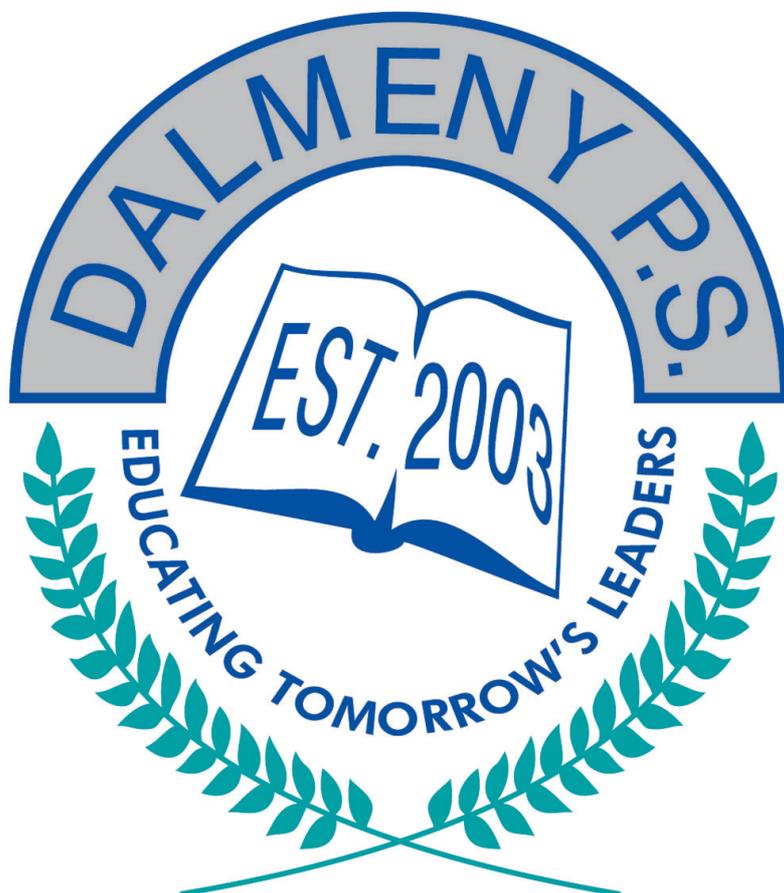


2021 Annual Report

Dalmeny Public School



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Introduction

The Annual Report for 2021 is provided to the community of Dalmeny 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

Dalmeny Public School

Dalmeny Drive

Prestons, 2170

<https://dalmeny-p.schools.nsw.gov.au>

dalmeny-p.school@det.nsw.edu.au

9826 9033

School vision

High expectations inspire and empower all students to be creative and critical thinkers who achieve their personal best in an inclusive setting that builds emotional, social, physical and spiritual wellbeing.

School context

Dalmeny Public School is located in South Western Sydney and has an enrolment of 892 students from Early Stage 1 to Stage 3. The school culture is that of inclusion and connectedness where staff, students, and the community work together to promote high-quality teaching and learning experiences in a safe, respectful and supportive framework.

Our school is supported by a diverse and vibrant multicultural community from 81 different countries with 61 different language backgrounds. 71.4% of students have a language background other than English (LBOTE). 58.8% of LBOTE students receive additional language learning opportunities through the English as an Additional or Dialect language support program. 2.6% of students identify as Aboriginal and are provided with learning and enrichment activities through whole school initiatives such as NAIDOC and the school's Koori Club. Our students come from a wide range of socio-economic backgrounds.

Opportunities in Student Leadership, Sport, Technology, Multicultural Public Speaking, Ambassador Programs, Debating and Creative and Performing Arts enrich and enable students to excel and realise giftedness.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan; *Student Growth and Attainment, Wellbeing and School Planning*.

1. Student growth and attainment

2019 Year 3 results for Numeracy, Reading and Grammar and Punctuation are slightly above state average. Results for Spelling and Writing are above state and SSG average. Year 3 has had an upward trajectory of achievement since 2015 in Numeracy, Reading, however, saw a decline in results from 2015 to 2017. This trend was arrested and Reading was on an upward trajectory with reading slightly above the state average in 2019.

