

# Dubbo Public School Annual Report



2017



1775

## Introduction

The Annual Report for 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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### Message from the Principal

2017 has again been a very successful year for Dubbo Public School with notable achievements across the academic, cultural and sporting arenas.

Our NAPLAN results this year are outstanding – there have been significant gains in all areas. Our Year 3 students outperformed NSW public schools in reading, writing and numeracy while students in Year 5 not only outperformed NSW public schools but were on par or better than all students in all schools in reading, writing and numeracy. Such outstanding results has seen considerable growth in meeting the Premier's Priorities in literacy, numeracy and closing the gap for Aboriginal students. Results as such are testimony to the hard work of our students and staff and the support of the school community.

The Learning Support Team continues to work with staff in providing support for our students– this year there have been over 20 programs implemented across K–6 including speech, OT, targeted literacy and numeracy interventions, cross age tutoring and social groups. This year students have also had the opportunity to participate in literacy and numeracy extension groups along with debating, public speaking and most recently Tournament of the Minds. Our focus next year will be to continue to provide learning opportunities for all students to achieve their full potential no matter where they sit on the learning continuum.

The scope of cultural opportunities afforded to our students is outstanding. Students participate in a comprehensive music program with over 100 students engaging in band and guitar tuition provided by the Conservatorium of Music. Our proximity to both the cultural centre and the theatre ensure ongoing further enrichment for our students along with the expertise of our resident dance and music teachers.

In 2017 Dubbo Public School continued to excel in the sporting arena. Our primary students competed against other Dubbo schools in PSSA sport in Terms 2 and 4. We also entered teams in ten PSSA State Knockout competitions including tennis, rugby union, rugby league, touch football, soccer, netball and cricket. In swimming we had 20 students represent at western level and eight competed at State. We were the winning school at the District Cross Country Carnival and nine students went on to western level. Similarly in athletics 22 students represented at the western carnival and three went on to compete at State. I congratulate you all not only on your success but on the way in which you participate –always with respect, friendship and outstanding sportsmanship.

Our students are afforded rich, varied and comprehensive learning experiences, this I believe involves the commitment and dedication of the whole school community – students, staff, parents/carers and the wider Dubbo community, I thank you all.

Debbie Pritchard – Principal

## 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 20 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 computer lab with innovative software and interactive 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 staff.

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.

#### Domain of Learning

**Focus:** Ongoing performance improvement across the school community including a strategic and planned approach to supporting the learning needs and wellbeing of students, school wide practices for assessment and reporting, and positive and respectful relationships that support students' development as self-directed learners.

There is a collective responsibility for student learning and success. All students created Individual Learning Plans in collaboration with their teachers and parents. Over 96% of parents/carers were involved in this process resulting in a productive learning environment with strong support for individual growth and development. The Wellbeing Team continue to support the cognitive, social, and physical wellbeing of all students through comprehensive processes, protocols and programs which include the effective use of school, system and community expertise. The school has developed consistent and explicit processes to elicit information about individual learning achievement and areas, which is communicated on a regular basis to parents through Three Way Conferences, written reports, recognition of achievement and the ongoing sharing of information to support students' progression to the next level. There has been a greater emphasis on extending our students through inquiry based learning, enrichment groups and greater participation in extra curricular opportunities including Tournament of the Minds, Debating, Chess Competitions and Eisteddfod.

#### Future Directions:

More comprehensive and consistent analysis of data to drive learning K-6 through Instructional Leader.

To strengthen and broaden community partnerships to further support students .

To develop effective life long learners through a differentiated curriculum.

### **Domain of Teaching**

**Focus:** A high priority has been given to evidence–based teaching strategies, incorporating more stringent data analysis to identify skill gaps to drive teaching and learning. Systems have been put in place across the school to support collaborative practice and sustain quality teaching practice. Staff also actively engaged in planning their own professional development through the negotiated Performance and Development planning process.

Teachers committed to implementing the most effective teaching methods by participating in professional learning focussing on the Learning/Thinking Scope, L3 (Language, Learning, Literacy) and Instructional Leadership. Staff continued to develop evidence–based practice through formative assessment whereby teachers provide explicit and timely feedback to students on how to improve. This was supported by collaborative planning days for staff to reflect on and refine their practice. SCHMIC Consultancy provided formal coaching to further develop its professional community. An Instructional Leader was also engaged to improve teaching methods in literacy and numeracy by incorporating data analysis to monitor student progress and identify skill gaps for improvement.

### **Future Directions:**

Collaboratively devise whole school learning routines so students have a clear understanding of how to improve their learning.

Assessment instruments are consistently used across K–6 to identify skill gaps and drive teaching and learning.

Teachers engage in collaborative planning days across stages to enhance consistent teacher judgement and track student learning longitudinally.

Teachers provide and receive feedback from peers, leaders and students to improve teaching practice.

Teachers work beyond their classrooms to contribute to broader school programs including learning alliances with other schools and actively share professional development with others.

### **Domain of Leading**

**Focus:** There has been a continued priority given to leadership development and the refinement of management practices and processes. There are strong links with external agencies to access resources and improve educational opportunities for students. The school community have been given opportunities to provide feedback on school practices and procedures.

Leadership development is paramount in school capacity development. To this end, staff were given opportunities to enhance their leadership skills through relieving executive positions and through the creation of Stage Leader positions to support Assistant Principals. The school leadership team was also committed to developing effective teams across the school to promote distributed leadership and acknowledge teacher expertise. Teams included the School Improvement Team, Curriculum Focus Groups and Wellbeing Teams. The School Improvement Team regularly reviewed and monitored the implementation of the School Plan. A further review of the Student Representative Council saw students take on portfolios and become more actively involved in the development of the vision, values and purpose for the school. The school leadership team along with the Wellbeing Team continues to make strategic use of its partnerships with outside agencies to access resources to support student outcomes.

### **Future Directions:**

Develop processes to collaboratively review teaching practices to affirm quality and challenge underperformance.

