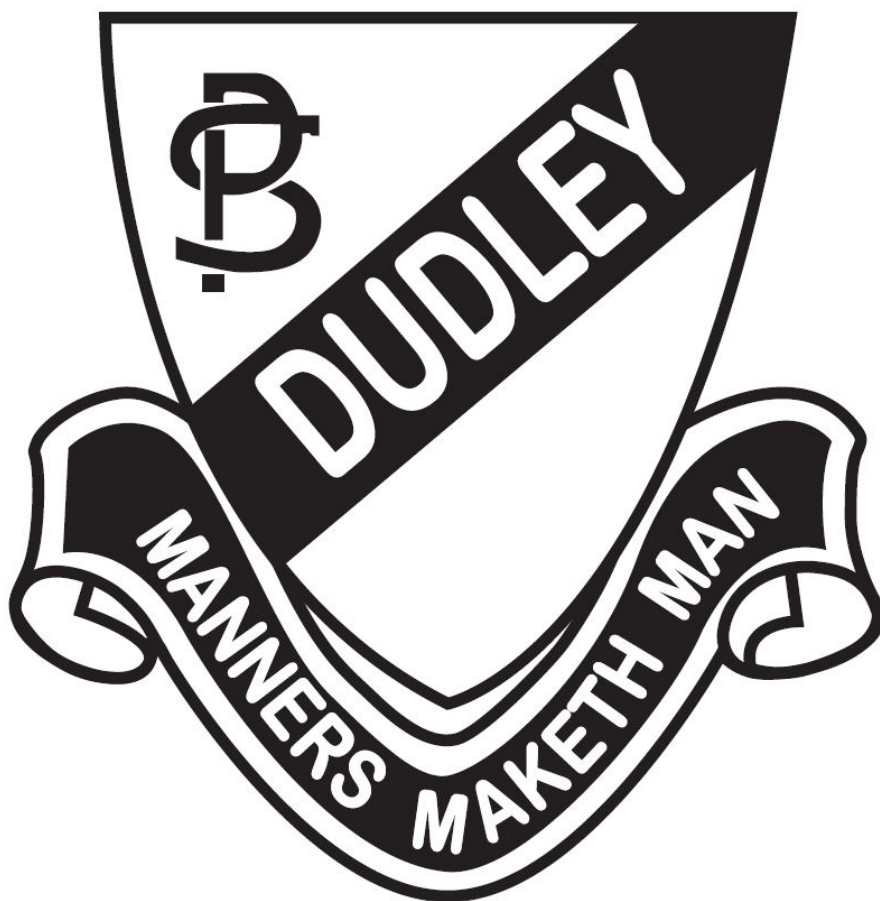


2022 Annual Report

Dudley Public School



1778

Introduction

The Annual Report for 2022 is provided to the community of Dudley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Dudley Public School
Ocean & Boundary Sts
Dudley, 2290
<https://dudley-p.schools.nsw.gov.au>
dudley-p.school@det.nsw.edu.au
4944 7203

School vision

At Dudley Public School, we are building a culture of high expectations where all students succeed and thrive. We ensure our students are confident, motivated learners, who are creative and critical thinkers, able to solve problems and learners for life.

School context

Dudley Public School is a regional school located in the Glenrock network near Newcastle. The school attracts students from the suburb of Dudley and has a current enrolment of 273 students. Enrolment trends have been largely stable, however 2020 and 2021 saw above average enrolments in Kindergarten. The school has a low FOEI of 47 when compared to nearby schools. 18 students identify as Aboriginal or Torres Strait Islander and a small number of students come from non English speaking backgrounds. 27% of families are used to calculate socio-economic equity funding. The school has strong partnerships with parents and enjoys the support of an active P&C.

The student population draws mostly from professional families who have Year 12 equivalent or above level education. The school and community has high aspirations for its students with more than 70% of students indicating they would like to complete university.