2019 saw a decline in expected growth for the state and statistically similar school groups (SSSG) in NAPLAN. This was reflected in Dalmeny's results where we saw a decline in growth for all domains. Growth ranged from 35% to 48.9% for DPS, 53.5% to 56.8% for SSSG and 53.1% to 58.6% for state.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - Number and Algebra, and Measurement and Geometry with explicit targeted, tailored interventions from Kindergarten to Year 6. Improvement in literacy and numeracy results, student growth, data-informed explicit evidence-based teaching practices and student wellbeing will be our focus for the next 4 years. To support school improvement and drive educational change, we will draw from reliable and relevant research as we work towards implementing whole school systematic change. This will be underpinned by the work of CESE, What works best (2020), Sharratt & Fullan (2009, 2012), John Hattie (2015), John Hollingsworth & Silvia Ybarra (2017), The Quality Teaching Rounds, Berry Street, and the support of School Services. School leaders and external providers will work collaboratively with teaching staff to build teacher capacity and confidence, directly resulting in improved learning and wellbeing outcomes.

CHECK-IN ASSESSMENT

NAPLAN was suspended 2020 due to COVID-19.

Check-in Assessment was implemented 2020 and 2021.

2. Wellbeing

Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning (NSW DoE).

External Validation and our Situational Analysis identified the need for an explicit focus on whole-school practices for student wellbeing. Currently, the school embraces the themes of Connect, Succeed and Thrive (NSW DoE), the Wellbeing Framework for Schools, Wellbeing for School Excellence - Evaluation Support Tool (2020) and Tell Them From Me. Wellbeing 2021 to 2024 will provide students with a voice in school processes and practices and be broadened to better meet students' spiritual, emotional and social needs through the work of Berry Street, Smiling Minds, Dr John Irvine and The Worry Woos, Friendly Schools, Rock and Water Programs (Gadaku Institute), Peaceful Schools (Mission Australia)

3. School Planning - Effective Teaching and Powerful Learning

Participation in effective professional learning, reflective practices and collaborative planning will support continued teacher development and directly lead to improved learning outcomes for all students. To support excellence in practice, teachers will work closely with school leaders to develop a shared understanding of what effective, evidence-based teaching and learning looks like in the classroom (Hattie, 2015 & CESE, 2020, Sharratt & Fullan (2009, 2012)). Effective classroom practice will be strengthened through a collaborative whole-school approach where data analysis will inform quality teaching and learning programs and future school directions. (Quality Teaching Rounds, Student Services).

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success through whole school data-driven evidence-based practices that are responsive to the learning needs of all students.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$269,989.80

Socio-economic background: \$84,935.10

Integration funding support: \$84,125.33

Aboriginal background: \$5,563.00

English language proficiency: \$285,092.52

Professional learning: \$53,865.45

Per capita: \$29,811.25

Summary of progress

Reading

School subscriptions of programs including Reading Eggs were established and utilised both in classrooms and during Learning From Home due to the COVID pandemic. Resources were sourced and utilised in classrooms K-2 to support and strengthen reading instruction with the addition of decodable texts to support early reading strategies and sound knowledge.

Reading whole school NESA compliant programming and resource booklets were created and distributed, however due to the Learning From Home period, the necessary professional development will be addressed in 2022. Assistant Principal Curriculum Instruction positions will support further improvements in reading instruction K-6 in 2022.

Numeracy

Whole school engaged in differentiated professional learning driven by the Strategic School Services (SSS Team) and school executive, focusing on evidence based mathematics instruction with a focus on the Big Ideas of Number and the work of Di Siemon. This strategic support was also layered with the familiarisation of the whole school numeracy direction of using the relational mathematics program developed by Carol Spencer, A Learning Place A Teaching Place.

Whole school implementation of A Learning Place to be scheduled for 2022 in all K-6 classrooms.

Assistant Principals to support implementation in classrooms by timetabling in team teaching/dem lessons using A Learning Place.

Professional Learning scheduled in 2022 for Carol Spencer (developer of A Learning Place) to do demonstration lessons in classrooms and stage based professional

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
Increase the percentage of students	NAPLAN