Strengthen community partnerships through collaboratively defined operating processes and protocols.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

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/sef-evidence-guide>

## 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

1. Teachers participate in professional learning targeted to school priorities and their professional needs.

All teachers attended professional learning around the Learning Thinking Scope with external, education provider SCHMIC Consulting. Stage 2 teachers implemented the Seven Steps writing program and the Quick Smart numeracy program was rolled out over Stage 3 classes. Professional learning was delivered to non-teaching staff around the development of Performance and Development Plans (PDP) reflecting professional goals and school priorities. Stage 3 teachers were upskilled in STEM, the integrated approach around teaching Science, Technology, Engineering and Mathematics. Corporate programming began around the new geography syllabus and collated scope and sequences and units of work were uploaded to the server. Operating procedures for Performance and Development Framework were developed. Reviews of current Performance and Development Plans (PDP) were conducted by classroom teachers with a focus on 2018. Teachers drew on and implemented evidence based research to improve their performance and development, verification of this is shown in class programs and PDP's.

2. Staff will undertake professional learning in understanding the use of assessment data to monitor achievements and gaps in student learning.

L3 data was used to track student progress and provide direction for teaching staff. Support through ongoing L3 training was provided to Stage 1 teachers. Stages worked towards defining aspects of literacy and numeracy and teaching strategies that support individual learning intentions. DPS began to develop a K-6 assessment framework. A data analyst worked across schools to support progress towards the Premiers Priorities. NAPLAN targets were incorporated into teaching and learning programs using SMART data and backwards mapping strategies to explicitly target areas of need. Behaviour Management Plans (BMP) and Risk Management Plans (RMP) were reviewed and collated on the faculty server for school wide access. PLAN data began to be implemented across all years. Teachers trialled how to set transparent criteria for student assessment, along with the principles of consistent assessment and moderation. This was evidenced in teaching programs and assessment records.

3. Leadership – the school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

A number of leadership opportunities were given to aspiring leaders, including stage leader roles. High Impact Leadership built the capacity of aspiring leaders to lead school based professional learning. A review and implementation of a Peer Support Program was carried out. Student leaders benefited from the Cross-Age Tutoring (CAT) program which was implemented across Stage 2 and the GRIP Leadership Conference. Preparation and leadership development is evidenced through both staff and students leading within the school and obtaining leadership positions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Authentic feedback is embedded in teaching and learning practices and evidenced through	\$12,100	Through high impact professional learning, teachers have an improved understanding of the teaching/learning activities with the greatest impact

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching/learning programs, professional development calendar and Performance and Development Plans.		in the classroom. Authentic feedback is embedded in classroom practice and whole school learning routines ensure consistency across the school. There is a focus on collaborative practice to inform the teaching/learning process with all teaching staff participating in stage coaching days to review, reflect and evaluate teaching practice.
Diverse and differentiated teaching and learning programs reflect the detailed analysis and use of assessment data to support, extend and enrich student progress.	\$31,824	Collaborative teams operated across the school to improve their understanding and use of assessment data to drive future teaching and learning and to ensure diverse and differentiated teaching practice. Teachers in Early Stage One and Stage One participated in ongoing L3 training and a comprehensive K–6 Assessment Framework was initiated. More than 120 students received teaching adjustments to support individual growth and enrichment.

## Next Steps

Continue to draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Ensure teaching/learning is data driven and based on formative assessment practices and learning progressions through the support of an Instructional Leader.

Strengthen collaborative culture and processes for professional learning and building leadership capacity.



## 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

1. Student needs are met through a balanced and differentiated curriculum.

An Equity Teacher was employed to support and improve outcomes for Aboriginal students. School Learning Support Officers (SLSOs) attended professional learning in the implementation of both MacqLit and QuickSmart programs. A boys' class was established. The Aboriginal Education Officer (AEO) implemented the Bro Speak program supported by outside agency, Burnside. A filial play room was established and therapy sessions implemented. Staff began to engage in online personalised learning and support training. The Wellbeing Team monitored and provided support for identified groups and individual students with specific needs. Explicit and timely feedback was provided by teachers to students on how to learn through independent and group investigations.

2. Gifted and talented opportunities are provided to extend students in social, cultural and academic pursuits.

Literacy and numeracy enrichment programs were implemented for students in Years 2–6. Inquiry based learning classes were also established across Stages 2 and 3. Professional learning was completed to identify Gifted and Talented (G&T) students in Kindergarten. Science, Technology, Engineering and Mathematics (STEM) activities were embedded across the primary classes including the purchase of Robotics Kits. Students in Years 4 to 6 participated in the Tournament of the Minds initiative. Assessment instruments were used to help monitor student learning progress and identified areas for enrichment and improvement.

3. Positive Behaviour for Learning principles underpin a quality learning environment.

A system evaluation was completed of Positive Behaviour for Learning (PBL) using the Team Implementation Checklist (TIC). Executive engaged in professional learning to overlay the Wellbeing Framework to review and enhance school operating procedures. Staff attended professional learning on mindfulness. Targeted staff participated in PBL Tier 3 professional learning. The Schoolwide Evaluation Tool (SET) was used to ensure consistency of PBL practice across the school. DPS implemented a whole school approach to wellbeing that clearly identified behavioural expectations where at least 96% of students demonstrated resilient and positive behaviours.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have a quality Personalised Learning and Support Plan.	\$24,670	The Learning and Support Team in collaboration with staff, community and families facilitated targeted interventions for 120 students K–6. An Equity Teacher was employed to identify, monitor and support Aboriginal student progress and an ELP teacher supported students from EALD backgrounds. Additional SLSOs were engaged to assist with the implementation of Personalised Learning and Support Plans.
Performance of equity groups within the school is comparable to the performance of all students in the school.	\$6,329	Data was collaboratively analysed and included external and internal formative and summative assessments to support the delivery of interventions to equity groups. All students were tracked according to the interventions implemented. Aboriginal students performed as well as or outperformed State (Aboriginal) scores in both Year 3 and Year 5 NAPLAN tests. Equity groups were

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance of equity groups within the school is comparable to the performance of all students in the school.		well represented in all academic, cultural, sporting and leadership activities within the school.

## Next Steps

Deliver timely and targeted intervention and feedback enabling all students access to tailored support , extension and enrichment opportunities.

Embed critical and creative thinking strategies through innovative quality teaching environments supported by collaborative partnerships with other local schools.

Create ongoing assessment and tracking systems across the school to monitor progress and guide future learning.





