

2022 Annual Report

Dapto Public School



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Introduction

The Annual Report for 2022 is provided to the community of Dapto 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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Message from the principal

2022 was a fascinating year with many challenges, twists and turns. As a schooling system, we were significantly held back from a 'normal' school year due to the restrictions placed upon all schools because of the Covid pandemic. However, as a staff, the commitment to educational excellence remained and the school maintained its pursuit of high quality even with modified opportunities for students. It was a year where Dapto Public School again excelled.

Academically, the school posted good NAPLAN results. Year 5 results were well above state average and continued the positive trend in reading, writing, grammar and numeracy. These results were pleasing and were an acknowledgement of the outstanding efforts of staff over a difficult three-year period. The ICAS university test results were also impressive, with one of our students notably being awarded the university medal for the top mark in mathematics for their year group. A very impressive effort.

Our debating and public speaking teams faced a challenge of 'zooming' debates instead of being at a centralised venue. They performed to a high standard under these conditions, with our senior debating team making it to the final 16 teams in the state of the Premier's Debating Challenge.

In the second half of 2022, our Wakakirri dance group performed amazingly well considering the challenges they faced to put together such a performance. In a much-shortened preparation time frame, students and staff involved gave maximum effort and worked together beautifully. From our regional performance at Nowra, the Dapto PS Dance Group was invited to perform at the Seymour Centre in Sydney in the finals. Our Wakakirri Dance Group won 3 national awards in 2022.

Our Open Day performance in October was a celebration which had been missed for the previous two years. Students were in action as they played instruments, sang and danced. Kindergarten performed a special number which won the audience over with the 'cute factor' and received huge applause. Students and parents alike enjoyed the chance to celebrate learning again.

Due to the incredibly wet weather of 2022, there was very little sport played. However, the students did participate in one Gala Day in Term 4 which saw over 400 students running and competing in a number of sports. The major carnivals saw one of our students named as age champion in swimming and over 150 students represent at Zone carnivals. There were over 40 students representing at Regional carnivals and we also had students selected in Regional teams. In a bright moment, Dapto Public School was named Zone champion of the athletics carnival. We hope for better weather in 2023 and a 'back to normal' approach.

I would like to publicly thank the parents and teachers of Dapto Public School for their efforts in 2022. I would like to thank parents for their support through the constant change while always remaining supportive of the school. Our teachers worked diligently and undertook everything to provide opportunities for students, including sewing costumes into the early hours of the morning, to ensuring children had opportunities while always remaining flexible to accommodate constant and rapid changes to everyday operation. This extra effort was undertaken while doing their very best for the children in their care.

2022, although challenging, was rewarding and we aim for 2023 to be brighter with further celebrations and student success.

The information contained in this report is gained from a rigorous and thorough situational analysis of the school which included information gathered from students, staff and the community.

Message from the school community

This past year has been an exciting and challenging year for Dapto Public School. We have seen the completion of our new building, thanks to the hard work of Tony Friedrich and Tony Baerwinkel. It is an amazing asset for our school, with the removal of all our temporary classrooms, freeing up more playground space for our children. We have continued to work on our fundraising and organisation for our planned playground. It will be an amazing space which will foster social and physical growth among our children, which is much needed after the isolation because of Covid.

Dapto Public School P & C has been busy organising some fundraising events to build a playground for all our school community to enjoy. We have held our annual Father's Day Stall, Mother's Day stall, trivia night and colour run. It was great to see our colour run such a success again, the amount raised shows how much respect and support our community has for our school. It was great to see the excited kids' faces and the parents back in the school able to cheer their kids on. We have a strong membership of 30 plus members, who have contributed to our school immensely. We have had several members sit on panels for staffing and contract awarding, including for the canteen contract. We have fostered strong communication between our school and the wider community.

It has been fantastic to see Dapto Public School has made the most of extra funding received, implementing several programs to try to combat the affects of Covid, supporting and enhancing our children's education. This challenging time has again proved what an important part schools play in our community; they have provided stability and support through these very challenging times.

