

2022 Annual Report

Dawson Public School



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Introduction

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

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

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School vision

Dawson Public School community believes in creating a positive, student centred, inclusive and engaging learning environment where all students are challenged to learn and continually improve in a safe, respectful, collaborative and high expectations environment. Our vision is to create authentic partnerships in learning with the community and collaboratively inspire all students to become self-motivated, resilient and confident, assessment capable learners. Dawson Public School strives to ensure a continuous cycle of improvement to maximise student learning outcomes.

School context

Dawson Public School is located in Western Sydney and has an enrolment of 369 students. This includes 325 K-6 students and 46 preschool students. Our school community is culturally diverse with 47% of students having non-English speaking background, 33% require some level of EAL/D (English an additional language or dialect) support and 18% of students identify as having an Aboriginal background.

The school culture is one of challenge, support and continuous learning for all students, staff, parents and the wider community.

The school community, including students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our analysis, we have identified the need to embed evidenced based research to underpin and strengthen collaborative practice to enhance data literacy skills, curriculum knowledge and differentiated pedagogical practices to cater for the diverse needs of all students. Targeted professional learning in reading and numeracy and active engagement in professional learning communities will be the key to improving student outcomes and creating a continuous learning culture.

Continued work will take place on embedding wellbeing practices that promote student leadership and voice to positively influence the culture of the school.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop effective classroom practice by strengthening data driven practices, refining teacher knowledge of differentiation and feedback to ensure all students are challenged and all adjustments lead to improved 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.

- Systematic and explicit reading instruction
- Systematic and explicit numeracy instruction

Resources allocated to this strategic direction

Socio-economic background: \$532,089.96

Professional learning: \$10,000.00

AP Curriculum & Instruction: \$210,798.00

Integration funding support: \$146,673.96

Refugee Student Support: \$3,438.00

Aboriginal background: \$34,999.98

English language proficiency: \$171,775.92

Low level adjustment for disability: \$216,766.36

Summary of progress

In Reading there has been a focus on phonological awareness, phonics and the use of decodable readers in K-2, while 3-6 have had a strong focus on developing comprehension. Systematic and explicit lesson structures were developed for phonics and embedded into teaching and learning programs. Quality texts, decodable readers and PM readers were purchased to build classroom teaching resources. A focus on phonics is evident in teacher confidence, improved student spelling and is evident in writing samples. Reading level data is not at the level as intended and this is not a true reflection of effective classroom practice. **Next year there will be a strong focus on the implementation of the new syllabus and effectively utilising supporting documents to assist with this. We will continue to embed and strengthen comprehension strategies and navigating the text with a focus on understanding text structure and purpose. We will redevelop the literacy block so that it is responsive to point of need of the students.**

In numeracy, Curriculum Conferences (CC's) and Professional Learning Communities (PLC's) led by the Assistant Principal built teacher knowledge of curriculum, differentiated activities, data literacy skills and pedagogy. Resources have been purchased to support teaching and learning programs enabling all students to access the curriculum at their level of ability. Programming and annotations demonstrate teachers' awareness of the students' capabilities and these are regularly updated to reflect student development. Internal data such as snapshots shows student growth in each cycle of learning as a result of targeted, data driven teaching and learning at students point of need. **Next year's focus will be the further development of working mathematically that allows students to draw links between ideas, resulting in student articulation of their mathematical thinking and reasoning.**

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
Numeracy Top Two Bands - NAPLAN Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy	16% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target, compared to 10.6% in 2021.

of 20%	
Numeracy Growth - NAPLAN Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to the school's lower bound system-negotiated target of 57.8%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Reading Top Two Bands - NAPLAN Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's upper bound system-negotiated target in Reading of 24%	29% of students achieved in the top two bands in NAPLAN reading indicating achievement of the upper-bound target.
Reading Growth - NAPLAN Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to the school's lower bound system-negotiated target of 53.3%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Student Performance Measures (School Excellence Framework) A range of evidence to support the school's validation and self-assessment judgement of Sustaining and Growing in the element of Student Performance Measures themes, internal and external measures. with some evidence of Excelling.	Self-assessment against the School Excellence Framework shows the school currently working towards delivery according to SEF SAS in the element of student performance measures..

