

2021 Annual Report

Dora Creek Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Our vision is to foster a learning environment where students, staff and community form meaningful collaborative partnerships that inspire high expectations and authentic engagement through quality teaching and learning in a supportive, inclusive environment; where the focus is upon well-being, excellence, connectedness and personal growth.

School context

Dora Creek Public School, with a current enrolment of 118 students, is a semi-rural school located in South-West Lake Macquarie, approximately 40 kilometres south of the nearest regional centre, Newcastle. School numbers have fluctuated over the past five years, with an average enrolment of 112 students between 2016 and 2020. In the past 3 years, enrolments have increased from 105 to 118 students, whilst a new residential subdivision within the school's intake area is currently underway, which should see student numbers continue to increase. 11% of students identify as being Aboriginal or Torres Strait Islander. The school's current FOEI is 117 and in 2019, our ICSEA was 964; identifying us as a below average socio-economic semi-rural school.

Extra-curricular opportunities in sport, STEM, debating and public speaking, environmental education and the creative and performing arts are provided for our students and their significance for a holistic educational journey for our student is both recognised and highly valued. Students, staff and community are strongly encouraged and supported to bring the best version of themselves to our school each day.

Our previous two school plans were developed to address the need for a significant emphasis upon student wellbeing and ongoing improvement in literacy and numeracy; underpinned by effective processes for enhancing differentiated delivery for our students. We as a school have made significant progress during the last school plan and have embedded a whole-school approach towards student wellbeing. Moving forward, after engaging with the Situational Analysis, informed by community and Itji-Marru Aboriginal Education and Consultative Group consultation, the school will continue to focus upon engaging delivery for our students and teaching staff will develop and embed quality collaboration practices; informed by High Impact Professional Learning, constructive supervisory processes, increased mentoring and collective efficacy. During the previous school plan, the school had a positive impact upon meeting the needs of students with additional learning needs; and will now focus upon explicit delivery, informed by meaningful assessment processes, student and community engagement, and the effective analysis and use of data to ensure that every student, every teacher and every leader in our school continually improves.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that **all** students are supported with the tools to aspire to continually improve, meaningfully connect with their learning, develop an inner drive to succeed, and demonstrate knowledge and understanding that equips them to achieve a minimum of one year's growth for one year's learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Informed Teaching and Learning
- High Expectations

Resources allocated to this strategic direction

Socio-economic background: \$24,831.00

Low level adjustment for disability: \$46,465.00

Aboriginal background: \$11,230.00

Literacy and numeracy: \$10,737.00

Professional learning: \$870.00

Summary of progress

During 2021, the school placed a significant emphasis upon the development of teacher skills in the effective analysis and use of data to develop high expectations for students and to create learning programs for students that were effectively differentiated to enhance skills in literacy and numeracy.

Informed Teaching and Learning incorporating High Expectations

Teachers were supported through high impact professional learning, along with effective collaborative and mentoring processes, to build, refine and embed a whole school system for developing visible learning practices; with a focus upon embedding clear learning intentions and success criteria for staff and students. Teachers were also supported by ongoing data literacy PL sessions, and implemented evidence-informed practices across the school, guided by *point of need* student learning. This led to a whole-school approach to teaching and learning in literacy and numeracy, reflected in teachers' learning programs. Increased differentiated support for students occurred across the school, as teachers engaged with the learning progressions to inform students' development. Coaching and mentoring from executive, along with staff with expertise in teaching comprehension and vocabulary, has been provided for staff, which led to ongoing improvement for students in literacy, although student learning outcomes in numeracy continue to be an area for further development.

For this initiative, future areas for increased scrutiny will continue to be primarily in numeracy, and a focus upon high impact professional learning will be further developed in 2022 and beyond. This process will be guided by the executive team leading the implementation of Quality Teaching Rounds, an ongoing focus upon the use of data to inform teaching and learning, and increased collaborative practice. In conjunction with Strategic Direction 2, this will lead to ongoing improvement in both teaching practice across the school, and an improvement in student knowledge, academic growth and individual understanding.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases above baseline towards 41% (Lower Bound	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands, from 32% (2019 baseline) to 25%

