

2022 Annual Report

Dural Public School



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Introduction

The Annual Report for 2022 is provided to the community of Dural 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

Dural Public School
622 Old Northern Rd
Dural, 2158
<https://dural-p.schools.nsw.gov.au>
dural-p.school@det.nsw.edu.au
9651 1164

School vision

At Dural Public School students are at the heart of what we do. Our collective vision is a collaborative whole school approach that improves student outcomes through quality differentiated teaching and learning programs that are evidence based and are data driven. Through establishing authentic partnerships with students, staff and community we are committed to the pursuit of excellence and equity to ensure high expectations for every student. Our student-centred focus will empower students to use innovation, creativity and critical thinking skills as successful and motivated lifelong learners. Students will be supported in an inclusive, positive and inspiring school culture that caters for student wellbeing, allowing them to connect, succeed and thrive to reach their potential.

School context

Dural Public School is an innovative and dynamic school that creates a positive and engaging environment by encouraging all learners to 'Strive for Success'. The school is in a semi-rural setting with 373 students, 15 classes (including two Opportunity Classes), and 25 teaching and 9 support staff. We have a very strong Student Welfare Policy that incorporates Positive Behaviour of Engaging Learners (PBEL) and we have a zero tolerance for bullying.

In 2022 160 students out of 370 (40%) enrolment had a language background other than English. 71% (292 out of 415) of students speak English at home as their first language. As of 2022, two students identify as Aboriginal. Our school FOEI (Family Occupation and Education Index) has been averaging at 28.

Our extensive grounds include a soft fall play environment, artificial turf on our top playground and a large soccer sized bottom oval with cricket nets, a yarning circle and a multipurpose court. Our school hall is also used by the community regularly for external community programs such as karate, dance, local pre-school ceremonies and holiday programs. We have an on-site OOSH program (Jigsaw) that caters for before and after school care.

We have a specialist art teacher who runs our visual arts program, showcasing student creative talents in a themed art show each year. This program has also added colourful sculptures to our garden grounds and murals to our school buildings.

Our librarian runs library lessons focusing on developing a love of rich literature. Our library contains 30 desktop computers available for whole school use.

Our school offers learning and support programs for Kindergarten to Year 6 through our Learning and Support and English as an Additional Language/Dialect teachers. Students are supported in evidence based intervention programs such as Mini-Lit, Multi-Lit and Buddy Reading.

Our technology resources support the meaningful integration of digital resources into key learning areas, including interactive panels/LCD screens in all classrooms, iPads distributed across K-4, as well as student laptops. We now have 20 laptops in each Year 6 room, 15 in each Year 5 room and 10 per grade in Years 1-4. This is in addition to the 30 laptops that are used for whole class bookings throughout the week. We also have an IT room that has 30 laptops.

The school offers an abundance of extra-curricular activities that include debating and public speaking, robotics, dance, drama, a variety of music ensembles, wellbeing programs, student representative council, environment group, chess, inter-school academic competitions as well as an invigorating and challenging physical education and sporting program. We promote excellence in sporting through school PSSA and knock-out competitions.

Our school has beautiful grounds, extensive equipment to support all learning programs and a very strong link with the P&C (parents and the local community). The P&C run a Country Fair biennially as well as other fundraising events throughout the year to support the funding of school resources.

Using our goals from our External Assessment in 2019, our Self Assessment against the School Excellence Framework (SEF) in 2020 and through our Situational Analysis in 2020, we have identified the following key areas of development moving forward in the 2021-2024 School Improvement Plan.

1. Student growth and attainment

We have identified the need to move towards tracking data longitudinally and supporting teachers in engaging in quality data analysis. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, including using data to drive teaching programs and plan learning goals. We will look to embed reflective practices when analysing whole school data to guide teaching and learning practices.

