

Dubbo Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Dubbo 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.

Debbie Pritchard

Principal

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School background

School vision statement

At Dubbo Public School we believe in respect and personal best.

We will provide a safe, happy environment where learning is valued, challenging and supported by the school community.

School context

Dubbo Public School has a rich history and culture dating back to 1858. It is a well appointed school conveniently set in the middle of Dubbo enabling children easy access to academic, cultural and sporting facilities. There are 19 mainstream classes and two special education classes. Approximately 14% of the students identify as Aboriginal and 5% of students are from non English speaking backgrounds.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by a very committed teaching, administrative and executive staff with a range of experience.

The school has comprehensive academic and socio-cultural programs including: Gifted and Talented, Band, Peer Support and outstanding sporting opportunities. Students are provided with the latest technology to enhance learning, including a modern computer lab with innovative software and interactive whiteboards or panels in every classroom. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

Dubbo Public School's philosophy is based on mutual respect, open communication and shared responsibility.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our efforts have primarily focused on learning, assessment and wellbeing.

There is a clear commitment within the school community to strengthen and deliver on learning priorities. Staff attended professional development around the key learning areas of English, Numeracy, History and Geography. Focus groups continued to develop curriculum scope and sequences, assessment criteria and resources. There has been a greater emphasis on collaborative programming with staff sharing resources by creating a database on the school server.

Student reports were reviewed and updated to better reflect individual student learning and areas for growth. This information formed the basis for our biannual three way conferences with parents/carers.

Dubbo School community continue to work and play under the ethos of Positive Behaviour for Learning expectations of being Safe, Respectful Learners. This reflects our school philosophy of mutual respect, open communication and shared responsibility. Students are well catered for through our approach to individualised learning. The Wellbeing Team are instrumental in identifying learning needs and supporting teachers and parents in delivering comprehensive interventions to support individual students and identified student groups.

In the domain of Teaching the main focus has been on data analysis, feedback and collaborative practice for teachers.

A research-based systematic program of professional learning is being implemented focussing on authentic feedback. Staff is developing evidence-based practice through formative assessment and evaluations of our collaborative work.

This involved teachers working extensively in evaluating pedagogical practice in whole school and stage teams. The importance of data analysis to inform decision making, enhancing teaching practice through classroom observations and feedback has been highlighted. The result being a teaching culture that focuses on and extends individual student learning.

In the domain of Leading, our priorities have been to focus on leadership development and management practices and processes.

Leadership development is central to school capacity building. In 2016 staff were afforded opportunities for leadership development through relieving executive positions and creating positions for staff to lead, based on staff expertise and interests. A review of the Student Representative Council saw a refinement of the makeup of the student leadership team, more clearly defined roles and greater opportunity for student voice from Kindergarten to Year 6.

The school improvement team oversaw the effective implementation of the school plan through regular monitoring and evaluation. The school continues to refine existing practices and processes to ensure programs are efficient and support the needs of all students.

The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Standards

Purpose

To provide learning opportunities that are engaging through evidence-based teaching strategies and high levels of professionalism and commitment.

Overall summary of progress

Teachers engaged in professional learning targeted to school priorities and their professional needs to achieve this strategic direction.

Formative assessment, success criteria, and learning intentions have been a key professional learning focus in 2016 based on research by John Hattie. Staff engaged in whole school and stage coaching sessions to reflect on and drive classroom practice.

Infants staff have been trained in BestStart, Language, Learning, Literacy (L3), Targeting Early Numeracy (TEN), Jolly Phonics and Jolly Grammar. These initiatives have had a significant impact on student learning in the early years of schooling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Authentic feedback is embedded in teaching and learning practices and documentation.	Teachers have an improved understanding of current educational research through targeted professional learning. This focus has been further developed in stage coaching sessions and weekly meetings. Students were provided with explicit feedback to develop their understanding of their place on the learning continuums and strategies for further development of learning intentions. This formed the basis of discussions in our Three Way Conferences.	\$65,184 Professional Learning
Diverse and differentiated teaching and learning programs reflect current best practice.	Teachers engaged in Language, Learning, Literacy (L3), Teaching Early Numeracy (TEN), PLAN professional learning and consistent teacher judgement sessions to improve their understanding and use of assessment data to drive teaching/learning and make appropriate learning adjustments.	\$15,552.72 Literacy and Numeracy (K-6)

Next Steps

In 2017 the systematic research-based program of professional learning, "Formative Assessment for Learning Growth" will continue to be implemented. Staff will engage in workshops, peer discussion, personal reflection and coaching sessions.

