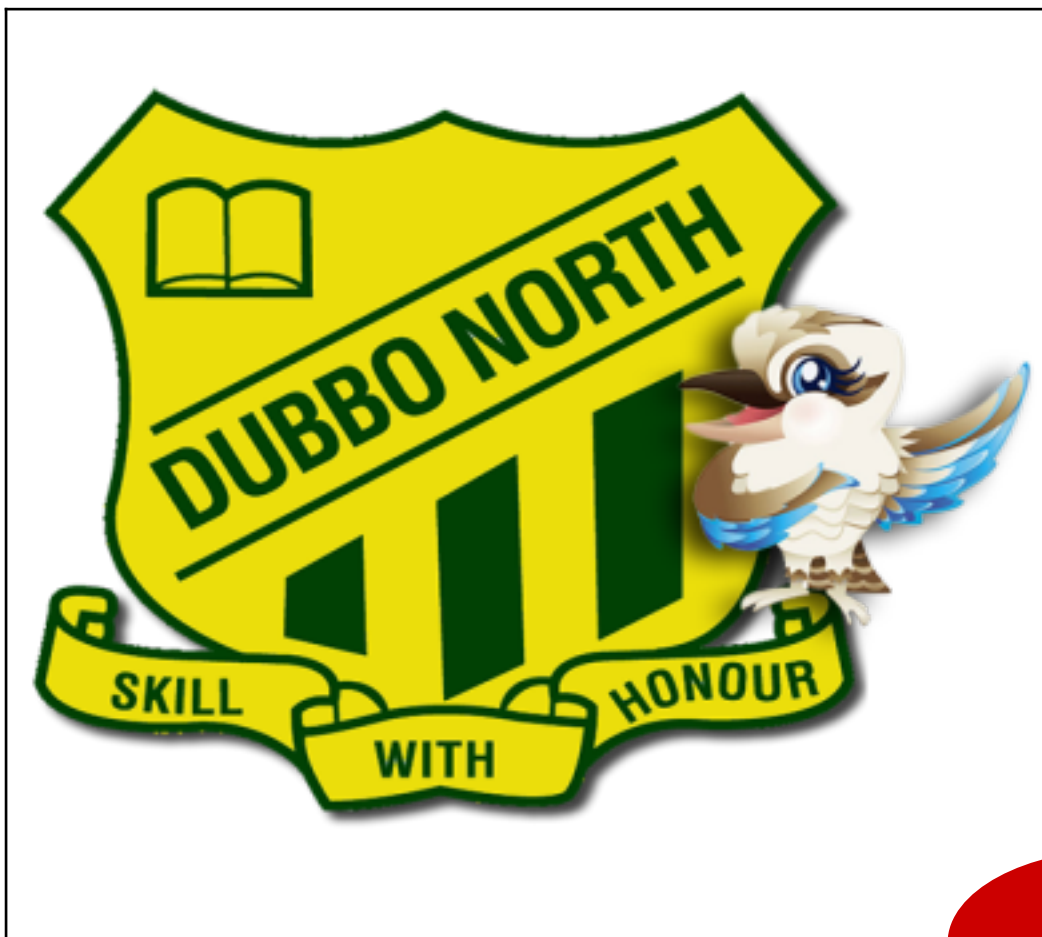


Dubbo North Public School Annual Report



2016



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Introduction

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

Toby Morgan

Principal

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School background

School vision statement

Dubbo North Public School (DNPS) aims to develop students' values and skills for responsible citizenship and life-long education. Programs are carried out within a caring educational environment by a staff of dedicated teachers having positive child-centred aims. The welfare of all stakeholders, that is, students, staff and parents is considered with the aim of "Skill with honour by being responsible, Safe and Respectful learners."

School context

DNPS is located in a well-established part of Dubbo which is predominantly zoned for industrial use. The school has a long tradition and has a number of families that have been involved in the school community for two or more generations.

It has a mix of experienced and early career staff and strong parental support is a priority. Staff members are committed to the development of a learning environment which enables students to access positive learning opportunities. Classroom technology is strong with interactive whiteboards in all classrooms, iPads in classrooms, laptops, the computer laboratory and the library.

