

2022 Annual Report

Dundas Public School



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Introduction

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

Dundas Public School
85 Kissing Point Road
Dundas, 2117
<https://dundas-p.schools.nsw.gov.au>
dundas-p.school@det.nsw.edu.au
9638 2813

Message from the principal

The impact the lack of staffing has had on school operations in 2022, was significant. Due to the lack of available teachers, we were required to be extremely flexible in the organisation of teachers for classroom teacher positions. We lost both Miss Rebecca Misseldine and Mrs Hilary Taylor early to permanent teaching positions at other schools. We were very happy for them to achieve their professional goals, but they left us at a time when there were no teacher replacements available.

During a peak of COVID cases in Term 1, in one week we had 23 staff absences on sick leave. That week, 74% of the staff absences were not able to be replaced by a casual staff booking. Dundas PS was able to continue operating by the generosity of our support staff stepping up, such as Mrs Benco, Mrs Ward, Miss Riccobono and Mrs Luu (our LaST) who volunteered to teach 4D during Term 2. We needed to collapse our support programs, as well as rely on neighbouring schools to send us available staff, when we didn't have enough staff to cover our classes. It was an incredibly difficult time to be trying to ensure stability and consistency for our students and community.

Through all of this, we achieved much that we should celebrate. Students continue to achieve NAPLAN scores well above State and similar school groups in most NAPLAN assessments. Some of our results, especially in spelling and numeracy, are even against state trends when our students are continuing to improve while other schools are on the decline. We have identified that next year we will need to look closely at our practices to improve in the areas of reading, writing, and grammar and punctuation. Dundas PS has achieved our targets for numeracy and attendance. We have already achieved our Learning Culture attendance target by having 86% of our students attending school 90% or more of the time. That is an improvement of nearly 10%!

In 2022, we have invested over \$30,000 in purchasing new Promethean interactive panels to ensure that every classroom has the same technology tools available to students and teachers. We have also invested heavily into Apple iPads and student laptops to ensure that students can use technology as a tool during their learning.

We have worked hard to improve the school grounds for our students. Students in Years 4-6 are telling us that they would like improved spaces at our school. Student toilets continue to be an issue for our students. We lobbied the NSW DoE and were successful in getting the boys toilets freshly painted during the year and we have received assurances from Assets that the girls' toilets will be painted soon.

This year the school has invested over \$50,000 in improving spaces near our OOSH building as well as our main entrance. Work is currently being completed on both spaces and the Conversation Pit learning space (near OOSH) will be completed at the end of next week. This space will be a wonderful space for our students to use during their learning day.

We thank the P&C for the wonderful new playground equipment installed during Semester 1 this year. It was a very generous addition to our school playground. One which the staff and students welcomed with much anticipation and excitement. It is the jewel in our playground, and it is lovely to see our students so proud of it, while playing on it during lunch times and during class visits.

We have looked at how we communicate with our community and implemented new practices to make things as easy and streamlined for our families as possible. We have introduced School Bytes that emails parents' online permission forms to reduce paper wastage as well as 'note fatigue' for our parents and carers. We are currently trialling an SMS message system when children are absent to allow parents a quick and efficient way of justifying an absence right then and there. We continue to work hard to ensure that we implement systems that are considered 'best practice' to help our families as much as we can.

In 2022, we have worked closely with the P&C to take the huge step in tendering out the OOSH. The process was a huge one, but we were able to announce to our community on Friday, that 'Camp Australia' has been successful in being awarded the license starting first school day in Term 1, 2023. We met with executive members of Camp Australia on Friday, and they are very excited to be working with the school and our community. Interested community members are invited to attend an online information session this Wednesday evening, 9th November. Invitations to register have been shared via SkoolBag.

We have been able to employ wonderful staff to Dundas PS. This year we were able to secure permanent positions for Mr Stopps as our General Assistant, Mrs Benco as our EAL/D teacher, Mrs Zalaf as an Assistant Principal, Curriculum & Instruction, and we are currently advertising for an Assistant Principal.

I would like to thank the P&C for your continued support as Principal of Dundas PS. On behalf of the staff at Dundas PS, I would like to extend my appreciation for your continued support of our wonderful school and community and I wish everyone a wonderful Christmas.

Lee Shipley

Principal

Message from the school community

The Parents and Citizens (P&C) Association started the year with a large donation to the school in the form of play equipment at the St Andrews Place entrance. The P&C managed to keep a surprisingly healthy bank account even though community fundraising was down. This is due to the combined profits from OOSH, Uniform Shop and the Canteen.

We had a whole new executive committee this year, and managed to run the below events and fundraising for 2022:

- Easter Raffle
- Cadburys Chocolate Box fundraiser
- Mother's Day stall
- Father's Day stall
- Thank You to the Teachers on World Teachers Day
- Parents Meet and Greet at the school disco
- Mufti day and hot dog day
- Large Bunnings donation to school canteen.

In addition to the above, we also assisted the school by attending the Kindergarten 2023 orientation night and paid for new books for the school library.