Dudley Public School offers a range of programs in addition to the core curriculum including debating and public speaking, sport, coding, STEM and creative arts programs and has a proud tradition of success in these areas. The school also offers enrichment programs across all Key Learning Areas for students K-6. We have a strong learning, support and enrichment program that monitors and responds to the needs of all students as they arise. This is overseen by a Learning and Support Team who work closely with additional resources in the DoE, external agencies as well as parents and staff.

The school participated in External Validation in 2019 and is scheduled to participate again in 2022.

The school has completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around collaboration, leadership development and curriculum. Consultation with students, staff, parents and carers and the local AECG occurred to conduct the Situational Analysis and inform the Strategic Improvement Plan.

Based on our thorough situational analysis, growth of students in literacy and numeracy remains an area of focus. Providing staff with professional learning to deepen their syllabus knowledge and understanding of the literacy and numeracy progressions has been identified as an area of need by staff. Deep analysis of longitudinal data has highlighted gaps in comprehension, particularly inferential comprehension, where students require further support. In numeracy, data indicates support in the areas of number and algebra, additive strategies, multiplicative strategies and operations with decimals across K-6. Ensuring consistency in pedagogy and developing a school wide understanding of high expectations are seen as key areas to address whole school performance and will be supported through implementation of visible learning and other high impact teaching and wellbeing strategies.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure each student achieves one year's growth as a minimum each and every year, we will further develop and refine data informed practices that respond to emerging individual student and whole school needs.

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
- Excellence in Assessment

Resources allocated to this strategic direction

Professional learning: \$2,840.00

Literacy and numeracy: \$11,720.00

QTSS release: \$1,800.00

Per capita: \$58,500.00

Summary of progress

Teachers engaged in 5 weekly cycle of collecting and monitoring student reading levels from K-6 and reflected on student progress against set grade expectations. Teachers identified students requiring further intervention and explicit teaching opportunities to target area of need in fluency, decoding, comprehension, meaning, semantics, book conventions, etc. Progressions were used to track student progress in K-2 classes.

Time was allocated weekly for stage meetings and staff utilised Literacy Progressions to plot student achievement levels and facilitate consistent teacher judgement conversations.

Teacher knowledge and confidence in tracking student reading levels with a move away from PM benchmarking has proven to be a challenge for staff in providing consistency in assessment application.

Identification of students who require intervention has been streamlined through efficient use of data between teachers. Quality teaching practice in CTJ conversations was facilitated through the introduction of the data cycles.

Data cycles will continue into 2023 with a change of priority area around numeracy, in particular a focus on place value. Scaffolded questioning to support staff conversations will be developed along with a greater expectation of using data (Numeracy Progressions) to validate student progress and provide consistency in data talks about student achievement progress.

Teachers engaged in professional learning targeted at improving data literacy and analysis skills. Teachers collaborative identified and utilised systems of data collection that directly informed their teaching practice and assisted to differentiate learning for individual students and aided reporting on student progress and achievement from K-6.

Time and professional learning allocated to build staff expertise and knowledge in efficient data literacy skills. In school expertise was utilised to ensure knowledge and support was readily accessible for staff at a point-of-need basis.

Opportunities for follow up on staff professional learning in data literacy was not prioritised as highly as required due to other school initiatives and priorities that needed to be tabled. Building a sustainable practice of regular data use to inform teaching has not been prioritised after the PL was delivered.

Teacher confidence in data analysis has improved with a greater focus on balancing qualitative and quantitative data sources. Pedagogical practice in planning and programming is responsive to data analysis. Collaborative practice between teachers around mutual collection and use of data has improved.

Continued focus on data literacy skills associated with specific assessments and tests that are administered will be supported through strategically planned professional learning. Expectations of staff using data to inform their practice will be supported through executive check-ins and formal observations.