The school hosts a support unit with two classes for Emotionally Disturbed students and one Multi Categorical class.

The school population is about 250 with 45% Aboriginal students. The school receives Equity funding for low SES students and Aboriginal Education funds through the Resource Allocation Model. There will continue to be a strong focus on technology, literacy, numeracy, community partnerships and Teacher Quality. In 2013 we embarked upon the Early Action For Success initiative which targets students in K – 2 and Positive Behaviour for Learning (PBL), which explicitly teaches appropriate school behaviour.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have also developed strong partnerships with our Aboriginal community to successfully increase participation and contribution in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level.

Importantly, staff are developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. 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 further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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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

Teaching and Learning

Purpose

Increase staff and student proficiency and understanding, and build prior knowledge in literacy, numeracy and other key learning areas.

Overall summary of progress

Our continued focus on data informed planning and programming has meant we have seen more student driven teaching and learning at Dubbo North Public School. Student learning has been measured more accurately and then outcomes from the new Australian Curriculum via syllabi have been attached to individual learning tasks. There is more of a focus on students' learning at their own level and in class support enables this to be more effective.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students show a 5% improvement in Aspects of Writing on the literacy continuum.	Ongoing assessment of data carried over into 2017. Programs are collaboratively put together and all stakeholders are included. 2 additional teachers employed and 4 School Learning Support Officers to provide a greater level of support across K – 6.	<ul style="list-style-type: none">• Aboriginal background loading (\$280000.00)• Support for beginning teachers (\$60000.00)• Socio-economic background (\$48000.00)

Next Steps

Allow new staff and School Learning Support Officers to attend Professional Learning opportunities to ensure progress and developments already achieved are built upon in 2017,

Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.

All teachers have been trained in three important literacy and numeracy initiatives – Targeting Early Numeracy, Language, Learning and Literacy and Early Action For Success (focussing on reading). These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

Strategic Direction 2

Wellbeing

Purpose

Ensuring that all students and staff are catered for in a holistic, nurturing and caring environment to develop Responsible, Safe and Respectful members of the school and community.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy, and also with regards to behaviour. This has enabled students with learning disabilities and behaviour issues to receive the support they require.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Scoring 90% in the PBL assessment measures (TIC BOC SET).	Classroom modules completed at staff Professional Learning sessions. SRC presented focus and made it known to the school community. 80% scored in BOC Tier 3 PBL classroom. Discussed at weekly morning assembly, tickets handed out freely at all breaks and win bin prizes drawn out at assemblies. Collaborative programming well under way and Kakadu Kudos drawn out fortnightly.	PBL signage (Wiradjuri) and pencils. PBL reload, peer coaching and staff training commenced. Funds from global budget for prizes and rewards. Global budget funds for purchase of Kakadu Kudos. Socio-economic background (\$15000.00)

Next Steps

Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing behaviour programs at school.

Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence based teaching focussed on impact and growth.

Continue to build on the improved Learning and Support processes and strengthen the support for Gifted and Talented students.

Strategic Direction 3

Engagement

Purpose

Involvement between the school, parents, carers, school community and all key stakeholders for purposeful learning.

Overall summary of progress

Throughout Positive Behaviour for Learning committee and involvement with all staff, our suspension rate has dropped slightly. Due to our two Emotionally Disturbed support classes at Dubbo North Public School, we regularly enrol students from other schools through placement panel that already have high levels of suspension, which alter our data drastically.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of Aboriginal Elders and the AECG.

In 2015 we have seen a 30% increase in parent attendance at Infants and Primary assemblies, and special days are very well supported by our school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Central data will reflect an increase in attendance from 92–93% excluding days lost to suspensions. 10% decrease of Central data entries for students leaving teacher supervision.	Discussion of collated data at stage and Professional Learning meetings and then used to inform future planning. Increase attendance at school functions and special days and in depth discussions held at LST meetings. Nominations up by 20% and leaders enrolled in leadership days.	Funds contributed from SRC fundraising for participation at these days.