2. Quality teaching and programming

Whole school planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet individual learning needs of the students. We identified a need for consistent programming expectations across K-6, including how to incorporate evidence based teaching practices and differentiation within the teaching and learning cycle. A focus on using the new Literacy progressions was identified as an area of development, focusing specifically on improving writing across K-6. We also identified the need to support staff in transitioning to digital programming tools to support collaborative programming practices.

3. Wellbeing

We identified that wellbeing was an area of whole school focus. Moving forward we aim to have a planned whole school approach to student and staff wellbeing practices to provide an environment where students feel nurtured and supported, allowing them to connect, succeed and thrive to reach their full potential. As a school community we identified the need to further strengthen parent/school partnerships, including using data from the Tell Them from Me survey.

To ensure success, continual monitoring of student performance data will determine areas of need for success K-6.

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in literacy and numeracy, staff will use data analysis to understand the learning needs of individual students and inform differentiated teaching strategies. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future 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.

- Personalised Learning Goals
- School-wide data practices in literacy and numeracy

Resources allocated to this strategic direction

Integration funding support: \$156,303.00
Socio-economic background: \$11,408.19
English language proficiency: \$40,511.69
Low level adjustment for disability: \$102,304.02
Literacy and numeracy intervention: \$22,984.20
Professional learning: \$9,200.00
Literacy and numeracy: \$27,187.27

Summary of progress

School Wide data practices in literacy and numeracy

COVID Intensive Support

The implementation of an intensive learning support program provided small group tuition for students who were identified from ACER, Check-In, Essential Assessment and class assessments as requiring support. This school based funding initiative allowed for two day support with a focus on reading, writing and numeracy, with literacy in the morning and numeracy in the middle sessions. The school provided detailed data and evidence to provide plans and directions for future teaching and learning.

Essential Assessment

Essential Assessment was conducted for Years 2-6, with Year 2 using it at the end of the year only. The data assisted with driving teaching sprints. Students are now engaging with their learning and have more ownership over their individual learning goals. Frequent stage discussions on data has proved invaluable for Consistent Teacher Judgement. These discussions are shared with the Executive Team to help identify professional learning needs within stages and across the school.

Adjustments and Learning and Support Program

Mini-Lit and Multi-Lit has supported students in K-4. As they reach their exit level, other students are then identified and included. This has proved very successful for these targeted students and this method will continue. These students are discussed in weekly meetings. Team teaching with the Learning and Support Teacher in classrooms, focusing on writing, has shown school growth. Adjustment forms used with classroom teachers and parents have been beneficial in the way the school communicates with the school community. Parents are then able to use this information to best support their students, both at home and at school.

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
Top Two Bands Numeracy	• 52.9 % of students achieved in the top two bands in NAPLAN numeracy

Percentage of students achieving in the top 2 bands for Numeracy to be at or above the lower bound system negotiated target of 67.4%	indicating progress toward the lower-bound target.
Top Two Bands Reading Percentage of students achieving in the top 2 bands for Reading to be at or above the lower bound system negotiated target of 69.40%	<ul style="list-style-type: none"> • 67.4 % of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
Expected Growth - Numeracy Increase in the proportion of students achieving expected growth in numeracy to be moving towards the lower bound system negotiated target of 71.3%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Expected Growth - Reading Increase in the proportion of students achieving expected growth in reading to be at or above the lower bound system negotiated target of 69.6%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Individual Learning Needs <ul style="list-style-type: none"> • Continue identifying and supporting students with additional needs using personalised adjustments in consultation with the parents, student and stakeholders for NCCD and Student Wellbeing (L&S Team) purposes by 2022. • 100% of teachers show evidence of differentiation strategies in their program to support learning needs within their classroom by 2022. 	<p>In Term 4 the school modified the Adjustment Forms to be digital for 2023 to allow for consistent storage of data collected across K-6 teachers.</p> <p>In 2022 the template for programming included sections for teachers to make adjustments; in 2023 the focus will be on annotating the adjustments consistently in programs across K-6.</p>

Strategic Direction 2: Quality teaching and programming

Purpose

Improve teaching and learning quality through explicit teaching, collaborative practices, instructional leadership and digital programming across K-6 to further improve student outcomes.

