

# 2021 Annual Report

## Dundas Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Dundas 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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## Message from the principal

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It is a pleasure to report on my first year as principal of Dundas Public School, a year full of learning, innovation, excitement and success across the school. 2021 was the first year of implementation for our 2021-2024 School Improvement Plan, a plan focussed on the school's three strategic directions. These strategic direction areas are 'Student Growth and Attainment', 'Feedback, Data and Collaborative Practice' and 'Wellbeing, Engagement and Connectedness'. These strategic directions are our clear priorities over the next four years as we strive to improve student learning outcomes for all of our students.

Navigating the many challenges COVID presented the school and the wider community, continued to be problematic. The impact COVID had on school operations in 2021 was significant. Due to health guidelines, we were unable to hold our usual fundraising events that represent important dates on the annual DPS calendar. These events help the community stay connected.

Remote learning became our new reality, and I was proud of how the staff and community rallied to develop a strong partnership, ensuring we supported each other to improve student learning. We looked for other ways to keep our community connected and built a website to assist remote learning as well as celebrate Book Week and wellbeing initiatives. We created a DPS staff cookbook and ran art lessons and dance parties via zoom. At every stage through this period, we continued to place our students at the centre of every decision and every strategy, to ensure our students knew we were there by their side every step of the way.

Through all of this, we achieved much that we should celebrate. We improved student achievement NAPLAN data in reading and numeracy. We improved by more than 8% in reading data and 3.41% in numeracy, meeting our numeracy target already. We have also achieved our Learning Culture attendance target by having 86% of our students attending school 90% or more of the time. That is an improvement of nearly 10%!

We have been able to employ wonderful staff to Dundas PS. This year we were able to secure permanent positions for Miss Kim, Mr Dean, Mrs Haddock, and Mrs Percincula as an Assistant Principal.

Our 343 students are organised across fifteen classes from K-6. Our strong, well-trained and effective teachers deliver high quality and engaging curricula, well supported by an extensive extra-curricular program which includes, creative arts, band, dance, sport and drama. Our school prides itself on giving every child the opportunity to grow and achieve their fullest potential. We emphasise a strong belief in the core school values of being safe, respectful and a successful learner.

Through a rigorous and challenging curriculum and a broad range of extra-curricular initiatives, students are able to participate in many and varied creative and engaging learning activities. Our experienced and highly qualified teachers are committed to ensuring students achieve high order learning outcomes in a supportive and nurturing environment.

We have strong student wellbeing systems and an effective Learning Support Team which monitors student progress and supports students to fulfil their potential. As a whole school community, we are very proud of the wonderful work our

students produce and the excellent progress they make each year and I commend this report to you.

Lee Shipley

Principal

Dundas Public School

## Message from the students

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### 2021 Reflection

2021! What to say, right? One of the hardest school years we have ever faced as primary school students. Missing out on four months of teacher and class time definitely took a toll on us all. Not just physically, but emotionally and mentally as well, with not being able to see any of our fellow classmates and friends at all. But when we look back, maybe there was something good about it all.

At first, we didn't see anything positive about home-schooling. Not seeing your friends, not being able to go to school and not being able to go anywhere or do anything are just a few of the many reasons we couldn't possibly enjoy our quarantine. But then, we started seeing the light in this unsophisticated period of time. We could work at a time that suited us, take breaks whenever, and have as much time for exercise as we wanted. As students, we also got to spend much more time with our family, which we rarely did as we were usually at school or doing activities. We could also spend much more time with our beloved siblings, building well-running relationships. Reconnecting was a gigantic part of home learning, and without it we wouldn't be where we are today. So now, when we look back on those utterly long months, we thank lockdown, for all those things we could never get if we stayed at school.

Connections were made, and friendships were formed. We saw people we never knew well at school from behind a computer screen. It was extremely peculiar, but we all knew that the tunnel would end soon. We didn't know when, but as a school and community we kept going, supporting each other until the very end.

We would like to thank all the teachers for being supportive and encouraging us in the dark and light times of COVID-19, we will always look up to you and remember the kind support you gave us no matter what. But what would a thank you be without our parents and the P&C? They were the ones who got our school through it all, if we wanted it or not.