Professional learning in L3, TEN and BestStart will continue. Further professional learning will include Understanding Personalised Learning and Support, Positive Behaviour for Learning (PBL) Advanced Tiers, Aboriginal pedagogy and new curriculum implementation.

In 2017 efforts will focus on the successful implementation of the new geography/history curriculum.

Strategic Direction 2

Equity of Opportunities

Purpose

To foster a safe respectful community of successful, productive learners who are inspired, guided and nurtured to achieve their individual potential.

Overall summary of progress

All students have a quality Personalised Learning and Support Plan which is formulated and reviewed in collaboration with students, parents or carers and the classroom teacher.

The Learning and Support team are proactive in their approach and through their enhanced processes have provided timely, targeted and highly supported interventions for individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students have a quality Personalised Learning and Support Plan.	<p>Ongoing assessment strategies were used to monitor student learning progress and identify knowledge and understanding for improvement/enrichment.</p> <p>The Learning and Support team, in collaboration with staff, families and outside agencies, facilitated targeted interventions for 123 students across the school.</p>	<p>\$30,857.18</p> <p>Equity Loading for Socio-economic Background</p> <p>\$84,690</p> <p>Integration Funding Support</p>
Performance of equity groups within the school is comparable to the performance of all students in the school.	<p>School programs addressed the needs of identified student groups including Aboriginal students, Out of Home Care (OoHC) students, gifted students, students with a disability and students for whom English is an additional language/dialect.</p> <p>An equity teacher was appointed to work collaboratively with the Learning and Support Team and is responsible for providing assistance, support and improved outcomes for Aboriginal and Torres Strait Islander students.</p>	<p>\$13,800</p> <p>Equity Loading for Aboriginal Background</p> <p>\$40,367.10</p> <p>Low Level Adjustment for Disability</p> <p>\$25,747</p> <p>Equity Loading for English Language Proficiency</p> <p>\$15,740–Out of Home Care funding</p>

Next Steps

In 2017 ongoing professional learning will be provided to teachers to improve understanding of personalised learning and support. Processes around Personalised Learning and Support Plans will continue to be evaluated and refined.

Comprehensive tracking systems for student achievement will be developed collaboratively.

Strategic Direction 3

Community Partnerships

Purpose

To establish active partnerships and work collaboratively to ensure continuity of learning for students.

Overall summary of progress

The school continues to build positive and productive partnerships with parents/carers, outside agencies and community groups to access resources to improve student outcomes.

in 2016, the student report format was evaluated and reviewed to better reflect student progress and provide more comprehensive and informative communication with parents/carers.

Greater cultural awareness has been achieved through a range of cultural activities and teaching/learning initiatives. This has had a positive impact on the whole school community highlighted by enhanced parental engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student reporting strategies contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.	The student report was further reviewed and updated to better reflect student learning. Over 95% attendance was recorded at the biannual Three Way Conferences.	\$3,000 Equity Funding for Socio-economic Background
A planned program of events accommodates the needs and interests of equity groups within the school.	The inaugural Multicultural Day was held with students able to enjoy food tasting and cultural activities from all over the world provided by the multicultural community. Aboriginal culture continues to be a focus through weekly Wiradjuri language lessons and our annual NAIDOC celebrations.	\$2,000 Equity Loading for English Language Proficiency \$2000 Funding –REGENR8

Next Steps

In 2017 the Three Way Conference format and procedure will be evaluated. Feedback from parents, staff and students will be considered in developing a more detailed information gathering tool reflecting the needs of all students at Dubbo Public School.