## Strategic Direction 3

### Community Partnerships

#### Purpose

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

#### Overall summary of progress

1. Communication processes exist to deliver services and information and strengthen parental engagement.

Setting the Scene Conferences were carried out in Term 1 to gather student information and develop learning goals. Conferences were well supported by parents and carers with an attendance rate of over 96%. The canteen introduced online ordering. The community continued to be updated through the electronic school newsletter. Teaching staff attended monthly P&C meetings to present program information. The DPS community, along with staff and students from Years 4 and 6 completed Tell Them From Me surveys. Analysis of the data from the Tell Them From Me surveys was used to provide feedback on school effectiveness. The school website and phone app continued to be evaluated and updated throughout the year. Three-Way Conferences were held in Term 3 to review student progress and set new learning goals. DPS has efficient and effective communication processes to deliver services and gather information to strengthen parental partnerships.

2. School makes deliberate and strategic use of its external partnerships to access resources to improve student outcomes.

The Dubbo College IT team continued to support the school with technology expertise and upgrades. External agencies such as Centre for Effective Reading, OT, Hearing, Speech, Community Health and OoHC continued to be accessed. A partnership with Ray White around sponsorship opportunities continued. Western Plains Cultural Centre (WPCC), Taronga Western Plains Zoo (TWPZ), Dubbo Regional Theatre and Convention Centre (DRTCC), the Macquarie Conservatorium of Music (MCM) and Dubbo College South Campus supported and enhanced teaching and learning programs. Cultural Awareness, Safety and Multicultural days were held with the support of community sponsorship as well as assistance from Dubbo College South Campus students. Funded by Learning Links, the Reading for Life Program was implemented with targeted Stage 2 students. Partnership programs with Dubbo College to train student tutors to implement programs included Clontarf and Reading for Life. Students with chronic illnesses accessed the Ronald McDonald Learning Program and staff were upskilled in the delivery. A Wiradjuri language and culture program was implemented across Stage 1, 2 and 3 throughout the year. Transition programs, including Kinder parent transition and high school exchange of information meetings, were effective in supporting students at these pivotal points of their schooling. DPS continues to develop extensive relationships with a variety of external agencies to improve educational opportunities for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student reporting strategies contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.	\$20,060	Positive and productive relationships were forged and maintained through an open door policy encouraging community participation at school events and the facilitation of parents/carers and the wider community in supporting students with learning progress.
A planned program of events accommodates the needs and interests of equity groups within the school.	\$7,478	Parents/carers and extended families were regularly invited into the school for various events throughout the year. These included weekly assemblies, conferences, Easter and Christmas activities, Education Week, Book Week and Grandparent's Day. A Multicultural Day was also held to celebrate the many different nationalities at

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A planned program of events accommodates the needs and interests of equity groups within the school.		Dubbo Public with these families coordinating the various cultural activities. NAIDOC Day was also highly successful with parents and outside agencies such as Burnside supporting the day.

## Next Steps

Provide opportunities for parents/caregivers to engage and understand the learning progress of their children and how to support them.

Extend partnerships with agencies and develop processes and protocols that support student learning.

Strengthen and develop communication processes to inform all stakeholders and promote our school community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12,658	<p>An Equity Teacher was employed one day a week to monitor and track the progress of Aboriginal students. Initiatives targeted the performance of Aboriginal students in literacy and numeracy and included QuickSmart (numeracy), Mini Lit, Multi Lit, MacqLit, the Cross Age Tutoring Program, Reading for Life and FingerGym.</p> <p>The Language and Culture Nest is based at Dubbo Public School supporting weekly Wiradjuri language and culture lessons. All students K–6 participate in these lessons and regularly perform at school events. Identified students have learnt the Acknowledgement to Country in Wiradjuri and perform at many events in the Dubbo community.</p>
<b>English language proficiency</b>	\$14,023	<p>An English Language Proficiency Teacher was engaged to support students in literacy/numeracy development and facilitate professional learning for teachers. The ELP teacher also supported partnerships between the school and these families to enhance communication and school performance.</p> <p>A highly successful Multicultural Day was held with a myriad of activities promoting the 14 different nationalities of Dubbo Public School. Activities such as belly dancing, henna painting, food tasting and a national dress parade were enthusiastically enjoyed by all. Welcome signs were erected at the front of the school in 12 different languages.</p>
<b>Low level adjustment for disability</b>	\$45,347	<p>The Wellbeing Team continued to support classroom teachers in providing personalised learning and support. Over 100 students received targeted physical, cognitive, social/emotional or sensory support. The school also used the Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue on how to make the necessary adjustments to support student learning.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.389 Semester 1 0.885 Semester 2	<p>Assistant Principals and Stage Leaders were given additional release time to implement mentoring and coaching practices for their staff on programming, lesson delivery, assessment and classroom management.</p> <p>Teachers were also supported in the implementation of their Performance and Development Plans and accreditation processes.</p>
<b>Socio–economic background</b>	\$80,290	<p>The Wellbeing Team meets each fortnight to facilitate the delivery of a differentiated curriculum and targeted interventions for individual students and equity groups.</p> <p>Collaborative partnerships have been developed with outside agencies including Dubbo Community Health, Centre for Effective Reading, Out of Home Care</p>

<b>Socio-economic background</b>	\$80,290	<p>providers and the Hear Our Heart Earbus. Resulting interventions include Reading for Life, Fingergym, OT and speech programs and Ronald McDonald tutoring.</p> <p>Eleven School Learning Support Officers support the implementation of these programs and provide the much needed support of our most vulnerable students.</p>
<b>Support for beginning teachers</b>	\$30,900	<p>Our three beginning teachers received additional release time to access ongoing mentoring and opportunities for team teaching, feedback and planning time.</p> <p>Beginning teachers were also supported to gather and annotate evidence for their accreditation.</p>
<b>Targeted student support for refugees and new arrivals</b>	0.4 Teacher Allocation	<p>An English Language Proficiency Teacher supported our new arrivals with literacy skills, orientation to school and community, and language and social skills.</p> <p>Parents were also supported with enrolment procedures.</p>
<b>Community Consultation</b>	\$9,123	<p>Dubbo Public School holds various assemblies and events throughout the year. To cater for these events a portable stage was purchased to improve audience participation and the overall quality of the event.</p>
<b>Aboriginal background funding</b>	\$67,000	<p>The Aboriginal Education Officer plays a pivotal role in our school, forging important links with the school and and community. He works with teachers to develop culturally appropriate programs. He implemented BroSpeak, supported our junior AECG representatives and developed an Aboriginal Culture Garden to support additional Aboriginal programs. The AEO is timetabled to support classes and assist Aboriginal students at point of need.</p>
<b>Literacy and Numeracy</b>	\$13,211	<p>The QuickSmart numeracy intervention program was implemented to narrow the achievement gap by increasing fluency and automaticity in mathematics. School Learning Support Officers were trained to implement the program with targeted students from Year 4.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	267	268	278	282
Girls	210	232	226	232