It was also great to see the return of many activities which were suspended due to restrictions including Wakakirri, sports gala days, talent quest, excursions and our annual Dapto Public Open Day. It was a great day showcasing our children's hard work in the classrooms, their amazing art work and culminating with an amazing showcase of some of our children's creative talents.

We have much to look forward to in the next twelve months, with the expected construction of our playground. We have more fundraising events planned to provide the funds to do this, including our annual Mother's/Father's Day stalls, Easter raffle and trivia night. The effort of all our P & C members continues to make these events such a success.

Aeron Cherry President - Dapto Public School P&C

School vision

At Dapto Public School we are committed to providing high quality educational opportunities for each and every child. We are focused on ensuring that students develop foundation skills in literacy and numeracy and then set high expectations for all students to achieve their best. At Dapto Public School we work together as a team to provide a holistic approach to prepare students to become life-long learners. We have a culture of continuous improvement where students, teachers and parents are learning partners and take a shared responsibility for students' growth and attainment. Positive relationships are evident across the school to ensure all students feel known, valued and cared for to optimise learning.

School context

Dapto Public School is a K-6 primary school located in the new growth corridor of Wollongong (West Dapto). The school was relocated in 2004 to the current site at Horsley and is one of 20 Public Private Partnership schools across NSW. The school has an enrolment of 762 and there has been steady growth in recent years. The majority of the local community send their children to their local school and very few non-local students are within the enrolments as the school has had a policy of not accepting non-local enrolments for many years. The majority of children who commence at the school continue until the end of Year 6 (75% +) which is largely due to strong community support. A significant majority of the students who move away from the school do so for reasons related to families relocating to different areas for work.

There are 33 classes K-6. There are 28 mainstream classes and the year groupings are around 100 students per grade. The school also houses a support unit of 5 classes, supporting up to 38 students. Support classes are broken into 1 x IO/IS and 4 x Autism.

The school has a growing Aboriginal population and the current enrolment is 67 students which represents 9% of the school's population. This percentage has risen from 5.2% five years ago. The school has students who come from a variety of family backgrounds, including 28 cultural backgrounds from all over the world. The current EAL/D enrolment is 106, which is 13.7% of the school's population. The overall number of EAL/D students has risen with the school's growth in numbers, however the percentage has remained relatively constant throughout the last 5 years.

The school's FOEI is currently 103 and this has remained relatively constant during the last 5 years. The ICSEA has fallen from 994 in 2014 to 986 in 2019. In recent years there has been a growing percentage of the population who rent instead of home ownership. The educational background of our school community shows that most parents have not completed year 12 and there is a large trade work component within the local population. The school has experienced strong uplift in raw NAPLAN scores (8%) 2015-18, with a slight dip in scores in 2019, however growth has remained high throughout the last 7 years.

We enjoy a strong commitment from our community and the majority of students, once they commence at the school, complete Year 6. The destination high school sees the vast majority of students attend Dapto High School, however, there are a number of other destinations which include selective high schools and private schools.

The major infra-structure upgrade that commenced in Term 4, 2020 was completed in Term 4, 2021. This added 20 permanent classrooms to the school, creating a core 38 classrooms school-wide. All demountable classrooms were removed. The enrolment ceiling increased to 876 students. It is predicted that the school will continue to grow over coming years.

After analysing our recent school-wide situational analysis, and consulting with students, parents/carers, local AECG and staff, the following areas were identified as a focus in our strategic planning:

- * Numeracy growth will be the main focus for professional development, with strong systems put in place to continue to build on established whole school practices in literacy
- * Student engagement
- * Feedback to review learning and teaching
- * Develop the knowledge and understanding of Aboriginal culture and histories.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

This strategic direction's purpose is that all students make expected growth in literacy and numeracy. This will be achieved through whole school approaches to explicit teaching in all classrooms that is informed by analysis of student data. The school will build on existing strong foundations in literacy and use this to further develop teaching practices in numeracy that are responsive to the needs of individual 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.