To continue to provide a comprehensive program of events to support equity groups including NAIDOC cultural activities and an enhanced Multicultural Day with improved collaboration, involvement and attendance by our multicultural families.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>English Language Proficiency teacher was employed to support students in Literacy/Numeracy development and facilitate professional learning for teachers.</p> <p>Classroom teachers participated in Teaching English Literacy Learning (TELL) professional learning. The teachers were involved in action research involving coaching and feedback to enhance their skills and understandings.</p> <p>Our inaugural Multicultural Day was held with outstanding success. A range of cultural experiences for the school community was provided to promote awareness and encourage participation by our culturally diverse families.</p>	<p>\$12,873.95 Equity Loading for English Language Proficiency</p> <ul style="list-style-type: none"> English language proficiency (\$0.00)
Low level adjustment for disability	<p>The Learning and Support Team continued to support classroom teachers in personalised learning and support. The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue on how to make adjustments to support individual student learning.</p> <p>129 students received either physical, cognitive, social/emotional or sensory support. 27 of these were at a substantial level.</p>	<p>\$40,367</p> <p>Equity loading for Low Level Adjustment for Disability</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$0.00)
Quality Teaching, Successful Students (QTSS)	<p>Effective mentoring and coaching practices provided feedback to individual teachers on programming, lesson delivery, assessment and classroom management.</p> <p>Stage teams have collaboratively developed units of work, assessment tasks and supported each other with lesson observations.</p> <p>Teachers received support with accreditation processes and the new Performance and Development Framework.</p>	<p>.19 teaching allocation</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	<p>Collaborative partnerships have been developed with outside agencies including Dubbo Community Health, Hear Our Heart Ear Bus, Centre for Effective Reading and Out of Home Care agencies. Resulting programs include Fingergym, Perceptual Motor Programs, Ronald McDonald tutoring and Multilit.</p> <p>The Learning Support team meets each fortnight and continues to support classroom teachers to deliver a differentiated curriculum and targeted interventions for individual students.</p> <p>Twelve School Learning Support Officers support the implementation of these interventions and provide positive support for our most vulnerable students.</p>	<p>\$15,428.59</p> <p>Equity Loading for Socio-economic Background.</p> <ul style="list-style-type: none"> Socio-economic background (\$0.00)

<p>Support for beginning teachers</p>	<p>Our seven beginning teachers received an additional two hours of release each week to work with a nominated mentor to support the development of their skills. Coaching and mentoring sessions included lesson observations and support focusing on curriculum implementation, behaviour management and assessment.</p> <p>Beginning teachers were also supported to gather and annotate selected evidence for their accreditation.</p> <p>Beginning teachers attended targeted professional learning including the Beginning Teachers Conference.</p>	<p>\$30,836.51</p> <p>Beginning Teacher Funding</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00)
<p>Community Consultation</p>	<p>A highly successful Multicultural Day was held with extensive participation by the whole school community. Everyone enjoyed a range of multicultural activities including food tasting, belly dancing, henna painting and a national dress fashion parade.</p> <p>Our annual NAIDOC Day was held commencing with a traditional Welcome to Country sung in Wiradjuri by an Aboriginal Elder. Students enthusiastically participated in Aboriginal dance, indigenous games, boomerang making and Dreamtime stories.</p> <p>Feedback was sought from the school community about how to improve the school environs to foster a sense of cultural awareness and inclusion. Plans have been put in place to erect multicultural signage to welcome the diverse culture groups to our school.</p>	<p>\$12,001.68</p> <p>Community Consultation Funding</p> <ul style="list-style-type: none"> • Community Consultation (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	261	267	268	278
Girls	198	210	232	226

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	95.1	97.1	95.5
1	93.8	94.6	94.7	94.7
2	94.7	95.2	95.3	94.3
3	95.4	93.6	95.4	94.5
4	94.3	95.1	93.4	95.5
5	94.1	94.1	92.1	94
6	95.2	94.3	94.7	93.4
All Years	94.7	94.6	94.8	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates at Dubbo Public School continue to exceed state attendance levels. Classroom teachers and executive regularly monitor student attendance and implement Personalised Attendance Plans for targeted students. An Assistant Principal meets monthly with HSLO personnel to review absences. Students are recognised for outstanding attendance and parents reminded of the importance of regular attendance and the impact of absence from school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	7
Classroom Teacher(s)	21.86
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	7.96
Other Positions	13.39

*Full Time Equivalent

Dubbo Public School has one Aboriginal Education Officer, eight Aboriginal teachers and two Aboriginal School Learning Support Officers. The Language and Culture Nest is also attached to Dubbo Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

Professional learning is an integral part of the school culture and shared commitment to changing teacher and leader practice and improving student learning outcomes. Professional learning is aligned to the school plan and is a significant aspect of the school's budget. In 2016, staff at Dubbo Public School attended a variety of professional development in line with the school priorities and their individual Performance and Development Plans.