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
Achievement of system negotiated targets: • an uplift of 6% of students in Year 3 and Year 5 in the Top 2 Bands of NAPLAN reading from baseline data.	2022 NAPLAN data indicates 61.11% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.25%.
Achievement of system negotiated targets: • an uplift of 7% of students in Year 3 and Year 5 in the Top 2 Bands of NAPLAN numeracy from baseline data.	2022 NAPLAN data indicates 43.84% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.74%.
Achievement of system negotiated targets: • an upward trend towards 6% of students achieving expected growth in NAPLAN reading, continuing an upward trend.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Achievement of system negotiated targets: • an upward trend towards 7% of students achieving expected growth in NAPLAN numeracy, continuing an upward trend.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School Excellence Framework Self Assessment of the element Data Skills and Use indicates improvement from Sustaining and Growing towards components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use. Further improvement in coordinated partnerships with staff and community around student academic progress is required to give a indication of moving toward sustaining and growing.
School Excellence Framework Self Assessment of the element Assessment indicates improvement towards further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment. This is supported through systems and processes that underpin effective classroom practice in assessment and adaptive programming. Further work focused on using feedback to inform teaching practice and greater teacher confidence to meet the flexible needs of students in lesson delivery. Processes in CTJ and moderation of assessment is a continued area for development.

Strategic Direction 2: High Expectations Culture and Engagement

Purpose

To embed practices that support high expectations and engagement for all students across all aspects of school life.

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.

- Highly Effective Teaching Practices
- Highly Effective Wellbeing Practices

Resources allocated to this strategic direction

Socio-economic background: \$8,900.00

Professional learning: \$5,000.00

Literacy and numeracy: \$20,000.00

Per capita: \$5,200.00

QTSS release: \$22,340.00

Low level adjustment for disability: \$61,600.00

Integration funding support: \$55,033.00

Aboriginal background: \$17,500.00

English language proficiency: \$1,000.00

Summary of progress

Executive staff engaged in a review and self-assessment of high impact professional learning communities to build knowledge and skills in innovative delivery of curriculum, with a specific focus on evidence-based practice and research in What Works Best in improving student learning outcomes. A focus on aspects including, but not limited to, high expectations, feedback, explicit teaching and data skills and use were employed with a logic model framing evaluation of pedagogy and its impact on student learning outcomes. As a result, data skills and use were identified as target areas for teacher professional learning. This was then incorporated into our Term 3 PL schedule with the executive team leading their stages in what data was collected, what data was available and how we could best use this information to inform teaching programs. Further support for teachers in this area is scheduled for 2023 as we want data informed practice to be embedded at all levels. Time was given during stage meetings for teachers to engage in regular reviews of teaching programs with peers and adjusted accordingly to ensure that up-to-date curriculum was delivered through quality programming and data informed practice. New syllabus releases were unpacked through professional development sessions and subsequent teaching and learning documentation was accordingly developed and delivered. Teachers stated that they felt informed and aware of curriculum reform, and the implications for their future teaching programs. We will continue to support teachers with the implementation of the new curriculum through continued PL, additional time to plan and prepare units of work, and through support from the APC&I to identify key areas for improvements and work on these through supported in-class programs. Through quantitative and qualitative data analysis, problem solving and reasoning in maths were identified as areas of need for teacher professional learning. This continues to be a school wide focus and will be addressed further in 2023 with support from our APC&I.

Activities that the school undertook in this strategic direction were also designed to support highly effective wellbeing practices. The cornerstone of this initiative was the school's development of groups and programs to support environmental education and sustainability. Our aim in 2022 was to improve the beautification of the natural grounds of the school as a community resource and to focus on reducing waste. To support this the school implemented an environment/sustainability team led by key teachers, and heavily supported by the Sustainability Committee within the P&C. Throughout 2022 these initiatives were well implemented. We relocated our school gardens to a better location, established our first school veggie and sensory garden, organised working bees to maintain and create school gardens and worked in partnership with Hunter Water to use the money from a successful 'Love Water' grant application to have a mural painted by a local artist on a large brick area of the school. This mural not only adds to the aesthetics of the school but, more importantly, celebrates our cultural connection to water. The grant also enabled the connection of our water tank so that students could easily water and take care of their new eco-garden. Internal qualitative data and Tell Them from Me data shows that the school is recognised as valuing student wellbeing. Qualitative surveys of students, parents and staff correlate the impact that the school's strategies are having on students with particular reference to newly created student groups such as the 'Garbage Guardians' and our 'Environment Club'. The school will continue to enhance its wellbeing initiatives into 2023. Lead teachers will continue to work with the P&C to continue to support effective environmental and sustainability programs across the school that engage both students and the school community in valuable, inclusive and education activities.