However different, incompatible, weird or mildly funny it was, that was 2021 for us, as a school and a community.

Natalie C. and Evie M.



## School vision

Dundas Public School partners with parents and the wider community to provide a quality education that values the future of all students. We will do this by:

- having high expectations for academic excellence** - Dundas Public School will create a learning culture where students strive for learning excellence and are confident, creative and critical thinkers.
- valuing the future** - Dundas Public School will create a future focused and innovative learning environment giving students the skills and attitudes to enable them to live effectively as lifelong learners, engaging in a dynamic and changing world
- encouraging values and wellbeing** - Dundas Public School will teach students to be culturally inclusive, resilient citizens by valuing respect, responsibility and learning success
- building partnerships** - Dundas Public School will ensure that parents and caregivers, students and teachers all play a valuable role in building our school and community.

## School context

Dundas Public School is a dynamic K-6 school established in 1951 and is located within the Parramatta electorate. The school is set in a residential location and features include spacious, leafy surrounds.

Dundas Public School has 350 students enrolled including 68% from language backgrounds other than English. A wide variety of cultural groups are represented within the school community, primarily Korean, Chinese and Indian. The school is dedicated to maximising student learning outcomes through quality, explicit instruction across all Key Learning Areas. School priorities include literacy, numeracy, assessment and student wellbeing.

Over the next four years the school will focus on striving for excellence in Literacy by creating a whole school reading culture that values quality, effective and explicit teaching of reading skills in a systematic and cohesive approach K-6. There will need to be a professional learning focus for staff on evidence-based effective classroom practices in reading, as well as building strong partnerships with our community to ensure parents play their role in building our reading culture. All teachers will deliver high quality, evidence based instruction in English. Learning programs will reflect differentiated practices in order to cater for all learners, including High Potential and Gifted and Talented students. This will be underpinned by effective feedback practices, quality data analysis and high level collaborative teaching practices. At the centre of this plan are strong wellbeing programs which will ensure all students will connect, succeed and thrive.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through use of the NAPLAN gap analysis the school will work explicitly to meet system-negotiated target areas in Reading.



## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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The school situational analysis identified the need to improve student learning outcomes in reading by creating a whole school reading culture through explicit teaching, curriculum differentiation and data use and analysis.

### Initiatives

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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.

- Student Performance Measures
- Effective Classroom Practice in Reading
- High Potential Gifted Education

### Resources allocated to this strategic direction

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**Literacy and numeracy intervention:** \$22,423.60

**Literacy and numeracy:** \$24,947.45

**Integration funding support:** \$34,391.00

**Professional learning:** \$4,000.00

### Summary of progress

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Data indicates that staff have a deeper understanding of how to use the Learning Progressions and tracking student progress. In Term 4 classroom teachers worked in their stage teams to refer to confidently place all students on the data wall to track reading and understanding texts. In 2022 we will build on what we have implemented thus far.

The Cars and Stars program was used as a tool to assess students and collect achievement data. This allowed us to identify student placement in their targeted reading strategy and it assisted in the formation of students with similar abilities for small group tuition. Remote learning during Term 3 and the beginning of Term 4 was challenging with the organisation of transition students to complete the Cars and Stars program online. The positive changes that were noticed from using this model of small group instruction was improved relations with each student and their parents, even during remote learning. Student have become more engaged with reading and improved their overall confidence, this observation has been noticed by their class teachers. In 2022, the Cars and Stars program will continue to be used in the COVID ILSP. Students will again be identified through initial assessments to target a specific reading strategy.

All substantive Assistant Principals completed the blended Focus on Reading PL course focusing on the explicit teaching of Understanding Texts and Vocabulary in Term 1. This was followed by the delivery of professional learning to all staff to improve the explicit instruction in the teaching of reading ensuring that all staff have a consistent understanding of best practice reading instruction. A more consistent approach to the delivery of reading using an explicit instruction of reading model is evident through classroom timetables, teaching and learning programs and the resources that have been developed. Each stage showcased their explicit instruction of reading model to staff during Professional Learning sessions. In 2022, more work will be carried out to plan and implement a consistent approach to further enhance reading and comprehension skills. This will include the development of a consistent approach to how the literacy block is best taught across K-2 and 3-6 classes. To make adjustments to class timetables and teaching and learning programs to ensure that the adopted explicit instruction of reading model is embedded in teaching practice across the school.