- High Expectations
- Curriculum

Resources allocated to this strategic direction

QTSS release: \$160,544.64

AP Curriculum & Instruction: \$240,913.60

Low level adjustment for disability: \$75,402.85

Summary of progress

In 2022, our school had a focus on numeracy development. Whole school professional learning was implemented to improve teachers' knowledge and understanding of the new Mathematics Syllabus K-2 and its supporting documents. The Numeracy Strategic Direction Team have implemented problem solving strategies and school wide assessment strategies, K-6. In line with NSW Curriculum Reform timelines, analysis of the 2022 NAPLAN results, staff and student surveys, whole school professional learning will focus on increasing teachers' understanding and ability to teach mathematics, inclusive of problem solving. We will be providing parents with resources to outline the learning expectations for each year/stage level and ways to support their ability to assist in the learning process in 2023.

In 2022, we maintained our focus on literacy development. We offered refresher courses for staff during Semester 1 based on teacher identified needs in current Dapto Public School literacy programs. Courses in the Soundwaves Spelling program, Focus on Reading, PROBE reading assessment and NAPLAN criteria marking were offered by expert teachers, providing staff that attended with the expert knowledge to successfully implement these programs within their classrooms. These expert teachers gathered relevant resources to complement these courses to be shared with all staff members in a Literacy Hub. Surveys completed by staff revealed that teachers felt they gained a deeper understanding and felt more confident to plan and deliver the evidence-based literacy programs. In the future, these literacy courses will continue to be delivered to all staff with the addition of speaking and listening, guided reading K-2 and grammar, to address end of year staff surveys and 2022 NAPLAN results, to support staff with planning, implementation and assessment. Staff will be provided with access to the Literacy Hub during 2023.

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
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 46.2%.	2022 NAPLAN data indicates 40.27% of students are in the top two skill bands for reading which is 5.93% away from our system negotiated target.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 35.0%.	2022 NAPLAN data indicates 24.20% of students are in the top two skill bands for numeracy which is 10.80% away from our system negotiated target.
Increase the proportion on students achieving expected growth in NAPLAN Numeracy to the lower bound system	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>negotiated target of 68.5%.</p>	
<p>Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 69.6%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>All teachers engage with Mathematics curriculum reform professional learning. To establish a basis of knowledge in preparation for the implementation of the reformed NSW Mathematics curriculum. K-2 teachers will trial DoE Mathematics Units, adjusting and differentiating these units in preparation for full implementation in 2023.</p>	<p>100% of teachers K-6 engaged with NESA Curriculum Mathematics Reform training in Semester 2 to establish a basis knowledge in preparation for mandatory syllabus implementation. During Term 4, Stage One trialed the (Department of Education (DoE) mathematics units to ascertain their workability within our school. As a result of the trial period, K-2 will implement the DoE units with adjustments and differentiation in 2023.</p>



Strategic Direction 2: Positive Relationships

Purpose

To develop positive and respectful relationships across the whole school, creating an environment where there is a shared responsibility between all learning partners to ensure optimum conditions for student learning.

Initiatives

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

- Whole school approach to promote student wellbeing.
- Attendance - engagement in learning

Resources allocated to this strategic direction

Professional learning: \$53,019.22

Summary of progress

In 2022, positive relationships and a whole school approach to promote student wellbeing, continued to be a focus for our school. Current practices and policies were reviewed, teacher and student surveys were conducted, and the wellbeing team identified the need to update our whole positive reward system. Executive staff collaborated and devised a new positive rewards program in line with teacher and student feedback. The wellbeing team developed a new plan and completed a rebranding of our mascots, expectations and rewards to make our systems more coherent and meaningful. In addition, a new School Behaviour Management and Support Plan (SBMSP) was developed to replace the old welfare system, further reinforcing a whole school approach to providing a safe, supportive and positive school community. New DoE policies were released throughout the year and closely analysed to ensure our new policy was compliant with departmental guidelines, policies and procedures.

Stage team members in the wellbeing team continued to collect planning room data and this was used to inform future directions and focus areas relevant to each stage. This data was presented to the whole staff in Term 4 to ensure our future planning was data informed and purposeful. Updating current school policies and prioritising positive relationships has created the opportunity to create a focused approach to achieving our school milestones.