Analysis of Tell Them From Me (TTFM) Survey data (2021) indicated that student advocacy was an area that required further consideration. As a result, 2022 saw an increased focus on our Student Representative Council (SRC), with staff recognising that this was the most obvious way of hearing and recognising student voice. There were also more opportunities for excursions across the stages that built student connection both between students, and between staff and students. With recognition of the missed Canberra excursions in 2021, Stage 3 ran two major excursions for Year 6 this year resulting in students getting to experience both of the Stage 3 excursions before entering high school. TTFM survey data from 2022 identified that student advocacy was higher than previous years and students had better connections with each other and with staff. They also felt that they had more of a voice through the higher profile of our SRC. 2023 will see a continued focus on the SRC, with events already planned, such as a school wide colour run, cray hair days and mini fete.

Supporting and maintaining inclusive education practices as a way of establishing effective wellbeing for students was also a focus of Strategic Direction 2. Reorganisation of the Learning and Support Team processes resulted in more efficient identification of students needing support from both internal specialists and external agencies. Teachers were given a clear process document to follow and undertook professional learning in areas, such as Nationally Consistent Collection of Data on School Students with Disability (NCCD). By being more informed on how to identify students with disabilities, staff were able to put clear support processes in place, such as effective allocation of SLSOs and use of our COVID Intensive Learning Support Program. As a result, staff felt more informed of how best to support and include all students in curricular and extra-curricular activities and how best to use resources on hand to the best possible outcome. 2023 will see the continuation of learning and support processes, such as fortnightly review meetings with parents to communicate how identified students are being supported both inside and out of the classroom; continued use of our learning and support teacher to support groups of students with their identified learning needs; continued effective and strategic timetabling of our SLSOs so that all students with IFS funding are receiving their allocated time; and continuation of support from a COVID ILSP teacher.

Within Strategic Direction 2, Highly Effective Well-being Practices, we aimed to develop stronger connections with our AECG, our Aboriginal families and wider community. We allocated resources to send one of our teachers to quality professional learning (Connecting to Country), focused on embedding Aboriginal perspectives in units of work, displayed 'Acknowledgment of Country' more visibly throughout the school and invested heavily in our NAIDOC week activities for students. As part of NAIDOC, we made a connection with a local high school who sent students to perform a number of Aboriginal dances that truly inspired many of our own Aboriginal students. A unique Aboriginal mural was commissioned where each student got to add their own handprint and learn about the artist and her background as an Aboriginal Artist. This mural is to be displayed in the foyer of our school office and will signify our commitment to Aboriginal Education and how it is everybody's business. Moving forward into 2023, we aim to continue with our value, connection and inclusion of Aboriginal perspectives in our delivery of curriculum and aim to build on creating even more authentic opportunities for students to engage meaningfully with Aboriginal Culture.

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
Achievement of system negotiated attendance target: • an uplift of 6% in students attending above 90% when measured against the baseline.	The number of students attending greater than 90% of the time or more has decreased by 9.5%.
Achievement of system negotiated Wellbeing target: • an uplift of 5% in students reporting strong Wellbeing from baseline data, when measured by Tell them From Me survey.	• Tell Them From Me data shows an improvement of 2.08% of reported positive wellbeing, including a 3.54% increase in advocacy at school, 3.5% increase in sense of belonging and 1.1% decrease in expectations of success.
School Excellence Framework Self Assessment of the element Learning Culture indicates improvement towards components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture. The sub-element of High Expectations is on the cusp of progressing to excellence with development in the area of school community partnerships in learning.
School Excellence Framework Self Assessment of the element Wellbeing indicates improvement towards components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing. A focus on individual learning needs will continue to be an area for development.

Purpose

To embed innovative and collaborative practices that develop a collective responsibility for learning with a focus on making learning visible.

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.