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	97.1	95.5	95.9
1	94.6	94.7	94.7	95.9
2	95.2	95.3	94.3	95.1
3	93.6	95.4	94.5	94.9
4	95.1	93.4	95.5	95.4
5	94.1	92.1	94	94.7
6	94.3	94.7	93.4	93.4
All Years	94.6	94.8	94.6	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance at Dubbo Public School is closely monitored to ensure high levels of attendance are maintained. Classroom teachers, Aboriginal Education Officer and executive regularly monitor student attendance. Parents are contacted by phone or in writing if concerns arise. Personalised Attendance Plans for targeted students are developed in close consultation with parents. An Assistant Principal meets monthly with HSLO representative to review absences. The implementation of the Late Intervention Program focused on improving the incidence of late arrivals to school. Outstanding attendance is recognised each term. Parents are reminded of the importance of regular attendance and the impact of absence from school through the school newsletter.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	7
Head Teacher(s)	0
Classroom Teacher(s)	22.25
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	6.96
Other Positions	1

\*Full Time Equivalent

Dubbo Public School has one Aboriginal Education Officer, six Aboriginal teachers and three Aboriginal School Learning Support Officers. The Language and Culture Nest is also attached to Dubbo Public School employing an Aboriginal teacher and six Aboriginal tutors.

### 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	0

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The Dubbo Public School's accounting practices are in accordance with the directions issued by the Department of Education.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. The balance carried forward includes proposed longer term asset acquisitions such as refurbishment of the front office, purchase of interactive panels, purchase of more fixed equipment, classroom furnishings and refurbishment of school buildings.

Receipts	\$
<b>Balance brought forward</b>	<b>890,426</b>
Global funds	482,727
Tied funds	420,317
School & community sources	160,103
Interest	8,264
Trust receipts	33,095
Canteen	0
<b>Total Receipts</b>	<b>1,104,506</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	21,131
Excursions	20,613
Extracurricular dissections	79,545
Library	4,435
Training & Development	0
Tied Funds Payments	519,074
Short Term Relief	81,617
Administration & Office	129,285
Canteen Payments	0
Utilities	49,824
Maintenance	29,855
Trust Payments	60,666
Capital Programs	58,310
<b>Total Payments</b>	<b>1,054,356</b>
<b>Balance carried forward</b>	<b>940,576</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,007,117
Appropriation	956,756
Sale of Goods and Services	1,041
Grants and Contributions	48,590
Gain and Loss	0
Other Revenue	0
Investment Income	729
<b>Expenses</b>	-435,585
Recurrent Expenses	-435,585
Employee Related	-301,572
Operating Expenses	-134,013
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	571,531
<b>Balance Carried Forward</b>	571,531

	2017 Actual (\$)
<b>Base Total</b>	3,458,147
Base Per Capita	80,442
Base Location	3,695
Other Base	3,374,010
<b>Equity Total</b>	319,696
Equity Aboriginal	91,124
Equity Socio economic	57,469
Equity Language	14,024
Equity Disability	157,078
<b>Targeted Total</b>	573,451
<b>Other Total</b>	3,095,939
<b>Grand Total</b>	7,447,233

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.

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.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

# 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.

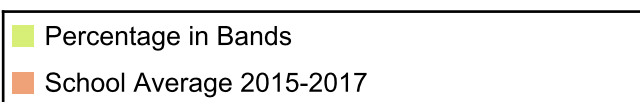
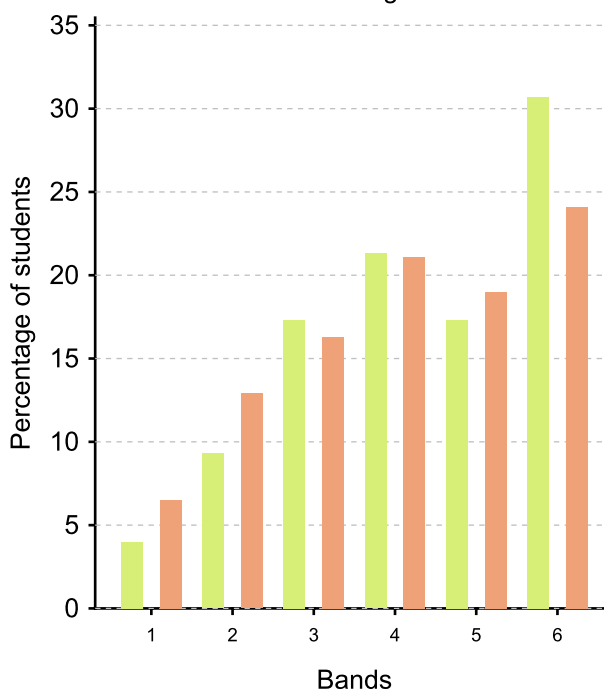
### Year 3

- In reading Dubbo Public School has almost doubled the representation of students in band 6 .
- In spelling the gap between Dubbo Public School and State reduced by 25%.
- In writing 52% of students were in the top two bands.
- The reading trend for Year 3 Aboriginal students is on a greater incline than that of State (all) State (Aboriginal) and SSG (Aboriginal).
- 50% of Year 3 Aboriginal students scored in bands 4 and 5 for writing.
- In Spelling Year 3 Aboriginal students scored in line with State (Aboriginal) students.