The school invested \$65,184 in staff professional development. The funding was used to provide and implement training including L3 (Language, Learning and Literacy), TEN (Targeting Early Numeracy), Formative Assessment, PETAA – Exploring Problem Solving and Working Mathematically, Teaching Students to Write Imaginative, Informative Persuasive Texts, Spelling and the NSW English K–6 Syllabus, Cardiopulmonary Resuscitation (CPR), Child Protection and Code of Conduct updates, Accreditation,

Anaphylaxis, BestStart, Jolly Phonics, VALID Science and Technology – On-line diagnostic assessment, Consistent Teacher Judgment, NSW Primary Principal's Conference, Assessment and Pedagogy, Non-Crisis Intervention update, Diabetes Awareness, Aboriginal Pedagogy and Positive Behaviour for Learning. (PBL)

In 2016 there were seven beginning teachers and five

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	855 893.16
Global funds	418 521.04
Tied funds	383 625.03
School & community sources	192 204.22
Interest	17 169.21
Trust receipts	86 208.91
Canteen	0.00
Total income	1 953 621.57
Expenditure	
Teaching & learning	
Key learning areas	21 982.36
Excursions	63 036.47
Extracurricular dissections	95 739.26
Library	10 172.61
Training & development	0.00
Tied funds	496 777.30
Short term relief	63 477.40
Administration & office	155 397.70
School-operated canteen	0.00
Utilities	61 201.29
Maintenance	42 376.12
Trust accounts	53 034.92
Capital programs	0.00
Total expenditure	1 063 195.43
Balance carried forward	890 426.14

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

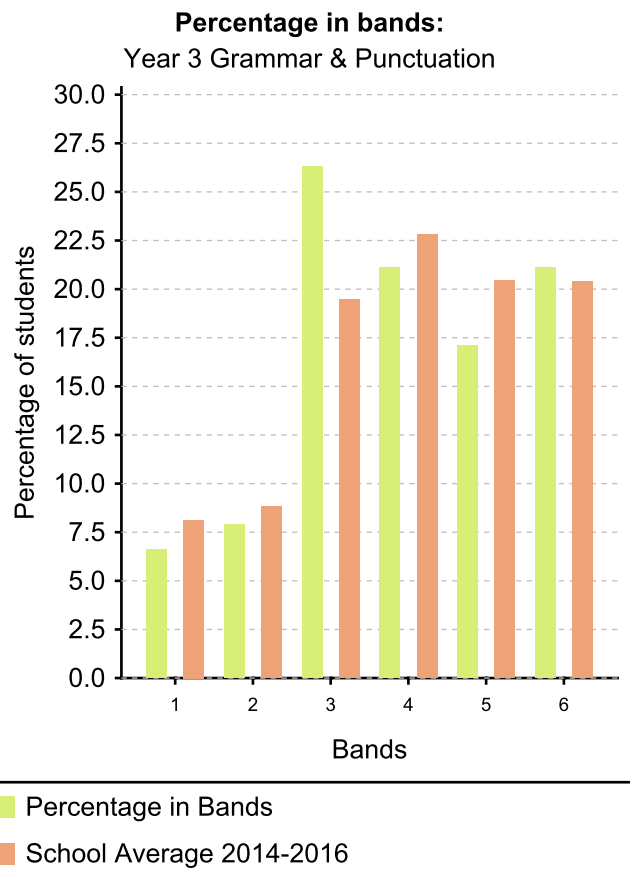
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3