- Visible Learning
- Collective Responsibility for Learning

Resources allocated to this strategic direction

Professional learning: \$11,213.26

QTSS release: \$13,000.00

Per capita: \$5,000.00

Socio-economic background: \$4,000.00

Integration funding support: \$8,000.00

Aboriginal background: \$5,500.00

English language proficiency: \$1,400.00

Low level adjustment for disability: \$6,000.00

Summary of progress

Opportunities were created to build capacity in staff aspiring to leadership through formalised identification processes and mentoring and coaching networks. Leadership at all levels was targeted to build systems leadership of senior and middle executive, school leadership of executive and teaching staff and student leadership. This was evidenced by the selection of Impact Coaches to support staff through the introduction of the learning dispositions. Staff received PL on the creation and implementation of LISC in mathematics. This PL was online, self-paced and PL time was allocated during Term 1. Staff all completed the online training, and this was followed up with LISC whole staff PL in Term 2. We planned to follow the PL and implementation of LISC with Effective Feedback in Term 4. This was not the focus of need as identified by the WCOS network who were collaboratively working with CORWIN. Instead, the plan changed to PL on Mindframes of Educators. Staff completed 7 hours of PL on the Mindframes as part of the Visible Learning network of schools. Time was given to staff who were aspiring leaders to become an Impact Coach. They took part in professional learning and supported staff to introduce the six learning dispositions into their class programs. Time was allocated to LISC PL. Impact coaches did class walkthroughs and collected data on LISC from Stage 2 classrooms. Time was a barrier to the meetings between impact coaches and teachers. There were other projects demanding time, such as Curriculum Reform and Data Skills and Use. Time and collaborative practice was a barrier to implementation of effective feedback. Effective feedback was not prioritised by the network of schools we were working with and therefore we have not completed further professional learning in this area. Impact coaches supported teachers to introduce our six learning dispositions to students through preprepared lessons. These six learning dispositions were embedded further into school practice through awards, class programs and semester reports. The school's capability assessment confirmed that students were aware of the learning disposition characters, could name their dispositions and understood how they related to their personal disposition to learning. Teachers confirmed that the introduction of LISC into their teaching made them have more clarity, support their students better, have a better understanding of where their students were at and what they wanted them to achieve. Through a teacher survey, 100% of teachers confirmed that consistent use of LISC was having a positive impact on both their teaching and students learning. Teachers have expressed that they would like to receive further professional learning on effective feedback as they feel this is the obvious follow on from the implementation of LISC. As our connection with CORWIN ends in 2022, the role of impact coach will no longer be a priority. Instead, teachers will be supported by the APC&I (Assistant Principal Curriculum and Instruction) with identified curriculum areas. Compulsory use of LISC will continue into 2023 in mathematics and subsequently other subjects. Teachers will work with the APC&I to establish clear learning intentions and success criteria and use this to guide effective feedback.

Strong partnerships were developed and strengthened between school staff, parents, school learning community and outside agencies to support the learning and development of each student. Through interviews, phone conversations, meetings, formal reporting and intervention plans, all adults contributed actively toward ensuring each student experienced educational success. Enhanced quality community partnerships with agencies outside the school to