In September 2022, the OOSH tender closed, and we had 12 applicants apply to run the OOSH. This was a big process to go through. The successful company, Camp Australia took over operations on 31 January 2023, and to date, their fees and service have been praised by the community.

To our Principal Lee, it has been great working together with you. Your ambition to better the school for our children is so appreciated and the fact you somehow amazingly managed to get new modern screens in all classrooms, plus new iPads, is such a huge accomplishment, and only 1 of your many successes. Additionally, your support in going through the overly time consuming OOSH tender process shows how dedicated you are to ensuring our children are safely supervised by an external company that is compliant and can raise the level of service currently provided.

Finally, a huge thank you to all the parents who have been actively engaged with the P&C and who have volunteered their time throughout the year. Your ongoing commitment and contribution in our continuous effort to support our great school and the children in their primary school journey, is so appreciated.

Sonya Kral

P&C President

2022! What a Year! The first Year in a while without a lockdown. The first Year without restrictions since 2019. But what exactly did we get up to in this wonderful Year as a school? We think it is safe to say almost everything a school could manage!

First on the agenda was our school's annual swimming carnival, in which 8-12 yr olds participated. The podium was shared very well between the students, with quite a few people receiving a beautiful ribbon. And about 3 months later, it was time for the cross country! A 2km race for most, (3km for Years 5 and 6), cross country is a long, stamina-required race that most pupils will engage in.

Our next event on the school calendar was the Year 6 Mock Election, which occurred in Term 3, after more than 10 weeks of preparation by the Year group. And when the day arrived, the work was definitely worth it! The three parties; Labor, Liberal, and the Greens, rose to the challenge and went above and beyond with their merchandise and baked goods, and the speeches presented by the leaders were stunning. All in all, Labor took the win, but the vote was super close between all 3 groups.

As Term 3 reached the midway point, Year 6 took off on a 4-hour bus trip to Canberra. Year 6 was there for 3 days and 2 nights and experienced almost every attraction that Canberra holds. This included the old and new Parliament House, the Royal Mint, and of course... QUESTACON! The trip was a huge success, and every Year 6 pupil thoroughly enjoyed it. But then, in the 2nd last week of term, Year 5 went to their camp, to a sporting facility. They also stayed there for 3 days and 2 nights, and tried almost every outdoor sport you could think of. This camp was also a victory for the year group, and a lot of them learned something new.

But even before the excitement of camp had died down, it was already time for the next noteworthy occasion-the fun run! Over the past few weeks, students had been raising hundreds of dollars for cool prizes and were able to run in the Splash 'N' Dash at the end of the term. It was a 'supercalifragilisticexpialidocious' few hours, and with the music blaring and the water guns pumping, no one disliked the day. Dundas Public School raised over \$28,000, with all the money going towards new school technology.

After the holidays, the excitement had died down after the super-stellar Term 3, but that did not last very long. Soon enough, it was time for the first D.P.S. Fun Fair since 2018, and with Stage 3 running the event, there was nothing that couldn't bring a smile to a face. Year Six spent weeks on posters, prizes, and equipment for the flawless enjoyment of the younger years. With the haunted house, lolly stall, disco, soccer shots, and much much more, the day was anything but unhappy.

But as soon as this event ended, within weeks a new one had begun. The 8 leaders from DPS had the opportunity to visit Burnside Public School, where a variety of young leaders from different schools had gathered for a day to build teamwork and leadership skills. In the morning they were given the chance to meet a Paralympian named Kai Sakakibara, who was a BMX racer until a fateful crash left him in a coma. Fortunately for him, he learnt to walk again and was chosen to run in the Paralympic torch relay. His speech was inspiring and left everyone with a message of hope. After this the leaders participated in teamwork building games with their table group, and then proceeded to take part in games of strength and smarts with Motiv8. The leaders thoroughly enjoyed this day and wish they could do it again.

In Term 3, 6W started coding different types of home resources e.g: automatic fans, voice-activated lights, temperature, water pumps, and more. In order to complete our coding, 6W split into groups of three to work on different rooms of our 'smart home'. After two months of coding and reading, it was time to put our houses together. Each room contained at least one smart resource- The backyard contained a water pump, the living room contained automatic windows, etc.- and after five weeks of arts and crafts, coding, and printing, we finally put together our houses. We were ready to enter our smart home competition. All schools across NSW were given the privilege of entering the 'Smart Home' competition. There we will work on our coding, showing off our imagination and skills, and hope to win a place on the podium.

Approaching the end of Term 4, all students who participated in extracurricular activities had a chance to show their skills at the CAPA night-show. All parents were warmly welcomed to watch their children sing, dance and act as they took the stage! Choir, Drama Club, and Senior and Junior Dance Troupe all showed off their perfectly choreographed plays and acts on this special night. Many children were particularly interested in what costumes would be available for them to wear. Drama club had many interesting costumes made especially for 'Watson the robot', and 'Charlotte Holmes'. The hall shook with applause after our great performances and finale.