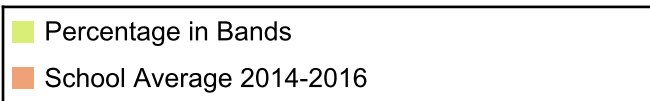
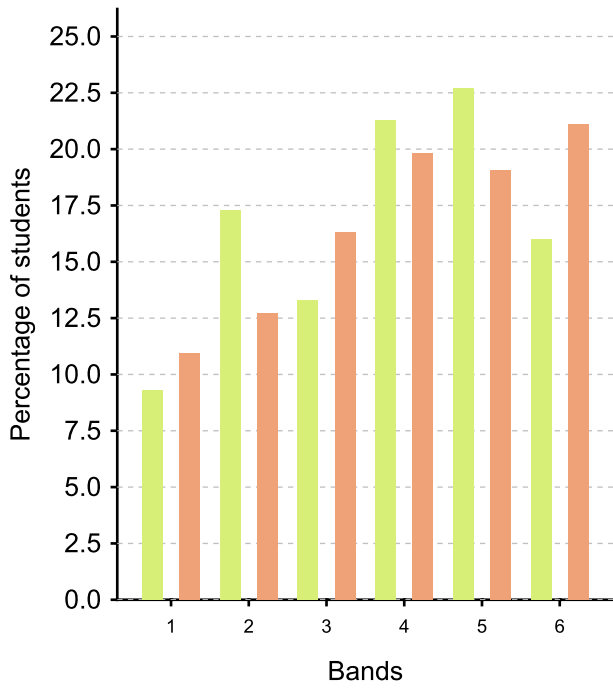
- In Writing in 2016 there was an increase of 3.9% students in the top two bands.
- In Spelling in 2016 there was an increase of 2.9% students in the top two bands.

Year 5

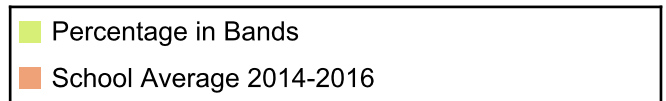
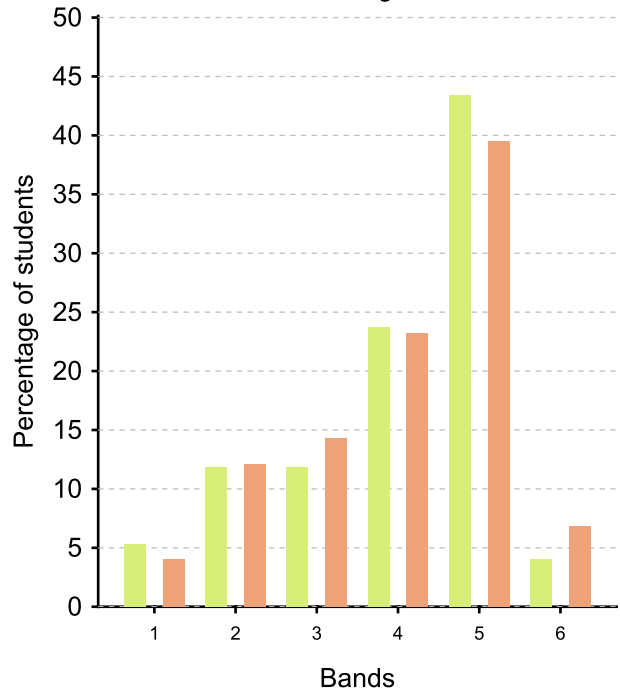
- In Reading in 2016 there was an increase of .7% students in the top two bands.
- In Writing in 2016 there was an increase of 4.2% students in the top two bands.
- In Grammar and Punctuation in 2016 there was an increase of 2.9% students in the top two bands.



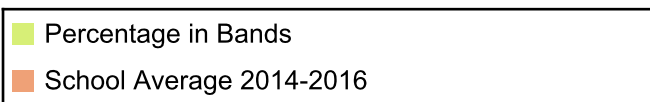
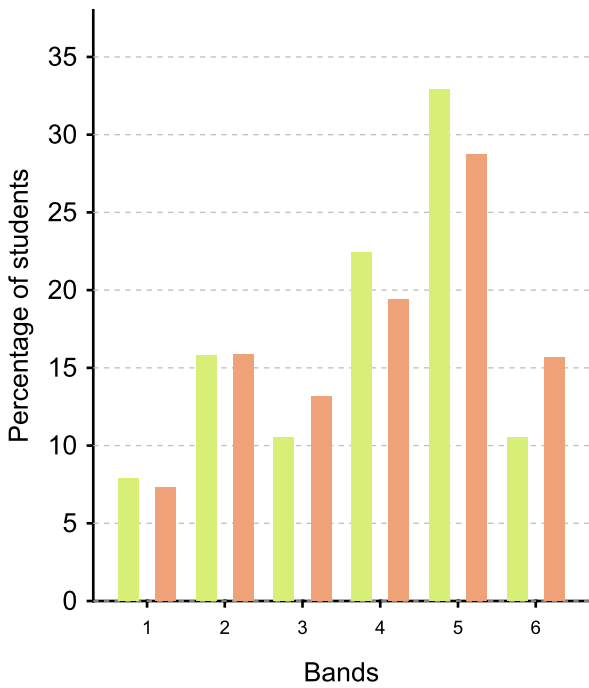
Percentage in bands:
Year 3 Reading