System-Negotiated Target).	
<ul style="list-style-type: none"> • There is an uplift of 5% (2019 Actual, 20.83%), to 26% of Year 3 and 5 students who are represented in the top two bands for NAPLAN Numeracy. 	<ul style="list-style-type: none"> • NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for NAPLAN Numeracy, from 20.83% (2019 baseline) to 12%
<ul style="list-style-type: none"> • The 3-year average percentage of Aboriginal students in the top 3 bands for NAPLAN Reading shows an uplift of 5%, to 66% • The 3-year average percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy shows an uplift of 5%, to 60.55% 	<ul style="list-style-type: none"> • NAPLAN scores indicate that the average for Aboriginal students in Years 3 and 5 (439) is above that for non-Aboriginal students (424.4) • Data indicates that the 3 year average for the number of Aboriginal students in the Top 3 bands in Reading is at 53%, which represents a minimal decrease in relation to baseline data • 1 out of 1 Aboriginal students in Year 5 is in the top 3 bands for NAPLAN Reading and NAPLAN Numeracy • 1 out of 1 Aboriginal students in Year 3 is in the lower middle band for NAPLAN Reading and NAPLAN Numeracy • The 3-year average percentage of Aboriginal students in the top 3 bands for NAPLAN Numeracy shows an uplift of approximately 15%, from 55.55% to 70%
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN Reading demonstrates an uplift of 5%; from 66% to 71% 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 85.71%, well above the lower bound target of 69.7%; and representing an uplift of 19.71%
<ul style="list-style-type: none"> • There is an uplift of 5% in the number of students meeting exit levels in PAT Comprehension (from 47.6% to 52.6%) • There is an uplift of 5% for the number of students meeting exit levels in PAT Numeracy (from 56% to 61%) 	<ul style="list-style-type: none"> • Data indicates that the number of students reaching exit levels in PAT Reading is at 34.83%, which represents a decrease of 12.77% in relation to the baseline of 47.6% • Stage 1: 21.05% • Stage 2: 48.38% • Stage 3: 36.36% • Data indicates that the number of students reaching exit levels in PAT Maths is at 42.69%, which represents a decrease of 13.31% in relation to the baseline of 56% • Stage 1: 23.68% • Stage 2: 55.17% • Stage 3: 59.09%
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN Numeracy demonstrates an uplift of 20%; from 30% to 50% 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 57.14%, which is just below the lower bound target of 69.4%; and representing an uplift of 27.14% from baseline

Purpose

To instil in students, teachers and the school community a common purpose and shared pursuit of excellence, underpinned by high expectations, connectedness and authentic partnerships which ensure that every student is engaged and challenged; so that every student, every teacher and every leader in our school school improves every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- Explicit Teaching
- Connecting, Succeeding and Thriving

Resources allocated to this strategic direction

Professional learning: \$9,594.00

Socio-economic background: \$54,065.00

Teaching Principal Release: \$44,847.00

QTSS release: \$21,975.00

Aboriginal background: \$1,674.00

6101 Consolidated Fund Carry Forward: \$8,000.00

Summary of progress

The COVID Pandemic greatly interrupted the momentum of our school improvement agenda in Term 3. The NSW Lockdown necessitated the need to deliver face to face learning for the students of essential workers the development and distribution of home learning packs and the monitoring of online learning using Zoom.

Quality Teaching Rounds

In Term 1 and 2 two staff members attended QTR Professional Learning at the beginning of the year. From this, a PLC was established, with the first set of Quality Teaching Rounds completed in Term 2. This had the impact of increased opportunities for reflection from each member of the PLC, in relation to the Quality Teaching Framework; and increased opportunities for teacher-led research. Participating teachers reported developing a deeper understanding of the Quality teaching framework which had a positive impact upon future planning for teaching and learning; with a focus upon differentiated activities and open ended questioning. This initiative delayed as it was unable to continue in Term 3 and 4, due to cohorting restrictions which were implemented. DCPS plans to continue to implement QTR rounds across the school to embed QTR practice. QTR Professional Learning will be implemented again in 2022 due to considerable staff movement at the end of 2021.

Explicit Teaching

An additional teacher was employed to release Executive staff to provide mentoring and support of literacy and numeracy. Executive staff conducted numeracy session audit to determine how classroom practice reflects programming and Scope and Sequences, numeracy and literacy sessions were collaboratively re-structured and re-developed. This focus area will be revisited in 2022. Team planning days brought about by structured literacy and numeracy sessions, in conjunction with a newly developed scope and sequence for mathematics and negotiated literacy sessions, has led to a greater degree of accountability for teachers and more refined practice K-6. Continued focus upon classroom supervision, along with further practice in group planning and CTJ will be required to continue to build the capacity of all staff to provide explicit teaching sessions, focused upon clear learning intentions and success criteria, to enhance outcomes for students, particularly in numeracy.