Written by Natalie and Evie (Year 6)

School vision

Dundas Public School partners with parents and the wider community to provide a quality education that values the future of all students. We will do this by:

-having high expectations for academic excellence - Dundas Public School will create a learning culture where students strive for learning excellence and are confident, creative and critical thinkers.

-valuing the future - Dundas Public School will create a future focused and innovative learning environment giving students the skills and attitudes to enable them to live effectively as lifelong learners, engaging in a dynamic and changing world

-encouraging values and wellbeing - Dundas Public School will teach students to be culturally inclusive, resilient citizens by valuing respect, responsibility and learning success

-building partnerships - Dundas Public School will ensure that parents and caregivers, students and teachers all play a valuable role in building our school and community.

School context

Dundas Public School is a dynamic K-6 school established in 1951 and is located within the Parramatta electorate. The school is set in a residential location and features include spacious, leafy surrounds.

Dundas Public School has 350 students enrolled including 68% from language backgrounds other than English. A wide variety of cultural groups are represented within the school community, primarily Korean, Chinese and Indian. The school is dedicated to maximising student learning outcomes through quality, explicit instruction across all Key Learning Areas. School priorities include literacy, numeracy, assessment and student wellbeing.

Over the next four years the school will focus on striving for excellence in Literacy by creating a whole school reading culture that values quality, effective and explicit teaching of reading skills in a systematic and cohesive approach K-6. There will need to be a professional learning focus for staff on evidence-based effective classroom practices in reading, as well as building strong partnerships with our community to ensure parents play their role in building our reading culture. All teachers will deliver high quality, evidence based instruction in English. Learning programs will reflect differentiated practices in order to cater for all learners, including High Potential and Gifted and Talented students. This will be underpinned by effective feedback practices, quality data analysis and high level collaborative teaching practices. At the centre of this plan are strong wellbeing programs which will ensure all students will connect, succeed and thrive.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through use of the NAPLAN gap analysis the school will work explicitly to meet system-negotiated target areas in Reading.

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	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The school situational analysis identified the need to improve student learning outcomes in reading by creating a whole school reading culture through explicit teaching, curriculum differentiation and data use and analysis.

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.

- Student Performance Measures
- Effective Classroom Practice in Reading
- High Potential Gifted Education

Resources allocated to this strategic direction

Literacy and numeracy: \$14,200.00

Literacy and numeracy intervention: \$22,984.00

Integration funding support: \$37,686.00

Professional learning: \$6,000.00

Summary of progress

Student Performance Measures

All staff completed the Additive Strategies PL in Term 1 and over the course of Term 2 and 3, teachers assessed students in the Additive Strategies assessment. The major barrier was allocating time to administer and assess each student. As teachers became more familiar with the assessment schedule, they were able to assess in more than one flexible strategy in Additive Strategies. The positive impact was that explicit and individualised learning goals for each student as the ALAN Student Assessment and Analysis reports were able to be generated for feedback, so that teachers could use it for explicit teaching. Students were provided with the opportunity to investigate various methods and strategies to assist them to develop deep conceptual knowledge and understanding in additive thinking.

Staff reviewed and adapted practices to ensure reliable formative and summative assessment tasks were being used to analyse student progress, evaluate growth over time and report achievement. Through this process, staff developed a whole school assessment schedule by using consistent assessment platforms K-2 and 3-6. Evidence has shown that consistency has now been established throughout stages, with teachers ensuring planning and implementation is consistent throughout. The assessment schedule is a fluid document as we develop our programming and planning.

In 2023, we will continue to implement and update our Scope and Sequence documents as per the new K-2 syllabus. Further data will be collected on 3-6 reading and we will implement a fluency tracking assessment.

Effective Classroom Practice in Reading

To prepare staff for the new K-2 English and mathematics syllabus, staff looked at current research on formative and summative assessment practices, looked at the role of decodable readers in reading development, and how literacy warm-ups and fluency partner reading can have a positive impact on reading progress. In Semester 2, an Assistant Principal was taken off class to fill an Instructional leader role to prepare K-2 staff for improved explicit teaching strategies and drive the implementation of new literacy block that will be incorporated in 2023. K-2 teachers were released to observe what a quality literacy block in K-2 looks like and how to use decodable texts effectively. All staff were supported and had the opportunity to provide feedback on their needs. This was then used to plan further PL and team meetings to support the implementation of the new literacy block. Now, all K-2 classes have embedded decodable readers into their literacy block. Teachers know when to move students off decodable readers and onto authentic texts. The impact of this initiative has been that some teachers are more confident and implemented the program at a faster rate, which helped to encourage other teachers begin their implementation. Sound buttons were established into Years 3-6 for vocabulary lessons. In 2023, for consistency, whole school reading assessments will need to be further investigated to meet the needs of our school. K-2 literacy blocks will continue to incorporate decodable readers. Other teaching strategies such as fluency pairs, sound buttons have been implemented that have high impact for student learning. Literacy warm-ups have been introduced into Year 1 which complements the literacy block.

