

2022 Annual Report

Dulwich Hill Public School



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Introduction

The Annual Report for 2022 is provided to the community of Dulwich Hill 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

Dulwich Hill Public School

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Message from the principal

It is my honour to acknowledge the lands of the Gadigal Wongal People of the Eora Nation on whose land Dulwich Hill Public School is situated.. The land was, is and always will be Aboriginal Land.

The Annual Report displays the diversity of the school's achievements and growth of both students and teachers..

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School vision

Together we inspire

Dulwich Hill Public School is committed to providing explicit and differentiated learning for all students and high quality professional learning for teachers. Within a responsive and nurturing environment, individual learning needs are identified and addressed. School programs challenge confident, creative and innovative individuals to become engaged learners, critical thinkers and problem solvers who value the cultures of a diverse community.

The school finds strength and purpose in the fundamental right of all children, regardless of language, ethnicity, gender, ability, beliefs, to equality of educational opportunity and the achievement of individual learning goals.

Staff work together to maximise educational outcomes for all students, in all school settings. Parents and carers are encouraged to work alongside staff, in positive and purposeful partnerships which facilitate the realisation of individual student social, emotional, physical and academic potential.

School context

Dulwich Hill Public School has an enrolment of 390 students and serves a culturally and socio-economically diverse community in the inner west of Sydney. The inclusive school community values and respects the languages and cultures of Australia's First Nations families; the first Australians, upon whose land the school thrives. The school's community respects and values the ethnicity, ability, gender identification, language and beliefs of all students and their families. On this foundation is built the expectation that every student has the right to equitably access educational opportunity.

Greek and Vietnamese language teachers provide weekly programs for students of those language backgrounds. First Nations staff and families provide and support a weekly program of culturally specific activities for First Nations students.

Using the release from face-to-face (RFF) allocation, supplemented with school funds, a music program for every class K-6, is delivered weekly by a specialist music teacher. Students can participate in ukulele, recorder and string groups as well as choirs. These groups had continued limited perform opportunities due to COVID-19 and continued staffing challenges due to illnesses. In 2022, the school has a training band leading to a Concert Band both under Martin Taylor, Bandmaster. Rehearsals after school each week led to a performance in the newly covered amphitheatre. The awning was provided by P&C funds through a grant sourced by Melinda Clark..

Using Sporting School grants (when available), school operational funds and a contribution from parents, a specialist teacher delivered programs in gymnastics, K-6.

Extra-curricula programs in debating and public speaking were provided by class teachers. Students competed in an annual Public Speaking competition, held again online, as were inter school debating competitions. Grade and stage-based competitions were also held.

Dulwich Hill Public School is a Positive Behaviour for Learning (PBL) school and holds respectful, responsible and safe behaviours key to productive and positive learning in all settings. Honesty, integrity and respect are highly valued in all interactions. Strengths and areas for improvement identified at the school, result in regularly reviewed teaching and learning programs which ensure high quality classroom delivery and appropriate differentiation for all students. Dedicated staff ensures that every student is known, valued and cared for and that strong positive relationships exist between teachers, students and parents. Staff, students and families are surveyed regularly to ensure that opportunities to celebrate, reflect, review and reset school initiatives are taken throughout each year.

All staff and students have engaged regularly with aspects of history, geography, culture, dance, art, music and language that comprise First Nations histories to increase the knowledge and understanding of all members of the school's community. Indigenous studies across all syllabus areas is an increasingly important focus. Teachers and students learn ever more about the deep knowledge and wide range of skills of First Nations custodians of the continent for over 65,000 years. One example is the school's Indigenous gardens and the edible, Gadigal "supermarket" of Indigenous foods garden, an important part of the K-6 sustainable gardening programs each year. These are a highly valued, ongoing part of the Dulwich Hill Public School outdoor learning experiences.

The grounds committee has been for many years, a vibrant and highly valued parent/carer/teacher initiative that has managed the oversight of garden planning and care, designing and delivering, with student involvement, planned changes to the school's extensive garden spaces including swales, digging spaces, student, parent and teacher constructed mud oven, quiet play spaces and parent, teacher and student constructed wicking beds.