During 2022, two key members of the executive team regularly reviewed attendance data and ensured Dapto Public School was following DoE policies and practices. Executive engaged with professional development and met with DoE personnel to review student attendance and made sure that ongoing student absences were accounted for and connections with families were strengthened. Meetings with the Home School Liaison Officer confirmed that Dapto PS is a school with strong procedures around student attendance. The Dapto Public School Attendance Policy was updated and a document setting out the Dapto Public School attendance procedures will be developed so that all teachers understand the processes that need to be followed to ensure maximum attendance for all students in their class in 2023.

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 by 3.7% the proportion of students attending school more than 90% of the time (calculated as a summation of attendance and explained, justified absences) to be at or above the system-negotiated lower bound target.	Attendance targets were not achieved in 2022 as schools asked students to stay home if they were sick, in line with Department of Education policy.
A draft copy of the new Student Behaviour Support Plan; the whole school rewards system and the levelled consequence system will be created and presented to staff to implement in	The School Behaviour Management and Support Plan was developed in consultation with school staff, members of the P&C and school representatives of the AECG. All school wellbeing policies and procedures were reviewed and updated, clearly outlining the student expectations and the roles and responsibilities of staff. A new, positive reward system was

<p>2023. Building the capacity of a Wellbeing team member in each stage to monitor, analyse and share data trends with staff to enable them to respond to with targeted lessons.</p>	<p>developed, and necessary resources ordered and created. Members of the wellbeing team, representing all stages, created new and improved expectations lessons to be delivered at the start of the new school year, and will be responsible for monitoring the effectiveness of the new procedures in place for their stage.</p>
<p>The school plans for a whole school approach to student wellbeing and engagement, aligned to the 2022 Inclusive, Engaging and Respectful Schools Policy.</p>	<p>Dapto Public School continued to follow the revised and updated PDHPE scope and sequence to ensure building positive relationships was a whole school focus. The Bounce Back program was utilised and we saw many of our engaging school programs reinstated after two years of Covid restrictions. As evidenced in student wellbeing surveys, students reported an increase in feelings of being valued and happy to come to school. A whole school approach to student wellbeing and engagement was also at the forefront during the planning and development process of creating the SBMSP.</p>



Strategic Direction 3: Learning Culture

Purpose

A culture of high performance is created through teachers continually building their capacity to deliver high quality evidenced based teaching and learning.

Initiatives

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

- Professional Learning
- Aboriginal Education

Resources allocated to this strategic direction

Summary of progress

All staff participated in school-based professional development to enhance their understanding of the NSW Teacher Accreditation process. As a result of targeted professional learning, all pre-2004 teachers attained proficiency maintenance and 4 beginning teachers attained proficiency. Staff surveys indicate that all teachers felt equipped and supported by their supervisors to complete this process. Evaluation has identified the need to move forward with alternate priorities within the school. As a result, Strategic Direction 3 will evolve from professional learning and change to 'Student Engagement' in 2023.

In Aboriginal Education, staff have engaged with 'Aboriginal Histories and Culture' and 'Aboriginal Education - Let's Take the First Steps Together' professional learning to develop all staff knowledge and understanding of Aboriginal Histories and Culture, to embed in all learning. Staff Surveys indicate an improvement in staff confidence in this area and a desire for ongoing training in 2023. CareWays South were engaged and successfully provided a Cultural Art program for Year 6 First Nation students, inclusive of students in the apex of behaviour and/or risk. In Aboriginal Education in 2023, focus will be placed on further developing staff knowledge, understanding and confidence, fostering opportunities for all students to engage in Aboriginal Education.

