

2020 Annual Report

Dobroyd Point Public School



3873

Introduction

The Annual Report for 2020 is provided to the community of Dobroyd Point 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 school 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

Dobroyd Point Public School

89 Waratah Street

Haberfield, 2045

www.dobroydpt-p.schools.nsw.edu.au

dobroydpt-p.school@det.nsw.edu.au

9797 8249

School vision

The school and its community have high expectations of students and value the provision of a variety of learning opportunities, including the Italian language program, library program, music program and learning and support programs.

Our vision for the next three years is that Dobroyd Point Public School will provide rigorous teaching and learning opportunities that are future focused, challenging and incorporate authentic learning opportunities.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 228 students with 9 classes from Kindergarten to Year 6. Approximately 21 teachers (14 full-time equivalent positions) and 6 non-teaching staff work at the school .

Dobroyd Point Public School is part of an inclusive, warm and welcoming school community. The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The school empowers all students to embrace learning, achieve their personal best and develop academically, socially, emotionally, physically and creatively to their full potential.

The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

The school and its community have high expectations of students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and sport.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2020 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	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	Sustaining and Growing

Strategic Direction 1

Innovation

Purpose

To embed innovation in all teaching practices. To create dynamic and collaborative learning environments that develop student willingness towards critical and creative problem solving.

Improvement Measures

Teaching programs, observations and reflections increasingly show innovative practices, including tools for collaboration. Implementation of STEM and STEAM problem-based learning, including involvement in real-world competitions and activities.

Student work samples and discussions increasingly show the use of collaboration, problem-based learning and connections to real-world learning opportunities.

Surveys show increased opportunities for team-teaching, collaboration and shared expertise, building teacher capacity.

Progress towards achieving improvement measures

Process 1: Enrichment Project

Identification of gifted and talented students and provision of differentiated programs across the school using a multiple-intelligence approach including technology, music and creative arts.

Evaluation	Funds Expended (Resources)
Staff professional learning to increase reliability of identifying high potential and gifted learners will continue to be a focus in our 2021-2024 School Improvement Plan.	Instructional Leader - High Potential & Gifted

Process 2: Future Focused Learning Project

Provision of quality pedagogy in future focused learning spaces.

Evaluation	Funds Expended (Resources)
Student engagement in Innovation lessons was reported as being high in the school surveys conducted with both students and parents. Staff knowledge and expertise has increased as a result of the Instructional Leader available in all lessons.	STEM Share Kits utilised every term. Instructional Leader - Innovation

Next Steps

Innovation and the High Potential & Gifted Education policy will be a major focus of our 2021-2024 Strategic Improvement Plan.

Strategic Direction 2

Literacy and Numeracy

Purpose

To implement a whole-school approach to engaging, high-quality teaching and learning opportunities in literacy and numeracy that maximises student outcomes.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Increased growth / value added internal and external measures in literacy and numeracy.

Increased teacher expertise in linking programs and assessments to maximise student outcomes.

Progress towards achieving improvement measures

Process 1: Writing Project

Implementation of a strategically targeted writing program to specifically develop writing skills of all students.

Evaluation	Funds Expended (Resources)
<p>Student writing samples reveal an improvement in writing results across the school. Student feedback revealed increased enjoyment of writing activities and anecdotal observations revealed increased levels of student participation during class discussions. Teachers completed an introduction into the effective use of literacy progressions. Professional learning will continue in 2021.</p> <p>Due to COVID-19, 2020 NAPLAN was cancelled. Increase in number of students in top 2 bands in literacy and the increase of number of students meeting or exceeding state growth in literacy will continue to be a focus of our 2021 - 2024 Strategic Improvement Plan through Strategic Direction 1: Student Growth and Attainment.</p>	<p>Planning days</p> <p>Instructional Leader</p> <p>Professional Learning: Seven Steps to Writing Success</p>

Process 2: Numeracy Project

Implementation of a strategically targeted numeracy program to develop numeracy skills of all students.

Evaluation	Funds Expended (Resources)
<p>Student assessment results revealed increase in student achievement in numeracy as a result of an increased lesson focus on additive strategies. Teacher and student feedback indicated increased student participation in discussions during lessons and some improvement in student levels of satisfaction and enjoyment of mathematical activities.</p> <p>Due to COVID-19, 2020 NAPLAN was cancelled. Increase in number of students in top 2 bands in numeracy and the increase of number of students meeting or exceeding state growth in numeracy will continue to be a focus of our 2021 - 2024 Strategic Improvement Plan through Strategic Direction 1: Student Growth and Attainment.</p>	<p>Planning days</p> <p>Executive staff attended Professional Learning sessions to embed additive strategies and number talks into class lessons.</p> <p>Instructional leadership</p>

Next Steps

Literacy and numeracy will be a major focus of our 2021-2024 Strategic Improvement Plan.