Connecting, Succeeding and Thriving

A Student Representative Council was established with two member from each class representing their peers. Fundraising events were planned and proceeded but were inhibited by cohorting restrictions. In 2022 DCPS will re-establish a new Student Representative Council to provide leadership opportunities across the school. Personal Learning Pathway meetings were unable to take place with family inclusion due to restrictions at the time, PLP were created with students with the support of staff and then shared with their families. Plans to incorporate a 'Yarn Up' in Term One are in place for 2022. Our Aboriginal students who completed NAPLAN finished in top 3 bands for both literacy and numeracy; a majority of students in K-2 are meeting grade exit levels in literacy and numeracy. Aboriginal students are supported academically, socially and culturally within and outside the educational context, through caring wellbeing processes, relationship building and explicit support provided in literacy and numeracy. The implementation of Jarjam Saur and building connections with WSLA Aboriginal Education team will continue in 2022. Ongoing student wellbeing initiatives such as our environmental team were successful engaging students in reducing waste throughout the school with the introduction of compost, chicken scraps, recycling and red recycling bins, caring for chickens, collecting eggs and developing garden beds. New garden beds will be established in 2022 with the successful application of a Grant supported through our P&C. A staff member was trained in the Stephanie Alexander kitchen garden which will also be implemented in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> All staff complete the QTR Teacher Survey and set individual goals for improvement. 	Focus areas for 2022 to be developed as a result of the conclusion of QTR 1, based upon QTR teacher feedback survey
<ul style="list-style-type: none"> The percentage of students attending 90% of the time is at or above 62.58% (System-Negotiated Lower Bound Target Trajectory). 	Exceeded the system-negotiated lower bound target trajectory achieving 64.5% of students attending 90% of the time
<ul style="list-style-type: none"> The percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) is at or above 81.9% (System-Negotiated Lower-Bound Target trajectory). 	Year 5 Students reported Advocacy - 100%, Success - 100%, Belonging - 50% - exceeding system-negotiated lower bound targets
<ul style="list-style-type: none"> School self-assessment using the School Excellence Framework (SEF) element, 'Effective Classroom Practice' indicates a trend from <i>Delivering</i> towards <i>Sustaining and Growing</i>. 	Effective classroom practice is currently delivering and remains a focus for 2022
<ul style="list-style-type: none"> School self-assessment using the School Excellence Framework (SEF) element, 'Wellbeing' is maintained at <i>Sustaining and Growing</i>. 	Sustaining and Growing is currently being maintained in the learning Domain of Wellbeing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,428.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dora Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted Support in literacy and numeracy in the classroom • Targeted Support for social skills programs in the classroom and on the playground • Wellbeing support for identified students • Physical support for movement and transitions <p>The allocation of this funding has resulted in: Students being supported in the classroom academically and socially. Wellbeing of students being monitored and supported on a daily basis. Improved access to the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further physical support and environment upgrades to support movement around the school. SLSO to attend targeted Professional Learning with teaching staff to provide additional supports in spelling and writing in the classroom. Introduction of inclusive/alternate activity options on the playground.</p>
<p>Socio-economic background</p> <p>\$82,896.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dora Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Informed Teaching and Learning • Explicit Teaching • Connecting, Succeeding and Thriving • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Interventionist K-2 • Employment of SLSO to support Aboriginal students • Targeted Intervention in Vocabulary • Executive staff released to mentor and support explicit delivery of literacy and numeracy • Establishment of Student Representative Council <p>The allocation of this funding has resulted in: Targeted benchmarks achieved in Year 1. Significant growth in reading benchmark levels of Aboriginal students included in SLSO support program. Significant growth in NAPLAN Year 5 reading. Growth in inferential comprehension skills, additive and multiplicative strategies. Instructional Leadership in the explicit delivery of vocabulary lessons in the classroom. Opportunity for student leadership across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$82,896.00</p>	<p>Significant focus and intervention required in K-2 classrooms. Check in Assessment, PAT and Essential Assessment to continue to be implemented.</p> <p>Continue to implement SRC and raise the profile of leadership. Establish links with Itji Marru and AECG and lead WSLA Jarjum Soar team. Embed Aboriginal Perspectives across the curriculum underpinned by local knowledge.</p> <p>Instructional Leader to deliver Professional Learning to all staff - NAPLAN Reading and Data Package.</p>
<p>Aboriginal background</p> <p>\$12,904.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dora Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Informed Teaching and Learning • Connecting, Succeeding and Thriving <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to support Aboriginal Students • Personalised Learning Pathways <p>The allocation of this funding has resulted in:</p> <p>Aboriginal students exposed to the SLSO support program have demonstrated significant growth in reading benchmark levels and have increased their understanding of additive and multiplicative strategies in relation to the learning progressions.</p> <p>Aboriginal students who completed NAPLAN finished in top 3 bands for both literacy and numeracy; a majority of students in K-2 are meeting grade exit levels in literacy and numeracy.</p> <p>Personalised Learning Pathways completed with SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Yarm Up and Feed Day - Term One 2022</p> <p>Students, families and AECG rep collaboratively develop educational, social and cultural goals, based upon a strengths-based approach</p> <p>Principal and AP on WSLA Aboriginal Education team.</p> <p>Principal leading WSLA Jarjum Soar team, in collaboration with WSLA schools, to promote opportunities for Aboriginal students to connect with culture and the local community.</p>
<p>Low level adjustment for disability</p> <p>\$50,728.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dora Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Informed Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Interventionist K-2 • Employment of SLSO to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Growth in Year One Reading</p> <p>PAT, Check in and Essential Assessment used to target intervention</p> <p>Growth in students completing 'Letters and Sounds' reading program</p>