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
All staff engage with registered hours professional development for accreditation by 2023.	All staff engaged with professional development and achieved accreditation in 2022.
Leaders of Strategic Direction 3 engage with Aboriginal Education and Wellbeing Advisers at regional office to develop a PL roadmap for 2024.	Leaders have engaged with Aboriginal Education and Wellbeing Advisers at regional office to provide professional learning as part of staff development days in 2022. The development of the 2023/2024 roadmap is ongoing.
Engage with external, community-based intervention program to target students in the apex of behaviour and risk.	Engagement with community-based intervention programs, for apex behaviour and high risk students, was impacted due to extremely high demand on these agencies. CareWays South was engaged to provide students with a 10-week Cultural Art program in Term 4.
2021 surveys were postponed due to 16-week COVID19 online learning. Survey staff in Term 4 to ascertain Professional Learning needs across all staff.	Staff surveys indicated a range of professional learning interests including mathematics, spelling, grammar and Aboriginal Education. The articulated interests and needs of staff for their own professional development will be considered when planning professional learning priorities in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$247,667.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dapto Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • development of a football program to support Stage 2 students to play safely at lunch and recess • in-class support for literacy and numeracy for individual students • in-class support to assist students with regulating emotions, provided with supervised learning breaks that support their emotional needs • support for students' medical needs provided. <p>The allocation of this funding has resulted in the following impact: Students in Year 3 and 4 having a reduction in playtime incidents due to increased involvement in structured play. Increased engagement in learning for students with mental health disorders. Students with SLSO support have become more engaged in learning and have had reduced referrals to executive during class time. Consistent health care support provided in the playground and classroom for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify individual student needs and provide support and adjustments in line with their individual learning goals.</p>
<p>Socio-economic background</p> <p>\$275,935.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dapto 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to deploy Assistant Principals off class. Four Assistant Principals off class support student growth in Literacy and Numeracy K-6 by providing small group intervention and extension. • Assistant Principals off class supports professional development of teachers through team teaching, providing feedback and supporting curriculum development. <p>The allocation of this funding has resulted in the following impact: In Semester 1, 20 students in Stage 2 received additional support in literacy through small group intervention. This resulted in 85% of students showing expected growth and 56% of students showing above expected growth. Two students did not complete the 15-week reading program, as they left the school in Term 2. Demonstration numeracy lessons and team teaching allowed teachers to establish differentiated teaching routines in their classrooms. In order to support this differentiated practice, 14 students in Year 3 received additional support in numeracy through small group intervention. This resulted in higher achievements in NAPLAN, with 36% of students achieving Band 4, 36% in Band 5 and 14% in Band 6 or above.</p> <p>In Semester 1, 24 students in Stage 3 received additional support in literacy through targeted small group intervention.. This resulted in 90% of these students showing expected growth. Of these, 48% demonstrating above expected growth. Support in Numeracy through demonstration lessons, team teaching and data driven collaborative planning, facilitated</p>

<p>Socio-economic background</p> <p>\$275,935.19</p>	<p>differentiated practice in stage classrooms. At least 28 students in Year 5 were given additional support in numeracy through small group intervention with a focus on extension. These students were identified through formative assessment and fluidly grouped according to need. As a result, 22.9% of students placed in the top two bands in Numeracy in NAPLAN.</p> <p>In Semester 2, 15 students in Year 4 received additional support in literacy through small group intervention. This resulted in 100% of students showing expected growth and 60% of students showing more than expected growth. Numeracy support for Year 4 was provided through an extension program for 16 students. The program focused on enhancing students' ability to apply their mathematical knowledge to problem solving. This resulted in 94% of students demonstrating growth in numeracy assessments, with 79% of students achieving a score of over 75% in the Term 4 Check-in Assessment.</p> <p>In Semester 2, 26 students in Year 6 were given additional support in literacy through small group intervention. 86% of these students demonstrated expected growth, with 54% demonstrating above expected growth in end of year PROBE Reading Diagnostic Assessments. In numeracy, in-class support was targeted at students who had not demonstrated expected growth. Small group intervention was focused around expanding their repertoire of problem solving strategies when attempting multi-step problems. This was to complement the stage-wide focus of the explicit teaching of problem solving strategies. This resulted in an overall improvement in Year 6 Numeracy Check-in assessment performance, with the cohort achieving an above state average result of 62.5% of correctly answered questions.</p> <p>After evaluation, the next steps to support our students will be: Stage 2 & 3 Assistant Principals and Assistant Principal Curriculum & Instruction will continue to analyse student achievement data to identify students and areas for intervention. APs will support these students with targeted small group intervention. APs will also support teachers by providing professional development through team teaching, providing feedback and supporting curriculum development.</p>
<p>Aboriginal background</p> <p>\$66,544.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dapto 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Kindergarten First Nations students have received reading support in 2022. Two students have received one-on-one support all year and have been referred to the Learning Support Team for further assessment. These students have both made between 2 and 3 levels of growth. Two of these students have made considerable growth with one now reading above Kindergarten reading benchmark. The other 2 students received reading support in Terms 2 and 3 and made between 3 and 4 levels growth during this time and have now attained above Kindergarten benchmark. Students who were not meeting Year 1 benchmark in reading were selected to receive targeted, individual or small group literacy support. Each term, 27-30 students received support. Some students received ongoing, concurrent</p>

