

2022 Annual Report

Dalton Public School



1723

Introduction

The Annual Report for 2022 is provided to the community of Dalton 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.

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School vision

Dalton PS community believe that every child should be active participants in their social, emotional and academic learning where parents are partners in their child's school journey. Our vision is to support all students to become confident, resilient, self-directed and successful learners based on explicit teaching, high expectations and collaborative relationships.

School context

Dalton is a small rural school with an enrolment of five students, situated between Yass and Goulburn. The school has a close working relationship with its students families and the immediate community. The school ensures students have access to a wide range of extra-curricular activities. Students have strong social networks across the Yass, Gunning and Crookwell districts due to the establishment of various small school initiatives.

Based on the outcome of our Situational Analysis, in full consultation with the community, we have determined that we need

to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be refined and developed for identified students. Teachers will evaluate the effectiveness of their teaching practices in light of student learning needs through the application of summative and formative assessments.

The improvement of wellbeing of our students and the engagement of families and the wider community remains a priority. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Dalton Public School is part of the Micro-Schools Network (MSN) encompassing Dalton PS, Rye Park PS and Breadalbane PS as a professional learning community and collaborative leadership team. MSN strives to enhance student, staff and community wellbeing.

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

To build strong literacy and numeracy foundations that underpin academic success so that all students are able to maximise their current and future learning outcomes in order to broaden their life opportunities.

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 skills and use
- Effective classroom practice

Resources allocated to this strategic direction

Professional learning: \$1,350.00

Low level adjustment for disability: \$16,273.20

Aboriginal background: \$4,763.96

QTSS release: \$1,953.66

Literacy and numeracy: \$1,399.00

Socio-economic background: \$3,145.90

Summary of progress

What we did? How well did we do it? What was the impact? What are the next steps for 2023?

Data Skills and Use

Staff professional learning in the software platform, Planning for Literacy and Numeracy 2 (PLAN2) was implemented regularly throughout Term 1 to build staff capacity in tracking and monitoring student progress. As a part of the Micro Schools Network (MSN), we developed an assessment schedule for Reading and Numeracy, and analysed internal data in reading and numeracy to identify the narrow focus of Understanding Texts and Multiplicative Strategies (Reasoning & Problem solving). We tracked student progress in reading including against the Understanding Texts progressions. Current Individual Learning Plans (ILPs) were reviewed and learning adjustments made as required.

During Term 2, the MSN reviewed the assessment schedule and commenced tracking student progress in Writing: Creating Texts and entered the data into PLAN2. Internal Numeracy data was analysed to identify areas of need.

During Term 3 and 4, the MSN further refined the assessment schedule to include both NSW Department of Education (DOE) and school based assessment practices. All staff across MSN completed further professional development on the components of teaching reading, was undertaken to deepen staff understanding of the cognitive process involved in reading and how to plan for explicit instruction. We placed students on the PLAN2 progressions in this area. Students were assessed using the DoE - Interview for Student Reasoning (IfSR) Multiplicative Thinking assessment.

MSN schools found the assessment schedule easy to follow and this continues to be a working document as school needs and departmental assessments are rolled out in the future. Systems were developed for students to understand and monitor their own progress in Understanding Texts - Reading. Data gathered from the assessment was evaluated collaboratively and used to establish individualised student goals and plan for future teaching and learning. Throughout the year our work raised awareness of the importance of data skills. Our ongoing professional learning built capacity to use data to inform teaching and learning.

Our next steps will be to further utilise PLAN2 software to track and identify student progress to plan specifically for learning at point of need. Students will be encouraged to take increased responsibility for their own learning to further improve engagement across the curriculum.

Effective Classroom Practice

During Term 1 and 2, MSN focused on the 'What Works Best' (WWB) element of Effective Feedback . This involved Professional Learning (PL) and discussions about classroom observations and the importance of feedback in improving classroom practice. Some lessons implemented Learning Intentions and Success Criteria to support students to set

challenging learning goals in reading and numeracy. All staff engaged with the Learning Progression for Understanding Texts and commenced data entry for all students. The learning outcomes of students were enhanced through the use of the quality teaching practice of Effective Feedback from the WWB Framework. Staff embedded the practice of using learning intentions and success criteria to set goals and measure success. MSN used informal, fast and frequent feedback in lessons. Learning intentions were implemented as the basis for tracking student success and referenced throughout lessons. The MSN self assessed using the Readiness Checklist to inform next steps for Effective Feedback and engaged with the What Works Best Toolkit - Effective Feedback. The data informed targeted PL which built understanding around what makes an effective lesson observation.