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.

- Digital Programming
- Quality teaching and learning programs

Resources allocated to this strategic direction

Professional learning: \$14,459.59

QTSS release: \$75,847.86

Summary of progress

Microsoft Teams

All staff at Dural Public School use Teams for communication/administration meetings and professional learning. Ongoing professional learning is occurring in stage meetings.

OneNote

Staff are using OneNote to design, create, and register lessons in all key learning areas. Teachers are using time more efficiently, effectively and actively engaging in programs and locating resources.

K-2 Reading Program

Decodable readers have been purchased for K-2 classes. Staff have undergone intensive Professional Learning in the K-2 English Syllabus. Ongoing professional learning will continue with the K-2 Mathematics Syllabus in 2023 as will the new 3-6 syllabus for English and Mathematics.

Early Career Teacher Team

The team met fortnightly as well as holding a Microsoft Team meeting to collaborate, share and celebrate the journey of early career teachers. Mentoring occurred for early career teachers with stage supervisors as well as an Instructional Leader. The induction program used the DoE 5C model. Three teachers were able to successfully submit their accreditation at the end of the year. This model will continue to support early career teachers.

High Potential and Gifted Education Committee

The continuation of the OC/HPGE network occurred in 2022. This enabled professional learning to meet the needs of OC and gifted students in the school. The very successful interschool competitions were highly contested and the students were engaged with outstanding results. This network will continue to develop staff expertise to enrich and extend students in all areas of their learning.

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
100% of staff using Microsoft Teams for stage based communication, file sharing and collaboration.	All teaching staff, executive, office administration and SLSOs are regularly using Microsoft Teams for communication, file sharing and collaboration.
>90% of staff design, create and	61% of staff used the OneNote template for the whole year to design, create

register all programs and lessons using the K-6 OneNote template.	and register all programs and lessons. Of 18 staff, 11 used it consistently, 2 used it for more than one subject and 5 needed additional support after trialling the use of OneNote sporadically.
All Kindergarten and Year 1 students have completed the decodable reading program.	All Kindergarten and Year 1 students have used decodable texts as their reading program.
All staff programs are provided with feedback from supervisors using a consistent online OneNote program feedback template following a set feedback cycle each term.	Executive staff trialled the different versions of the feedback template this year (OneNote or Word) and gave feedback. Next year all supervisors will use the Word version and share with staff to upload as a PDF into their program.

Strategic Direction 3: Wellbeing

Purpose

A planned, whole school approach to wellbeing to support all students and staff in creating positive, respectful relationships that ensure optimal learning conditions. Students are able to connect, succeed, thrive and learn through the development of whole school wellbeing processes that promote student engagement.

Initiatives

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

- Wellbeing and Parent Partnerships
- Positive Behaviour for Learning and Engagement

Resources allocated to this strategic direction

Summary of progress

Positive Behaviour for Engaging Learners PBL

Results have indicated that the consistent implementation of PBL strategies has shown improvement in classroom and playground. Updating of systems and processes to target specific behaviour needs and trends across the school are shown in the SENTRAL data. The promotion and usage of common language for behaviour expectations and restorative practices was embedded. Updating of programs occurred in 2022 to reflect the Inclusive, Engaging and Respectful reforms.

Social and Emotional Wellbeing

Professional learning and training in the use of Second Step Program will continue, with some adjustments. The reintroduction of many extra curricular activities will help with the students' wellbeing. The ongoing review of current wellbeing processes and embedding the Wellbeing Framework into our school culture of PBL will continue to be implemented.

SENTRAL Attendance App

The ongoing use of the online program will continue. A generated SMS is sent out to parents to inform them that their child/children were not at school. The app is sent out at different times each morning and this has definitely helped with attendance rates. This information is also monitored by the HSLO who has access to SENTRAL. The school has also sent out reminders to parents to send in absence notes within the 7 day period.