<p>Aboriginal background</p> <p>\$66,544.26</p>	<p>support throughout the year and other students were selected for only one term and referred off support. Of these students, 6 students are First Nations students. The 6 First Nations students demonstrated improved learning outcomes, growing between 7-14 reading levels. All First Nations students in Year 2 received numeracy support for additive strategies once a week. As a result of this support, all students have added between 2 and 4 progression markers to their skill set.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure all Aboriginal students are achieving literacy benchmarks in K-2.</p>
<p>English language proficiency</p> <p>\$50,951.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dapto 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"> • Other funded activities <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 intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: All Kindergarten EAL/D students have been provided with literacy or numeracy support in 2022. One Kindergarten student has received reading support all year, both in individual or small groups, 4 days a week. As a result, the student is now reading at current end of year reading benchmark. One student received small group intervention in Term 3 on two days each week and, as a result, is reading at end of year Kindergarten benchmark. One student is exceeding Kindergarten benchmarks and received numeracy support through small group work in Term 4 once a week, and, as a result of this support, has added 3 progression markers to their skill set. Students who were not meeting Year 1 benchmark in reading were selected to receive targeted, individual or small group literacy support. Each term, 27-30 students received support. Some students received ongoing, concurrent support throughout the year and other students were selected for only one term and referred off support. Of these students, 5 students are English as an additional Language or Dialect students. The 5 students that are English as an additional Language or Dialect students demonstrated improved learning outcomes, growing between 7-14 reading levels. All EAL/D students in Year 2 received numeracy support for Additive Strategies once a week. As a result of this support, all students have added between 2 and 5 progression markers to their skill set.</p> <p>After evaluation, the next steps to support our students will be: Students need to be tracked in Year 1 and Year 2 to maintain progress.</p>
<p>Low level adjustment for disability</p> <p>\$201,815.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Dapto 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"> • Curriculum • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$201,815.85</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: In Year 1, 29 students were being provided with intensive reading support throughout the year. Students received 20 minutes of 1:1 support each day. As a result, students' reading levels increased up to 7 levels with 4-7 weeks of support.</p> <p>After evaluation, the next steps to support our students will be: Continued student support and staff training to build capacity across the school in teaching reading.</p>
<p>Professional learning</p> <p>\$53,019.22</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 Dapto 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"> • Whole school approach to promote student wellbeing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning Culture Strategic Direction Leaders facilitate staff learning to up-skill all teachers on the proficiency process and to develop staff's ability to engage in learning that focuses on building teachers' capacity to identify, analyse and manage their professional development requirements. <p>The allocation of this funding has resulted in the following impact: 100% of teachers attended professional learning. 25 out of 25 teachers requiring accreditation maintenance successfully achieved their accreditation and 4 beginning teachers successfully gained proficiency.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning needs identified through the staff Performance and Development Plan process to ensure teachers are equipped to meet the needs of all learners.</p>
<p>QTSS release</p> <p>\$160,544.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dapto 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"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals are in an off-class LST role and support professional development of teachers through team teaching, providing feedback and supporting curriculum development. • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: 100% of class teachers collaborated with the stage Assistant Principal to discuss and develop individualised professional development goals for 2022. Throughout the year, APs supported the achievement of these goals through regular in-class support, one-on-one professional discussions, programming feedback and collaborative planning. APs also developed and implemented professional learning during planning days that catered for the goals that were common across teachers in their stage. This focused on the areas of explicit and differentiated teaching, evaluating students' progress</p>