Next Steps

Continue to build on the improved Learning and Support processes and strengthen the support for students that are recognised as exhibiting challenging behaviours.

Work closely with the AECG, Community Elders and school community as a whole to continue to strengthen home/school relationships and positive school image.

Involve staff in the directions that the Positive Behaviour for Learning committee take and allow them to have input into fortnightly focuses.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	SLSO's were employed to provide support for targeted students. All Aboriginal students and students requiring adjustments have an Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLP's. Aboriginal students are demonstrating higher average levels of progress, according to NAPLAN. Aboriginal culture is a major focus and priority across the school.	\$280,000 • Aboriginal background loading (\$280 000.00)
Low level adjustment for disability	Relevant staff were employed and individualised programs were put into place. Assists with the employment of a School Learning Support Officer to work with targeted students who require one to one support. This has allowed these students to receive more individualised support and therefore achieve higher educational outcomes.	\$79,000 • Low level adjustment for disability (\$79 000.00)
Quality Teaching, Successful Students (QTSS)	Appropriate teacher was employed and mentoring scheme was set up.	\$10,000 • Quality Teaching, Successful Students (QTSS) (\$10 000.00)
Socio-economic background	Appropriate staff were employed and resources purchased. Additional staff were employed to reduce class sizes and provide more individualised support.	\$154,000 • Socio-economic background (\$154 000.00)
Support for beginning teachers	In school PL was provided as was PL in conjunction with other schools and state directives. An additional temporary teacher was employed to provide RFF to program and meet with supervisors. Beginning teachers have been released weekly to meet with mentors and to receive support with their Teaching and Learning programs. These teachers have also attended Beginning Teachers conferences and other targeted Professional Learning which has enabled them to work with and build up networks with other beginning teachers. Resources have also been purchased to assist with their introduction to the teaching profession – teachers have been released to visit 'like' schools.	\$43,000 • Support for beginning teachers (\$43 000.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	124	109	119	132
Girls	112	108	109	127

Student enrolment was up from 228 in 2015 to 259 in 2017, due largely to a bigger cohort of Kindergarten students and new enrolments returning from Catholic Schools and the Private sector.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	95.7	94.5	92
1	93.9	93.7	94	92.6
2	92.3	93.6	95.1	93.6
3	94.3	92	93.7	91.4
4	91.7	94	93.9	93.3
5	88.7	94.1	96.7	89.8
6	93.8	91.5	92.7	93.5
All Years	92.7	93.6	94.3	92.3
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

Attendance rates at Dubbo North Public School were very similar to that of the state average, except for Year 5 which was lower by over 4%. Year 6 increased from 2015 to 2016 and the overall average for the school was below the state by 1.70%.

Class sizes

Class	Total
KINDER KOOKABURRAS 1	15
KINDER KOOKABURRAS 2	14
1/2B	26
1W	26
2T	26
3/4L	20
3/4H	19
3/4S	23
4/5L	20
5/6J	22
5/6A	23

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	6
Classroom Teacher(s)	9.07
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	6.52
Other Positions	0.4

*Full Time Equivalent

Of the staff employed at Dubbo North PS in 2016, 3 teachers, 7 SLSO's and 1 AEO identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The school receives additional funding each year for teachers and School Learning Support Officers to attend Professional Learning. Staff access Professional Learning at staff meetings, at Department of Education workshops and through non-government organisations. In 2015, all staff Professional Learning was closely linked to school targets, as this is what our school is accountable for each year. Training such as Child Protection, Workplace Health and Safety, Emergency Care, Anaphylaxis, Code of Conduct, CPR and Ethics is mandatory, but the following Professional Learning was undertaken by staff at Dubbo North PS:

