

2020 Annual Report

Dora Creek Public School



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Introduction

The Annual Report for 2020 is provided to the community of Dora Creek 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.

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Message from the principal

2020 was a year like no other; one that brought with it trials, tribulations, stress, anxiety and among it all, a suitably tremendous effort from our staff and students. As you're aware, the year began just like any other but, come March, things certainly took an interesting turn and brought with them many, many, many curveballs- from home learning to lockdowns; from staggered returns to complete returns that we really did not feel ready for; to severe shortages of many everyday items, it was definitely a very trying year. I am pleased to say, however, that, through it all, no matter how many curveballs and obstacles were put in front of us, our extremely dedicated staff and amazing students still manage to hit the mark and succeed, thrive and grow! Well done, Dora Creek, we cannot be prouder of how everybody, from students to community, simply made a fantastic commitment to overcome some difficult times and still manage to achieve great things. Moving forward, we hope that our community continues to rely on our school to provide an optimal learning experience for our students; and to provide our families with support to the best of our ability. I would like to thank our entire school community for your patience and understanding through a very challenging time, both now and over the course of the year. Above all, I wish to extend my utmost thanks to all of our staff members for their efforts in continually going above and beyond to ensure our students' continuity of learning and for doing their best to make meaningful, productive connections with the whole student community.

2021 will bring a few changes to the make-up of our school staff. First and foremost, the school will welcome a new substantive Assistant Principal, who was selected through the merit selection process; and new School Administration Manager after the departure of Mrs Sandra Kay, who has moved interstate. I cannot thank her enough for the assistance she has provided during my transition from Assistant Principal to Principal of Dora Creek and for her efforts in bringing such a positive culture and highly effective systems within and beyond our school's front office.

The school would like to extend its thanks to our P and C, who have and has gone above and beyond to try and provide many opportunities for our students, as well as ensure that our canteen remained operating under quite a bit of duress. 2020 really emphasized the importance of volunteers in schools; without whom, our students do not get to experience all that a positive school life is and can be. Thank you. I would also like to extend my best wishes to all the families who sent their last child out of our gates as they finished year 6 to enter high school. We certainly wish them all success and a very bright future. We look forward to 2021.

School vision

Dora Creek Public School has a small school culture focusing on student wellbeing; promoting rich learning opportunities and collaborative practice. Staff target student needs, leading to improved outcomes for all students.

School context

Dora Creek Public School is a school rich in tradition and quality education. It has served the community of Dora Creek for 150 years and is held in high esteem by the local and wider community. In 2020, the school hosted 115 students, with an approximate equal number of girls and boys. In addition, ten percent of our students identify as being Aboriginal. Our Family Occupation and Education Index (FOEI) is currently valued at 117. Dora Creek Public School is a proud member of the Western Shores Learning Alliance. Our school is staffed by a teaching Principal, an Assistant Principal and four additional classroom teachers. We have a full-time School Administration Manager and a part-time School Administration Officer. With additional funding, we employ two part-time School Learning Support Officers. All staff strive to provide students with the skills, knowledge and values necessary for success in education, and in life; underpinned by quality wellbeing philosophies. The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement catering for a broad range of activities in performing arts, cultural awareness, leadership, sporting, environmental and academic pursuits. Our students perform well in sporting initiatives, with a proud history of regional and state representation. Technology supports our teaching and learning programs with all classrooms fitted with IWBs and a Connected Classroom available for all.

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

Strategic Direction 1

ENGAGED LEARNING

Purpose

To ensure all students have the opportunity to engage in rich learning experiences that allow them to learn and adapt in a variety of contexts; students will develop foundation skills with a strong content knowledge in literacy and numeracy.

Improvement Measures

Increase the percentage of students demonstrating positive learning and behaviour choices as determined through whole school monitoring of wellbeing practices.

