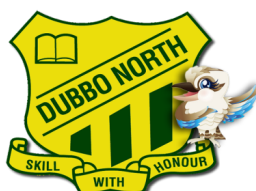


# Dubbo North Public School

## Annual Report



2017



1776

## Introduction

The Annual Report for **2017** 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

### School contact details

Dubbo North Public School

Fitzroy St

Dubbo, 2830

[www.dubbonorth-p.schools.nsw.edu.au](http://www.dubbonorth-p.schools.nsw.edu.au)

[dubbonorth-p.School@det.nsw.edu.au](mailto:dubbonorth-p.School@det.nsw.edu.au)

6882 4689

## 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

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.

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

### 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)	Funds Expended (Resources)	Progress achieved this year
85% of students show a 5% improvement in Aspects of Writing on the literacy continuum.	<ul style="list-style-type: none"><li>• Aboriginal background loading (\$288, 357)</li><li>• Support for beginning teachers (\$63, 000)</li><li>• Socio-economic background (\$319, 424)</li></ul>	Ongoing assessment of data carried over into 2018. Programs are collaboratively put together and all stakeholders are included. 3 additional teachers employed and 5 School Learning Support Officers to provide a greater level of support across K – 6.

#### Next Steps

All new staff and School Learning Support Officers to attend Professional Learning opportunities to ensure progress and developments already achieved are built upon in 2018, 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 these important literacy and numeracy initiatives – Targeting Early Numeracy, Language, Learning and Literacy, Early Action For Success (focussing on reading) and MultiLit. These initiatives have had a significant impact on student learning, particularly for equity groups in the early years of schooling. In 2018 the Learning and Support team in conjunction with stages will undergo training in and the implementation of MiniLit to enhance student's' phonetic knowledge.

## 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)	Funds Expended (Resources)	Progress achieved this year
Scoring 90% in the PBL assessment measures (TIC BOC SET).	PBL reload, peer coaching and PBL Tier 2 staff training. Funds from global budget for prizes and rewards. Global budget funds for purchase of Kakadu Kudos.  Socio-economic background (\$319, 424)	Classroom modules completed and peer coaching carried out. SRC presented focus and made it known to the school community. 90% scored in SET. 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.

#### 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. Extend knowledge of PBL systems within the school and look to introduce Tier 2 interventions.

## Strategic Direction 3

### Engagement

#### Purpose

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

#### Overall summary of progress

Through the 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 alters 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 2017 we have seen a 15% increase in parent attendance at Infants and Primary assemblies, and special days are very well supported by our school community. In 2017 attendance rose to 90% across the school, excluding suspensions, which was slightly up on the previous year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$1000 Subscription for Central	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 increased for school leaders and leaders enrolled in leadership 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. In 2018 parental attendance at school events will be recorded and attendance will continue to be recognised and a major focus for the following year.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$288, 357	5 Aboriginal SLSO's were employed to provide support for targeted students. All Aboriginal students and students requiring adjustments have a 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.
<b>Low level adjustment for disability</b>	\$160, 819	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$22, 143	Teachers receive an additional 40 minutes of RFF time each week to meet with supervisors and work collaboratively as a stage team and improve teaching practice.
<b>Socio-economic background</b>	\$319, 424	3 staff were employed and resources purchased. Additional staff were employed to reduce class sizes and provide more individualised support.
<b>Support for beginning teachers</b>	\$63, 000	Beginning teachers received an additional 2 hours of RFF time to complete accreditation requirements and work with mentors to improve teaching practise.
<b>Targeted student support for refugees and new arrivals</b>	N/A	N/A



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	109	119	132	132
Girls	108	109	127	134

Student enrolment was up from 252 in 2016 to 262 in 2017, due largely to a bigger cohort of Kindergarten students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.5	92	92.5
1	93.7	94	92.6	91.7
2	93.6	95.1	93.6	93.1
3	92	93.7	91.4	93.9
4	94	93.9	93.3	93.8
5	94.1	96.7	89.8	92.3
6	91.5	92.7	93.5	91
All Years	93.6	94.3	92.3	92.7
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

Non attendance is managed by phone calls from the classroom teachers and then supported by the executive. Staff complete home visits, Personalised Attendance Plans are completed where relevant and consistent non-attenders are managed by the school with the referral process to the HSLO and ASLO.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	10.63
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.52
Other Positions	0

\*Full Time Equivalent

### 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

## 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. 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:

- Learning Progressions
- Number Talks
- Report writing
- Formative Assessment
- Bump It Up strategies
- SCOUT training
- PBL Tier 2 training