- Running records,
- E-Administration of prescribed medication at school,
- Implementation of the new literacy and numeracy curriculums into teaching programs,
- Individual Education Plans,
- L3 Stage 1 and Kindergarten,
- Online and face to face behaviour management,
- School iPads and technology,
- Revision of school policies, and
- Disability standards training.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	271 155.66
Global funds	204 128.75
Tied funds	674 795.27
School & community sources	178 584.93
Interest	9 902.61
Trust receipts	5 665.88
Canteen	0.00
Total income	1 344 233.10
Expenditure	
Teaching & learning	
Key learning areas	118 438.34
Excursions	20 622.70
Extracurricular dissections	36 126.11
Library	12 033.73
Training & development	625.44
Tied funds	493 807.39
Short term relief	20 793.28
Administration & office	64 951.11
School-operated canteen	0.00
Utilities	60 373.99
Maintenance	29 887.62
Trust accounts	6 182.08
Capital programs	0.00
Total expenditure	863 841.79
Balance carried forward	480 391.31

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.

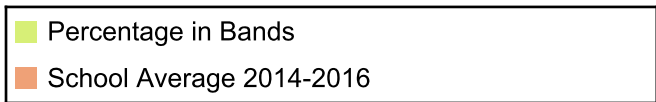
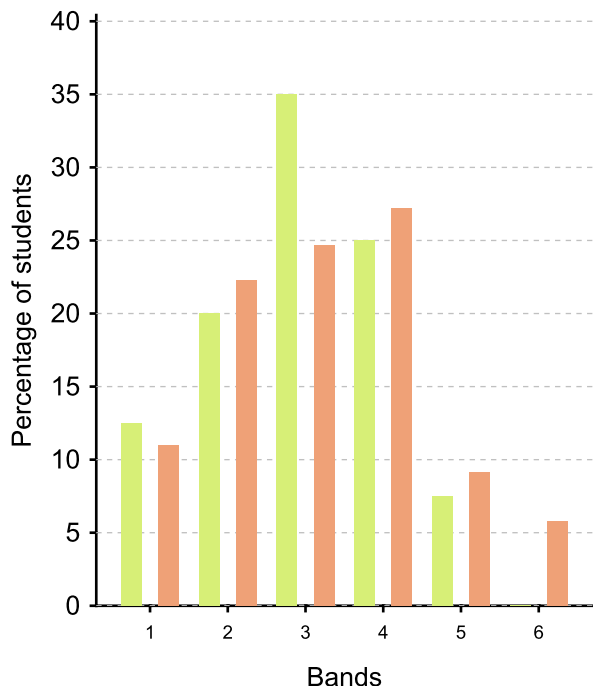
School performance

NAPLAN

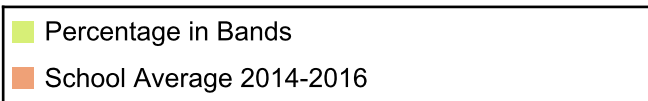
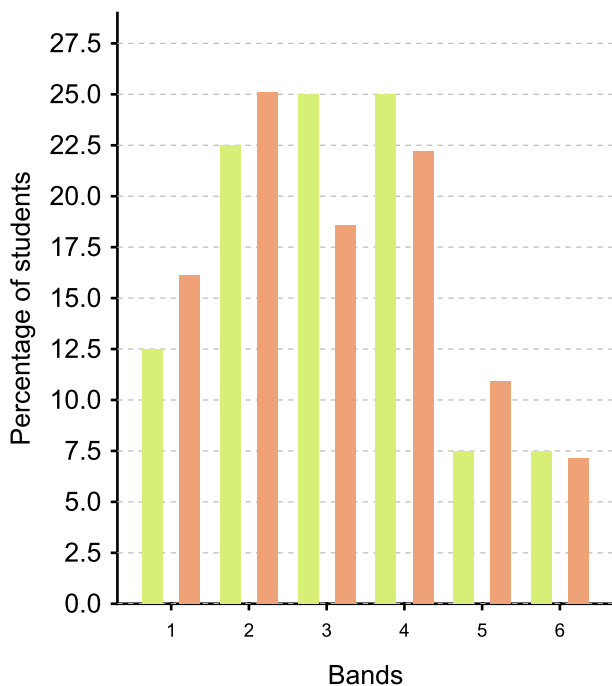
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Literacy students scored below the state average in most aspects of NAPLAN in Literacy. Boys and girls scored below the state average in Writing, Spelling,