Strategic Direction 3

Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others.

Improvement Measures

Evidenced-based change to whole school practices has resulted in measurable improvements in wellbeing and engagement to support learning.

Surveys show a positive learning community where students develop respect, responsibility and resilience. Care, compassion and empathy towards others is evident amongst students and staff to support learning.

Planning for learning is increasingly informed by data about each student's wellbeing and learning needs in consultation with parents or carers.

Progress towards achieving improvement measures

Process 1: PBL Project

Implementation of Positive Behaviour for Learning (PBL) to provide a framework for the school and its community to collectively support the wellbeing of every student.

Evaluation	Funds Expended (Resources)
Students have responded positively to the explicit teaching of the PBL expectations of kindness, responsibility and resilience. School behaviour data indicates there are less major incidents occurring on the playground and students are able to articulate the school expectations clearly. PBL will continue to be a focus of our 2021-2024 Strategic Improvement Plan.	Ongoing staff collaboration & Professional Learning School Excellence Framework Wellbeing framework assessment tool

Process 2: Wellbeing Project

Implementation of a whole school program to address the wellbeing of the school community and provide skills and strategies to develop resilience.

Evaluation	Funds Expended (Resources)
COVID-19 impacted on the wellbeing of some students and the school observed increased levels of anxiety in some students. Students reported enjoyment of the mindfulness activities and were able to articulate and apply their learning to real life situations. Responses to parent feedback surveys indicated the program was successful and strategies could be used at home.	Life Skills - Mindfulness program

Next Steps

Wellbeing will continue to be a major focus of our 2021-2024 Strategic Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,711 - Funds used for teaching resources	Students achieved personal learning goals as outlined in their personal learning plan.
English language proficiency	\$7,143 - Funds used for Learning & Support Team, MultiLit training and resources	Appropriate gains made towards learning goals.
Low level adjustment for disability	\$70,924 - Funds used for SLSO staffing costs	Personal goals were reasonable and suitably challenging, with most students achieving their personal goals. Appropriate level of support was provided to students and teachers. SLSO support was shared across the school.
Quality Teaching, Successful Students (QTSS)	\$41,457 - Funds used towards cost of Instructional Leader	<p>Instructional leadership program was in place to assist implementation of G&HP and writing programs.</p> <p>MultiLit program was successfully implemented, but some limitations resulted because volunteers were not permitted onto school grounds due to COVID-19.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	124	122	117	107
Girls	116	121	110	104

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.3	94.4	96.3	97.4
1	95.9	95.2	93.9	96.8
2	95.8	95.1	95.6	96.3
3	95.1	94.6	94.7	96.3
4	96.9	93.6	95	95.6
5	96	95.5	95.4	97.1
6	94.9	95.6	94.2	94.5
All Years	95.9	94.8	95	96.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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)	7.16
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42
Other Positions	1

*Full Time Equivalent

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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	570,750
Revenue	2,311,249
Appropriation	2,223,727
Sale of Goods and Services	2,099
Grants and contributions	83,710
Investment income	1,211
Other revenue	503
Expenses	-2,439,353
Employee related	-2,134,373
Operating expenses	-304,980
Surplus / deficit for the year	-128,104
Closing Balance	442,646

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.

	2020 Approved SBA (\$)
Targeted Total	117,692
Equity Total	83,838
Equity - Aboriginal	2,711
Equity - Socio-economic	3,062
Equity - Language	7,143
Equity - Disability	70,924
Base Total	1,804,050
Base - Per Capita	54,594
Base - Location	0
Base - Other	1,749,455
Other Total	198,801
Grand Total	2,204,381

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher Satisfaction

Each year valuable data is collected to provide insight into student engagement, wellbeing and learning, teacher satisfaction and parental awareness and involvement in the school.

The Tell Them From Me survey provides us with information to guide our school planning and help to identify school improvement initiatives. The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction

- The school supports positive behaviour.
- Safety at school.
- Parents feel welcome when they visit the school.
- The school supports learning.
- The school is inclusive.

Students - highest areas of satisfaction

- Positive relationships.
- Students value schooling outcomes.
- Students try hard to succeed in their learning.
- Positive behaviour at school.
- Participation in school sports.
- Positive sense of belonging.

Staff - highest areas of satisfaction

- Inclusive school environment supporting students with special needs.
- Excellent opportunities for collaboration between teachers.
- School leaders have helped create positive learning opportunities for students.
- Safe and orderly school environment.
- A learning culture based on high expectations.
- Student learning data is used effectively to inform teaching practice.
- Students have appropriate access to technology to enhance their learning.
- Parents are involved in students learning.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.