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>480,391</b>
Global funds	265,946
Tied funds	778,881
School & community sources	61,076
Interest	5,201
Trust receipts	1,699
Canteen	0
<b>Total Receipts</b>	<b>1,112,804</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	85,169
Excursions	3,098
Extracurricular dissections	29,143
Library	6,067
Training & Development	0
Tied Funds Payments	620,173
Short Term Relief	8,777
Administration & Office	39,871
Canteen Payments	0
Utilities	45,202
Maintenance	40,936
Trust Payments	1,587
Capital Programs	0
<b>Total Payments</b>	<b>880,023</b>
<b>Balance carried forward</b>	<b>713,172</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>	758,947
Appropriation	713,957
Sale of Goods and Services	-1,414
Grants and Contributions	46,186
Gain and Loss	0
Other Revenue	0
Investment Income	218
<b>Expenses</b>	-369,846
Recurrent Expenses	-369,846
Employee Related	-230,339
Operating Expenses	-139,507
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	389,101
<b>Balance Carried Forward</b>	389,101

	2017 Actual (\$)
<b>Base Total</b>	1,867,547
Base Per Capita	42,342
Base Location	2,566
Other Base	1,822,639
<b>Equity Total</b>	773,531
Equity Aboriginal	288,357
Equity Socio economic	319,424
Equity Language	4,931
Equity Disability	160,819
<b>Targeted Total</b>	647,941
<b>Other Total</b>	448,879
<b>Grand Total</b>	3,737,898

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

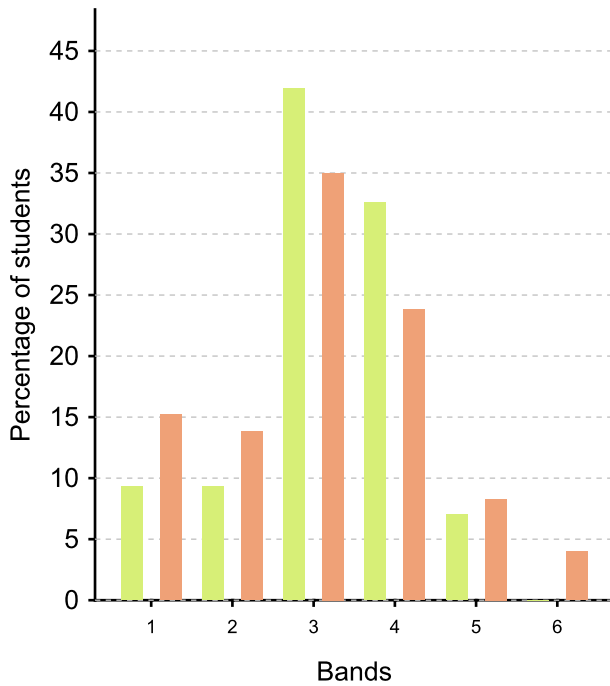
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

# School performance

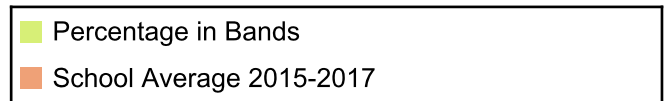
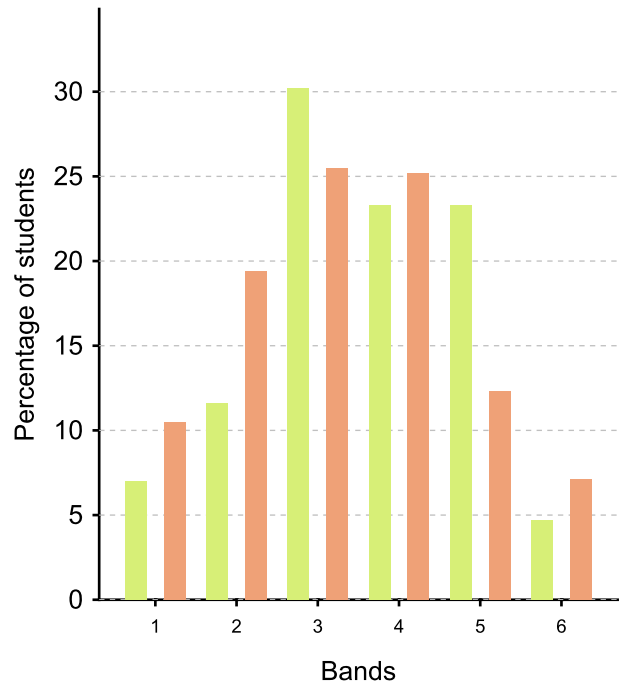
## NAPLAN

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.