Teachers K-6 have developed a consistent approach to the teaching of reading based on current research, online professional learning and collaborative practice. 2021 NAPLAN reading data (students in top 2 bands) has improved by 8.26% and data indicates that only 2.5% further improvement is required to meet the lower bound system-negotiated reading target of 57.6% in 2022.

In 2022, Assistant Principals will plan a consistent approach to the work they will lead with teachers to explicitly enhance reading and comprehension skills. We will now develop a consistent approach to how the literacy block is best taught across K-2 and 3-6 classes. We will make adjustments to class timetables and teaching and learning programs to ensure that the adopted explicit instruction of reading model is embedded in teaching practice across the school. Teachers will need to use the same model of delivery when making future teaching resources.

### Progress towards achieving improvement measures

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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
<b>NAPLAN top 2 bands:</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students moving towards achieving in the top 2 bands to be above the schools lower bound system-negotiated target reading of 57.6%</li> </ul>	2021 NAPLAN data indicates 54.87% of students achieved in the top two bands in NAPLAN in reading. We are on track to achieve the system negotiated lower bound target of 57.6%.
<b>NAPLAN top 2 bands:</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students moving towards achieving in the top 2 bands to be above the schools lower bound system-negotiated target numeracy of 48%</li> </ul>	2021 NAPLAN data indicates 49.65% of students achieved in the top 2 bands in numeracy which exceeds lower bound target of 48%.
<b>Expected growth:</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students moving towards achieving expected growth in Naplan reading to be at the schools lower bound system-negotiated target of 74.3%</li> </ul>	The percentage of students achieving expected growth in <b>reading</b> decreased to 65.96% indicating progress yet to be seen toward the lower bound target. Initiatives are in place to ensure an increase of students achieving expected growth in reading.
<b>Expected growth:</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students moving towards achieving expected growth in Naplan numeracy to be at the schools lower bound system-negotiated target of 68.1%</li> </ul>	Percentage of students achieving expected growth in <b>numeracy</b> decreased by 1.5% indicating progress yet to be seen toward the system-negotiated target. Initiatives are in place to ensure an increase of students achieving expected growth in numeracy.

## Strategic Direction 2: Feedback, data and collaborative practice

### Purpose

The school situational analysis identified the need for improved use of effective feedback, data and evidence to drive teaching and learning, and a focus on collaborative teaching practice to develop consistent pedagogy.

### 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.

- Effective feedback
- Data use and collaborative practice

### Resources allocated to this strategic direction

### Summary of progress

All teaching staff at Dundas PS completed the online survey evaluating staff confidence for each 'What Works Best' and 'Improvement, Innovation and Change' themes. The 2021 school level average in the area of 'Use of data to inform practice' improved from 3.6 in 2020 to 4.1 in 2021. Drilling down into the data further, we had significant gains in staff confidence in 'I regularly use student data to change and adapt my teaching practices' (growth from 3.4 to 4.1) and 'I make use of student learning data to gauge the impact of my teaching' (improvement from 3.2 to 4.0). In 2022, school leaders and teaching staff will determine what data will be collected and when and develop uniform systems of data collection and regular data analysis cycles.