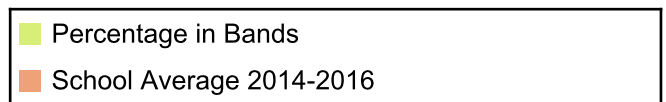
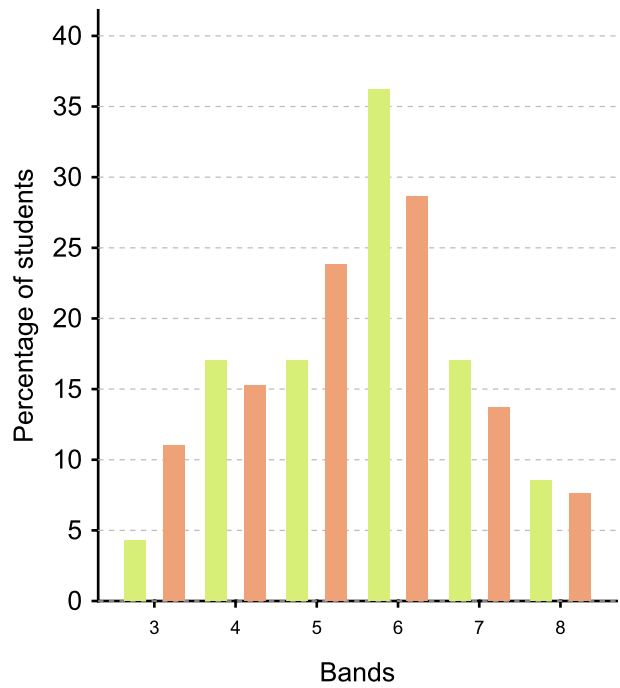
Percentage in bands:
Year 3 Writing



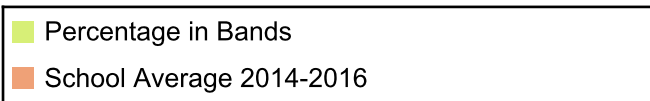
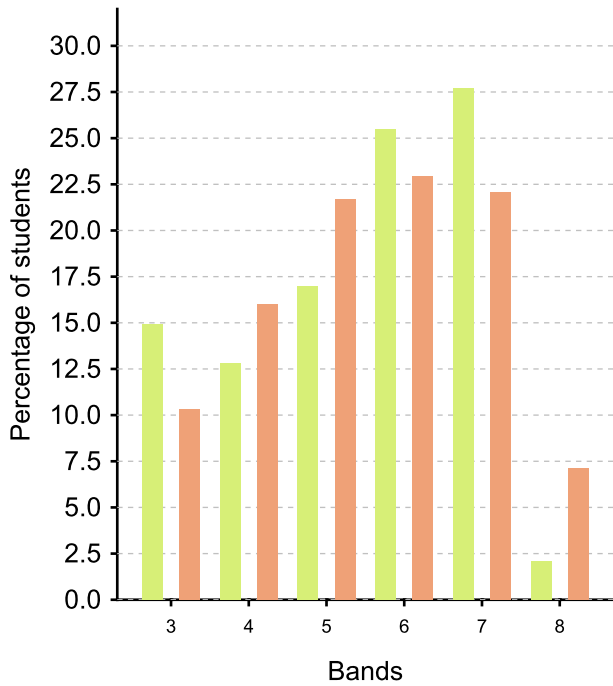
Percentage in bands:
Year 3 Spelling