In 2023, we will use the skills and knowledge developed in 2022 to implement the K-2 curriculum effectively and confidently as well as prepare 3-6 teachers for the new syllabus content to be delivered in 2024. Teaching strategies such as fluency pairs, sound buttons will be implemented in Year 2 teaching programs. Literacy warm-ups will also be

introduced into Year 2 which complements the literacy block.

High Potential Gifted Education

Two school leaders completed the 2 day PL on High Potential and Gifted Education Policy Orientation school leaders course. Data from the High Potential and Gifted Education (HPGE) Policy Attitudes and Teaching Practices survey tool indicated that 91% of teaching staff agreed or strongly agreed that every school should offer learning opportunities that meet the needs of HPG students across all domains of potential. However, 40% of staff agreed or strongly agreed that specific learning opportunities for high potential and gifted students also created elitism. Data also indicated that teachers felt they needed to encourage students to ask more open-ended questions and felt they needed to implement practices more regularly that encouraged students to understand their thinking process (metacognition). Staff completed an introduction session to the HPGE domains in the Term 4, SDD 1 delivered by school leader, Sian Edwards.

In 2023, 3 school leaders will complete the same professional learning, to ensure consistency of knowledge, skills and understanding across the school. Staff will incorporate and embed learning and assessment tasks that are more open-ended, allowing HPGE students the opportunity to show their depth of knowledge. We will also develop a HPGE student register to identify and support HPGE students more effectively and do staff training on open-ended questions and meta-cognition.

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
NAPLAN Top 2 Bands - Reading • Improvement in the percentage of students achieving in the top 2 bands reading to be at or above the schools lower bound system-negotiated target of 57.6%.	• 54.12% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target of 57.6%.
NAPLAN Top 2 Bands - Numeracy • Improvement in the percentage of students achieving in the top 2 bands numeracy to be at or above the schools lower bound system-negotiated target of 48%.	• 50.59% of students achieved in the top two bands in NAPLAN numeracy which exceeds the lower-bound target of 48%.
Expected Growth - Reading • Improvement in the percentage of students moving towards achieving expected growth in Naplan reading to be moving towards the school's lower bound system-negotiated target of 74.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy • Improvement in the percentage of students achieving expected growth in Naplan numeracy to be moving towards the school's lower bound system-negotiated target of 68.1%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Feedback, data and collaborative practice

Purpose

The school situational analysis identified the need for improved use of effective feedback, data and evidence to drive teaching and learning, and a focus on collaborative teaching practice to develop consistent pedagogy.

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.

- Effective feedback
- Data use and collaborative practice

Resources allocated to this strategic direction

Professional learning: \$9,000.00

Literacy and numeracy: \$8,000.00

Summary of progress

Effective feedback

In 2022 during Term 2, staff completed professional learning on 'CESE What Works Best: Effective Feedback' which provided the pedagogical foundation for staff to trial some Feedback strategies. Providing students with effective feedback contributes to learning and achievement. When teachers provide frequent, constructive and instructive feedback it can bridge the gap between current and desired student outcomes. In summary, staff developed their capacity to provide effective feedback to students that:

- relates specifically to a learning intention/goal and the associated success criteria
- is timely, that is, immediate or soon after action
- reduces the discrepancy between desired and current understanding by answering three major questions:
 - Where am I going? (What are the goals?) - 'feed up'
 - How am I going? (What progress is being made toward the goal?) - 'feed back'
 - Where to next? (What activities need to be undertaken to make better progress?) - 'feed up'.
- supported students to monitor their own progress and achievements.

Stage teams worked together to trial different effective feedback strategies. In term 3, staff completed a trial using a variety of Feedback strategies recommended in the professional learning by CESE. The trial included teacher, peer and self-reflection. Staff had the freedom to choose which area of English they could incorporate feedback strategies in their teaching and learning. The trial included:

- feedback analysis (video and own practice)
- whole school investigation on different types of feedback (teacher, peer, self-reflection)
- rubrics developed related to understanding texts
- whole school program/focus linked to feedback and peer reflection
- rubrics embedded in some student assessment tasks
- exemplar samples developed that allowed students to self-assess and strive for improvement
- time for teachers to observe effective feedback in other classrooms and other schools.
- time to create whole school rubrics.

All teaching staff completed a pre-survey (T3 week 3) and a post-survey (T4 week 3) to reflect on the effectiveness of the feedback strategies implemented during the trial. Data showed that through the Effective Feedback PL, all staff identified the importance of timely feedback. Analysis of the feedback form showed that the staff identified strategies that were effective and ineffective in different key learning areas.

To move towards achieving our progress measure in 2023, we need to collaborate with staff to decide on the most effective and impactful feedback strategy to implement as a whole school to ensure that there is student growth. The Feedback strategy will need to link with writing rubrics and be embedded into teaching and learning programs and lessons to ensure that they are sustained and consistent.