During Term 3 and 4, MSN discussed student learning intentions and success criteria and created resources to share among our schools. We began implementing the practices across all curriculum areas throughout MSN schools. We developed our understanding of Quality Teaching Rounds (QTR) through professional learning and engaged in rounds during Term 4. Our schedule ensured that all MSN principals had the opportunity to present a lesson to all MSN teachers which provided a model for subsequent presentations of lessons by all staff. We practiced coding lessons to give and receive feedback using the Quality Teaching Framework.

The activities contributed to the Progress Measure by building staff capacity to know where students are in their learning and to use evidence to inform next steps in teaching and learning in reading and numeracy. Further impact was evidenced by the building of staff capacity around the foundational structures of QTR and the use of criterion based feedback for the improvement of teaching practice.

Our next steps include further classroom implementation of QTR structures in order to improve staff knowledge and skills in effective feedback, as well as enhance tracking and monitoring of student learning. Further PL targeting learning intentions and success criteria will contribute to students having a more comprehensive understanding of their progress, what success looks like and how to improve.

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 % of students achieving in the top two bands in reading to a minimum of 47.3% (lower bound of the system negotiated Network target). | This activity contributed to the progress measure by building staff understanding in whether students are achieving expected growth in reading. |
| Increase the % of students achieving in the top two bands in numeracy to a minimum of 36.4% (lower bound of the system negotiated Network target). | MSN students were assessed using the DoE IfSR Multiplicative Thinking assessment. Data gathered from the assessment was evaluated collaboratively and used to establish individualised student goals and plan for future teaching and learning. |
| Increase % of students achieving expected growth in reading to a minimum of 55% (lower bound of the system negotiated target). | This activity contributed to the progress measure by building staff understanding in whether students are achieving expected growth in reading. |
| Increase % of students achieving expected growth in numeracy to a minimum of 55% (lower bound of the system negotiated target). | MSN students were assessed using the DoE IfSR Multiplicative Thinking assessment. Data gathered from the assessment was evaluated collaboratively and used to establish individualised student goals and plan for future teaching and learning. |

Strategic Direction 2: Wellbeing

Purpose

To ensure students gain the knowledge, skills, competencies and experiences necessary to succeed in life in ways that matter to them.

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 Wellbeing Approach to Improve Attendance
- Social and Emotional Learning

Resources allocated to this strategic direction

Per capita: \$3,032.16

Socio-economic background: \$1,048.75

Summary of progress

Planned Wellbeing Approach to Improve Attendance

During Term 1 and 2, the MSN partner schools self assessed in all dimensions of the Strengthening Family and Community Engagement in Student Learning (SF&CEinSL) Matrix and surveyed parents in each of the seven dimensions. Results were collated and analysed in order to identify focus areas for strengthening community engagement. MSN schools' self assessment in all dimensions of the SF&CEinSL Matrix revealed mostly Developing descriptors. A better understanding was gained across the MSN of the scope and possibilities that exist for school improvement when engaging with the community. Parents and student surveys were completed and analysed to plan for continual improvement. Both areas of data when taken together show the way forward towards improved attendance through increased student and community engagement.

Parents and the school agreed on balance that the school is working in the Developing descriptors of the matrix. Informal discussion about MSN wide surveys was held however discussion around the next stage of engagement across MSN was difficult due to Principal replacement at two of the schools and a step back approach was required to familiarise and engage the new staff in the process. Parents agreed that there were some aspects of the SF and CE in SL matrix that were not of practical relevance to the small school but in most areas there was impact in awareness raising of the breadth of what a school can do with and for its community. This has unlocked further discussion for improvement between the school and community that will serve to drive greater capacity and have a positive effect on school attendance.