<p>QTSS release</p> <p>\$160,544.64</p>	<p>using PLAN2 and program annotations to guide future teaching. Beginning teachers in each stage were also supported through demonstration lessons and team-teaching opportunities to develop their explicit teaching skills and ability to differentiate the curriculum in literacy and numeracy. As a result of these strategies, all class teachers demonstrated an improvement in their teaching practices. Assistant Principals provided feedback to class teachers about their achievement of their goals and future directions for their professional development.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Assistant Principals will continue to provide professional development through team teaching, explicit professional learning, collaborative programming and in-class support.</p>
<p>COVID ILSP</p> <p>\$316,592.00</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"> • employment of teachers/educators to deliver small group tuition in Years 3-6 • providing targeted, explicit instruction for student groups in literacy/numeracy - aligned to SD 1 focus area. <p>The allocation of this funding has resulted in the following impact: In Semester 1, COVID ILSP teachers selected students for small group intervention in reading and numeracy. In Year 3, 19 students were supported for reading and 10 students for numeracy. As a result, 63% of students showed expected growth in reading and 50% in numeracy. In Year 4, 16 students were supported for reading and 10 students for numeracy. As a result, 56% of students showed above expected growth in reading and 44% show significant growth in numeracy. In Year 5, 24 students were supported for reading and 10 students for numeracy. As a result, 54% of students showed above expected growth in reading and 41% expected growth in numeracy. In Year 6, 12 students were supported for reading and 16 students for numeracy. As a result, 67% of students showed expected growth in reading and 54% in numeracy. The implementation of the COVID ILSP program was impacted by staff shortages resulting in these teachers being required to teach classes instead of undertaking their teaching program. COVID ILSP occurred 59% of the time in Year 3, 59% in Year 4, 42% in Year 5 and 43% in Year 6. High student absenteeism has also affected student participation and growth.</p> <p>In Semester 2, COVID ILSP teachers identified new students for small group intervention in reading and numeracy. In Year 3, 15 students received support for reading and 15 students participated in numeracy support. All of the students showed at least 12 months growth in reading and 73% of students showed growth in numeracy. In Year 4, 29 students received support for reading and 15 students participated in numeracy support. All students showed at least 12 months growth in reading and significant growth in numeracy (PAT Assessment). Students also received additional support for writing through explicit teaching and one-on-one conferences provided by COVID ILSP teachers. 94% of Year 4 students participating in the writing program achieved sound or above in the end of Term 3 writing assessment. In Year 6, 19 students received support for reading and 24 students participated in numeracy support. This resulted in all 19 students achieving expected growth in reading, with 16 showing above expected growth. Of the 24 students in Year 6 numeracy support, all students showed expected growth while 18 showed above expected growth.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP \$316,592.00</p>	<p>Stage 2 and 3 Assistant Principals will continue to analyse student achievement data to identify students that were impacted by Learning From Home and areas for intervention. COVID support teachers will support these students with targeted small group intervention.</p>
<p>AP Curriculum & Instruction \$240,913.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Curriculum <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • utilising the APCI to unpack evidence-based approaches to teaching English, in alignment with the NSW Curriculum reform K-2 • K-2 Assistant Principals will complete a decodable texts and quality literature stocktake to determine what is currently available in the school and what may need to be purchased for use in 2023. <p>The allocation of this funding has resulted in the following impact: K-2 English scope and sequences are reflective of the reformed English curriculum, inclusive of reformed strand names, outcomes and indicators. All classroom programs have been adapted to reflect the curriculum reform documents and changes to pedagogy and teaching strategies are occurring to reflect the documents and best practice.</p> <p>After evaluation, the next steps to support our students will be: All teachers engage in NESA curriculum reform K-2 accredited professional learning to further develop their knowledge and understanding to improve practice and student learning outcomes.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	391	390	401	392
Girls	350	354	369	358