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
Emotional Wellbeing <ul style="list-style-type: none">• To meet or exceed the state norm target in the aggregated Wellbeing measures in Tell Them From Me survey (TTFM) in 2022.• Increase student sense of belonging from 72% to a minimum of 80% in Social-Emotional Outcomes in Tell Them From Me survey (TTFM) 2022.	<ul style="list-style-type: none">• Tell Them From Me data indicates 70% of students reported a positive sense of belonging in Term 4, which is a decrease from 76% in Term 1.• Increase in positive behaviour at school from 91% in Term 1 to 92% in Term 4, which is above the state norm target of 83%.• Tell Them From Me data indicates 84.98% of students reported a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Social Wellbeing <ul style="list-style-type: none">• Increase student engagement in extracurricular activities from 50% to exceed NSW Government norm of 55%	<ul style="list-style-type: none">• Tell Them From Me data indicates an increase in student engagement in extra-curricular activities as more access and opportunities became available following the COVID-19 pandemic restrictions.

<p>in the Tell Them From Me survey (TTFM) 2022.</p>	
<p>Behaviour Improvement Measures</p> <ul style="list-style-type: none"> • All classrooms have a PBL display with a focus area. Clear expectations and consistent language is common across all K-6 classrooms. A reduction of minor incidents (Blue Cards) in the classroom, with a focus on reducing Blue Cards for students not complying with teacher directions. 	<ul style="list-style-type: none"> • Classroom expectations and consistent language has been observed in all classrooms. Professional learning in IER reforms, that will be mandatory in 2023, has begun.
<p>Attendance</p> <ul style="list-style-type: none"> • Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 89.2% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 22%; however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19 when this data was harvested.
<p>Parent Engagement</p> <ul style="list-style-type: none"> • Conduct the "Partners in Learning" parent survey (part of the Tell Them From Me survey suite) on student engagement and wellbeing to identify areas to further strength parent/school partnerships.. 	<p>After conducting the "Partners in Learning" survey the areas of further focus and development are:</p> <ul style="list-style-type: none"> • Two-way communication with parents • Involving parents in school activities

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$156,303.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dural 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"> • Personalised Learning Goals <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Access Request funding. • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Integration Funding Support (IFS) allocations have been targeted to provide additional support to eligible students enabling initiatives in the school's strategic improvement plan to be implemented. Identified students have had appropriate accommodations made to ensure that they are able to participate in all classroom and outside activities with appropriate adjustments and support. Risk assessments have been completed and additional resources provided to ensure that all student needs are catered for. This additional support is provided by a team of School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop and adjust classroom and playground activities so that all aspects of the curriculum are covered and differentiated to ensure ongoing success for all students.</p>
<p>Socio-economic background</p> <p>\$11,408.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dural 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"> • Personalised Learning Goals <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 Mini-Lit and Multi-iLit program implementation. • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • NCCD tracking system • Wellbeing weekly meetings with principal, school counsellor and APs <p>The allocation of this funding has resulted in the following impact: Students who have been identified as experiencing learning differences, difficulties or disabilities through extensive data from classroom teacher, internal and external assessments and from the LaST are supported and monitored. Classroom supports of visual timetables, scaffolding and teaching and learning adjustments have been developed and implemented to support all student learning. All APs monitor the Learning Plans to ensure that adjustments are meeting the needs of the students. SLSOs support the implementation of these adjustments and in consultation with the LaST provide professional learning experiences and training to ensure that the</p>