Effective use of data

Leadership embedded regular CTJ (Consistency Teacher Judgement) meetings to look and analyse student assessment data and compare student work samples. Staff used PLAN2 to track student progress in Understanding Texts and Additive Strategies. The 2022 Professional Learning Schedule allowed for planned time twice a term, for teachers to

meet for CTJ meetings within stage groups, focusing on student achievement in the areas of understanding texts and additive strategies. A whole school data wall was created for understanding texts. K-2 administered the Interview for Student Reasoning (ISR) for Additive Thinking (AT) to assist with the consistency of the data collected. 3-6 data was updated with the Check-in Assessment data. K-2 teachers participated in CTJ of reading assessment with decodable texts. The evidence showed that teachers valued the time provided to collaborate to ensure consistency when entering student data into PLAN, and the visual, the data wall provided. All students were tracked in the area of Literacy and Numeracy in PLAN2. It was expected to see a greater impact of the use of data within the classroom through differentiation in teaching and learning programs. However, the impact was seen across sections of the school and not the whole school, therefore this will be a focus in the future.

In 2023, we will need to continue to train staff in the use of data with the intention of it informing future classroom practice.

Quality Teaching Rounds

Four school leaders completed professional learning in Quality Teaching Rounds (QTR). The training was held over 2 days and included content such as an overview of Quality Teaching Model and an analysis of TTFM Collaboration and High Expectations trend data. QTR team feedback reinforced the research and the model of implementation of QTR as a high-impact collaboration PL for the school. The QTR team reported that Quality Teaching Rounds has had a positive impact on student outcomes, quality of teaching, and teacher morale. Due to staffing and casual shortages, QTR was pushed back to the end of Term 4 where the four school leaders reflected on lesson delivery using the Quality Teaching Framework. All participating leaders found the process to be extremely positive and worthwhile, and the collegial discussion and lesson observations proved to improve the quality of future lesson delivery.

To move forward, we would need to invest in funding for the ability of all staff to engage in at least one set of Rounds by end of 2023. To further support the implementation, the QTR team and leadership team would need to decide on the best way to implement the rounds, either in stages teams or across stages. The rounds would also have to be adjusted to suit our school setting.

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
Track Student Progress <ul style="list-style-type: none"> Percentage of teachers tracking student achievement on PLAN2 in the area of Understanding Texts and embedding practices of daily feedback is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> Analysis of internal school data shows 100% of K-2 teachers tracking student achievement on PLAN2 in the area of Understanding Texts and embedding practices of daily feedback indicating progress toward the school determined target.
Learning Sprints <ul style="list-style-type: none"> Percentage of teachers involved in using the Learning Sprints approach in collaborative learning communities for monitoring student learning in literacy and numeracy is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> Delay in implementing initiatives in Term 3 and 4 have required this work to be postponed to 2023. The lack of viable opportunities to embed Learning Sprints as well as participation in face to face professional learning, made the introduction of Learning Sprints very challenging. It is anticipated that measurable progress will be made in 2023.

Purpose

The school situational analysis identified the need to improve the learning culture by implementing effective whole school student wellbeing programs, increasing student engagement with a focus on future focused pedagogy and effective use of technology, and establishing new connections and building upon existing partnerships with all stakeholder groups.

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
- Engagement and connectedness
- Valuing and strengthening Aboriginal culture

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Low level adjustment for disability: \$6,600.00

QTSS release: \$2,000.00

Professional learning: \$8,600.00

Aboriginal background: \$4,592.49

Summary of progress

Wellbeing initiatives

Student Eyecare provided an optometry consultation service at the school for students, which is completely covered through Medicare. The primary purpose was to provide a health service to students thus there was no cost to the school nor the students. An optometrist was onsite during school hours to provide students with a comprehensive eye examination. Each attendee received an individual report regarding their eye health and a prescription provided if glasses were required. At the end of the program, the school was given a Statistics Report, outlining the number of students who required glasses and the percentage of students who were undiagnosed before the program. There were 177 students who participated in the Student Eyecare program and 35 were prescribed glasses.

The Learning Links Counting for Life program aims to enhance the numeracy skills, confidence and enjoyment of participating students. All participating students received an individual numeracy assessment both at the commencement and end of the program. The pre- and post-assessments were delivered by the Learning Links Psychologist. The post-assessment results indicate that there was progress and gains in numeracy skills of up to 2 years 11 months in the Counting for Life program.

The Dental Program, Westmead Centre for Oral Health, is an initiative by the NSW state government to improve access to free dental treatment for primary school students in Western Sydney, in particular those that are most disadvantaged and/or might not attend a dentist regularly. All families were invited to participate in the program in 2022. 108 students across K-6 were assessed by the NSW Health Dental nurses.

The Getting On Track in Time (GOT IT!) program is a school based program that commenced in NSW in 2011. It is funded by NSW Health under the Living Well initiative and is run by local Child and Adolescent Mental Health Services. Got It! aims to work closely with school staff, students and parents to intervene early for these children and to prevent progression to more severe behavioural difficulties as well as decreasing the risk of future adverse outcomes for children, families and the community. The program targets children in the first three years of school. In 2022, the NSW Health Clinicians offered 8 students and their parents the opportunity to be involved in the Got It! program. Teacher and parent feedback through regular reflection interviews indicate positive gains in emotional self-regulation and promotes emotion coaching techniques.