Increase the number of students achieving in the top two bands for NAPLAN reading and numeracy.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole-school approach to student wellbeing, in which students can connect, succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
An evaluation of the effectiveness of wellbeing practices across the school, achieved by analysing data around, and through the implementation of, Positive Behaviour for Learning indicates that a supportive environment for students is embedded within the school, which facilitates student engagement and an empowered learning culture.	<ul style="list-style-type: none">• Equity Funding- PBL initiatives• Professional Learning• PBL Team Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)• Socio-economic background (\$1500.00)

Process 2: High Expectations

Develop and implement strategies that support the explicit teaching of skills and the meeting of quality task criteria in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
The school has embedded a culture within the school that supports high expectations and students demonstrate motivation to deliver their best in order to continually improve.	<i>Essential Assessment</i> Subscription (\$1500) <i>Sunshine Classics</i> Subscription (\$750) PAT Assessment Packages subscription (\$2000) Teacher Professional Learning (\$1500) Total Funds Expended= \$5750 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5750.00)

Process 3: Curriculum

Develop the knowledge and skills of all students using evidence-based, innovative teaching practices.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In the absence of NAPLAN for Yr 3 and Yr 5 students in 2020, the school opted in to the check-in assessments for these students. Dora Creek PS demonstrated an increased representation in the top two bands for NAPLAN literacy and numeracy in Year 5, while Year 3 displayed was generally reflective of historic NAPLAN data .• Number talks are embedded across the school, as part of an ongoing process to increase students' ability to recall known facts and skills more readily.• Staff are building skills in the explicit programming of reading and writing through a whole-text approach to literacy, with links to the "Big Six Reading Skills" (Fluency, Comprehension, Phonics, Phonological Awareness, Oral Language and Vocabulary). This resulted in significant growth in comprehension.	<p>Teacher Release- Professional Development Planning (\$2500)</p> <p>Total= \$2500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2500.00)

Strategic Direction 2

QUALITY TEACHING

Purpose

To ensure teachers develop quality teaching practices utilising evidence based pedagogy.

Improvement Measures

Increase effective use of data to inform pedagogy across the school.

Increase collaborative practice and effective feedback across the school.

Progress towards achieving improvement measures

Process 1: Engage in Effective Classroom Practice

Develop and provide professional learning in the implementation of quality teaching and learning through evidence based programs that meet the learning needs of all students.

Evaluation	Funds Expended (Resources)
Embedded within the school is a whole-school approach to implementing evidence-based, differentiated teaching and learning programs that promote student growth.	

Process 2: Data Use in Teaching

Effectively monitor student progress by developing assessment tasks that are conducive to consistent judgement of student learning, and which identify skill gaps for improvement and areas for extension.

Evaluation	Funds Expended (Resources)
Embedded within the school is the effective use of data that reflects assessment as, of, and for learning; and informs a collaboratively developed teaching direction that is based upon monitoring and assessment of student progress. An overall increase in the effective use of data to inform pedagogy across the school.	

Process 3: Collaborative Practice and Feedback

Teachers draw on research to develop and implement high quality, effective teaching and learning strategies.

Evaluation	Funds Expended (Resources)
An effective, whole-school approach to implementing evidence-based, differentiated teaching and learning programs that promote student growth is embedded within the school and is informed by classroom observations, modelling of effective practice and feedback between teachers.	Teaching Principal Release- \$40000 Funding Sources: • Teaching Principal Release Funds (\$40000.00)

Strategic Direction 3

EFFECTIVE LEADERSHIP

Purpose

To ensure leadership is strong, strategic and effective. As a result of this leadership, the school community is self-sustaining and ever improving.

Improvement Measures

Distributed Instructional Leadership is evident across the school and drives quality teaching and learning.

Increased number of staff leading curricular and extra-curricular programs for students across the school.

School self-assessment reflects an increased incidence of the school *excelling* on elements of the *School Excellence Framework*.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Implement systems, processes and practices that enhance the capacity of all staff to develop a culture of high expectations and community engagement which results in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
Embedded within the school is a culture that focuses upon distributed instructional leadership underpinned by evidence-based teaching and sustained measurable progress in student learning. School self-assessment reflects an increased incidence of the school excelling on elements of the School Excellence Framework.	