<p>achieving expected growth in NAPLAN reading above the system-negotiated target baseline of 50.5%.</p>	<p>59% of Year 5 students achieved at or above expected growth in NAPLAN reading. 8.5% above the system negotiated target baseline of 50.5%</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN reading above the system-negotiated target baseline of 29.4%.</p>	<p>NAPLAN</p> <p>44.7% of Year 3 students achieved in the top two bands of reading. 15.3% above the system negotiated target baseline of 29.4%</p> <p>26.81% of Year 5 students achieved in the top two bands of reading. 2.59% below the system negotiated target baseline of 29.4%.</p> <p>Check-in Assessment was implemented 2021 with the following results:</p> <p>* Year 3 Term 4- Reading percentage of questions correct for the cohort, 128 students, 57.7% correct in reading (scaled percentage based on learning areas of Reading Processes, comprehension and vocabulary).</p> <p>* Year 5 Term 4 - Reading percentage of questions correct for the cohort, 132 students, 57.7% correct in reading (scaled percentage based on learning areas of Reading Processes, comprehension and vocabulary).</p>
<p>Increase the percentage of students achieving in the Top 2 bands of NAPLAN numeracy above the system-negotiated target baseline of 25.6%.</p>	<p>NAPLAN</p> <p>30% of Year 3 students achieved in the top two bands of NAPLAN numeracy. 4.4% above the system negotiated target baseline of 25.6%</p> <p>18.25% of Year 5 students achieved in the top two bands of NAPLAN numeracy. 7.35% below the system negotiated target baseline of 25.6%</p> <p>Check-in Assessment was implemented 2021 with the following results:</p> <p>Year 3 Term 4- Numeracy percentage of questions correct for the cohort, 128 students, 60.0% correct in numeracy (scaled percentage based on learning areas of statistics and probability, number sense and algebra, measurement and geometry).</p> <p>Year 5 Term 4- Numeracy percentage of questions correct for the cohort, 132 students, 58.2% correct in numeracy (scaled percentage based on learning areas of statistics and probability, number sense and algebra, measurement and geometry).</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy above the system-negotiated target baseline of 56.7%.</p>	<p>50% of Year 5 students achieved at or above expected growth in NAPLAN reading. 6.7% below the system negotiated target baseline of 56.7%</p>
<p>Improvement as measured through the School Excellence Framework</p> <ul style="list-style-type: none"> • Whole school monitoring of student learning Improvement: Sustaining and Growing to Excelling 	<p>As a result of school-wide assessment and evaluation, the school has made an upward shift from Sustaining and Growing to Excelling for whole school monitoring of student learning in the School Excellence Framework Domain of Learning Assessment in 2021. This was achieved by establishing a Kindergarten to Year 6 electronic assessment data entry system in SENTRAL which provides for the capture of information that enables staff to upload individual student data in literacy, numeracy and wellbeing. This data can be used by the school executive to view longitudinal trends for individual students, groups of students, year, or stage cohorts and whole school information. The data is analysed by teachers and school executive to underpin teaching and learning programs, intervention programs, the strategic employment and placement of staff to support student needs, resourcing and guide overall school planning. The school has uploaded evidence of achievement of excellence to School Planning and Reporting on Line.</p>
<p>Teaching</p> <ul style="list-style-type: none"> • Data use in teaching and planning Improvement: Delivering to Sustaining and Growing. 	<p>The school has made an upward shift from Delivering to Sustaining and Growing in the School Excellence Domain of Teaching and the theme of Data Skills and Use in Teaching and Planning. This was achieved through whole staff professional development during 2021. Teachers</p>

<p>Teaching</p> <ul style="list-style-type: none"> • Data use in teaching and planning <p>Improvement: Delivering to Sustaining and Growing.</p>	<p>developed/sourced and used regular assessment in their teaching and learning to promote consistent and comparable judgement of student learning, monitor student learning progress, reflect of that progress and identify skill gaps for improvement and areas for enrichment and extension.</p> <p>The collaborative work with the School Strategic Support (SSS Team) focused on data use in numeracy with a specific focus on Place Value to address a school-wide trend from historical NAPLAN data using SCOUT.</p> <p>The school has uploaded evidence in meeting criteria to shift from delivering to Sustaining and Growing to School Planning and Reporting on Line.</p>
<p>Improvement as measured through the School Excellence Framework:</p> <p>Learning</p> <ul style="list-style-type: none"> • Student Performance Measures - Value-add <p>Improvement: Delivering</p>	<p>Value - add Kindergarten to Year 3 is not available for 2021 due to the changes to Best Start Kindergarten Assessment in 2018. Value-add for Years 3 to 5 requires further investigation into its downward trend. Value-add for Years 5 to 7 demonstrates a significant upward shift, well above baseline and is deemed at excelling. On balance value - add to remain at Delivering with a future focus on lifting results for Kindergarten to Year 3 and Year 3 to Year 5.</p>

Strategic Direction 2: Student Wellbeing

Purpose

To improve student wellbeing, positive behaviour, attendance and engaged learning through the implementation of whole-school practices, collective responsibility, and positive and respectful relationships.