It is undeniable that COVID-19 continued to significantly interrupt programs across 2022. Logistically, continued teacher shortages, made worse by illness, interrupted, curtailed or baulked many school and community initiatives. Class parents continued to provide valuable assistance in communicating changed circumstances alongside Skoolbag, the primary communication medium for school to home information.

2022 saw various iterations of contact with parents, carers, other family members and members of our community. The school was particularly thrilled to be able to host NAIDOC week celebrations as a community, with special guests returning to Dulwich Hill Public School, sharing stories, language dance and cultural practices face to face with teachers and students. Ms Veronyka Campbell was the glue that bound it all together. A measure of her impeccable organisation was that although kept away due to COVID-19, all aspects of the celebrations flowed smoothly into the hands of other teachers who were able to see the programs through.

Multiple programs continue to expand the understandings of all members of the school community and support the school's quest for sustainable practices in all that is undertaken. The strong support of an active P&C Association and its P&C Executive teams have ensured the utilisation of parent/carer knowledge and skills to embed sustainability as a key focus right across the school. The P&C operated school canteen is already plastic free and composts, reuses and recycles. P&C volunteers operate a thriving uniform shop. Increased solar panel installation to reduce power usage and further increase sustainability within the school has been made possible this year through a Solar My School grant from the Inner West Council and funding from the P&C and school funds. A follow through from this initiative will be a special program, centred on practical sustainability project for school students in Timor Leste, early in 2023.

Ms Kathryn Stokes initiated tree planting lessons with students K-6. This was made possible by a gift of many shrubs and trees from Inner West Council. A digital visit from Professor Eucalyptus provided key understandings about Tree Day and the life-giving value of trees to all students preliminary to their planting experiences.

The school has involved parents, teachers and students in the collection of data appropriate to the creation of this school improvement plan. Surveys to staff and parents and focus groups of students informed the situational analysis. Surveys and focus groups assisted to determine focus areas from What Works Best, within strategic directions two and three.

A dedicated, caring and professional staff, an enthusiastic, knowledgeable and skilled parent/carer body and every highly valued, diverse and curious student ensure that Dulwich Hill Public School is a welcoming and vibrant place of learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in numeracy and reading, through explicit teaching practices; consistent and scheduled stage-based assessment and feedback. This includes regular and collaborative evaluation of student work by teachers and the effective use of student achievement data to differentiate classroom programs in line with Department of Education (DoE) High Potential and Gifted Learners (HPGL) Policy, introduced Term 2, 2021.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita: \$7,467.95

: \$0.00

QTSS release: \$32,131.52

English language proficiency: \$4,251.49

AP Curriculum & Instruction: \$1,498.24

Professional learning: \$1,075.00

Integration funding support: \$89,393.00

Summary of progress

Literacy

In 2022 the focus continued to be on Reading. During term one, teachers investigated *The Big 6 Components of Reading* by Deslea Konza. Teacher feedback indicated vocabulary as an specific area for improvement. Whole-school professional learning in this area was then implemented. This became a prerequisite for professional learning, engaged with by teachers on School Development Day in Term 2. We engaged Sharee Barry for professional learning sessions on vocabulary and reading. Professional Learning on *The Big 6 Components of Reading* continued to be a focus throughout the year. Feedback from teachers was positive and included teachers feeling more confident in explicitly teaching reading; and being better able to differentiate the learning for their students. The professional learning conducted throughout the year has also encouraged teachers to look closely at teaching practices, recognising What Works Best and reflecting on individual and stage team teaching practices. Term four focused on Fluency and Comprehension. This culminated on *An Amazing Race* teaching strategy. Around Dulwich Hill Shops, teachers were required to demonstrate both fluency and comprehension in specified and assigned tasks to evidence understanding of key concepts - just as could be expected of students., in differentiated class activities