### Year 5

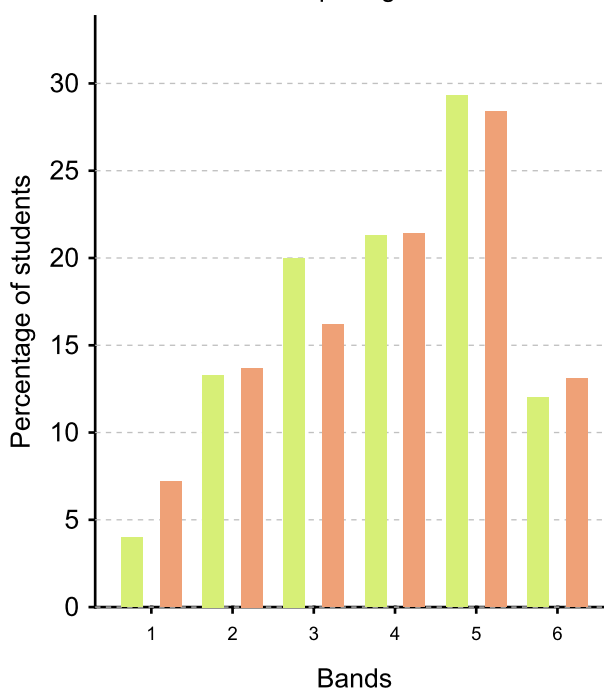
- In reading two thirds of students are represented in the top 3 bands with students making a 23% growth from last year.
- In spelling 95% of students made growth with the gap between Dubbo Public School and State reduced by 25%
- In writing 97% of students made growth with the schools average scaled score slightly higher than the state.
- The scaled score in reading for Year 5 Aboriginal students increased by 87.4% – outperforming SSG (Aboriginal) and State (Aboriginal).
- All Aboriginal students made growth in writing, shifting from the bottom band into the middle bands.
- The average spelling scaled score of Year 5 Aboriginal students was greater than that of the State (Aboriginal).

Percentage in bands:  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	4.0	9.3	17.3	21.3	17.3	30.7
School avg 2015-2017	6.5	12.9	16.3	21.1	19.0	24.1

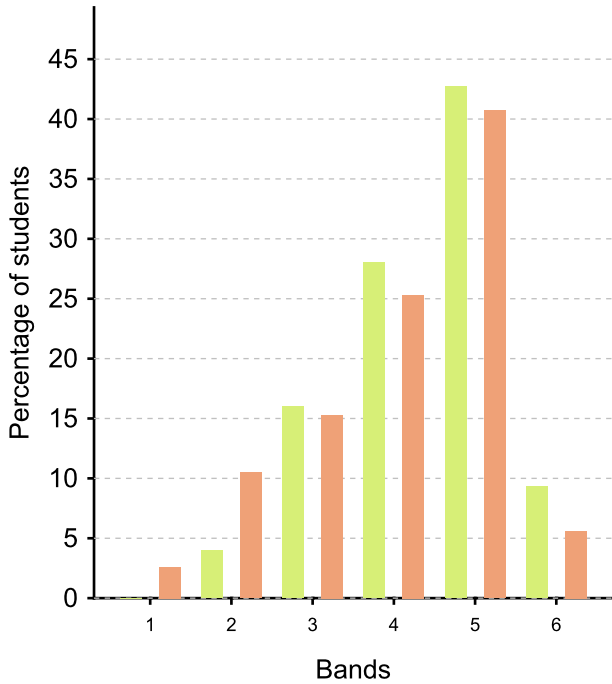
Percentage in bands:  
Year 3 Spelling





Band	1	2	3	4	5	6
Percentage of students	4.0	13.3	20.0	21.3	29.3	12.0
School avg 2015-2017	7.2	13.7	16.2	21.4	28.4	13.1

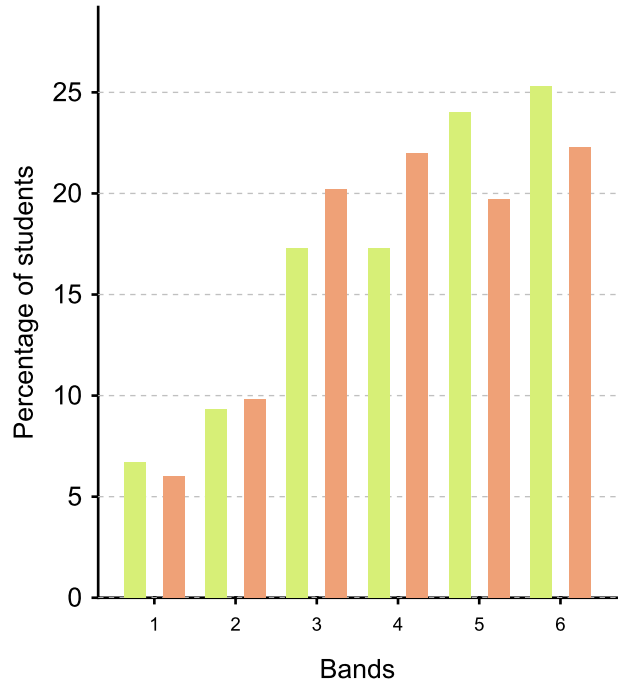
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	16.0	28.0	42.7	9.3
School avg 2015-2017	2.6	10.5	15.3	25.3	40.7	5.6

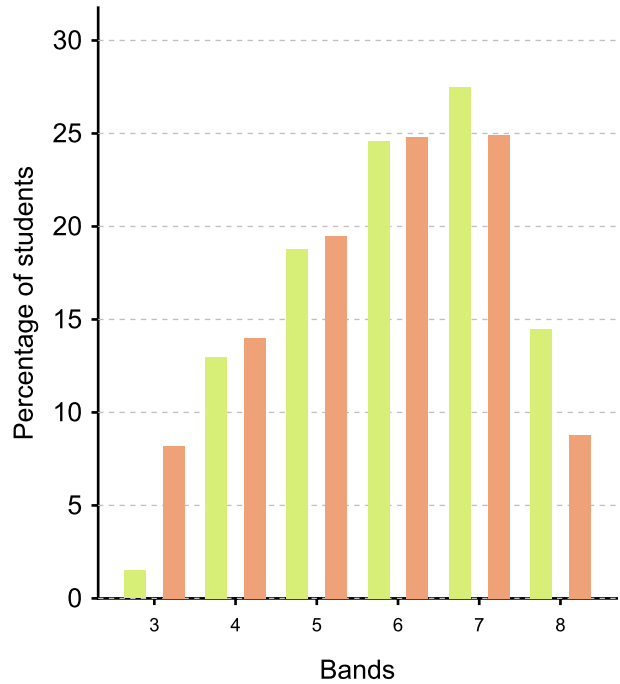
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.7	9.3	17.3	17.3	24.0	25.3
School avg 2015-2017	6.0	9.8	20.2	22.0	19.7	22.3