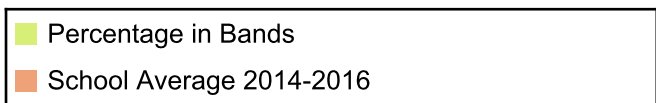
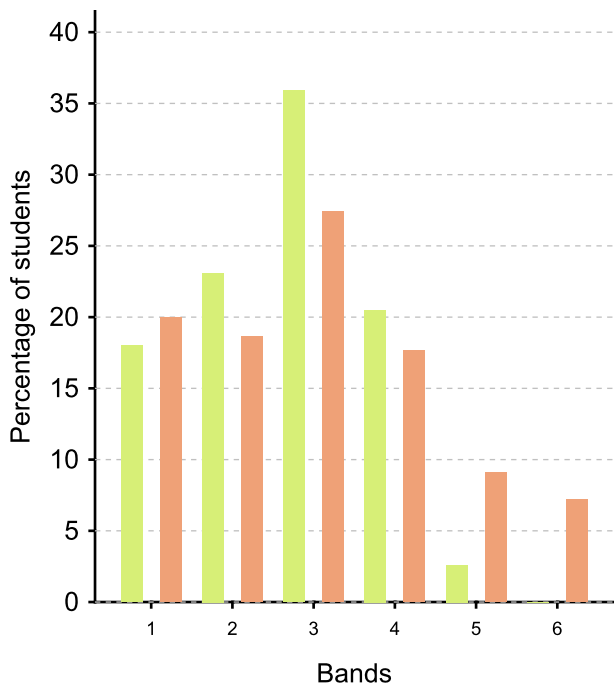
Percentage in bands:
Year 3 Grammar & Punctuation



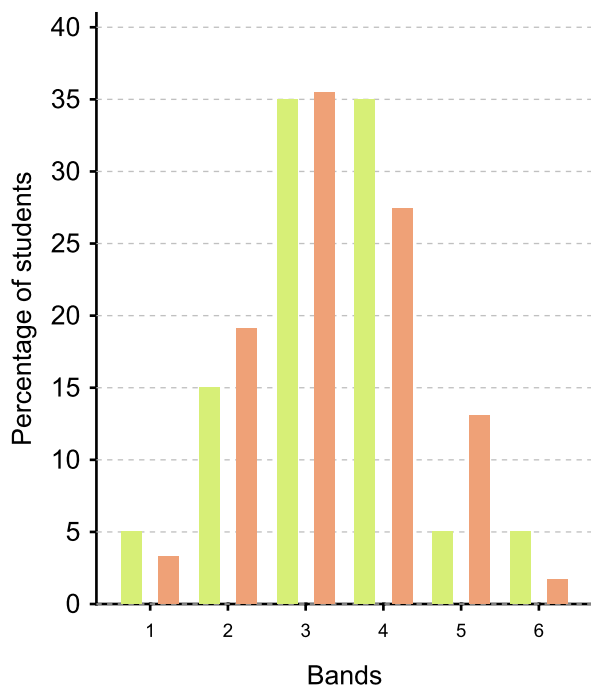
Percentage in bands:
Year 3 Spelling



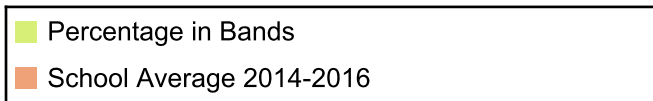
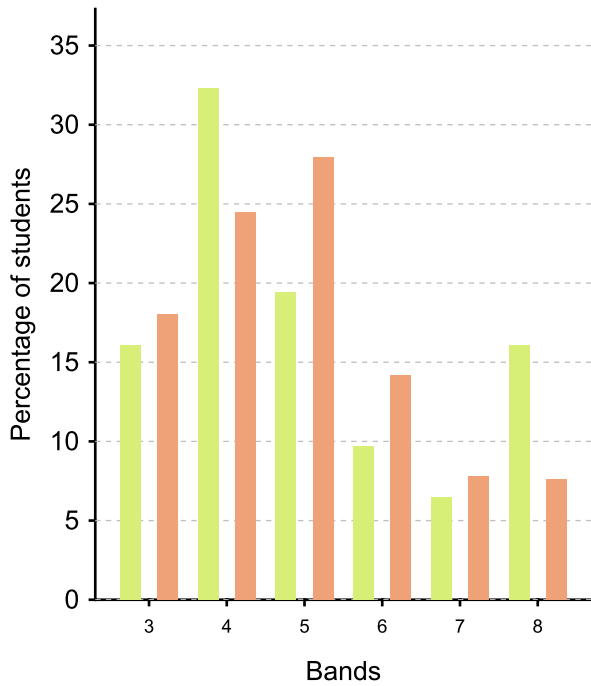
Percentage in bands:
Year 3 Reading