The Strong Minds program aims to enhance a school's wellbeing culture and climate by promoting inclusion. The Strong Minds wellbeing package increases students' sense of belonging (which can contribute to psychological wellbeing and academic outcomes) and enhances positive relationships (which impacts student engagement). Strong Minds promotes collaboration with families. The program helps students, teachers and parents to identify and grow their own strengths, and to recognise and appreciate strengths in others. This creates a positive environment, reducing stress and building resilience. In 2022, the delivery of the Strong Minds lessons in all K-6 classrooms developed knowledge and competence in identifying character strengths.

The Australian Catholic University Speech Pathology in Schools program is a practicum placement for six second year Speech and Language Pathology students and one Clinical Educator. It is a two part program, with initial and review speech pathology assessment occurring in the first half of the year and then commencement of speech and language therapy in the second half of the year for a total duration of 12 weeks. Identified students received an initial assessment report with diagnostic results and goals setting for targeted speech and language therapy. At the conclusion of the intervention phase, participating students received a summary report of their progress, achieving the set goals and recommendations for further intervention. Six students were assessed and SMART goals were set to target speech and language skills by the Speech Pathology students guided by their Clinical Educator. Post-assessment summary reports indicated progress and set goals attained as an outcome accessing the intensive intervention.

The Australian Catholic University Community Engagement Experience is an opportunity for first year Speech and Language students to engage and support students within the school community. It aims to broaden first year Speech and Language students' perspectives and assist them to consider the whole person within a community context. It also builds their awareness of the other professionals with whom they might work as Speech and Language Pathologists and to understand their roles. In 2022, the first year Speech and Language students provided in-class assistance across all K-6 classrooms and engaged in delivering the MultiLit reading intervention program to support students develop their decoding skills. In 2022, the Community Engagement Experience involved 31 ACU Student Speech Pathology gaining insights into the functioning of a school.

The impact of these wellbeing initiatives was significant as most families participated in at least one program to improve the overall health of their children. Feedback from staff was overwhelmingly positive. Students needing follow-up care with their vision or their teeth were supported to make further appointments with their own practitioners. The learning support programs (learning links, speech pathology, Got It and Strong Minds) delivered targeted supports to students and their families.

In 2023, we will continue to offer additional wellbeing support programs for the students and families of Dundas Public School.

Community engagement and connectedness

To improve community engagement and connectedness, the school implemented new communication platforms, information documents and school events to ensure that all families feel informed and included in school operations for 2022. Some of these initiatives included a new, more detailed student report, an updated information book for all Dundas PS families, improved information on our school website and a regular, detailed 'Areas of Focus' document that was sent out to families at the beginning of every term to outline what students would be learning that term. We adopted the 'School Bytes' school administration parent communication and event management software which allowed the school to send personalised email correspondence to parents and carers in bulk, such as permission notes and general notifications. We also implemented SMS messaging to offer our families a quick and effective means of justifying student absences. The data showed that all of these new initiatives were warmly received by the school community.

In 2023, we will continue to improve and streamline our communication platforms to ensure all families are well informed with school priorities and events.

Student engagement

To improve student engagement with their learning, Dundas Public School invested quite considerably in technology infrastructure as well as internal and external learning projects and competitions. Eight new Promethean panels were purchased to ensure that all learning spaces have the same panel ensuring that all staff and students have access to the same technology tools. We held a successful school fundraiser where we raised over \$26,000 which purchased additional iPads and laptops for students to use during learning tasks. Stage 3 students entered a regional STEAM project where they worked with teachers and peers to design and create a smart home for the future powered by micro-bit technology. Stage 3 teaching and learning programs embedded virtual reality and filming kits into units of learning. The data indicates that all of these initiatives resulted in improved student engagement. Feedback from Stage 3 students spoke of how interested they were in the technology initiatives offered during 2022.

In 2023, we will endeavour to continue to offer our students innovative and creative ways they can engage with technology during their learning.

Aboriginal Education

Sentral records indicated that 50% of Aboriginal students have a completed Personalised Learning Pathway that have been developed in consultation with parents/carers and other significant stakeholders. In 2022, the PLP process was embedded in our Term 1 calendar to ensure learning goals are established at the beginning of the year and reviewed at the beginning of Term 3 every year. In 2022, all teaching staff completed the mandatory Aboriginal Cultural Awareness online Training. Following this training, a whole school incursion was organised. The Koomurri Aboriginal group led our students and staff through educational and interactive workshops where all students participated in Aboriginal song, dance, weaponry, face painting and artefacts, bush survival and Aboriginal history. Feedback from our students was

extremely positive. Feedback from our Aboriginal students was that it was the best day they have had at school.

