute to the school's overall evaluation processes.

Staff surveys are conducted regularly throughout the year to support components of Strategic Directions 1 and 2. All staff responses are evaluated and form part of the evaluation for each process.

This year the school also completed two evaluations of school processes; Wellbeing, and Teaching and Learning. These reviews were conducted by a Principal Mentor - Leadership and High Performance, a school consultant, former Deputy Principal, Teacher Quality Advisor and one teacher from Dapto Public School. The processes used to collect information to inform the evaluation team's findings included, interviews with staff, students and parents/caregivers, surveys of staff, students and parents/caregivers, classroom observation; and data, document and procedures analysis. Two separate evaluation reports were shared with all staff and were included in the school's evaluations in Strategic Direction 3.



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.

To celebrate NAIDOC Week 2021 'Always was, Always will be'. Miss Lamb and Mrs Fohrman organised rotational activities to immerse all students Aboriginal perspectives, education about NAIDOC week and celebration of culture. All students participated in educational history lessons and created class acknowledgements of Country, artworks, poems and drawings. Additionally, Aboriginal students participated in a NAIDOC celebration day in the school Hall. There was a variety of activities where students learnt about their history and culture, traditional dances and customs and participated in traditional dot painting of rocks, boomerangs and a joint artwork for the school office.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.