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	94.5	92.4	86.9
1	94.1	93.0	93.8	85.4
2	93.9	93.1	92.6	88.3
3	93.9	91.9	93.5	84.9
4	93.6	92.3	90.9	86.5
5	92.3	91.5	90.9	84.3
6	92.9	92.4	91.0	84.8
All Years	93.6	92.6	92.1	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
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	87.4

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 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
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	31.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.67

*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	323,541
Revenue	8,736,020
Appropriation	8,502,761
Sale of Goods and Services	21,190
Grants and contributions	206,117
Investment income	5,752
Other revenue	200
Expenses	-8,298,977
Employee related	-7,893,112
Operating expenses	-405,865
Surplus / deficit for the year	437,043
Closing Balance	760,585

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	247,667
Equity Total	595,247
Equity - Aboriginal	66,544
Equity - Socio-economic	275,935
Equity - Language	50,952
Equity - Disability	201,816
Base Total	6,091,164
Base - Per Capita	202,169
Base - Location	0
Base - Other	5,888,995
Other Total	748,523
Grand Total	7,682,602

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

Throughout the year, Dapto Public School regularly surveys parents, staff, and students. In 2022, the school conducted a range of surveys relating to each Strategic Direction.

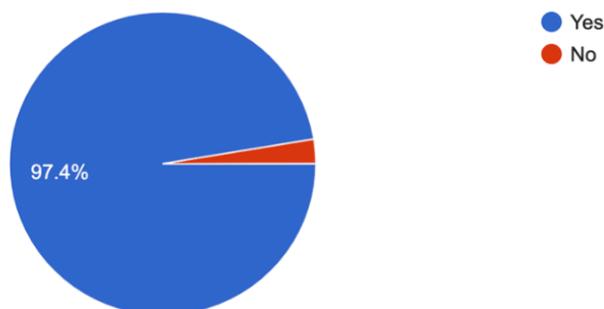
Staff surveys are conducted regularly throughout the year to support components of our three Strategic Directions. All staff responses are evaluated and form part of the evaluation for each process. In Term 3, the Wellbeing Team conducted a staff survey for all teachers. The results from the survey highlighted that teachers at Dapto Public School believe the proposed positive reward system and revised consequences and level system to be implemented in 2023 explicitly outlines procedures to follow and will help guide a strategic approach to behaviour management. It also showed that staff feel valued and supported by their colleagues at Dapto Public School. In Term 4, our Numeracy survey was focused on factors that impact the effective teaching of mathematics. Teachers identified collaborative planning, syllabus knowledge, professional development, data driven grouping, support from the learning support team and the use of learning intentions and success criteria as having the most impact on their teaching. The Literacy survey highlighted that teachers overall are confident in planning, teaching and assessing writing, spelling, grammar, comprehension and reading but require more professional learning in speaking and listening. This information will be used to guide professional learning plans in numeracy and literacy in 2023.

Students from Year 1 to Year 6 were surveyed during term 4. The results from the survey indicated that most students at Dapto Public School feel accepted and valued by their peers at school (90%) and that their hard work and good behaviour is recognised (89%). Student surveys also highlighted that the majority of students generally felt confident in the learning areas of literacy and numeracy.

Each year, Dapto Public School has an annual survey to get an overall picture of parent and community satisfaction. The results of the survey overall are extremely positive, as most parents identified that they are proud to send their children to Dapto Public School (97.4%). The numeracy and literacy teams wanted to gauge parents' confidence in how well the areas of literacy and numeracy are taught at Dapto Public School. The survey overwhelming indicated that the majority of parents were very confident in how well literacy (95.8%) and numeracy (97.7%) are taught at Dapto Public School.

Are you proud to send your child/children to Dapto Public School?

268 responses



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.