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
A minimum of 55.3% of Year 3 and Year 5 students achieve in the top two bands of NAPLAN numeracy.	Ongoing COVID and staff related shortages resulted in significant challenges to effective innovation through observations and co-teaching have significantly impacted improved school results, especially in numeracy.
A minimum of 68.6% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading	Evidence -professional learning in reading was continuous and interconnected building on teacher's prior knowledge. There was a whole school approach to using these evidence-based practices in class.
More than 47% of students achieving expected growth in NAPLAN numeracy.	No growth data available
More than 59.6% of students achieving expected growth in NAPLAN Reading.	No growth data available

Increase the proportion of students attending more than 90% of the time to 92%

The whole school attendance rate was 88.8%, which is above the DoE State average of 84.8% but below SSSG schools at 89.9%. 54.5% of students attendance rate was above 90%.

Strategic Direction 2: Consistent Teacher Practice

Purpose

To maximise equality of educational opportunity for all students, teachers collaboratively develop high-quality, digital programs in all key learning areas. All students receive timely and explicit feedback in all key learning areas which informs individual student progress. Teachers use collegial observations to provide valuable feedback which enhances explicit and consistent teaching and learning practices in all classrooms.

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 Programming
- Collegial Observations

Resources allocated to this strategic direction

Socio-economic background: \$9,610.02

Per capita: \$4,805.01

Professional learning: \$7,805.01

Summary of progress

Programming has continued to provide digital lessons for all teachers to access. Some are collaboratively designed and others constructed by individuals for the team to use.. These have continued to provide easily accessed lessons as staff leave through illness has continued to challenge.

During 2023 it is anticipated that moving more to teachers collaboratively programming and sharing strategies to individualise for student needs will be supported at a higher level.

Collegial observations did not eventuate because of the lack of regular staff and the continuing shortage of casual teachers and School Learning Support Officers to assist with high needs students in many classes.

Professional learning did establish strong foundations for implementing observations. Staff survey indicated strong support for observations to occur as part of regular classroom practice.

If casual teachers are needed less to provide class cover for staff illness, observations will take off.

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
<ul style="list-style-type: none">• At or above 50% of teachers are engaged in collegial observations (English and maths)• Staff surveys report that at or above 50% of respondents feel classroom observations have a positive impact on their teaching. (English and maths)	<p>Lack of casual staff to allow observations to proceed effectively.</p> <p>No data gathered.</p>
<p>At or above 90% of teachers</p> <ul style="list-style-type: none">• are delivering collaborative and differentiated programs from within agreed scope and sequences in the planned timeframes.• are annotating programs with important teaching and learning information including evaluations, and variations	<p>Saved scope and sequences and programs, on network drives, demonstrate that teachers are using some collaboratively produced programs.</p> <p>Stages collect data from and note discussions of consistency in teacher judgement sessions.</p>

<ul style="list-style-type: none"> • Collaboratively analysing student work samples which demonstrate evidence of consistent teacher practices across classes.. 	
<p>The proportion of teachers using the Numeracy and Literacy Progressions to enhance specific and exploit learning pathways for individual students is at or above 30%</p>	<p>Progressions are yet to be re-introduced to staff.</p>
<p>80% of teachers:</p> <ul style="list-style-type: none"> • clearly understand, develop and apply a wide range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. • regularly discuss lesson effectiveness with colleagues in reflective and purposeful conversations during Stage meetings 	<p>More than 50% of teachers collaborate to create differentiated assessment tasks which allow for reflection and opportunities for teachers to discuss student progress and learning.</p> <p>All stages regularly discuss lesson effectiveness and reflect on activities during stage meetings.</p>

Strategic Direction 3: Connect, succeed and thrive

Purpose

To embed an evidence-based, whole-school framework which supports every student to connect, succeed and thrive.

All staff provide and access data through the Learning Support, the Positive Behaviour for Learning and the Wellbeing teams.

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.