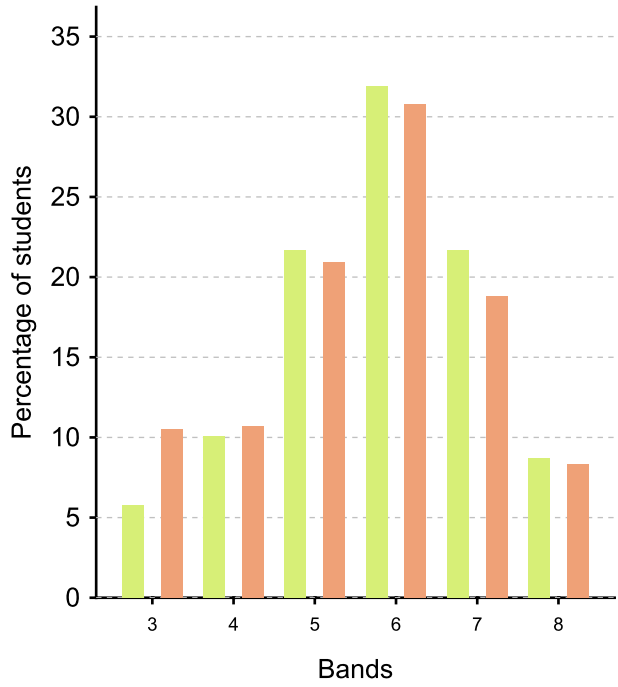
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

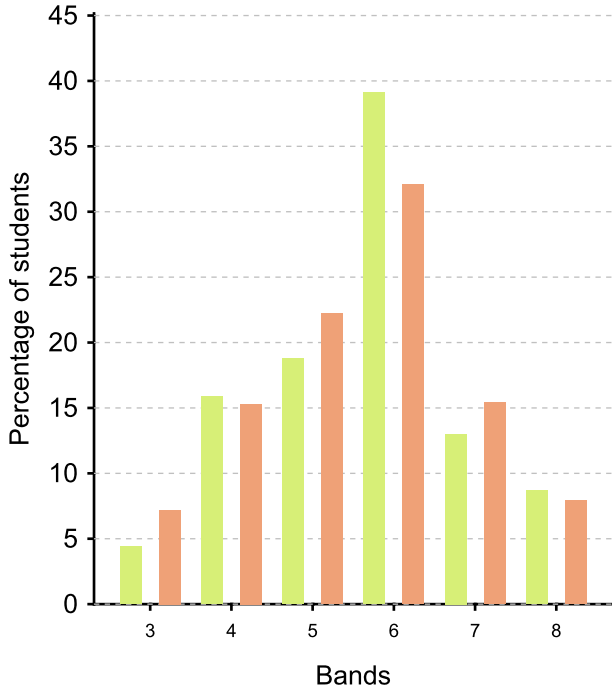
Band	3	4	5	6	7	8
Percentage of students	1.5	13.0	18.8	24.6	27.5	14.5
School avg 2015-2017	8.2	14.0	19.5	24.8	24.9	8.8

**Percentage in bands:**  
Year 5 Spelling



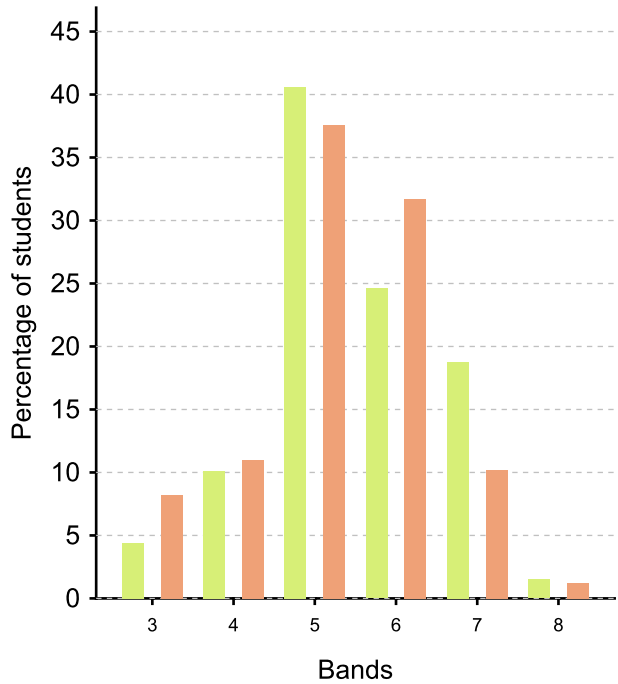
Band	3	4	5	6	7	8
Percentage of students	5.8	10.1	21.7	31.9	21.7	8.7
School avg 2015-2017	10.5	10.7	20.9	30.8	18.8	8.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	4.4	15.9	18.8	39.1	13.0	8.7
School avg 2015-2017	7.2	15.3	22.2	32.1	15.4	7.9

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.4	10.1	40.6	24.6	18.8	1.5
School avg 2015-2017	8.2	11.0	37.6	31.7	10.2	1.2

Band	1	2	3	4	5	6
Percentage of students	0.0	10.7	21.3	28.0	22.7	17.3
School avg 2015-2017	3.7	14.6	23.6	27.4	19.5	11.2