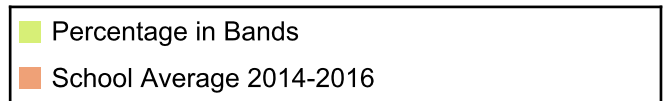
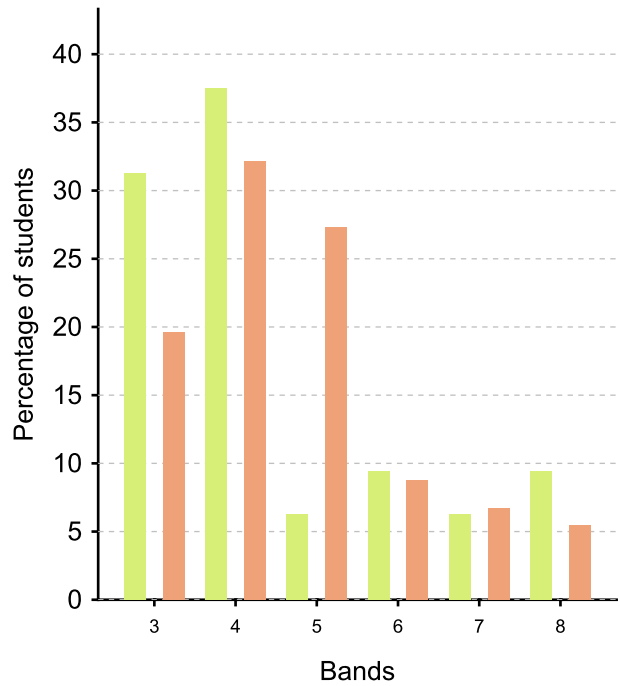
Percentage in bands:
Year 3 Writing



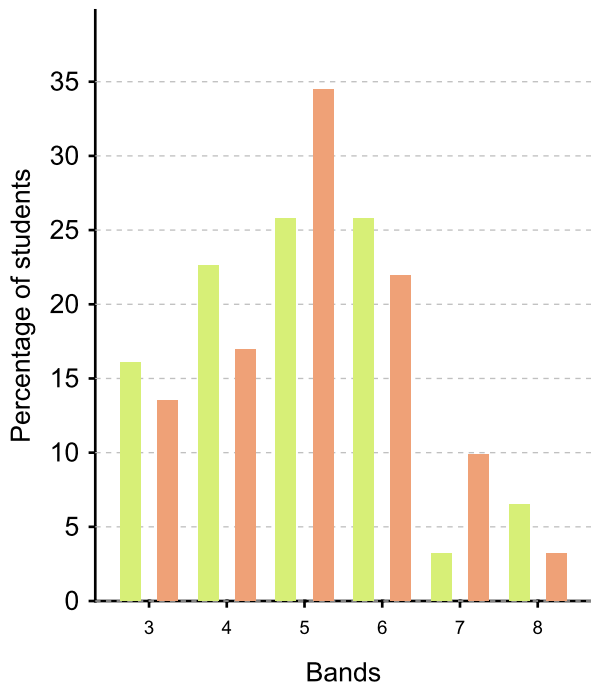
Percentage in bands:
Year 5 Grammar & Punctuation