Principal replacement in Term 2 meant that, two of the three MSN partner schools were unable to collaboratively review the three key drivers (Behavioural, Cognitive and Emotional) of student engagement and align current practice to the School Excellence Framework (SEF), the Wellbeing Framework and the Achieving Excellence in Wellbeing and Inclusion document. This activity was carried over to Term 3 with several prior steps undertaken with the new principals before they were able to fully understand the findings in their context in order to enact collaborative, incremental improvement.

As Term 3 and 4 further progressed, the collaboration continued with data and evidence used to plan initiatives to improve community engagement. These initiatives included increased promotion of the community run playgroup. This resulted in an increased number of community members using the service.

Impact of activities within this initiative included the schools ability to focus directly on the planning and implementation of specific activities which address community need using the SF&CEinSL Matrix. Evidence such as expressed parental satisfaction and student data indicates an enhanced partnership of community groups with the school.

Our next steps will be for MSN Principals to lead broader reflection and planning for implementation of the Inclusive Engaging Respectful (IER) policy in 2023. The group plans to co-develop parent workshops to deepen their understanding of curriculum delivery.

Social and Emotional Learning

T1 The MSN Investigated the Social-Emotional learning area of the intranet and the five broad skill areas. We viewed and explore the links. A determination was made to look evaluate Class Dojo as a possible MSN wide platform whose lessons fit with the five broad skill areas. For infants students the MSN can investigate the use of the Social-emotional Learning lessons and resources for K-2

The evaluation of MSN data from social and emotional learning based questions in the MSN developed student and parent surveys will occur in Term 2 as partner schools require more time to administer and collate results due to replacement principals joining the PLC.

MSN partner schools set up transitional program connections to high schools for Year 6 students. MSN will continue to prioritise those students in case management where necessary to see what skills and awarenesses the students require for successful and smooth transition.

T2 Low scoring average identified areas of improvement from Social Emotional Learning based questions from the MSN developed student and parent surveys for Breadalbane Public School were as follows.

Student Survey - How much does your teacher care about you? = 56%, There is someone I can go to at school if I feel bad or unsafe = 61%, How interested is your teacher in what you do at school? = 63%, There is someone I can go to at school if I have a problem = 64%, How much does your teacher listen to what you have to say? 67%, How comfortable are you in telling friends how you feel? = 69%

Parent survey - How well does the teacher take into account your child's needs, interests and abilities? = 74%, How well informed are you about your child's behavioural, social and emotional development? = 76%, How much do you feel the SOCIAL learning that your child engages in presently at school impacts upon the person they will become? = 76%

Strategies were developed and implemented to improve in these areas of perception and with the students Social Emotional Learning.

Dalton Public School will adopt the Social-emotional Learning lessons and resources for K-2. Dalton Public School investigated the use of Class Dojo as a platform to access lessons on relationship skills as identified from the Wellbeing Framework in the 2021 Reflection summary as something to work on for shared learning days. Dalton Public School continue to use the lessons. Students are using the language of the online lessons demonstrating a whole school common language around social and successful life conduct.

MSN partner schools shared transitional program progress for Year 6 and are in focus for students case management along with other students. The impact was initially felt as an increased capacity and breadth of understanding around what is important in transition and how to create successful connections for students.

MSN decided to implement the Social-emotional Learning lessons and resources for K-2. MSN resolve to implement Class Dojo across MSN for Social Emotional Learning for Stage 2 and 3 students. Lessons including the Big Ideas and Growth Mindset. link well with the big 'Five Broad Skill Areas' for social emotional learning on the Department's website.

Our next step is to train parents and community members as helpers to support ongoing school improvement.

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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To increase the % of students attending school 90% of the time to a minimum of 55% (lower bound of the system negotiated target). | This activity has contributed to the progress measure by the number of students attending the school 90% of the time or more has remained above the lower bound of the negotiated target. |
| To increase the % of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) to a minimum of 80%. | Dalton Public School has increased the percentage of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) beyond the minimum of 80%. |
| The school will demonstrate the | Dalton Public School has progressed from Developing to Sustaining and |

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| building descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix. | Growing descriptors in all dimensions of the Strengthening Family and Community Matrix as evidenced by community surveys and school self assessment. |
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Strategic Direction 3: Educational Leadership

Purpose

To embed a professional learning community between the Breadalbane, Dalton and Rye Park schools to develop shared whole school collaboration practices among students, teachers, and administrative staff in a single culture of continual improvement.