### Year 3 Numeracy

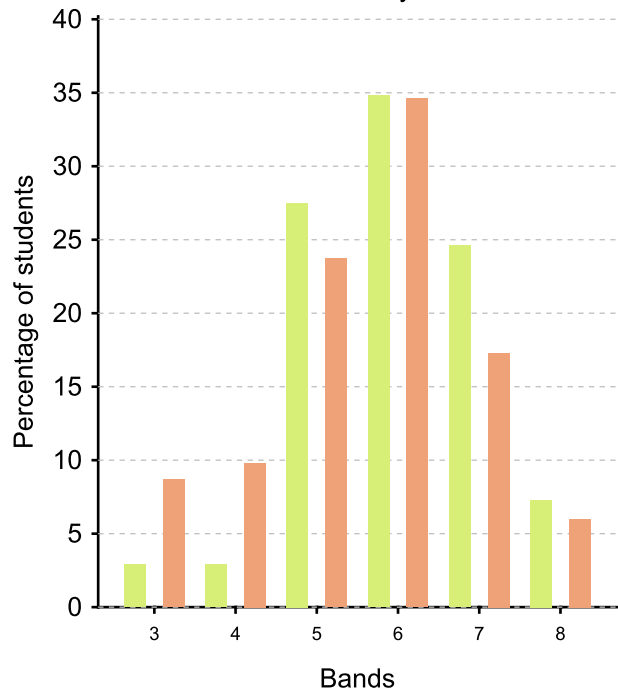
- Dubbo Public School is outperforming SSG in the top 3 band representation.
- There has been consistent upward growth for boys at Dubbo Public School since 2015 and the 2017 data shows a significant upward trajectory for the girls.
- No students scored in band 1.
- Year 3 Aboriginal students scored better in numeracy than both State (Aboriginal) and SSG (Aboriginal).
- There has also been an increased representation of Aboriginal students in bands 4 and 6 with 66% of Aboriginal students sitting in these two bands.

### Year 5 Numeracy

- Dubbo Public School is outperforming SSG in the top 3 band representation.
- All students made growth in numeracy with 90.9% of Dubbo Public School students made greater than or equal to the expected growth.
- There has been a reduction of 21.8% of students in the bottom 2 bands with the main student movement to bands 5 and 6.
- 99.9% of all Year 5 Aboriginal students are in bands 5, 6 and 7 for numeracy. This is a significant shift from 2016 with all Aboriginal students sitting in the bottom 2 bands.

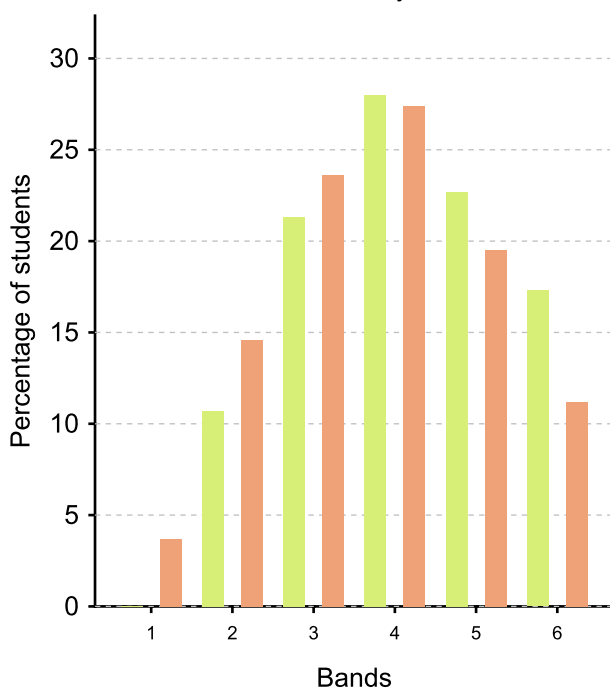
### Percentage in bands:

#### Year 5 Numeracy



### Percentage in bands:

#### Year 3 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.9	2.9	27.5	34.8	24.6	7.3
School avg 2015-2017	8.7	9.8	23.7	34.6	17.3	6.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

### Premiers Priorities

Overall Year 3 students performed very well in literacy with 48% achieving at proficiency in reading, 52% at proficiency in writing, 41% at proficiency in Spelling, 49% at proficiency in Grammar and Punctuation. 40% of Year 3 students achieved at proficiency level in numeracy.

All of these students achieved in the top two bands.

Overall Year 5 students performed very well in literacy with 42% achieving at proficiency in reading, 20% at proficiency in writing, 30% at proficiency in Spelling, 22% at proficiency in Grammar and Punctuation. 32% of Year 5 students achieved at proficiency level in literacy and numeracy.

All of these students achieved in the top two bands.

16.7% of Year 3 Aboriginal students are proficient in reading—an increase of 3.3% from 2016 while 16.7% are proficient in numeracy—an increase of 10% from 2016.

22.2% of Year 5 Aboriginal students are proficient in reading—an increase of 22.2% from 2016 while 22.2% are proficient in numeracy—an increase of 22.2% from 2016.



## Parent/caregiver, student, teacher satisfaction

In 2017 Dubbo Public School sought the opinions of parents, students and teachers about our school. Stakeholders participated in a number of surveys, forums and workshops to provide information around school satisfaction. Staff, students and parents completed the Tell Them From Me surveys with the following responses:

### Students:

85% of the girls and 79% of the boys had a high sense of belonging to the school.

8.2 of girls and 8.2 of boys (score out of 10) found classroom instruction is well-organised, with clear purpose, and with immediate and appropriate feedback that helps them learn.

8.7 of girls and 8.6 of boys (score out of 10) which exceeds the school norm, believe important concepts were taught well, and class time was used efficiently.

### Staff:

Teachers responded to a variety of questions across all areas of the school, stating that overall the school leaders have taken time to observe their teaching and supported them during stressful times. The majority of teachers have indicated that they work with school leaders to create a safe and orderly school environment.

Teachers overwhelmingly stated that they discuss learning problems of particular students and learning goals with other teachers. Lesson plans and assessment strategies are seen to be openly shared between teachers in the school.

Other results from the survey found that teachers at Dubbo Public School are working collaboratively to develop cross-curricular or common learning opportunities and strategies that increase student engagement.

### Parents:

A positive finding from the parents surveyed was that the majority felt welcomed when they visited the school and were well informed about school activities. Parents indicated that the principal, teachers and administration staff were all very approachable and felt listened to when voicing concerns.

Other outcomes were that parents felt well informed about their child's behaviour at school, whether positive or negative. Majority of parents surveyed indicated they feel they would be contacted by a teacher immediately with concerns about their child's behaviour at school.