<p>Socio-economic background</p> <p>\$11,408.19</p>	<p>students receive the best support possible. This is discussed during Executive Meetings at the end of each term so that all APs are aware of the students who have been identified in all stages.</p> <p>After evaluation, the next steps to support our students will be: The continuation of regular reviews of Learning Programs and adjustments in stage teams and with the APs. Ongoing professional learning on NCCD is provided at regular intervals throughout the year. Staff have a timeline of when data is required and support from the Wellbeing Team is provided throughout the year to support staff with adjustments for students, SLSO support and program implementation to ensure the effectiveness of program adjustments.</p>
<p>Aboriginal background</p> <p>\$1,447.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dural 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 additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Review meetings with parent/carers and teachers ensure that the ATSI students are being catered for. The PLP for the student has been written in consultation with the classroom teacher, the Learning and Support Teacher and parents. The data for literacy and numeracy indicated this to be the focus for support in all classroom based activities. This was reviewed each term through an adjustment meeting. Dural Public School embraces cultural diversity and the ATSI students feel connected to their culture. Empowering the staff and community to have a greater understanding and respect of Aboriginal culture amongst our non-Aboriginal community has been a significant step in the school's journey.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support of students with the classroom teachers and School Learning Support Officers with additional resources to support learning in all curriculum areas, with a focus on literacy and numeracy. All other Key Learning Areas will be supported as required. Ongoing evaluation and review meetings with all stakeholders ensure that we at Dural Public School continue to develop our understanding and embed a greater connection to Aboriginal culture in all that we do.</p>
<p>English language proficiency</p> <p>\$40,511.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dural 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"> • Personalised Learning Goals <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 • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$40,511.69</p>	<p>The allocation of this funding has resulted in the following impact: Identified targeted students between Years K-4 in small group intensive programs. These interventions have been very successful in increasing results as indicated through Essential Assessment, NAPLAN, Check-In and class Formative Assessments. This data was used by the LaST, EAL/D and the Instructional Leader and classroom teachers to devise programs and timetables for the SLSO staff and teachers to implement. The Buddy Reading Program has enabled the support of students in K-2 with phoneme awareness, sight vocabulary and reading fluency. Essential Assessment has been used to assist with assessing mathematics. The use of a C-Pen has allowed students to focus on the mathematical content rather than trying to read the content and understand what they are required to do.</p> <p>After evaluation, the next steps to support our students will be: This program will continue in 2023 as results have indicated that this support has improved student outcomes. Throughout 2022, ongoing data has identified that mathematics is an area that will be a focus for 2023. The areas to be targeted are number, mathematical language and measurement.</p>
<p>Low level adjustment for disability</p> <p>\$102,304.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Dural 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"> • Personalised Learning Goals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini-Lit and Multi-Lit programs to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the needs of identified students. Teachers were allocated time to work with the LaST and the Instructional Leader to build capability in meeting the literacy needs of identified students. Program adjustments and differentiation have been put in place and monitored to ensure that they have access to the curriculum. NCCD accountability and the professional learning for all staff that occurs throughout the year has ensured that the data is accurate and up to date. APs monitor all learning programs and discuss at executive meetings. Professional learning for SLSOs has enabled their support to be extremely effective. Throughout the year, various programs are implemented in response to the needs of specific students. Support is delivered in many ways, support with literacy and numeracy, a focus on writing in the classroom setting. Lunchtime supervision and activities to support students in social settings, such as board games etc.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for teachers through professional learning about NCCD. An updated system will be introduced where all adjustments and review meetings are uploaded electronically to be more efficient and streamlined for teachers. This electronic system will ensure that paperwork is not misplaced and that administration time will be reduced for teachers. Ongoing support from the LaST, APs and Instructional Leader will assist teachers with the implementation of adjustments. The Executive team will discuss identified students through the use of data analysis to evaluate the effectiveness of programs and where to next in support plans and programs. The use of SLSOs will be critical in the success of supporting these students</p>