Strategic Direction 2: Learning, Development and Leadership

Purpose

In order to maximise student learning outcomes, we will further develop and refine professional learning communities that will strengthen collaborative practice, effective feedback and support to improve teaching practice.

Initiatives

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

- Collaborative Practice and Feedback
- Strengthening Distributive Leadership

Resources allocated to this strategic direction

Professional learning: \$16,000.00

Socio-economic background: \$147,499.88

QTSS release: \$64,470.68

Per capita: \$83,763.31

Summary of progress

Through collaborative practice and feedback we provided opportunities for staff to develop a collective understanding of curriculum, assessment and feedback through fortnightly Professional Learning Communities (PLC) which included collegial discussions around curriculum knowledge and best practice, consistency in teacher judgement and collaborative planning and programming. Through Curriculum Conferences (CC's), teachers analysed current data and developed learning goals to address curriculum at the point of need for all students. A district focus on Curiosity and Powerful Learning (CPL) through theories of action lead to a review of the importance of learning intentions and success criteria. Teacher triads were formed and classroom observations were made with a focus on collegial feedback around observed best practice. Dawson participated in instructional rounds with other schools within the network providing the school with an external lens of evaluation. **The next steps for collaborative practice will be to continue building teacher capacity, knowledge of assessment and data analysis.**

To strengthen our practices in distributive leadership, identified lead learners were provided the opportunity to participate in professional learning on growth coaching and as a result a strong model of effective coaching conversation has been developed. These stronger collegial conversations allowed teachers to self-identify areas of growth and plan an explicit approach to improving their understanding of content and best teaching practice. Student and community voice and feedback was frequently sought throughout the year through surveys and discussion. Further opportunities were given to all staff to take on leadership roles in areas within this strategic direction and strategic direction three around well-being. **A focus on distributive leadership that is student centred will continue next year with the goal of developing a network of autonomous curriculum leaders.**

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
Educational Leadership (School Excellence Framework) A range of evidence supports the school's assessment/validation in the element of Educational Leadership theme Instructional Leadership at Sustaining and Growing with growing evidence of moving towards Excelling	Self-assessment against the School Excellence Framework shows the school currently delivering according to the SEF SAS in the element of educational leadership.

Learning and Development (School Excellence Framework)

A range of evidence supports the school's assessment/validation in the element of **Learning and Development** theme collaborative practice and feedback of **Sustaining and Growing** with growing evidence of moving towards Excelling

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of collaborative practice.

Strategic Direction 3: Wellbeing and Engagement

Purpose

In order to maximise student outcomes, attendance and improved opportunities for student voice and leadership are essential. We will strengthen positive partnerships with our diverse community, creating an authentic, collaborative, aspirational community.

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.

- Engaged, Resilient Learners
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$102,000.00

Professional learning: \$1,844.70

Aboriginal background: \$45,519.26

Summary of progress

Through engaging our staff in intentional professional learning around school culture, posi-schools, wellbeing and the new departmental Inclusive, Engaging, Respectful schools reform, we created a school culture that acknowledges the importance of wellbeing. In Term 2 through professional development of a shared school vision we identified a shared understanding of where our educational community is headed and what we need to do to move forward. Stage 3 students led a Peer Support program around building support networks and developing an action plan to use when challenged. These students also led playground and sports activities to build their leadership capabilities and experience. The Student Representative Council (SRC) worked hard fundraising and developing structures to support our PBL processes. A review of our attendance policy led to streamlined processes that have led to improved student engagement. **A focus for next year will be continuing to develop and maintain our school vision and a culture of positive wellbeing for all with expected changes in staffing.**

Re-engaging our community was of high importance as last year we were a school in a restricted Local Government Area. We held a large number of community engagement events to welcome our families back into our school community including book parades, meet the teacher sessions and open classrooms. Our Aboriginal education team were key to this project, building ways in which we engage our community with aboriginal culture including NAIDOC activities, PLP gatherings and beginning to build our Reconciliation Action Plan. Driven by our attendance team all staff continued to engage with the community through phone calls and online platforms to promote attendance and to celebrate positive milestones in learning. As a result the school strengthened connections and relationships with students and families. **Next year strengthening home school partnerships will be a priority, particularly engaging and building the knowledge of our families with what we teach and how we teach it.**