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.

- Collaborative Practice

Resources allocated to this strategic direction

Location: \$2,153.44

Professional learning: \$3,189.87

Summary of progress

Collaborative Practice

Ongoing writing and spelling programs were designed and adopted to improve the target area of vocabulary addressed by the Microsoft Teams and blended PL in 2021 and carried into 2022. Dalton Public School students were assessed on their improved use of academic (Tier 2) words used to describe visual and literary imagery. MSN Principals collaboratively evaluated the impact across the PLC and registered strong student growth aligned to PLAN2 progressions.

High Impact Professional Learning (HIPL) self assessment was undertaken for determination of ongoing actions. Understanding Texts was identified as a new focus area and the MSN Principals and staff participated in blended online and face to face PL held at Gunning Public School. This provided the staff with an opportunity to engage and collaborate with other schools in the Yass Network to develop practice for implementation into MSN schools.

Dalton Public School executive aligned professional learning and collaboration to the High Impact Professional Learning (HIPL) framework and the Key Practices for Instructional Collaboration Matrix. MSN principals worked together to lead staff through curriculum reform for the implementation of the new K-2 English and Mathematics syllabuses for 2023. In the Familiarise and Prepare stages of the DoE flowchart staff completed micro-learning modules. The Refine and Finalise stages were completed through evaluation of the PL and discussion and planning for the 2023 adoption of the new syllabuses.

Earlier in the year, MSN Principals completed the readiness check for Effective Feedback and, from this, determined to engage in Quality Teaching Rounds (QTR). Each of the partner school principals presented a lesson at their home school which were evaluated against the elements of the Quality Teaching Framework. Participating schools gained deeper understanding of the framework to enhance teaching and learning.

Our next steps will be to continue collaborative practice across MSN schools to ensure improvement and best practice is always sought using the HIPL, PLAN2, DoE Modules and Quality Teaching Framework. QTR will be further implemented by all teaching staff in 2023 to improve outcomes for all students.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The PLC will move from developing practice in the Key Practices for Instructional Collaboration Matrix. | The MSN has made incremental progress in the six key practices for instructional collaboration. We have progressed from Developing Practice to Accomplished Practice in Developing a narrative of collaborative expertise and securing an agreement about what a year's progress looks like. |
| The school (as a member of the PLC) | Dalton Public School, as a member of the MSN, is demonstrating Delivering |

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| will demonstrate emerging descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan. | descriptors in the High Impact Professional Learning (HIPL) School self-assessment tool. The ongoing professional learning is embedded in teaching practice by all teaching staff to ensure student results align to the Strategic Improvement Plan. |
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| Funding sources | Impact achieved this year |
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| <p>Socio-economic background</p> <p>\$4,194.65</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dalton 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"> • Data skills and use • Planned Wellbeing Approach to Improve Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement MultiLit Program to support identified students. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: This funding has enabled an SLSO to be employed to help and support student learning needs by delivering targeted intervention programs.</p> <p>After evaluation, the next steps to support our students will be: Provision of funds for additional experiences and excursions of the school as well as with partner schools to address socio-economic deficit and geographical isolation and wellbeing improvement measured through the satisfaction surveys.</p> |
| <p>Aboriginal background</p> <p>\$4,763.96</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dalton 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"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p> |
| <p>Low level adjustment for disability</p> <p>\$16,273.20</p> | <p>Low level adjustment for disability equity loading provides support for students at Dalton 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"> • Data skills and use |

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| <p>Low level adjustment for disability</p> <p>\$16,273.20</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Location</p> <p>\$2,153.44</p> | <p>The location funding allocation is provided to Dalton Public School to address school needs associated with remoteness and/or isolation.</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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$4,539.87</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dalton 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"> • Data skills and use • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>Literacy and numeracy</p> <p>\$1,399.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dalton Public School from Kindergarten to Year 6.</p> |

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| <p>Literacy and numeracy</p> <p>\$1,399.00</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 skills and use • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: All students who participated in the MultiLit program show significant growth in their reading.</p> <p>After evaluation, the next steps to support our students will be: To continually monitor student reading and identify students requiring further support or to be enrolled in the MultiLit program.</p> |
| <p>QTSS release</p> <p>\$1,953.66</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dalton 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"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p> |
| <p>COVID ILSP</p> <p>\$8,685.00</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 2022.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2</p> |