- Inclusive, Engaging, Responsive Schools
- Positive Behaviour for Learning
- Wellbeing Team
- Learning and Support Team

Resources allocated to this strategic direction

Socio-economic background: \$571.72

Aboriginal background: \$16,304.95

Summary of progress

Delayed implementation at system level to Term 4, 2022, of Inclusive, Engaging, Responsive Schools policy.

Implementation of Restrictive Practices Policy delayed to 2023 as a result of teacher feedback from trial schools.

Insufficient casual teacher availability for any progress on school's Anti Bullying procedures.

Positive Behaviour for Learning initiatives continued effectively.

Wellbeing team formed and SIP teams met regularly to review all activities across 2022.

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
Tell Them From Me survey indicates at or above 70% of students are interested and motivated (in line with NSW Govt norm in 2020).	<p>Tell Them From Me survey indicates 49% (Semester 1) and 46% (Semester 2) of students report that they are interested and motivated. The percentage of boys who reported being interested and motivated was lower than that of girls, in line with NSW Govt Norms. The number of boys in upper grades is less than the number of girls, which may cause data to be less reliable (smaller sample size). Year 5 saw an increase in percentage from Semester 1 to Semester 2.</p> <p>Note: NSW Govt Norms are from 2020. COVID has likely impacted on sense of student interest and motivation, particularly following multiple periods of extended home learning and transition back to school.</p>
Tell Them From Me survey indicates at or above 80% of students have a positive sense of belonging (in line with NSW Govt norm in 2020).	<p>Tell Them From Me survey indicates 60% of students report having a positive sense of belonging. This stayed consistent across students surveys in Semester 1 and Semester 2. 78% of boys (Semester 2) reported having a positive sense of belonging. This is just 3% below government norm.</p> <p>Note: NSW Govt Norms are from 2020. COVID has likely impacted on sense of belonging, particularly following multiple periods of extended home learning and transition back to school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,181.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dulwich Hill 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"> • Collaborative Programming • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development to support student learning • employment of additional staff to support classroom implementation. <p>The allocation of this funding has resulted in the following impact: Increased collaboration across stages to enhance equity of student access to learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to increase collaborative programming opportunities across KLAs to close gaps in learning experiences.</p>
<p>Aboriginal background</p> <p>\$16,304.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dulwich Hill 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"> • Learning and Support Team <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Increasing respect for own cultural practices and history.</p> <p>After evaluation, the next steps to support our students will be: Expand engagement with appropriate culture keepers in the wider community, to work alongside the First Nations students and their families</p>
<p>English language proficiency</p> <p>\$4,251.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dulwich Hill 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$4,251.49</p>	<ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: Increased confidence in oral activities in class and playground. Enhanced reading and comprehension skills and capacity</p> <p>After evaluation, the next steps to support our students will be: Use this funding to focus additional support on needy students. Applied successfully for continued support during 2023</p>
<p>Low level adjustment for disability</p> <p>\$130,670.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Dulwich Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: This funding has permitted the hiring of additional SLSO to meet identified and high needs student support requirements.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeted support and SLSO Professional learning.</p>
<p>Professional learning</p> <p>\$8,880.01</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 Dulwich Hill 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"> • Reading • Collaborative Programming • Collegial Observations <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: Increased knowledge and understanding by teachers of best practice.</p> <p>After evaluation, the next steps to support our students will be: Implementation of targeted best practice strategies. Continue professional learning to deepen teacher understanding of key strategies</p>
<p>QTSS release</p> <p>\$32,131.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dulwich Hill Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$32,131.52</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Providing additional day for learning support teacher in order to maximise implementation of best practices in consultation with teachers and external experts.</p> <p>After evaluation, the next steps to support our students will be: Looking to where in the school this critical additional funding will have the most student impact</p>
<p>COVID ILSP</p> <p>\$58,233.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: In all cases, student assessment data shows growth.</p> <p>After evaluation, the next steps to support our students will be: Continue the program into 2023 with additional funding being made for semester one.</p>
<p>Integration funding support</p> <p>\$89,393.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dulwich Hill 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"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around autism and ADHD. • consultation with external providers for the implementation of appropriate behaviour support. <p>The allocation of this funding has resulted in the following impact: Teachers have enhanced understanding of disabilities and the effect of particular disabilities on learning. What works best for a particular disability in the classroom has always a carryover to other learners who may not be a diagnosed IF student.</p> <p>After evaluation, the next steps to support our students will be: Continue to squeeze as much student time as possible for the IF allocation each year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	205	214	213	190
Girls	275	252	227	214