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
Learning Culture (School Excellence Framework) A range of evidence supports the school's assessment/validation in the element of Learning Culture themes <i>High Expectations</i> and <i>Attendance at Sustaining and Growing</i> with growing evidence of Excelling	Self-assessment against the School Excellence Framework shows the school currently delivering according to the the SEF SAS in the element of Learning Culture.
Wellbeing (School Excellence Framework)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

<p>A range of evidence supports the school's assessment/validation in the element of Wellbeing themes <i>A planned approach to wellbeing</i> and <i>Behaviour</i> at Excelling. Increase (uplift) percentage of students overall wellbeing at or above the lower band agreed target of 93.6%</p>	<p>Wellbeing.</p>
<p>Attendance</p> <p>Increase (uplift) percentage of students attending school more than 90% of the time at or above the lower band agreed target of 71.10%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 19.8% to 28.4% overall, however this figure was significantly affected by the public health orders and the flooding event.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,438.00</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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction <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 • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: Funding has been used to assist refugee students to participate actively in the school community. Further support was allocated before, during and after transitioning across school settings.</p> <p>After evaluation, the next steps to support our students will be: to create a refugee support coordinator or team to coordinate personalised support for students with refugee backgrounds; supporting teachers to differentiate teaching and learning through EaLD professional learning that focuses on refugee education.</p>
<p>Integration funding support</p> <p>\$146,673.96</p>	<p>Integration funding support (IFS) allocations support eligible students at Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All individual education learning plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to students needs which will be regularly reviewed to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$781,589.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction

<p>Socio-economic background</p> <p>\$781,589.84</p>	<ul style="list-style-type: none"> • Collaborative Practice and Feedback • Strengthening Distributive Leadership • Engaged, Resilient Learners • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>.Teachers are taking a collaborative approach to planning, programming and assessment throughout the school and strengthening the use of personalised learning and support plans. Engagement of staffing with specialist expertise in speech, literacy and numeracy has provided teachers with ongoing professional learning around explicit instruction, wellbeing, feedback and high expectations.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To provide teachers with opportunities to work collaboratively during the school day. and continue to build teacher and school leadership capabilities through the use of in built and timetabled release to support professional learning, teacher collaboration and professional growth.</p>
<p>Aboriginal background</p> <p>\$80,519.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <p>an increase in ATSI families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 69% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>implementing intensive small group tuition to support students with additional literacy and numeracy learning needs. We will participate in relevant professional learning including courses focussing on Aboriginal cultural education.</p>
<p>English language proficiency</p> <p>\$171,775.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction

<p>English language proficiency</p> <p>\$171,775.92</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase of the EALD progressions <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Staff gather, analyse and plan using EaLD student data to make student adjustments that are targeted through small group instruction in the classroom..</p> <p>After evaluation, the next steps to support our students will be: EaLD teacher to strengthen and oversee whole school planning, and effective EaLD program organisation to meet the needs of EaLD students including students with a refugee background.</p>
<p>Low level adjustment for disability</p> <p>\$216,766.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction <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 <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to school learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$27,844.70</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 Dawson 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"> • Systematic and explicit numeracy instruction • Systematic and explicit reading instruction • Collaborative Practice and Feedback • Engaged, Resilient Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an APC&I to unpack evidence-based approaches to teaching literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring</p>

Professional learning \$27,844.70	and co-teaching.
QTSS release \$64,470.68	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dawson 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"> • Strengthening Distributive Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and are beginning to focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers reported increased confidence in differentiation according to student needs as identified by internal data.</p> <p>After evaluation, the next steps to support our students will be: to continue to build collaborative teaching practice allowing teachers to work together and learn from each other using observation and discussion, to provide mentoring and coaching support by expert teachers around the new curriculum implementation.</p>
COVID ILSP \$310,346.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program are achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy (mini-lit) small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	154	150	154	138
Girls	145	154	165	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.7	85.9	86.9	82.5
1	89.2	85.8	90.0	76.0
2	88.9	88.0	90.5	84.4
3	90.1	79.8	91.3	79.0
4	91.4	84.4	89.2	86.4
5	90.5	88.9	88.3	84.5
6	90.9	90.4	90.2	80.3
All Years	89.9	86.2	89.4	81.5
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)	4.4
Classroom Teacher(s)	13.23
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	5.22