<p>Low level adjustment for disability</p> <p>\$102,304.02</p>	<p>in the classroom.</p> <p>This information will then be shared with the teachers at the end of 2022 so that a smooth transition for these students will occur in 2023.</p>
<p>Professional learning</p> <p>\$23,659.59</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 Dural 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"> • Personalised Learning Goals • Quality teaching and learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers released from class to design new reporting templates to be in line with new K-2 syllabus outcomes. • professional learning for staff K-6 on the new K-2 English Syllabus • provide professional learning for all staff in data analysis • design a scope and sequence for grapheme/phonemes <p>The allocation of this funding has resulted in the following impact: The Professional learning for the K-2 staff has enabled them to develop a new report template for implementation in 2023. The use of progressions has been a source to show student growth. The K-6 staff have a clear understanding of how children learn English and this was introduced in a Staff Development Day in Term 2 where we looked at the Science of Reading and then participated in learning activities from Kindergarten, Year 1 and Year 2. Teachers completed all the learning activities that showed the many ways of teaching a concept and differentiation through a variety of activities. This was an extremely valuable learning activity for all staff and introduced staff to the new K-2 Syllabus and the 3-6 syllabus in 2023. Staff working with the Instructional Leader on using a variety of reading assessments in K-2, then outlined a need to explore assessment options for reading in the 3-6 Years.</p> <p>After evaluation, the next steps to support our students will be: Early Stage One and Stage One teachers need to be ready and reasonably confident to implement the K-2 English and mathematics syllabuses in 2023. Teachers have begun to work with the units provided and will use this as a starting point in 2023 and will modify as needed. Professional Learning will be given to staff to do this in 2023 and working with the APCI to modify the units as required. Professional learning in the K-2 mathematics will be a focus for the K-2 staff in 2023 and so will English and mathematics. This will be led by the APCI and other Department of Education specialists.</p>
<p>Literacy and numeracy</p> <p>\$27,187.27</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dural 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"> • Personalised Learning Goals • School-wide data practices in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in Little Learners for Success program K-6. • evidence based classroom practices and programming using OneNote <p>The allocation of this funding has resulted in the following impact: The literacy and numeracy funding allocation is provided to address the</p>

<p>Literacy and numeracy</p> <p>\$27,187.27</p>	<p>literacy and numeracy learning needs of students at Dural Public School from Kindergarten to Year 6.</p> <p>Students improvement in literacy and numeracy skills evidenced in internal and external assessment measures as well as class based assessments. This funding was also used to supplement the COVID ILSP initiative and Instructional Leader to enable this support over 5 days. This 5 day support enabled staff to build their teaching capacity through team teaching sessions. The feedback from this support was overwhelmingly utilised by all staff. The APCI that will be appointed in 2023 will continue this very important support for both staff and students.</p> <p>After evaluation, the next steps to support our students will be: Preparation and trial of the implementation of the K-2 literacy and numeracy syllabus. To continue resourcing for the new syllabus and to allow time for professional learning and collaborative discussion within the K-2 staff. Ensuring the K-2 staff for 2023 will be ready for the mandatory implementation of the new K-2 syllabus.</p>
<p>QTSS release</p> <p>\$75,847.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dural 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"> • Quality teaching and learning programs <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 • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: The Quality Teaching Successful Students (QTSS) allocation has enabled the APs to work with their stages to develop and implement quality teaching programs. Team teaching occurs to develop effective teaching strategies especially with differentiation.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support for classroom teachers with a focus on the HPGE students and how best for teachers to support their individual needs.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dural Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning Goals <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Teachers have shown an improvement in their systematic teaching</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>strategies through team teaching with the Instructional Leader in literacy and numeracy. The LaST also supports students and staff with a focus on writing. This occurs through program support and small group support within the classroom setting.</p> <p>After evaluation, the next steps to support our students will be: This support with writing will continue in small group programs but also in classroom teaching programs to be adapted accordingly. The LaST will continue to assist in the developing of programs in writing. The support for K-2 implementation of the new Literacy and Numeracy syllabus will continue in 2023. Professional learning for all staff K-6 for the new 3-6 Literacy and Numeracy syllabus will occur in 2023 ready for staff to implement in 2024.</p>
<p>COVID ILSP</p> <p>\$36,344.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy in the focus areas of decoding, fluency and comprehension (MacqLit program) • providing intensive small group tuition for students who were identified as needing reading support • releasing staff member to coordinate the program, support the administration of the program, work alongside the Learning Support and Wellbeing team, and administer the program • releasing staff to participate in professional learning, including upskilling in the MacqLit program and undertaking professional learning surrounding reading, spelling and writing as provided by the COVID ILSP MS Team weekly PL <p>The allocation of this funding has resulted in the following impact: identified students requiring additional support in Literacy and Numeracy participated in specialist programs with LaST. Small group withdrawal resulted in an increase in student outcomes as evidenced in Essential Assessment data, NAPLAN data and classroom data.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of small group tuition using data sources to identify specific student need, but focusing on numeracy in 2023 as this is the whole school identified focus area. - providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - continued use of the MacqLit program for students identified as needing additional literacy support in Years 3-6 will also be a priority moving forward.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	223	211	212	189
Girls	215	205	185	179