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	90.2	96.5	89.1
1	93.9	93.5	94.0	88.4
2	94.2	94.8	93.3	87.7
3	95.4	91.8	92.7	86.8
4	95.2	93.8	94.5	88.2
5	93.6	91.7	93.9	88.6
6	93.9	93.6	92.1	86.7
All Years	94.4	92.7	93.9	87.9
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)	4.6
Classroom Teacher(s)	14.12
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.62
Other Positions	0.4

*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	56,388
Revenue	4,398,215
Appropriation	4,022,760
Sale of Goods and Services	11,409
Grants and contributions	362,622
Investment income	1,224
Other revenue	200
Expenses	-4,190,124
Employee related	-3,536,533
Operating expenses	-653,591
Surplus / deficit for the year	208,091
Closing Balance	264,479

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	89,393
Equity Total	196,198
Equity - Aboriginal	16,305
Equity - Socio-economic	14,856
Equity - Language	34,367
Equity - Disability	130,670
Base Total	2,991,388
Base - Per Capita	111,179
Base - Location	0
Base - Other	2,880,208
Other Total	519,357
Grand Total	3,796,336

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 Dulwich Hill Public School P&C Association has an active executive and small but enthusiastic group of regular volunteers. The executive meets regularly with the Principal. These meetings encourage a two-way flow of responses to current circumstances, needs and achievements within the school. Members of the schools executive team are regular attendees at monthly P&C meetings, both through zoom and in the school's staffroom.

Various discussion topics are presented for the gathered parents, carers and staff to consider and consultative discussion is conducted for sound outcomes to be achieved. Parent and carer questions or comments for consideration are brought to the space. Up to this point, student voice has been under represented, but the Student Leadership Team for 2023 is hoped to be more visible.

Students regularly report a strong sense of belonging to the school, most particularly in grades Kindestronger rgarten through to Year 5. The school will bring to 2023 planning an increased student voice through the SRC and Student Leadership Team as attempts to identify and then address concerns are made.

Teachers record a strong sense of belonging to the staff cohort with a strong sense of support for and between all staff. Teachers work collegially and collaboratively in all areas of preparation and delivery of classroom programs. Teachers and School Learning Support Officers work closely together to meet the needs of individual and high support needs students and families. All staff support the SASS team to address myriad administrative and health care needs of families and students.

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.

Aboriginal Education - School statement

All Aboriginal Na Torres Strait Islander students have Personalised Learning Pathways which are developed in consultation with students, teachers, parents, caregivers, and others of significance to the family including members of DoE Aboriginal Education Support personnel. Those First Nation students enrolled from Kindergarten have few attendance issues and are well supported to attend by their families. This is not the case for students who enrol later in the primary years or after other, sometimes multiple other enrolments. Continued intergenerational trauma affects all students and families.

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.

Anti-Racism - School statement

The school has clear expectations that racism is called out and responded to through the Positive Behaviour for Learning framework.

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.

Multicultural and anti-racism education - School Statement

The diversity of the school and its community continues to be a significant force for positive outcomes at Dulwich Hill Public School.. Whilst the numbers of native speaking Greek and Vietnamese students and families as fallen, the school continues to support the Community Language programs for both.

Other School Programs (optional)

The school has used DoE funding to continue providing Music as a subject for all classes K-6., with the expert services of Ms Jenny Gibson, qualified music teacher. Additionally, students have the opportunity to participate in choirs, recorder

and ukelele groups as extensions to classroom music activities K-6.