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.

- Planned approach to wellbeing
- Ready to Learn

Resources allocated to this strategic direction

Professional learning: \$9,435.04
Refugee Student Support: \$3,815.24
Integration funding support: \$84,125.34
Socio-economic background: \$79,935.10
Aboriginal background: \$20,000.00
Low level adjustment for disability: \$129,492.94
Per capita: \$14,500.00
QTSS release: \$23,933.58

Summary of progress

Berry Street Training

Berry St training for 9 staff members is well underway and will be completed by SDD Term 2.

Training will help with increasing student engagement, self regulation and embedded elements of trauma informed practice in teaching and learning programs.

Establishing Our 5 Core Values

Identified need to improve whole school well-being in particular behaviour.

Establishing 5 core values: Kindness, Honest, Responsible, Cooperation and Excellence

House Points:

Utilising house points across the board for attendance and stretching that out to behaviour.

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
Increase the percentage of student attendance from the system-baseline of 75.2% to 78.5%	<p>The attendance rate at Dalmeny PS has increased to 86%. This is 7.5% to 10.8% above the system - baseline of 75.2% to 78.5%.</p> <p>This was achieved by:</p> <ul style="list-style-type: none">• launching a whole school House Point competition.• implementing reward days, awards, point competitions to boost awareness of positive attendance (including online learning days).• strategically scheduling school events on days of poor attendance.• the executive leading the monitoring of students in the 80-90% attendance to gain a positive shift.• the DP running attendance percentage reports through Sentral and SCOUT to identify students for class teachers/executive/students and their

<p>Increase the percentage of student attendance from the system-baseline of 75.2% to 78.5%</p>	<p>families.</p> <ul style="list-style-type: none"> • communicating the importance of attendance to school community using all communication methods ie: newletter. • utilising department resources for attendance concerns. • communicating clear roll marking procedures/ attendance initiative/attendance procedures for all staff. <p>Evidence of improvement and initiative was uploaded to School Planning and Reporting Online (SPARO)</p>
<p>Increase student wellbeing from the system-baseline of 88% to 90%</p>	<p>Student wellbeing in the area of feeling successful at school was 6% to 8% above the system baseline of 88% to 90%.</p> <p>In the area of advocacy students in Year 5 and 6 were less confident than their Year 4 peers. 89% of Year 4 felt positive about advocacy compared to 84% of Year 5 students and 83% of Year 6 students.</p> <p>The area of a sense of belonging indicates wellbeing initiatives for 2022 will need to look closely at the data and reasons for the lack of students feeling a sense of belonging.</p> <p>The impact of COVID 19 2020 and 2021 had significant implications for student wellbeing. Long periods of remote learning impacted of student to student relationships, student and teacher relationships and the feeling of connectedness. This was apparent through teacher, parent and student feedback.</p> <p>The following initiatives:</p> <ul style="list-style-type: none"> • Well-Being days held throughout online learning • Well-being days at the end of the year for each stage to celebrate our achievements • Celebration Of Learning Assemblies hosted via zoom were supportive of students, teachers and students and feedback was positive, however, students missed friends and teachers and articulated this to their teachers and the school through on line forums.
<p>School self-assessment for the learning domain - <i>Wellbeing</i> indicates improvement for the themes of:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing • Individual learning needs 	<p>School self-assessment for the Domain of Learning and the themes of a <i>planned approach to wellbeing</i> and <i>individual learning needs</i> indicates the school has made upward shifts from Delivering to Sustaining and Growing. Evidence to support the determinations were uploaded to SPARO.</p> <p>The shift for a <i>planned approach to wellbeing</i> was achieved through the capture and analysis of student wellbeing data and wellbeing surveys. Data was utilised to improve our whole school approach to wellbeing and to improve student learning. Berry Street professional development is in place, students have led the development of 5 core community values and the school mascots.</p> <p>The shift for <i>individual learning needs</i> was achieved through the implementation of well-developed and evidence-based whole-school approaches, programs and assessment to identify, monitor and review student needs. Reports were upgraded to include EAL/D information. Teachers were provided with release to upgrade PLASPs and Behaviour Plans for all identified students.</p>

Strategic Direction 3: School Planning

Purpose

To successfully deliver ongoing measured improvement in student progress and achievement through the collaborative design and implementation of a school plan that illustrates the use of research, evidence-based strategies, and innovation to strengthen instruction.