Process 2: Performance Management and Development

Develop leadership that supports collaborative performance development, and shared accountability across the school to continuously facilitate and monitor school improvement.

Evaluation	Funds Expended (Resources)
Embedded within the school is a high performance culture that has a focus upon quality educational delivery, facilitated by high performing teachers, and informed by rigorous, accountable accreditation processes.	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Teacher Release- \$500</p> <p>Employment of SLSO, Aboriginal Student Support- \$14000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$14 500.00) 	<ul style="list-style-type: none"> Students from Aboriginal background took part in the Personalised Learning Pathway (PLP) process. All students had a meaningful, authentic PLP, which was developed collaboratively and at point-of-need in close consultation with families and Aboriginal community members. This was conducted in an informal setting; feedback from which indicated that this was a well-received, effective process. Students were provided with the opportunity to participate in internal school leadership programs, due to a lack of opportunity outside of the school due to COVID restrictions. NAIDOC was initially delayed. During the amended program, students were presented with experiences in traditional Aboriginal art, Indigenous Games, traditional storytelling and a whole-school mural was developed to acknowledge spiritual and cultural connections to the land and its inhabitants. Students extended partnerships with Morisset High School during transition visits for Aboriginal students. Funds were utilised to provide Aboriginal students with the opportunity undertake intensive reading and numeracy intervention, which was conducted by SLSO's and LaST's. This process will be extended in 2021 to include other Key Learning Areas and cultural opportunities, both within classroom settings and intervention withdrawal sessions.
<p>Low level adjustment for disability</p>	<p>Employment of Interventionist- 0.4</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$49 917.00) 	<ul style="list-style-type: none"> All students with additional learning needs, or requiring explicit and individualised support structures are provided with differentiated and personalised opportunities for learning. Students are also supported with explicit intervention from School Learning Support Officers (SLSOs) and Learning and Support Teachers (LASTs). PLSPs and Behaviour Support plans were established, monitored, and supported where required to ensure students are provided with the opportunity to experience educational success. Students regarded as educationally at-risk provided with support for reading, comprehension and numeracy. Increased access to the curriculum for students with disabilities, enhanced by the refinement of a more precise approach to Learning and Support Team processes, along with identification of students requiring NCCD adjustments. Effective differentiation provided for students, informed by staff engagement with the <i>Teaching For Inclusion</i> website, ongoing consultation with external support and NDIS providers. Staff were able to form effective partnerships with specialist support to more accurately target areas of need for students with disabilities.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, 	<ul style="list-style-type: none"> In-school mentoring processes were further embedded into the Teaching and learning

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Successful Students (QTSS) (\$19 470.00)</p>	<p>cycle within classrooms in the form of demonstration and team-teaching sessions. School executive have adopted instructional leadership roles to enhance the quality teaching and assessment, data collection, and monitoring processes within the school.</p> <ul style="list-style-type: none"> • Peer observations of colleagues' teaching and feedback provided for staff members based upon the Australian Professional Standards for Teachers. • <i>Seven Steps...</i> writing processes have been embedded 3-6 and are a key component of literacy sessions that underpin a whole-text approach to teaching and learning in English. New staff members were trained in Seven Steps practices and are continually expanding upon their ability to implement these practices effectively in their classrooms. • Professional Learning sessions were held around the literacy session to provide consistency and a more effective, relevant and clear scope and sequence. Teaching programs are beginning to emphasise a school wide approach that supports assessment and data collection, collaborative and consistent teacher judgement around student learning goals and success criteria; and consistent reporting to parents. • Teachers are supported through collegial practice to support quality teaching that is underpinned by effective differentiation, meaningful adjustments and point of need student support
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$64 616.00) 	<ul style="list-style-type: none"> • Individualised online reading programs implemented K-3 to enhance student reading skills, particularly during instances of learning from home. A significant proportion of students were supported by classroom teacher and interventionists to ensure continuity of learning • LAST development supported through regular attendance at professional learning conducted by APLaS. This supported the LAST to explicitly enhance student development of core reading and numeracy skills, informed by differentiated and authentic reading instruction. Significant growth demonstrated by students who require significant support. • School funded upgrades to flexible, future-focused learning environments and access to new technologies. This created increased opportunities for students to learn and interact in a classroom environment that is more conducive to collaboration; and provides opportunities to complete self-directed tasks that utilise break-out spaces and learning settings that enhance social interactions, and self regulation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	56	48	55	60
Girls	60	57	54	57