## Policy requirements

### Aboriginal education

Dubbo Public School has approximately 70 Aboriginal students comprising 12% of student enrolment. Each student has a Personalised Learning Plan developed in consultation with parents/carers. All students from Kindergarten to Year 6 participate in Wiradjuri language and culture lessons provided by Aboriginal tutors.

The Aboriginal Education team oversees the organisation and celebration of NAIDOC Day. Activities included beading, face painting, dance, scone making and traditional Aboriginal games. Local community groups supported the day with all students enjoying the many cultural activities. Dubbo Public School has two Junior AECG Representatives who attend the monthly meetings and provide a report. A number of students have learnt the Acknowledgement of Country in Wiradjuri and are regularly invited to perform at various community events.

An Equity Officer is employed to support Aboriginal students with targeted literacy and numeracy programs aimed at closing the gap. A comprehensive tracking system monitors and measures the progress of Aboriginal students and informs future teaching and learning interventions.



### Multicultural and anti-racism education

Dubbo Public School has approximately 5% of students from an English as an Additional Language background. Each year these students are supported by an EAL/D teacher who also up skills classroom teachers with strategies. The EAL/D teacher attends network meetings with teachers from other local schools to share best practice. The annual Multicultural Day was again held with outstanding success. All students enjoyed participating in food tasting and cultural activities from around the world. The nationalities represented at Dubbo Public School include: India, China, Zimbabwe, Peru, Egypt, South Africa, Vietnam, Indonesia, Nepal, Pakistan, Philippines, Tonga and Nigeria.

## Other school programs

### Enrichment

Dubbo Public School further enhanced learning opportunities for students through a number of new initiatives. Inquiry based learning classes were established in Stages 2 and 3 to support the whole school focus on creative and critical thinking skills. An enrichment teacher was employed to extend the literacy and numeracy skills for students from Years 2–6. DPS also participated in the Tournament of the Minds Competition providing students with the opportunity to solve open ended challenges that foster creative and divergent thinking whilst developing collaborative teamwork. The Stage 3 debating team participated in the Premier's Debating Competition and the Stage 2 team in the Western Challenge Debating competition. Students enhanced their ability to use reasoning and evidence to create balanced, informed arguments.

### Arts

Students from Dubbo Public School have the opportunity to participate in the weekly band and program delivered in partnership with the Conservatorium of Music. Groups are for both beginners and advanced students. Students are offered tuition in clarinet, flute, saxophone, trombone, trumpet, french horn, baritone and percussion. Students have represented the school at the Dubbo City Eisteddfod and the Macquarie Conservatorium Open Day. They have performed at many other school events such as Education Week and Presentation Day.

Students are also given the opportunity to enrol in a guitar group for beginners and advanced players.

Several students across primary attend a Choral Workshop presented by Paul Jarman.

Nine students participated in the Moorambilla Development Workshop which inspires and motivates participants to explore music through innovative new approaches. These students performed at the Moorambilla Gala Concert held at the Dubbo Regional Theatre.

In 2017 three infants classes and three primary classes participated in the Dubbo Eisteddfod receiving a highly commended and 3rd place. Both Advanced Band and Beginner Band received 3rd place, 1st place for the Advanced Recorder Group and 2nd place for the Primary Choir.

All band students attended a workshop at the Macquarie Conservatorium with the Sydney Combined Public School Band.

66 students across Stage 2 and Stage 3 attended the Dream Lantern Workshop at the Western Plains Cultural Centre and paraded their creations at the community festival.

## **Sport**

Students at Dubbo Public School are afforded comprehensive sporting opportunities resulting in outstanding participation and commendable results. The year began with our annual swimming carnival with Darling declared the winning house. 46 students represented our school at the district carnival with 20 progressing to the western carnival and eight students competing at the State carnival in Homebush. The District cross country event saw Dubbo Public School being announced the winning school, well represented by our squad of 32 students. Nine students went on to represent at the western carnival and two progressing to the State cross country carnival. The athletics carnival was the last of our carnivals with 46 students participating in the district carnival with Charli White taking out the 11 year girls champion and Max McAneney the junior boy champion title. 22 students represented at the western meet with three students competing at the State athletics carnival.

DPS entered PSSA knockout teams in boys and girls soccer, girls and boys cricket and netball. Throughout the year individual students tried out for various district and western teams in rugby league, rugby union, soccer, netball and cricket. 16 students gained selection in district teams with four students selected in the western netball, rugby union, rugby league and cricket teams.

Students also participated in various sporting gala days including the Rugby Sevens, Russell Richardson Cup, David Peachey Shield, the Bryan Palmer Shield, Netball Gala Day and the Netball Cup.

In Terms 2 and 4 all primary students participated in PSSA sport against other Dubbo Schools. Sports included rugby league, netball, soccer, T-ball, touch football, lawn bowls and netball. Students in Years 2 and above also had the opportunity to improve their water confidence and swimming skills in the Intensive Swimming School.

Dubbo Public School has had some exceptional individual and team performances in 2017 but all students are to be commended on their enthusiastic participation and outstanding sportsmanship.

## **Student Representative Council**

The 2017 SRC consisted of ten Year 6 students elected by staff and students and lead by Captains, Zoe McAneney and Rudy Peet and Vice Captains Lily Burn and Jack Lyon. The captains chaired various assemblies and events throughout the year including weekly assemblies, special assemblies and the annual Presentation Assembly. The SRC met fortnightly and were very active in organising fundraising activities including Crazy Sock Day, Spider Day, Cup Cake Day and the Red Shield Appeal. Charities to benefit were Hear Our Heart, Dubbo Base Hospital Children's Ward, Taronga Conservation Society Australia Save the Bilby, Epilepsy Australia, Cystic Fibrosis NSW and Love Your

Sister. The SRC also organised school dances and various lunchtime sporting competitions throughout the year. Class Captains were elected each new term giving more students the opportunity to represent their class in decision making. Year 2 leaders lead the weekly infants assembly.

Our student leaders lead the school at community ANZAC Day and Remembrance Day ceremonies. They also attended the GRIP Leadership Conference to build their leadership skills and develop the core values of generosity, responsibility and integrity.