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	95.5	93.1	91.0
1	94.5	93.5	95.1	89.7
2	94.0	93.4	93.4	90.4
3	94.0	94.9	92.6	89.5
4	94.2	94.5	95.2	88.4
5	94.3	96.7	95.9	90.2
6	93.0	93.7	95.1	88.6
All Years	93.9	94.7	94.6	89.6
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)	4
Classroom Teacher(s)	11.85
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	397,241
Revenue	3,673,755
Appropriation	3,250,144
Sale of Goods and Services	5,201
Grants and contributions	412,154
Investment income	6,256
Expenses	-3,776,048
Employee related	-3,119,065
Operating expenses	-656,983
Surplus / deficit for the year	-102,294
Closing Balance	294,948

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	156,303
Equity Total	155,671
Equity - Aboriginal	1,447
Equity - Socio-economic	11,408
Equity - Language	40,512
Equity - Disability	102,304
Base Total	2,692,240
Base - Per Capita	100,314
Base - Location	0
Base - Other	2,591,926
Other Total	191,054
Grand Total	3,195,268

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

The school sought feedback from students and parents in 2022 using the Tell Them From Me Survey. The data from 180 students in Years 4-6 was collated in November 2022. Results at times were conflicting and this could be due to the students not fully understanding the questions that were asked. However, the data gives our school areas to reflect and improve upon.

Student Outcomes and School Climate

Student sense of belonging has decreased throughout the year, especially the Year 5 cohort. However, 92% of students indicated that they did not get into trouble at school for disruptive or inappropriate behaviour. This was 9% above the NSW Govt Norm.

Students indicated that there was a positive learning climate and this was consistent across Years 4-6, however, we were 9% below the NSW Govt Norm, yet there was an expectation from staff that academic skills and high expectations for all students to succeed and the students agreed with this statement. This supports the learning that is occurring in the classroom every day and the results that the students are achieving. This is reflected in the 75% of students who expected to go to university. 95% of students said that they can pursue their goals to completion, even when faced with obstacles, while 74% of students set challenging goals for themselves in their schoolwork and aim to do their best. This supports a culture of high expectations with an emphasis on academic skills

At Dural Public School we have a very diverse culture and it is pleasing to see that students feel safe at school. 92% of students stated that they are treated fairly and with respect by their teachers and by their peers. We will continue our work with Aboriginal culture and school wide understanding.

It was pleasing to note that we were under the NSW Govt Norm for bullying, while boys experienced this more than girls. It was pleasing to see that 79% of students said that if students are being bullied or see someone else being bullied, they know where they can go for help. Through deeper analysis it was experienced with the senior boys and this is an area that the school will address through its Positive Behaviour for Engaging Learners and school wellbeing programs.