Due to the complexities of remote learning in 2021, our focus on Effective Feedback has been moved to 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
<b>Track Student Progress</b> <ul style="list-style-type: none"><li>• Percentage of teachers tracking student achievement on PLAN2 in the area of Understanding Texts and embedding practices of daily feedback is moving towards the school identified target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• Delay in implementing initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date, professional learning records and evaluations show that 100% of teachers participated in professional learning in PLAN2 focusing on the element of Understanding Texts.</li></ul>
<b>Learning Sprints</b> <ul style="list-style-type: none"><li>• Percentage of teachers involved in using the Learning Sprints approach in collaborative learning communities for monitoring student learning in literacy and numeracy is moving towards the school identified target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• Delay in implementing initiatives in term 3 and 4 have required this work to be postponed to 2023. The lack of viable opportunities to embed Learning Sprints as well as participation in face to face professional learning made the introduction of Learning Sprints very challenging. It is anticipated that measurable progress will be made in 2023.</li></ul>



### Purpose

The school situational analysis identified the need to improve the learning culture by implementing effective whole school student wellbeing programs, increasing student engagement with a focus on future focused pedagogy and effective use of technology, and establishing new connections and building upon existing partnerships with all stakeholder groups.

### 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.

- Wellbeing
- Engagement and connectedness
- Valuing and strengthening Aboriginal culture

### Resources allocated to this strategic direction

**Aboriginal background:** \$1,000.00

### Summary of progress

The school collected Tell Them From Me data from students, staff and parent surveys about learning and school culture.

- 144 students from Years 4-6 completed the student survey which focussed on student engagement. 34% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. 70% of students feel accepted and valued by their peers and by others at Dundas PS, which is below the NSW Government norm of 81%. 88% of students said they do not get in trouble at school for disruptive or inappropriate behaviour which is 5% above the NSW Government norm. 75% of students indicated they are proud of their school.
- Our survey of staff indicated that 100% 'Agree' or 'Strongly Agree' that Dundas Public School is a welcoming and culturally safe place for all students. When shown the statement, 'School leaders in my school are leading improvement and change', 85% of staff 'Agree' or 'Strongly Agree' with that statement about leadership. Asked if school leaders clearly communicate their strategic vision and values for our school, 89% of staff 'Agree' or 'Strongly Agree' with the statement.
- Of the 40 parent responses, 30 parents shared that when asked by the school, they had given input into school planning, development or review of school policies, teaching practices and/or curriculum delivery. Dundas Public School's parents have high educational aspirations for their children with 90% of parents expect their child to finish Year 12 and 72% of parents want their children to attend university. Finally, when asked if their child is enrolled at their first choice of school, an overwhelming 85% of parents agreed with the statement.

Eight students were identified to participate in the speech pathology program, however due to COVID-19, the on-site sessions were postponed. All parents were offered telehealth sessions as an alternative. Three parents out of the eight families accepted the telehealth service. A Speech Pathology Service Summary report was provided and emailed to the classroom teachers and the parents. The report discussed each student's status at the beginning of intervention ie areas that will be addressed, the intervention process, classroom interventions and recommendations for the future.

During Term 3, three children were scheduled to receive four 50 minute sessions each in the Learning Links Wellbeing Initiative. The impact of COVID-19 and remote learning meant that on-site sessions were postponed. All parents were offered telehealth sessions as an alternative. One parent out of the six families accepted the telehealth service. The student that participated in the program responded well to encouragement and praise and it is recommended that he may benefit from participating in physical activities outside of school, ongoing psychological support and emotion coaching. The following programs were noted to be useful: Zones of Regulation and Take Action which are offered during the school holidays at Learning Links.

We created a SENTRAL attendance procedure document with updated school-wide procedures to ensure that staff understood and followed the expectations when following up student absences. The guide meant that staff felt confident in the attendance procedures while using SENTRAL and there were more consistent practices occurring across our school. The school were successful in achieving their 2021 improvement measure by increasing the percentage of students attending >90% of the time by 9.44%.

Sentral records indicate that 83% of Aboriginal students have a completed Personalised Learning Pathway that has been developed in consultation with parents/carers and other significant stakeholders. In 2022, the PLP process will be embedded in our Term 1 calendar to ensure learning goals are established at the beginning of the year and reviewed at

the beginning of Term 3 every year.