<p>Low level adjustment for disability</p> <p>\$50,728.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Moving forward, a significant focus and a re-evaluation of the approach towards K-2 intervention, along with teaching and learning within the Stage 1 classroom, will need to occur. Instructional Leadership and mentoring to be implemented to provide a focused in-class model rather than withdrawing targeted students.</p>
<p>Literacy and numeracy</p> <p>\$12,339.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dora Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Informed Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Interventionist • SLSO Support for students with additional learning needs • Data Analysis - Literacy and Numeracy <p>The allocation of this funding has resulted in: Students were withdrawn from class and provided structure and explicit skill development in literacy and numeracy with a focus on 'Understanding Texts'. 'Letters and Sounds' program was used to target students. Data analysis days were delayed</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the 'Letters and Sounds' program with targeted students Data Talk days implemented in 2022</p>
<p>QTSS release</p> <p>\$21,975.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dora Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive Staff released to mentor and support literacy and numeracy <p>The allocation of this funding has resulted in: Executive participated in PL to build capacity in Vocabulary Explicit Teaching in small groups was implemented in Stage Two classrooms progress was measured in Learning Progressions</p> <p>After evaluation, the next steps to support our students with this funding will be: Further development of Professional Learning in Vocabulary is required due to a number of new staff Data revealed that a Spelling Program needs to be implemented K-6 for consistency</p>
<p>COVID ILSP</p> <p>\$83,583.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$83,583.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Interventionist Employed 4 days per week <p>The allocation of this funding has resulted in:</p> <p>Literacy: 87% of students in the groups achieved at least one of their individual learning goals that was sub element of Understanding texts, UNT5-8 or Phonic Knowledge and Word Recognition.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue implementation of literacy and numeracy tuition. Increase the regularity of the analysis of student assessment and recording of data on PLAN2. Determine the extent to which intervention will occur for students not yet meeting their learning goals.</p> <p>Ensure ongoing PL is undertaken to enable consistent delivery of effective practice into next term. Evaluate impact on teaching and learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	48	55	60	54
Girls	57	54	57	61

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92	90.9	95.1	90.4
1	88.8	88.5	90	92.4
2	89.9	93.5	91.4	90.3
3	93.6	91.1	93.4	90.3
4	87.6	92.4	91.3	88.7
5	88.9	88.4	87.5	85.1
6	89.4	94.4	91.1	87.7
All Years	90.2	91.2	91.7	89.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	3.71
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	77,657
Revenue	1,380,786
Appropriation	1,364,653
Sale of Goods and Services	4,236
Grants and contributions	11,856
Investment income	41
Expenses	-1,377,003
Employee related	-1,257,137
Operating expenses	-119,866
Surplus / deficit for the year	3,784
Closing Balance	81,441

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.

	2021 SBAR Adjustments (\$)
Targeted Total	76,392
Equity Total	144,214
Equity - Aboriginal	13,924
Equity - Socio-economic	79,553
Equity - Language	0
Equity - Disability	50,737
Base Total	1,023,762
Base - Per Capita	28,842
Base - Location	0
Base - Other	994,920
Other Total	51,053
Grand Total	1,295,421

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.

Parent/caregiver, student, teacher satisfaction

In 2021 data was collected from 21 families.

67% agreed or strongly agreed Dora Creek Public School kept them well informed about school activities.

58% agreed or strongly agreed Dora Creek Public School felt supported by the school whilst 'Learning at Home'.

86% agreed or strongly agreed teachers at Dora Creek Public School encouraged their child to do their best work.

58% agreed or strongly agreed teachers at Dora Creek Public School helped students develop positive friendships.

79% agreed or strongly agreed that their child was clear about the rules for school behaviour at Dora Creek Public School.

Teacher/student satisfaction information was not collected in 2021.

However this will be collected in 2022 through Tell them from me and other focus group surveys.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.