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.

- Data driven practices
- Strengthening instruction
- Collaborative Learning Community

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$129,496.29

Literacy and numeracy: \$29,473.54

Integration funding support: \$84,125.33

Socio-economic background: \$79,935.10

English language proficiency: \$224,236.00

Per capita: \$106,200.00

QTSS release: \$179,000.00

Summary of progress

As a whole school we worked collaboratively both onsite and during the Learning From Home period to continue to strengthen our whole school practices through professional development and collaborative planning. Our learning and support, including reading intervention and EaLD teachers worked on approximately 5 week cycles to improve student learning outcomes. Upon our return to school in term 4, we as a school looked at the impact the Learning From Home period had had on student explicit instruction and student learning outcomes. The needs of our students remained at the forefront of our decision making processes and our support structure changed significantly. Reading Intervention groups were increased to 40minute sessions in groups of up to twelve students to address student needs in phonics and reading processes. LST and EaLD teachers went into classrooms to provide support in differentiated teaching and learning, whilst students identified as New Arrivals, or BSL were withdrawn for intensive sessions as required.

Throughout the year, we worked on familiarising our whole staff with evidence based teaching and learning through the development of a whole school Reading teaching and learning program and resources as well as familiarisation of the relational mathematics program A Learning Place A Teaching Place. Our familiarisation of A Learning Place coincided with the work we conducted on numeracy with the School Strategic Support (SSS) Team to strengthen teachers knowledge of number concepts and data driven evidence based pedagogy for students in K-6 classrooms.

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
School self-assessment (SEF) - Learning Domain - Data Skills and Use indicated improvement from Working Towards Delivering to Delivering for the theme of: <ul style="list-style-type: none">• data use in planning	School self-assessment for the Learning Domain of <i>Data Skills and Use</i> in the theme of data use in planning indicates a shift from Working Towards Delivering to Delivering. Evidence to support the determination was uploaded to SPARO. The upward shift was achieved through professional learning with a focus on data. A Learning Place provided assessment strategies from Kindergarten to Year 6. Assessment strategies were developed for reading and comprehension and supported by Running Record data and PAT Comprehension data.
School self-assessment (SEF)	Reflection and review of the School Excellence Framework (SEF) Learning

<p>Learning Domain - Curriculum indicates improvement Delivering to Sustaining and Growing for the themes:</p> <ul style="list-style-type: none"> • teaching and learning programs. • differentiation <p>School self-assessment (SEF) Teaching Domain - Effective Classroom Practice and Professional Standards evidence indicates improvement from Delivering to Sustaining and Growing for the theme of</p> <ul style="list-style-type: none"> • lesson planning 	<p>Domain of Curriculum in the themes of teaching and learning programs and differentiation indicate an upward shift from Delivering to Sustaining and Growing.</p> <p>The shift for the theme of teaching and learning programs was achieved through the development of Kindergarten to Year 6 evidence-based teaching and learning programs.. The programs are triangulated with the syllabus and scope and sequences, assessment data and the literacy and numeracy progressions.</p> <p>The shift for the theme of differentiation was achieved in maths through the implementation of relational mathematics, <i>A Learning Place</i>'. Differentiation was developed for each lesson treating conceptual areas of maths. Intervention activities were also developed for students not grasping a maths concept. Teachers engaged in professional development and observed demonstration lessons provided by Carol Spence in the delivery of differentiated relational maths activities for each year, Kindergarten to Year 6 including the support unit.</p> <p>School self-assessment for the Learning Domain of Teaching - Effective Classroom Practice - Lesson Planning demonstrates a shift from Delivering to Sustaining and Growing. This was achieved by teacher engagement in the Quality teaching Rounds. Curriculum knowledge, research-based professional readings, student progress data, and evidence-based planning for teaching and lesson delivery was shared with and across teams was shared. Student achievement was discussed and strategies implemented to meet the needs of students were developed collaboratively.</p>
<p>School self-assessment (SEF) Leading Domain - Curriculum</p> <p>Evidence indicates improvement from Sustaining and Growing to Excelling for the theme of:</p> <ul style="list-style-type: none"> • instructional leadership 	<p>School self-assessment for the Domain of Leading - Curriculum in the theme of instructional leadership indicates a shift from Sustaining and Growing to Excelling. The upward shift was achieved through the strategic placement of Assistant Principals into release from face-to-face positions that ensured the executive understood the dynamics of classes and the needs of students in their stage of supervision. This led to targeted differentiated professional development for staff and the capacity of the leadership team to identify high-performing teachers and areas of strength and giftedness to provide for distributed leadership. The Quality Teaching Rounds provided a mechanism to model and learn from high-quality evidence-based teaching that leads to student learning progress.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,815.24</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>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"> • Planned approach to wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • additional staffing to map individual students against the EAL/D progressions • Stars and network training <p>The allocation of this funding has resulted in: increased staff knowledge and understanding of trauma-informed practices leading to informed explicit teaching and learning and wellbeing strategies resulting in improved student access to syllabus outcomes and a lessening of behaviours involving withdrawal and aggression.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop PLaSPs to reflect personal goals towards further developing concepts of safety, trust, responsibility, self-regulation and improved literacy and numeracy. To identify areas of high potential and giftedness and provide opportunities that enrich and extend learning. To work towards closing the performance gap. To embed Berry Street practices into our wellbeing processes and procedures.</p>
<p>Integration funding support</p> <p>\$252,376.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dalmeny 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"> • Reading • Planned approach to wellbeing • Data driven practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • reading intervention program • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • use of sensory resources <p>The allocation of this funding has resulted in: the school's capacity to ensure special education students participate and</p>