### Progress towards achieving improvement measures

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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
<b>Attendance</b> <ul style="list-style-type: none"><li>• Increase the percentage of students attending &gt;90% of the time to be working towards the lower bound system negotiated target of <b>85.9%</b></li></ul>	The number of students attending greater than 90% of the time or more has increased by 9.44%.
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• TTFM Wellbeing data (advocacy, belonging, expectations) working towards the lower bound system-negotiated target of <b>89.2%</b></li></ul>	80.96% of students reporting positive wellbeing outcomes has decreased by 8.12% across the positive wellbeing measures.
<b>Aboriginal Education</b> <ul style="list-style-type: none"><li>• Percentage of staff trained in the new mandatory Aboriginal Cultural Awareness Training and undertaking a refresher course every 3 years is moving towards the school identified target of 100%.</li><li>• Percentage of Aboriginal students who have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers is moving towards the school identified target of 100%.</li></ul>	<ul style="list-style-type: none"><li>• The DoE mandatory Aboriginal Cultural Awareness Training has been deferred until Term 3 2022.</li><li>• Sentral records indicate that 83% of Aboriginal students have a completed Personalised Learning Pathway that has been developed in consultation with parents/carers and other significant stakeholders.</li></ul>
<b>Future Focused Learning</b> <p>Percentage of teachers embedding future focused pedagogy that incorporates the effective use of technology to engage student learning is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"><li>• Delay in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2023.</li></ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our refugee students received learning support from EALD teacher including targeted intervention and tutoring which resulted in positive growth in literacy and numeracy results for the refugee student.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue with targeted intervention and tutoring.</p>
<p>Integration funding support</p> <p>\$34,391.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dundas Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Performance Measures</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> building the capacity of teaching staff to make appropriate adjustments and differentiate the curriculum effectively while implementing behaviour supports that are impactful.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to work with staff to ensure that staff have the knowledge and skills to teach students as they progress through the grades at Dundas PS.</p>
<p>Socio-economic background</p> <p>\$24,650.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dundas Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$24,650.00</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students having programs developed to meet them at their point of need, with small group learning for students with additional needs. All students have access to the latest technology to support their learning, especially during remote learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide small group learning for students with additional needs and to ensure all technology is working and up to date.</p>
<p>Aboriginal background</p> <p>\$5,474.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dundas 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valuing and strengthening Aboriginal culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> working towards achieving goals identified on their PLPs and regularly reviewing progress towards achievement. First nation's students with additional needs have been supported in their literacy and numeracy learning and are provided with cultural knowledge.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> provide continuing support in setting and meeting PLP goals. Continue to provide cultural knowledge lessons and continue to provide SLSO support for literacy and numeracy lessons.</p>
<p>English language proficiency</p> <p>\$135,336.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dundas Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students included in small group learning in class focusing on literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

English language proficiency \$135,336.62	to continue with small group support in literacy and numeracy
Low level adjustment for disability \$172,231.00	<p>Low level adjustment for disability equity loading provides support for students at Dundas Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> providing support for targeted students within the classroom through the employment of School Learning and Support Officers</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to supplement the targeted students within the classroom for small group learning in 2022 with the goal being to achieve improved student outcomes as outlined in Strategic Direction One.</p>
Literacy and numeracy \$24,947.45	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dundas Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Performance Measures</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in developing teaching programs and resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional learning for all staff in improving literacy and numeracy outcomes. All staff attended regular data meetings to ensure they were meeting the individual learning needs for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> implement the Assistant Principal Curriculum &amp; Instruction position in 2023.</p>
QTSS release \$67,047.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dundas Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals will use the Instructional leader model to support</li> </ul>

<p>QTSS release</p> <p>\$67,047.00</p>	<p>teachers to improve effective classroom practice in reading</p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Quality Teaching, Successful Students (QTSS) funding was utilised to employ additional staff to enable the Assistant Principals to adopt an Instructional Leadership model where they supported their teachers to explicitly teach reading during literacy blocks. This model also supported the development of leadership capacity and reviewing practices in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> for the school leaders to continue to build the capacity of teaching staff in explicitly teaching reading and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dundas Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Performance Measures</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional learning for all staff in improving literacy and numeracy outcomes. All staff attended regular data meetings to ensure they were meeting the individual learning needs for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> implement the Assistant Principal Curriculum &amp; Instruction position in 2023.</p>
<p>COVID ILSP</p> <p>\$73,749.86</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Implement intensive small group tuition program, meeting students 'point of need' in literacy as identified through rigorous student assessments. NAPLAN results indicated reading comprehension and vocabulary are areas of learning focus.</li> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing staff to provide online tuition to student groups in literacy and</li> </ul>