*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	175,595
Revenue	5,322,698
Appropriation	5,241,704
Sale of Goods and Services	15,724
Grants and contributions	63,058
Investment income	2,211
Expenses	-5,356,864
Employee related	-4,316,104
Operating expenses	-1,040,761
Surplus / deficit for the year	-34,166
Closing Balance	141,429

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	150,112
Equity Total	1,250,653
Equity - Aboriginal	80,519
Equity - Socio-economic	781,590
Equity - Language	171,777
Equity - Disability	216,766
Base Total	2,355,030
Base - Per Capita	83,763
Base - Location	0
Base - Other	2,271,267
Other Total	833,310
Grand Total	4,589,105

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 student social emotional outcome survey provides results based on data from 84 students from Dawson Public School who completed the survey between 31 May 2022 and 01 Jun 2022 from our Year 4, 5 & 6 2022 cohort. The TTFM Student Survey is designed to provide insights to guide planning and school improvement based on the most recent research on school and classroom effectiveness.

92% of students are engaged in sport and physical education which is 9% above state average. 44% of students are engaged in extracurricular activities which is 9% below the state average. 78% of students have a positive sense of belonging which is 2% below state average. 81% of students experience positive relationships which is 4% below state average. 94% of students value schooling outcomes which is 2% below state average. 44% students reported positive homework behaviours which is 19% below state average. 88% of students engage with positive behaviour at school which is 4% above state average. 73% of students reported they are interested and motivated in their learning which is 5% below state average. 86% of students reported they try hard to succeed in their learning which is 2% lower than state average. 36% of students reported that they have been subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet which is equal to the state average. 81% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. This is 4% higher than the state average. 81% of students reported positive teacher-student relationships which is 3% below state average. 64% of students understand there are clear rules and expectations for classroom behaviour which is 8% below state average. 79% of students reported that school staff emphasise academic skills and hold high expectations for all students to succeed which is 8% below state average. 81% of students agree or strongly agree that they feel proud of their school.

Parent survey results are made up from our 2022 Year 4,5 & 6 families who completed the 'Partners in Learning' Parent Survey . This survey provides results based on data from 25 respondents who completed the Parent Survey between 19 Oct 2022 and 09 Nov 2022. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

7.0 out of 10.0 feel welcome at the school. Of note was that 8.1 parents out of 10 demonstrate that the school's administrative staff are helpful when they have a question or problem.

6.5 out of 10.0 parents feel informed.

6.1 out of 10.0 parents feel they support learning at home.

6.5 out of 10.0 parents feel the school supports learning.

7.0 out of 10.0 parents feel that the school supports positive behaviour.

6.6 out of 10.0 parents feel that the school supports safety at school.

6.8 out of 10.0 parents feel the school is inclusive.

Staff completed the Focus on Learning Survey which is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is the 'effective schools' research and the second is based on the learning model followed by the Outward Bound program. The results are based on data from 17 respondents who completed the Teacher Survey between 26 Oct 2022 and 09 Nov 2022. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

7.2 out of 10.0 staff feel effective leadership support teachers.

7.9 out of 10.0 staff feel effective collaboration supports learning.

8.5 out of 10.0 staff feel a strong learning culture within classrooms.

8.4 out of 10.0 staff feel data informs practice.

8.2 out of 10.0 staff feel teaching practice impacts effectively on learning.

8.7 out of 10.0 staff feel the school has effective inclusive practices.

7.3 out of 10.0 staff feel we have parent involvement.

7.9 out of 10.0 staff feel they provide challenging and visible goals.

8.2 out of 10.0 staff feel they provide planned learning opportunities.

7.9 out of 10.0 staff feel they provide quality feedback.

8.3 out of 10.0 staff feel they provide support to overcome obstacles to learning.

The school will continue to warmly welcome community in order to enhance relationships and build deeper connections for students, staff and the broader community. The school will use a flexible learning model to enhance effective collaboration to support learning and provide increased authentic leadership development and opportunities to focus on collective efficacy to improve learning and enhance teaching capacity.

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.