<p>Integration funding support</p> <p>\$252,376.00</p>	<p>contribute to school life; academically and socially. Students with integration funding support engaged with school life through a flexible model of teaching and learning that was evidence-based and tailored to meet their individual needs. The school employed 9 School Learning Support Officers to support funded students for in-class learning and social support outside of the classroom. This enabled students to work and interact in an inclusive setting building a sense of connectedness, an acceptance of diversity and development of social skills through interaction and targeted programs such as 'Friendly Schools'. Teachers have developed PLASPs, modifying elements of the curriculum to better meet the learning needs and styles of the students. The funding has better supported and provided improved student outcomes in the areas of communication - receptive and expressive, social competencies, personal care and movement.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop PLASPs to reflect the students' personal goals towards improved literacy and numeracy and social and emotional wellbeing. To identify areas of high potential and giftedness and provide opportunities for each student to enrich and extend their experiences. To work towards closing the performance gap. To provide individualised SLSO support for learning and behaviour.</p>
<p>Socio-economic background</p> <p>\$244,805.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dalmeny 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"> • Reading • Planned approach to wellbeing • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development in phonemic awareness and knowledge for reading. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • data use across the school • Berry Street Professional development • attendance rewards school wide systems <p>The allocation of this funding has resulted in: the identification of students experiencing phonemic awareness and knowledge difficulties which impeded the development of their reading. This enabled the school to implement teaching and learning intervention strategies, including the use of Jolly Phonics to ensure the same teaching and language is used throughout the school leading to improved knowledge and understanding in the use of phonics from Kindergarten to Year 2. . Data has been captured and is now tracked longitudinally through SENTRAL software, providing for improved school planning to improve student outcomes.. Targeted software supported the learning of reading at school and at home ensuring ongoing outcome development and connectedness to school. . SLSO support assisted identified students. This led to the development of strong relationships for students and improved confidence in managing life at school. Laptops and iPads and provision to the internet provided online access for families in need during remote learning periods, lessening the impact of learning away from school. Identified families were provided with school-based needs such as uniforms, workbooks, remote learning packs and technology ensuring no student or family felt marginalised due to a lack of access to resources..</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$244,805.30</p>	<p>used to ensure all students have continued equal access to resources and learning opportunities, irrespective of what those activities are and the costs involved. Best Start, Year 1 phonics assessment, NAPLAN, PAT Comprehension, Running Records, teacher observations and internal formative assessments will inform teaching and learning for all students to ensure commensurate results in learning outcomes and school life, overall.</p>
<p>Aboriginal background</p> <p>\$25,563.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dalmeny 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"> • Reading • Planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy • Koori Club • NAIDOC <p>The allocation of this funding has resulted in:</p> <p>lifting the profile of Aboriginal Education students through Koori Club leadership roles through the sharing of Welcome to Country and NAIDOC. In 2019, Year 3 Aboriginal Education students performed significantly above state and SSSG in Reading and Numeracy. In 2021 three Aboriginal Education students sat for NAPLAN in Year 3 with an average score of 335.4 in Reading and an average score of 274.9 for Numeracy, performing below state and SSSG. Year 5 Aboriginal Education students achieved an average score of 513.1 for Reading, well above state with an average score of 455.55 and above SSSG at 492.40. In Numeracy the Year 5 students achieved an average score of 502.8, well above the average score achieved by state at 445.95 and SSSG at 471.60.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to develop PLaSPs that reflect students' personal learning goals and demonstrate how students will continue to improve their learning and engage with their rich history and language. To monitor the learning of our 2021 Year 3 Aboriginal Education student cohort to address achievement.</p>
<p>English language proficiency</p> <p>\$509,328.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dalmeny 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"> • Reading • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$509,328.52</p>	<ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • resource review and upgrades <p>The allocation of this funding has resulted in: teachers working with EAL/D teachers in class, collegially programming for identified student learning and Semester reporting on achievement. Teachers and executive worked through assessment to better target teacher allocation to need. Four EAL/D teachers were employed to support students Kindergarten to Year 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop targeted in-class support for identified students through the use of the syllabus and the EAL/D progressions with a focus on vocabulary and comprehension and general capabilities. To improve K - 6 teacher knowledge and understanding of the EAL/D learning progressions. Year 3 and Year 5 EAL/D students underperformed in Reading and Numeracy in 2021. Students to be reassessed and monitored in reading and numeracy and plotted against the EAL/D progressions. Targeted supported to be evaluated 2022 in Term 2, Term 3 and Term 4.</p>
<p>Low level adjustment for disability</p> <p>\$399,482.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Dalmeny 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"> • Reading • Planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: improved student access to syllabus and social and emotional learning activities and support through the employment of SLSO's across the school. Teachers were released to develop PLASPs and behaviour plans to address specific student social and emotional needs, the plans were supported by the SLSOs. Teachers were released to meet every 5 weeks with the Learning and Support Team and School Counsellor to discuss student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to improve teaching and learning and social and emotional outcomes for identified students with diagnosed and or imputed disabilities. All Assistant Principals to take up roles in learning and support for their stages to develop a deep understanding of the needs of students identified in each stage and</p>