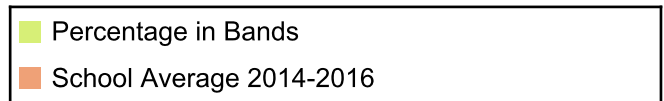
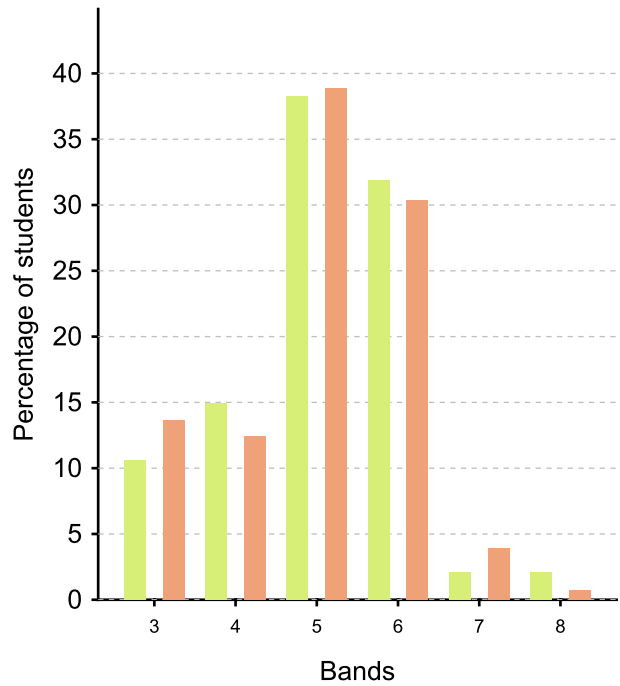
Percentage in bands:
Year 5 Grammar & Punctuation



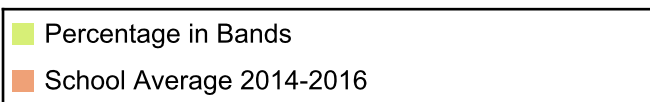
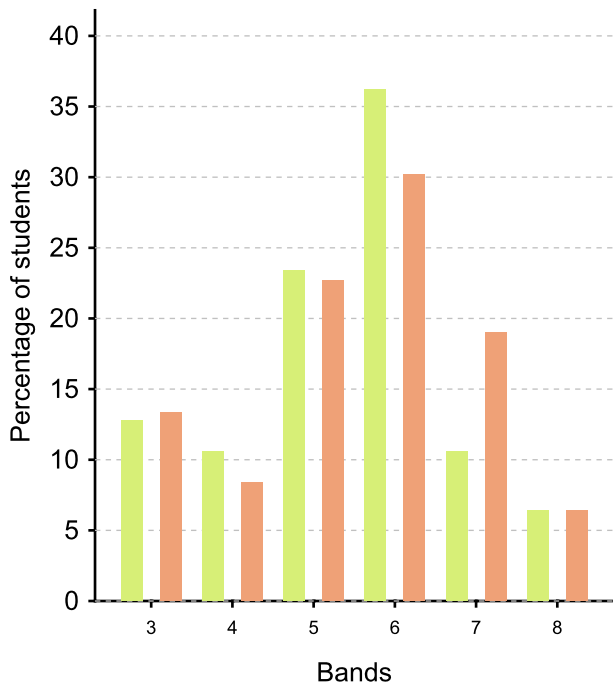
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



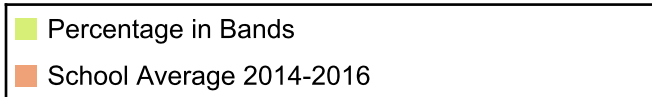
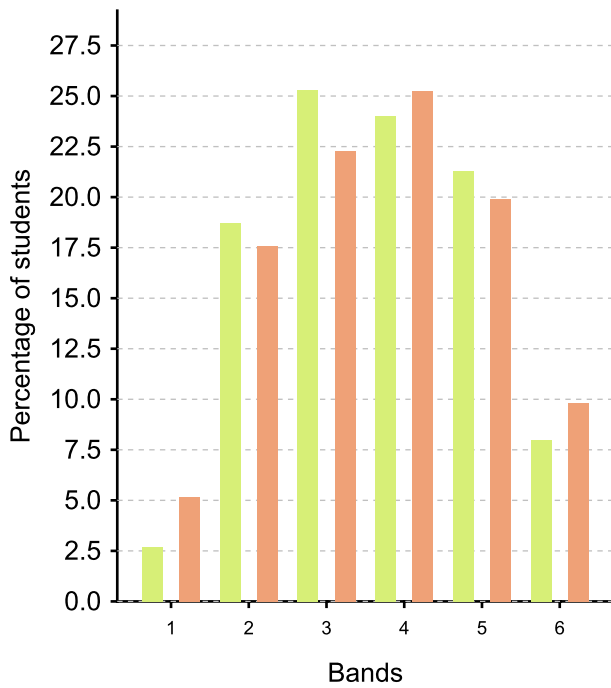
Year 3

- In Numeracy in 2016 there was an increase of 6.4% students in the top two bands.
- In Number, Patterns and Algebra in 2016 there was an increase of 3.1% students in the top two bands.