All students agreed that they were proud of their school, but in varying degrees. They felt that the grounds were well maintained, the library well resourced and the canteen provided a great service to the students. The main area of concern was the toilets even though we had a major upgrade in 2021. 92% of students said that there were enough areas in the school to go to when it is either too hot or it is raining.

Future Directions

As a school, areas that we can refine and develop are clear communication and expectations from all teachers within the classroom and the playground and continued work with emotional and social wellbeing for all students.

'Partners in Learning' Parent Survey

Parents

This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of children's experiences at home and at school. We had 31 parents respond to the Tell Them From Me Survey in 2022. This has been a big improvement on previous years when we have had no responses at all from parents.

All parents felt welcome at school and we were 0.2 above the NSW Govt Mean at 7.4. Parents felt that they were relatively well informed in regards to behaviour, progress and their children's social and emotional development but we were 0.1 below the NSW Govt Mean.

93% of parents said that they spoke to their child's teacher between one to three times or more within the year. Seven parents reported that they had not talked to a teacher in regards to their child's learning or behaviour; yet parents stated that they attended all meetings at the school.

Due to the interruptions with the pandemic, 93% of parents were not involved in school committees. This is an area that will be improved in 2023 as parent/carers are back on school grounds and involved in school site activities.

Parents occasionally discussed with their children how they were doing at school, the challenges that they might have at school and the importance of homework and classroom assignments. They occasionally spoke about their feelings towards other children at school. This is disappointing as it is important for the home and school connection. This is an area for the school to look at how we can improve that culture. We were 0.1 below the NSW Govt Mean of 6.3.

More importantly, was that parents praised their children for doing well and encouraged them to do well at school. All

parents agreed that the school is a culturally safe place for students. This was also reflected by the students in their survey.

The amount of time spent on homework per day ranged between 20 minutes to 1 hour per day. Parents spent between 10 -20 minutes per day helping with homework. Parents said that many teachers had high expectations for their children to do well and to succeed and encouraged them to do their best work at all times and that homework was to be handed in on time.

Parents agreed that teachers were able to control their class and manage behaviour issues and that teachers spend time on extra curricular activities. Parents agreed that their children knew the rules for behaviour. However, parents felt that behaviour and bullying issues needed to be dealt with in a more timely manner.

Communication is an issue that comes up time and time again, even though we have several ways in which we communicate with parents via class, stage and whole school. Data supports that on the whole, parents are happy with the newsletter, school website, SchoolStream and emails. This is conflicting communication data from the survey.

Parents felt that we were helping students who needed help, ensuring that all students felt included and that teachers helped students develop positive friendships. However, 7 parents said that the school was unable to access specialist assistance for their child; the remainder of parents were very happy with what the school was able to provide.

We had more parents identify as Aboriginal or Torres Strait Islander than we had on our data provided by parents.

Parents said that they tried to help at the school in a voluntary capacity but that has been more challenging due to the pandemic. In 2023 we will be holding our 'Country Fair' in October and this is the perfect lead in to get parents back into the school and more involved in both social and school based activities.

Most parents agreed that communication was somewhat useful, however, they felt it could be improved. However, the data indicates that reports, online platforms that share their child's work and emails are very useful for all parents.

59% of parents stated that they expected their child to go to University, 87% stated that they wanted their children to complete Year 12 and 29% wanted their child to attend TAFE. Students rated the importance of going to university a lot higher than their parents.

97% of parents said that their child enrolled in their first choice public school; and 64% of parents said that the school provided enough resources to help students with a disability, while 33% said they neither agreed or disagreed to this statement. 7% of parents said that the school did not help students with a disability or special needs to feel welcome, which came as a shock to staff. We are known as a school that is very inclusive of all students.

Parents were very happy to recommend Dural Public School to other parents.

Future Directions

In conclusion of this survey we need to ensure that parents have more of a say in joining committees and now that the pandemic issues have abated, we will begin these opportunities for parents. Communication is always an issue, however, we as a school will continue to work on this area.

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.