increase learning opportunities for students. Worked with groups within the Whitebridge Learning Community and the Glenrock Principal Network to foster collaborative and cooperative practices that improve outcomes for all stakeholders. Promotion of the school as an active participant in the local Dudley community. Time was given to staff to meet with parents and students for three-way interviews. In these interviews, feedback was shared, and individualised targets set resulting in a shared vision for student learning. An active and involved P&C resulted in many successful projects happening throughout the year that brought the community together. Working bees resulted in the transformation of an unused area of the school into a sensory garden, and successful grant applications led to local artists commissioned to update the side of the school. The P&C also organised a community Christmas market held on site which promoted local talent and small business support. Tell Them from Me parent survey data suggested that parents do not feel well informed about their child's progress or about their social and emotional development. Although they do feel that academic reports of their child's progress were written in terms they understood. Home School Partnerships and School Community Connections will continue to be an area for focus 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
School Excellence Framework Self Assessment of the element Effective Classroom Practice indicates improvement towards components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. Collaboration on program design, seeking student feedback and providing and documenting differentiation are areas for improvement and development.
School Excellence Framework Self Assessment of the element Learning and Development indicates improvement towards components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development. A focus on improving and developing ongoing evaluation of professional learning and sustainable collaborative practices in planning and programming.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,033.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dudley 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"> • Highly Effective Wellbeing Practices • Collective Responsibility for Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning on individual student need. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Individualised programs of support for student behaviour, health and academic need were developed and successfully implemented.</p> <p>After evaluation, the next steps to support our students will be: Continued review of systems and processes for the ongoing support of students will be the focus on early Learning Support Team meetings in 2023.</p>
<p>Socio-economic background</p> <p>\$12,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dudley 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"> • Highly Effective Teaching Practices • Highly Effective Wellbeing Practices • Collective Responsibility for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • 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: Equitable access for all students to quality resources, equipment, materials and experiences to support curriculum delivery. Student participation in all activities is not hindered or affected by a family's socio economic status.</p> <p>After evaluation, the next steps to support our students will be: Continued use of funds to increase community participation and connections in educational experiences at school will be a priority for 2023.</p>
<p>Aboriginal background</p> <p>\$23,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dudley 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</p>

<p>Aboriginal background</p> <p>\$23,000.00</p>	<p>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"> • Highly Effective Wellbeing Practices • Collective Responsibility for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Aboriginal students were provided with culturally respectful lessons and experiences to extend their connection to culture and country. All student engaged in learning experiences throughout the year that focussed on building understanding and knowledge of Aboriginal culture, history and languages.</p> <p>After evaluation, the next steps to support our students will be: Culturally respectful programs will focus on developing student understanding of Country and also their knowledge of local language vocabulary.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dudley 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"> • Highly Effective Wellbeing Practices • Collective Responsibility for Learning <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 <p>The allocation of this funding has resulted in the following impact: Individual student learning plans reflecting additional differentiation due to language barriers.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on differentiation of learning opportunities in classroom practice to accommodate additional needs of students from non English speaking backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$67,600.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dudley 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"> • Highly Effective Wellbeing Practices • Collective Responsibility for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$67,600.00</p>	<p>The allocation of this funding has resulted in the following impact: Creation of equitable learning opportunities for all students to access curriculum delivery. Staff professional knowledge and skill in provision of differentiated learning to meet student need is enhanced and improved.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop and implement strategic planning and programs to address the learning needs of all students and embed differentiated approaches to everyday learning.</p>
<p>Professional learning</p> <p>\$19,053.26</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 Dudley 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 • Highly Effective Teaching Practices • Highly Effective Wellbeing Practices • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High level professional learning associated with effective curriculum delivery. • engaging a specialist teacher to unpack evidence-based approaches to embed dispositions of visible learning and explore modelled, interactive, guided and independent work habits. <p>The allocation of this funding has resulted in the following impact: Delivery of high quality professional learning opportunities for all staff aligned to pedagogical need and the strategic improvement plan. Data systems are refined and provide a more consistent scaffold for staff to make data informed decision related to best practice in teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: A deeper engagement in collaborative approaches to professional learning to deepen the knowledge and skills of staff to work smarter. Utilising the skills and knowledge of the APCI in everyday classroom practice will also be a focus to improve student learning experiences.</p>
<p>Literacy and numeracy</p> <p>\$31,720.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dudley Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Highly Effective Teaching Practices • Excellence in Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Increase professionalism practices that support students at all levels to meet curriculum requirements for literacy and numeracy. Professional learning is strategically planned to address areas for improvement from triangulation of</p>