<p>COVID ILSP</p> <p>\$73,749.86</p>	<p>numeracy</p> <p><b>The allocation of this funding has resulted in:</b> Thirty-three students received additional literacy support focusing on reading comprehension in small group tuition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue small group support for students identified by teacher referral, in class assessments, check in assessments and K-2 screening assessments.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	213	206	193	197
Girls	195	173	169	158

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	95	93.2	97
1	95.2	92	92.3	94.6
2	94.5	91.7	92.8	95.5
3	94.5	92.2	90.7	95.6
4	94.4	92.2	93.3	95.5
5	93.6	92.6	91.9	94.1
6	91.7	93	91.2	93.4
All Years	94.2	92.6	92.2	95.1
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

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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)	3
Classroom Teacher(s)	12.79
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	3.02

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	189,674
<b>Revenue</b>	3,395,267
Appropriation	3,266,118
Sale of Goods and Services	2,749
Grants and contributions	111,674
Investment income	346
Other revenue	14,380
<b>Expenses</b>	-3,265,776
Employee related	-2,954,172
Operating expenses	-311,604
<b>Surplus / deficit for the year</b>	129,491
<b>Closing Balance</b>	319,166

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	34,729
<b>Equity Total</b>	302,300
Equity - Aboriginal	4,474
Equity - Socio-economic	24,650
Equity - Language	135,337
Equity - Disability	137,840
<b>Base Total</b>	2,584,614
Base - Per Capita	89,239
Base - Location	0
Base - Other	2,495,375
<b>Other Total</b>	176,517
<b>Grand Total</b>	3,098,160

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

During Term 4, the school collected Tell Them From Me data from students, staff and parent surveys about learning and school culture.

144 students from Years 4-6 completed the student survey which focussed on student engagement. 34% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. 33% of students were confident of their skills but did not find classes challenging. 26% of students were not confident of their skills and found English or mathematics challenging. 7% of students lacked confidence in their skills and did not feel they were challenged.

70% of students feel accepted and valued by their peers and by others at Dundas PS, which is below the NSW Government norm of 81%. 88% of students said they do not get in trouble at school for disruptive or inappropriate behaviour which is 5% above the NSW Government norm. 75% of students indicated they are proud of their school.

Our survey of staff indicated that 50% of staff hold a permanent teaching position at Dundas Public School and 55% of teachers have been teaching at our school for longer than 6 years; 15% of teachers have 16 or more years teaching experience at DPS. 38% of teachers at DPS have been teaching for 6-15 years while 44% of DPS teachers have 16 years or more teaching experience. Our survey of staff indicated that 100% 'Agree' or 'Strongly Agree' that Dundas Public School is a welcoming and culturally safe place for all students. When shown the statement, 'School leaders in my school are leading improvement and change', 85% of staff 'Agree' or 'Strongly Agree' with that statement about leadership. Asked if school leaders clearly communicate their strategic vision and values for our school, 89% of staff 'Agree' or 'Strongly Agree' with the statement.

The school only received 40 parent responses to the 2021 'Partners in learning' Parent survey. Of the 40 parent responses, 30 parents shared that when asked by the school, they had given input into school planning, development or review of school policies, teaching practices and/or curriculum delivery. Only 10% of parents indicated that they had not spoken to their child's teacher this year with 70% of parents talking regularly with teachers. 80% of parents indicated that they were not involved in any school committees (such as P&C) which is not surprising due to the COVID pandemic. Dundas Public School's parents have high educational aspirations for their children with 90% of parents expect their child to finish Year 12 and 72% of parents want their children to attend university. Finally, when asked if their child is enrolled at their first choice of school, an overwhelming 85% of parents agreed with the statement.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.