In 2023, we will ensure that we build on our skills and knowledge of Aboriginal culture, effectively embed Aboriginal perspectives in teaching and learning programs and ensure our Aboriginal students are at the forefront of these experiences.

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
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending 90% or more of the time to be moving towards the lower bound system negotiated target of 85.9%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased from 86.07% to 67.92%.
Wellbeing <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) increases to be moving towards the lower bound system-negotiated target of 89.2%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 87.18% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Aboriginal Education <ul style="list-style-type: none">• Percentage of staff trained in the new mandatory Aboriginal Cultural Awareness Training and undertaking a refresher course every 3 years is moving towards the school identified target of 100%.• Percentage of Aboriginal students who have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of internal school data shows 100% of staff trained in the new mandatory Aboriginal Cultural Awareness Training and undertaking a refresher course every 3 years indicating achievement of the school determined target.• Analysis of internal school data shows 50% of Aboriginal students who have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers indicating progress toward the school determined target.
Future Focused Learning <p>Percentage of teachers embedding future focused pedagogy that incorporates the effective use of technology to engage student learning is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none">• Analysis of internal school data shows 100% of teachers embedding future focused pedagogy that incorporates the effective use of technology to engage student learning indicating achievement of the school determined target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$688.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: our refugee students received learning support from EALD teacher including targeted intervention and tutoring which resulted in positive growth in literacy and numeracy results for the refugee student.</p> <p>After evaluation, the next steps to support our students will be: continue with targeted intervention and tutoring.</p>
<p>Integration funding support</p> <p>\$75,372.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dundas 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"> • Student Performance Measures • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: building the capacity of teaching staff to make appropriate adjustments and differentiate the curriculum effectively while implementing behaviour supports that are impactful.</p> <p>After evaluation, the next steps to support our students will be: to continue to work with staff to ensure that staff have the knowledge and skills to teach students as they progress through the grades at Dundas PS.</p>
<p>Socio-economic background</p> <p>\$22,814.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dundas 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"> • Wellbeing • Other funded activities <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 • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$22,814.61</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students having programs developed to meet them at their point of need, with small group learning for students with additional needs. All students have access to the latest technology to support their learning, especially during remote learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide small group learning for students with additional needs and to ensure all technology is working and up to date.</p>
<p>Aboriginal background</p> <p>\$4,592.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dundas 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"> • Valuing and strengthening Aboriginal culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: working towards achieving goals identified on their PLPs and regularly reviewing progress towards achievement. First nation's students with additional needs have been supported in their literacy and numeracy learning and are provided with cultural knowledge.</p> <p>After evaluation, the next steps to support our students will be: provide continuing support in setting and meeting PLP goals. Continue to provide cultural knowledge lessons and continue to provide SLSO support for literacy and numeracy lessons.</p>
<p>English language proficiency</p> <p>\$153,852.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dundas Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EALD students included in small group learning in class focusing on literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue with small group support in literacy and numeracy</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$135,925.50</p>	<p>students at Dundas 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: providing support for targeted students within the classroom through the employment of School Learning and Support Officers</p> <p>After evaluation, the next steps to support our students will be: to continue to supplement the targeted students within the classroom for small group learning in 2023 with the goal being to achieve improved student outcomes as outlined in Strategic Direction One.</p>
<p>Professional learning</p> <p>\$23,600.00</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 Dundas 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"> • Effective Classroom Practice in Reading • Effective feedback • Data use and collaborative practice • Engagement and connectedness • High Potential Gifted Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: improved knowledge and skills regarding the explicit teaching of curriculum content.</p> <p>After evaluation, the next steps to support our students will be: to continue to deliver targeted and specific professional learning opportunities in 2023 with the goal being to achieve improved student outcomes as outlined in Strategic Direction One.</p>
<p>Literacy and numeracy</p> <p>\$22,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dundas 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"> • Student Performance Measures • Data use and collaborative practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$22,200.00</p>	<p>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 • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: professional learning for all staff in improving literacy and numeracy outcomes. All staff attended regular data meetings to ensure they were meeting the individual learning needs for all students.</p> <p>After evaluation, the next steps to support our students will be: implement the Assistant Principal Curriculum & Instruction position in 2023.</p>
<p>QTSS release</p> <p>\$69,047.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dundas 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"> • Engagement and connectedness • 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 • additional teaching staff to implement quality teaching initiatives • 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: Quality Teaching, Successful Students (QTSS) funding was utilised to employ additional staff to enable the Assistant Principals to adopt an Instructional Leadership model where they supported their teachers to explicitly teach reading during literacy blocks. This model also supported the development of leadership capacity and reviewing practices in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: for the school leaders to continue to build the capacity of teaching staff in explicitly teaching reading and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dundas 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"> • Student Performance Measures <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: professional learning for all staff in improving literacy and numeracy outcomes. All staff attended regular data meetings to ensure they were</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>meeting the individual learning needs for all students.</p> <p>After evaluation, the next steps to support our students will be: implement the Assistant Principal Curriculum & Instruction position in 2023 (allocation 0.6, ACIP 0.2).</p>
<p>COVID ILSP</p> <p>\$59,000.00</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"> • 1. Overview of Activities implemented <ul style="list-style-type: none"> a. One Literacy Teacher was employed 0.6 FTE to deliver, monitor and evaluate a small group literacy tuition program across Stage 1 - Stage 3. b. An intensive, small group Literacy tuition program was delivered based on 2021 ILSP student cohort, classroom teacher recommendations and thorough MiniLit (Stage 1) or MacqLit (Stage 2 and 3) assessments. <p>The allocation of this funding has resulted in the following impact: The first cycle of the ILSP was protracted (T1 - T3) due to staff illnesses and the necessity for the ILSP Teacher to be used to support colleagues. Despite the disjointed nature of program delivery, 16 out of 22 students or 73% made significant progress. 2 students obtained the same result as in Term 1, however, their fluency had improved substantially, so in real terms, progress was made. 4 students had poorer results at the end of the semester than at the beginning. 3 of these 4 students made significant gains in their fluency. Only one student made no gains at all. It should be noted that this student had very poor attendance at school during this time. The second cycle occurred in Term 4 from Week 1-9, including a week of final assessments. 22 out of 24 or 92% of students made significant progress. 1 student was not assessed due to being on a family holiday. 1 student obtained the same result as in Term 3. It should be noted that this student had very poor attendance at school during this time. Finally, 1 student regressed since June, however he is engaged in the lessons and able to participate at the same reading level as his peers.</p> <p>After evaluation, the next steps to support our students will be: monitoring of student progress during Wellbeing meetings. In 2023, we will staff the COVID ILSP position to target specific students in the COVID ILSP program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	206	193	197	198
Girls	173	169	158	150