<p>Literacy and numeracy</p> <p>\$31,720.00</p>	<p>various data sources. Student access to quality learning experiences is enhanced through provision of quality lesson planning and delivery of syllabus content by highly skilled teachers.</p> <p>After evaluation, the next steps to support our students will be: Data sources align to strategic planning in the planning and delivery of numeracy concepts involving place value and number. A collaborative professional learning model will focus on development of teacher expertise in teaching number and place value to all students K-6 in 2023.</p>
<p>QTSS release</p> <p>\$52,140.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dudley 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 • Highly Effective Teaching Practices • Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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: Enhanced staff culture in value of collaborative practices and authentic engagement in professional learning opportunities aligned to new curriculum reform policy. Executive staff support of teachers has increased through provision of time to provide individual development and improvement plans.</p> <p>After evaluation, the next steps to support our students will be: A strategically developed program of collaborative professional learning aligned to the role of the APCI will be embedded in the timetabling and resource allocation for 2023. Quality teaching practices will be researched and supported through a Teaching Sprint model of collegial professional learning.</p>
<p>COVID ILSP</p> <p>\$47,986.00</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 • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Small group tuition has resulted in improved learning outcomes for targeted students. Refined learning support processes were improved through identification of student groups and utilisation of data to determine groupings and strategic teaching/ learning focuses.</p> <p>After evaluation, the next steps to support our students will be: Continued small group intervention on specifically targeted areas of</p>

COVID ILSP \$47,986.00	numeracy will assist to improve school results in standardised testing including NAPLAN and PAT tests.
---------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	141	131	143	135
Girls	121	123	129	137

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	97.4	94.9	91.5
1	92.1	95.1	93.3	90.6
2	94.5	95.9	93.2	90.8
3	95.5	95.0	94.5	90.7
4	92.3	96.8	93.4	89.8
5	93.9	91.1	93.1	88.5
6	90.9	96.2	92.7	88.8
All Years	93.4	95.5	93.6	90.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	132,856
Revenue	2,717,692
Appropriation	2,562,588
Sale of Goods and Services	25,340
Grants and contributions	127,975
Investment income	1,770
Other revenue	18
Expenses	-2,621,968
Employee related	-2,279,693
Operating expenses	-342,275
Surplus / deficit for the year	95,724
Closing Balance	228,580

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	55,033
Equity Total	105,850
Equity - Aboriginal	23,096
Equity - Socio-economic	12,902
Equity - Language	2,400
Equity - Disability	67,452
Base Total	2,152,712
Base - Per Capita	68,729
Base - Location	0
Base - Other	2,083,983
Other Total	125,632
Grand Total	2,439,226

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

Students participated in 2 snapshot surveys in the Tell them From Me Survey (TTFM) and recorded above state average scores in having positive relationships at school, trying hard to succeed in their learning, having a strong belief that learning at school will impact their future success and setting challenging goals for themselves helps them to do their best in class. 18% of students in Years 4-6 were not confident of their skills in Maths and English. Interesting findings in the student survey included:

- 9% do not want to go to University
- 100% of Aboriginal students feel good about their culture
- 93% of my teachers have a good understanding of my culture.
- 95% have school pride
- 94% think their teacher takes time in class to ask them to remember and explain things that have been taught before.
- 81% I am treated with fairness and respect by my teachers in regards to my cultural background.
- 78% I am treated with fairness and respect by other students at my school in regards to my cultural background.
- 82% If students are being bullied or see someone else being bullied, they know where they can go for help.

The Tell Them From Me (TTFM) Survey indicated that teaching staff felt that the school has evolved inclusive practices throughout the last 12 months. Effective teaching strategies and the continued use of technology in everyday learning were also identified as areas of strength. Teachers use formal assessments to discuss learning goals with students but need to improve their frequency in providing feedback to students based on the performance in their tasks. Collaborative practices were identified as an area for further development.

The Tell Them From Me (TTFM) Survey of Semester 2 reports that parents and carers had an increase in feeling welcomed into the school. They indicated that communication from the school is clear and in plain language, easy to understand, however parents feel a lack of information regarding their child's progress at school. The survey showed low value in 3 way conferences and low scores for the website and P&C in relation to useful communication about school news. 93% of parents and carers stated Dudley PS is their first choice preference of school for their child and felt there was a strong presence of sport in our school culture. Areas to improve in school culture include Curriculum, performing arts, gifted and talented programs.

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.