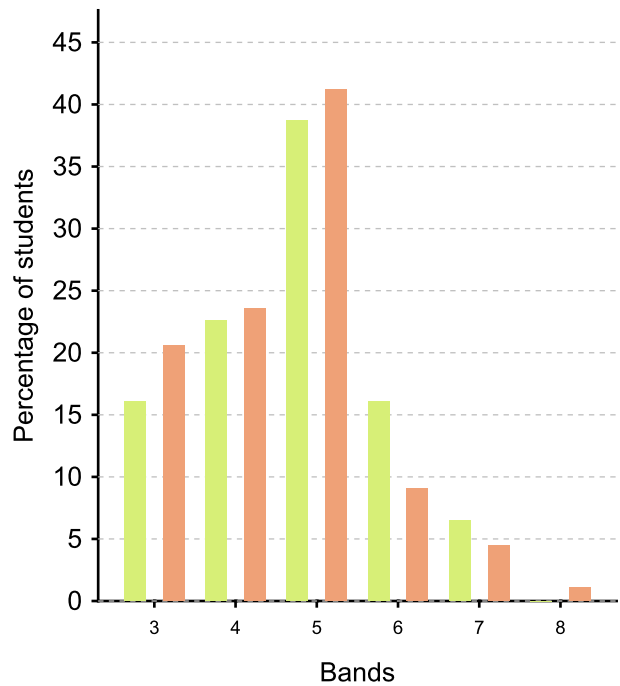
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



In Numeracy in both Years 3 and 5, boys and girls scored below the state average in Numeracy.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 'The school needs a fence and some of the classrooms need to be upgraded,'
- 'Staff are doing the right thing with problem behaviour at school,'
- 'The size of the school is great as it means teachers know all the students,'
- 'Improve communication with community as kids don't bring notes home,'
- 'Spread we get in the Liberal on a weekly basis is good,'
- 'Most successful activities at school are Grandparents Day, DNPS on show, Book Week, NAIDOC and assemblies,'
- 'The extra support in classrooms is great,'
- 'Need to involve more creative pursuits, such as choir and dance,'
- 'Sporting choices, like Zumba, are great and well enjoyed,' and
- 'Girls need to change from white shirts as they are too hard to keep clean.'

Parents responded to surveys, received phone calls from teachers, spoke with staff informally and provided feedback at Individual Education Plan meetings and Parent/Teacher interviews in Terms 2 and 4.

Policy requirements

Aboriginal education

Dubbo North Public School received Aboriginal background funding in 2016. Our plan included:

- Five Aboriginal School Learning Support Officers (SLSOs) to work in class with students and to assist with the promotion of the school's positive community image,
- Dedicated week of learning experiences and celebration for NAIDOC, and
- Continued tutoring in Multilit and TEN initiatives for School Learning Support Officers.

During 2015, Aboriginal background funding was utilised to enable the employment of these School Learning Support Officers across the school.

As a result of this initiative:

- Year 3 and 5 students working with the SLSOs showed vast improvements in their class assessments across the board. The most significant impact was in writing, where students were now including simple and compound sentences in their writing,
- All Aboriginal students' progress in Years 3, 4, 5 & 6 was monitored using the Numeracy continuum. The majority of Aboriginal students achieved at least one clusters growth on the continuums,
- Aboriginal students in Years 5 and 6 were selected to participate in Brospeak and Sistaspeak for a semester, to enhance culture and complete a major work,
- All Aboriginal students had the opportunity to participate in Aboriginal dance workshops which were led by local elders, and
- Aboriginal students in Years 5 and 6 had the opportunity to participate in the NAIDOC Public Speaking competition held at Dubbo West Public School.

Multicultural and anti-racism education

The school drum group provided an opportunity for Stage 2 and 3 students to become immersed in African cultural activities. Dale, an employee from the Macquarie Conservatorium, was employed to teach the students about playing African drums and the history behind them. The drum group performed at the Eisteddfod and at numerous school assemblies throughout the year, including the end of year Presentation assembly.

The Anti-Racism Contact Officer (ARCO) received training at the beginning of the year to build understanding of cultural diversity and Anti-racism initiatives in the school community.