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| <p>COVID ILSP</p> <p>\$8,685.00</p> | <p>82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |
| <p>Per capita</p> <p>\$3,032.16</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Dalton 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 Wellbeing Approach to Improve Attendance • Social and Emotional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The MSN deepened its connection to community through self-assessment, planning and execution of strategies using the Strengthening Family and Community Engagement in Student Learning Matrix. • The MSN reviewed the three key drivers (Behavioural, Cognitive and Emotional) of Student Engagement. The joint understanding gained through MSN discussion will lead to a broader reflection and targeted planning for implementation of the Inclusive, Engaging and Respectful Schools Policy in 2023. <p>The allocation of this funding has resulted in the following impact: The MSN has predominantly moved from Developing to Sustaining and Growing descriptors of the SF & CE in SL matrix. The PLC collaborated to initiate new surveys, playgroups, community reading and open days. Through these out reaching programs the schools created deepened significance for students and families to connect and belong to their school community. Through MSN wide engagement with the three key drivers of student engagement, staff have a deepened understanding of the levels and types of engagement that students exhibit.</p> <p>After evaluation, the next steps to support our students will be: To further engage the community in the school the MSN plans to survey the community to gain an understanding of the types of expertise that members could share and deliver in our schools. MSN partner schools will present and facilitate targeted curriculum and extra-curricula workshops in the school to develop parent and community understanding of how to support their child's learning at home. The MSN will assess student levels of engagement in all subject areas against the engagement continuum's three key drivers.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2019 | 2020 | 2021 | 2022 |
| Boys | 7 | 5 | 6 | 3 |
| Girls | 4 | 5 | 6 | 2 |

Student attendance profile

| School | | | | |
|-----------|------|-------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.9 | 90.3 | 93.5 | |
| 1 | 86.6 | | 91.4 | 92.7 |
| 2 | 89.1 | 87.4 | | |
| 3 | 93.9 | | 95.2 | |
| 4 | 88.1 | 87.8 | 62.5 | |
| 5 | 99.6 | 100.0 | 89.4 | 80.2 |
| 6 | 76.0 | 93.2 | 92.1 | 85.6 |
| All Years | 90.3 | 90.9 | 90.2 | 85.9 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | |
| 1 | 92.7 | | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | | |
| 3 | 93.0 | | 92.7 | |
| 4 | 92.9 | 92.0 | 92.5 | |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 86.9 |

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 |
| Classroom Teacher(s) | 0.14 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 1.08 |

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 88,628 |
| Revenue | 390,480 |
| Appropriation | 385,226 |
| Grants and contributions | 4,642 |
| Investment income | 612 |
| Expenses | -435,791 |
| Employee related | -356,906 |
| Operating expenses | -78,884 |
| Surplus / deficit for the year | -45,310 |
| Closing Balance | 43,317 |

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

Financial summary - Equity loadings

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

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 0 |
| Equity Total | 25,232 |
| Equity - Aboriginal | 4,764 |
| Equity - Socio-economic | 4,195 |
| Equity - Language | 0 |
| Equity - Disability | 16,273 |
| Base Total | 319,091 |
| Base - Per Capita | 3,032 |
| Base - Location | 2,153 |
| Base - Other | 313,905 |
| Other Total | 30,706 |
| Grand Total | 375,029 |

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

Student Satisfaction

Wellbeing - From survey questions relating to wellbeing, Dalton Public School students feel known, valued and cared for and all students agree that they feel supported by staff who understand them.

Learning - From survey questions relating to learning, most students agree that the school understands their interests, abilities and needs and has high expectations for their learning.

Parent Satisfaction

Communication - From survey questions relating to communication, parents strongly agree that the school communicates effectively and they are well informed about their child's learning.

Wellbeing - From survey questions relating to wellbeing, parents strongly agree that their child feels safe, cared for, confident and supported in their learning.

Learning - From survey questions relating to learning, parents strongly agree that the school understands their child's interests, abilities and needs and has high expectations for their learning.

Teacher Satisfaction

All teachers agree that their efforts are valued by students, staff and the community.

All teachers agree that what they do contributes to student success at school.

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.