<p>Low level adjustment for disability</p> <p>\$399,482.74</p>	<p>to better gain an understanding of student, teacher and SLSO needs across the school.</p>
<p>Literacy and numeracy</p> <p>\$29,473.54</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dalmeny 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"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy • executive release to engage with the delivery of quality teaching and learning • Quality Teaching Rounds <p>The allocation of this funding has resulted in: the schoolwide practice of data use to streamline targeted teaching and learning. Student performance was lifted in reading.. 50 students in Kindergarten achieved above a Reading Recovery Level of 10, 60 students achieved a Reading recovery Level of 9. 78 students in Year 1 achieved above a Reading Recovery Level (RRL) of 14 , 20 students were reading at a RRL of 14 or below. 95 Year 2 students achieved a RRL of 24 or above with 18 students reading at a RRL of 23 or below.</p> <p>After evaluation, the next steps to support our students with this funding will be: to broaden targeted teaching, to capture and analyse data to address trends in the areas of Kindergarten to Year 3 reading, Years 3 to 6 comprehension, writing K - 6 and relational maths K - 6.</p>
<p>QTSS release</p> <p>\$202,933.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dalmeny 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"> • Planned approach to wellbeing • Strengthening instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • lesson observations • demonstration lessons • allocation of teacher mentors • professional development - 'A Strong Start' • Quality Teaching Rounds <p>The allocation of this funding has resulted in: the release of staff to engage with the QTR processes of teaching, reflecting, evaluating, refining, professional reading and sharing of practice with colleagues in order to deliver quality teaching that lifts student performance. The wellbeing initiative resulted in 5 core values, cooperatively</p>