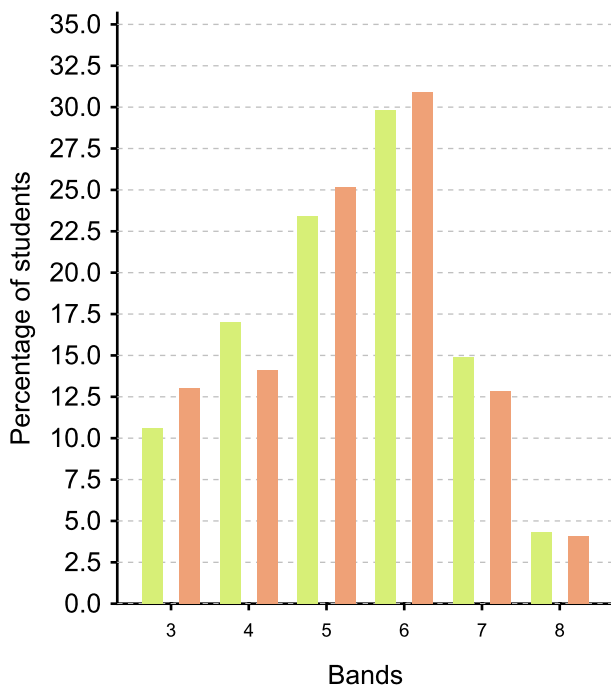
Year 5

- In Numeracy in 2016 there was an increase of 4% students in the top two bands.
- In Number, Patterns and Algebra in 2016 there was an increase of 4.0% students in the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The percentage of Year 3 students in the top two bands has increased for spelling, writing and numeracy.

The percentage of Year 5 students in the top two bands has increased for reading, writing, grammar and punctuation and numeracy.

The percentage of Year 3 Aboriginal students in the top two bands has increased for reading and spelling but slightly decreased for numeracy.

The percentage of Year 5 Aboriginal students in the top two bands has increased for writing and spelling but has slightly decreased for numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016 Dubbo Public School sought the opinions of parents, students and teachers about the school. Their responses are presented below:

The school community are highly supportive of Positive Behaviour for Learning expectations of being Safe, Respectful Learners. The school scored over 90% in the School Wide Evaluation Tool.

There was a 96% attendance rate at our biannual Three Way Conferences and 99% of parents surveyed believed the conferences to be positive, proactive and informative.

The Student Representative Council provided feedback on their roles and reported being happy with opportunities afforded them in leading school assemblies, organising fundraising events and representing the school. Most were keen to extend their role as leaders at the school.

Policy requirements

Aboriginal education

Dubbo Public School has 74 Aboriginal students making up approximately 14% of all students. All students K-6 participate in Wiradjuri language and culture lessons delivered by tutors from the Language and Culture Nest. Aboriginal boys attended BroSpeak run by the Aboriginal Education Officer.

NAIDOC Day was celebrated across the school. Aboriginal community members and Aboriginal teaching staff organised this day which had a variety of activities including headband painting, Dreamtime stories, artifacts and cultural workshops, beading, face painting, dance, traditional Aboriginal games and johnny cake making.

An Equity Officer was employed to support Aboriginal students with high quality practices including specific Literacy and Numeracy programs to help close the gap. The Equity Officer has developed and implemented a comprehensive tracking system to measure progress and inform future teaching and learning for Aboriginal students.

Multicultural and anti-racism education

Students from multicultural backgrounds make

up approximately 5% of Dubbo Public School enrolment. Each year students with limited English are supported through the English as an Additional Language/Dialect (EAL/D) program. The EAL/D teacher up-skilled classroom teachers with strategies to support EAL/D students. The EAL/D teacher also attended network meetings with teachers from local schools and presented the Teaching English Learning Language program to a community of schools in Dubbo. The inaugural Multicultural Day was held with students participating in food tasting and cultural activities from around the world.