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	93.2	97.0	90.6
1	92.0	92.3	94.6	90.1
2	91.7	92.8	95.5	91.7
3	92.2	90.7	95.6	89.6
4	92.2	93.3	95.5	90.0
5	92.6	91.9	94.1	91.5
6	93.0	91.2	93.4	89.5
All Years	92.6	92.2	95.1	90.4
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)	12.77
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	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	262,718
Revenue	3,671,702
Appropriation	3,387,003
Sale of Goods and Services	2,900
Grants and contributions	275,196
Investment income	5,381
Other revenue	1,221
Expenses	-3,625,167
Employee related	-2,968,605
Operating expenses	-656,562
Surplus / deficit for the year	46,534
Closing Balance	309,252

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	38,374
Equity Total	317,185
Equity - Aboriginal	4,592
Equity - Socio-economic	22,815
Equity - Language	153,852
Equity - Disability	135,926
Base Total	2,640,382
Base - Per Capita	89,701
Base - Location	0
Base - Other	2,550,681
Other Total	195,411
Grand Total	3,191,351

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

During Term 4, the school collected Tell Them From Me data from students, staff and parent surveys about learning and school culture.

134 students from Years 4-6 completed the student survey which focussed on student engagement. 45% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge which is an improvement of 12% from the previous year. 30% of students were confident of their skills but did not find classes challenging. 18% of students were not confident of their skills and found English or mathematics challenging. 7% of students lacked confidence in their skills and did not feel they were challenged.

74% of students feel accepted and valued by their peers and by others at Dundas PS, which is below the NSW Government norm of 81%. 93% of students said they do not get in trouble at school for disruptive or inappropriate behaviour which is 10% above the NSW Government norm. 85% of students indicated they are proud of their school which is an improvement of 10% from 2021.

Our survey of staff indicated that 77% of staff hold a permanent teaching position at Dundas Public School and 41% of teachers have been teaching at our school for longer than 6 years; 24% of teachers have 16 or more years teaching experience at DPS. 47% of teachers at DPS have been teaching for 6-15 years while 40% of DPS teachers have 16 years or more teaching experience. Our survey of staff indicated that 100% 'Agree' or 'Strongly Agree' that Dundas Public School is a welcoming and culturally safe place for all students. When shown the statement, 'School leaders in my school are leading improvement and change', 100% of staff 'Agree' or 'Strongly Agree' with that statement about leadership. Asked if school leaders clearly communicate their strategic vision and values for our school, 94% of staff 'Agree' or 'Strongly Agree' with the statement.

The school only received 34 parent responses to the 2022 'Partners in learning' Parent survey. Of the 34 parent responses, 26 parents shared that when asked by the school, they had given input into school planning, development or review of school policies, teaching practices and/or curriculum delivery. Only 2% of parents indicated that they had not spoken to their child's teacher this year with 89% of parents talking regularly with teachers. 74% of parents indicated that they were not involved in any school committees (such as P&C). Dundas Public School's parents have high educational aspirations for their children with 94% of parents expect their child to finish Year 12 and 60% of parents want their children to attend university. Finally, when asked if their child is enrolled at their first choice of school, an overwhelming 88% of parents agreed with the statement.

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.