<p>QTSS release</p> <p>\$202,933.58</p>	<p>developed by the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: to refine the school's teaching for learning programming across the school in literacy and numeracy ensuring planning is evidence-based, collaborative, NESA compliant, triangulated with syllabus, assessment and progressions and responsive to need. Wellbeing at Dalmeny will launch the student-designed mascots to raise the profile of our school values and formalise wellbeing processes across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$129,496.29</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dalmeny Public School who may be at risk of not meeting minimum standards.</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"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of 2 classroom teachers to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • reading intervention program for identified students. • Strategic Services professional development. • A Learning Place for maths intervention strategies • Review and purchase of literacy and numeracy resources required to implement reading and relational maths. <p>The allocation of this funding has resulted in: lifting student achievement in reading from below benchmark to benchmark or above. 2 Teachers were appointed into Reading Intervention positions for 2021. Identified students improved, on average, 12 levels, ranging from Reading Recovery Level 3 to 18 in Years 1 and 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to monitor the students exiting the intervention programs and identify the next round of students for intensive support and or learning sprints. to improve differentiation within classrooms through the appointment of 2 APCI's.</p>
<p>COVID ILSP</p> <p>\$147,500.00</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 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"> • employment of teachers/educators to deliver small group tuition. Covid ILSP funded FTE 1.3 the school self-funded FTE 0.7 to create 2 reading intervention positions. • release of COVID staff for Term 1 Weeks 1 to 4 to comprehensively assess all students identified requiring support in literacy and numeracy. • Term 1 target groups - Year 3 and Year 5. • Term 2 target groups - Year 4 and Year 6.

COVID ILSP

\$147,500.00

Term 3 target groups - Year 1 and Year 2.

Term 4 target group - Kindergarten.

The allocation of this funding has resulted in:

students identified as at risk in reading and maths in Year 3 and Year 5 received targeted teaching and learning in Term 1, identified students in Years 4 and 6 received targeted support in Term 2. Unfortunately, COVID 19 remote learning went into place for Term 3 and part of Term 4. Kindergarten, Year 1 and Year 2 were picked up for the remaining weeks of Term 4.

After evaluation, the next steps to support our students with this funding will be:

to monitor all students' literacy and numeracy development and identify student support for EAL/D, Learning and Support and Reading Intervention. APCI support to be allocated.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	565	577	546	521
Girls	452	476	441	415

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	90.8	88.5	92.1
1	90.7	90.6	87.6	91.7
2	93	91.2	87.8	90.3
3	93.5	92.5	87	90.9
4	93	91.5	87.8	91.2
5	93.1	92.5	88	91.1
6	92.9	91	87.7	89.9
All Years	92.8	91.5	87.8	91
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	38.37
Literacy and Numeracy Intervention	1.16
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	11.87

*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	1,969,533
Revenue	9,751,906
Appropriation	9,586,703
Sale of Goods and Services	51,983
Grants and contributions	110,540
Investment income	1,680
Other revenue	1,000
Expenses	-9,636,308
Employee related	-8,759,111
Operating expenses	-877,197
Surplus / deficit for the year	115,598
Closing Balance	2,085,132

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	256,191
Equity Total	1,178,314
Equity - Aboriginal	24,697
Equity - Socio-economic	244,805
Equity - Language	509,329
Equity - Disability	399,483
Base Total	7,203,766
Base - Per Capita	249,460
Base - Location	0
Base - Other	6,954,306
Other Total	709,741
Grand Total	9,348,012

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

Tell Them From Me (TTFM)

Tell Them From Me is a means for measuring student engagement and wellbeing. The surveys provide a voice for the school community and capture valuable evidence for the school to use in identifying areas of strength and areas for improvement in advocacy, expectations for success, and a sense of belonging.

In 2021 the student surveys indicated:

- 83% of Year 6, 84% of Year 5, and 89% of Year 4 students felt positive about advocacy at school. Year 6 and year 5 data was slightly below state and SSG. Year 4 data was slightly above state and SSG. Gender data is consistent for Dalmeny students across Years 4, 5 and 6 in advocacy. There was no apparent difference in responses based on gender.
- 96% of Year 6, Year 5, and Year 4 students felt positive about expectations for success at school. These results were above that of state and statistically similar school groups (SSSG). Gender data is consistent for Dalmeny students across Years 4, 5 and 6 in advocacy, irrespective of gender.
- 69% of Year 6, 67% of Year 5, and 80% Year 4 students felt positive about a sense of belonging at school. Year 6 data was commensurate with state and above that of SSSG. Year 5 data was fairly representative of state and SSSG. Year 4 data was well above that of state and SSSG. Year 6 girls were commensurate with girls in the SSSG and slightly below that of state. Year 6 and Year 4 boys were significantly above state and SSSG. Year 4 girls were slightly below SSSG and state results. Year 5 boys were above the results for the SSSG and slightly below that of state.

Whilst the data received by TTFM is reflective, overall, of trends across the state it is apparent that we need to assess and evaluate the data from senior students in the area of belonging.

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.