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	92	90.9	95.1
1	93.7	88.8	88.5	90
2	95.9	89.9	93.5	91.4
3	93.5	93.6	91.1	93.4
4	93.5	87.6	92.4	91.3
5	92.2	88.9	88.4	87.5
6	91.6	89.4	94.4	91.1
All Years	93.4	90.2	91.2	91.7
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
Assistant Principal(s)	1
Classroom Teacher(s)	3.69
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	35,213
Revenue	1,295,574
Appropriation	1,273,133
Sale of Goods and Services	4,025
Grants and contributions	18,285
Investment income	132
Expenses	-1,253,130
Employee related	-1,146,576
Operating expenses	-106,554
Surplus / deficit for the year	42,444
Closing Balance	77,657

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	61,884
Equity Total	129,977
Equity - Aboriginal	15,444
Equity - Socio-economic	64,616
Equity - Language	0
Equity - Disability	49,917
Base Total	1,008,685
Base - Per Capita	26,215
Base - Location	0
Base - Other	982,470
Other Total	47,770
Grand Total	1,248,317

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

Parent / caregiver, student and teacher satisfaction was sought via the use of a number of different sources, including school-created surveys that utilise the school app; the *Tell Them From Me* (TTFM) survey for students and parents; along staff surveys that focused on the current education climate, along with aspirational surveys to inform the situational analysis that underpinned the 2021-2024 School Improvement Plan. As is characteristic of Dora Creek PS, the number of parents who engaged with these surveys was minimal, and represented around 10-15% of families.

Responses gained from parents indicated that the school provides outstanding support for students and has teachers who interact with and look after student wellbeing at an individual level. The school also provides meaningful and well-delivered programs and extra curricular activities that cater for most students, despite its small size. Responses around areas for development indicated that families would like to see more opportunities for inter-school sport for students, along with increased parking, more landscaping and better pedestrian access to the school.

TTFM (*Tell Them From Me*) "Student Engagement" data has raised concerns in the area of "Early Signs of Disengagement", and reflects teacher observations in this area; with 20% of Year 4 students displaying these signs. Pleasingly, Year 6 students were at 0%, which suggests that they are on track for a successful high school transition. In contrast with school findings, 79% of students believe they show positive behaviour at school, despite 98% of them valuing schooling outcomes (Institutional Engagement). 77% of students regard themselves as being interested and motivated (Intellectual Engagement Component). In the areas of Advocacy (3 yr average 83.33%) and *Expectations for Success* (3 year average of 93.33%) the school is maintaining high values for these areas, while student *Sense of Belonging* in 2020 demonstrated a drop of 11% from 2019 (83% down to 72%), particularly given that one of our school's core values is providing a supportive, pastoral setting for our students based upon high expectations. The results from the responses of Aboriginal students also report that 44% are ambivalent about, or disagree that they feel good about their culture.

Staff survey data indicated that the school was beginning to implement quality teaching and assessment programs and, to make further progress, should continue to focus upon evidence-based, data driven programming, differentiation and learning support. Staff indicated that they believe that high-quality relationships exist between teachers, students and the community and they also expressed a desire to be provided with increased opportunities to collaborate with one another to garner success.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.