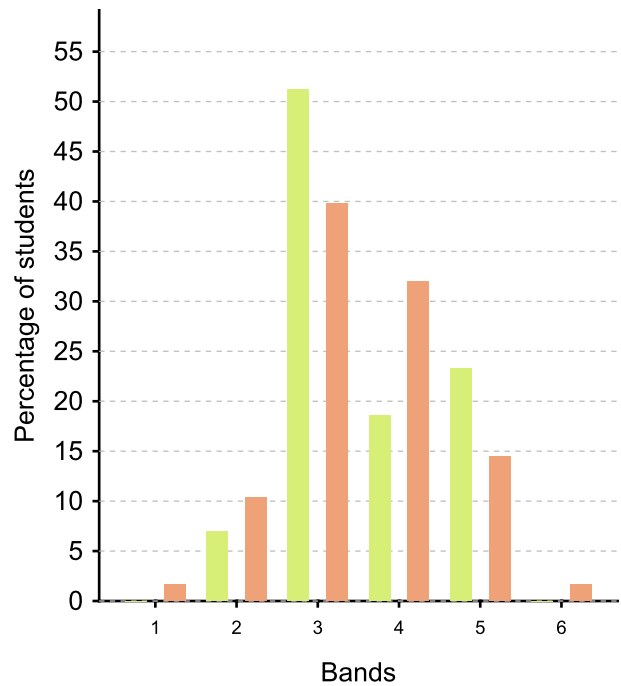
**Percentage in bands:**  
Year 3 Reading



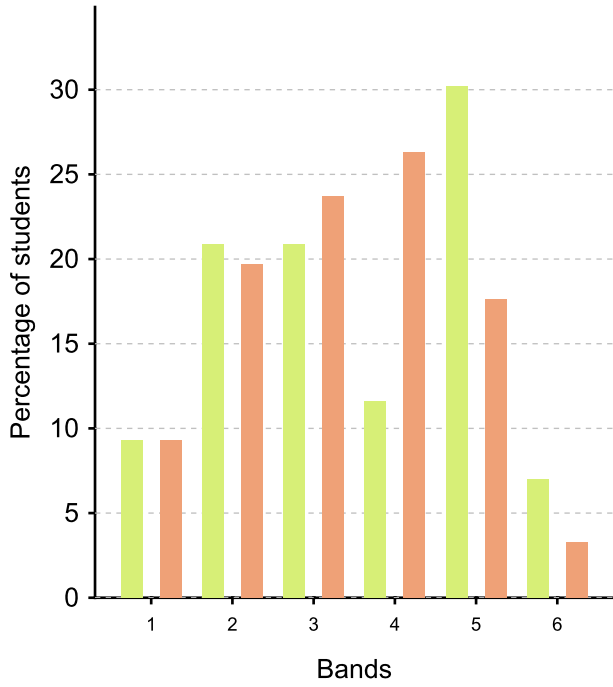
**Percentage in bands:**  
Year 3 Spelling



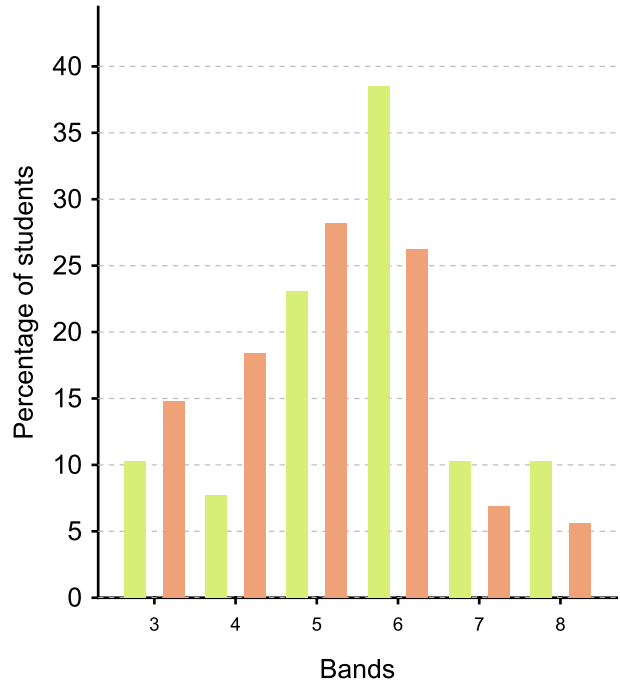
**Percentage in bands:**  
Year 3 Writing



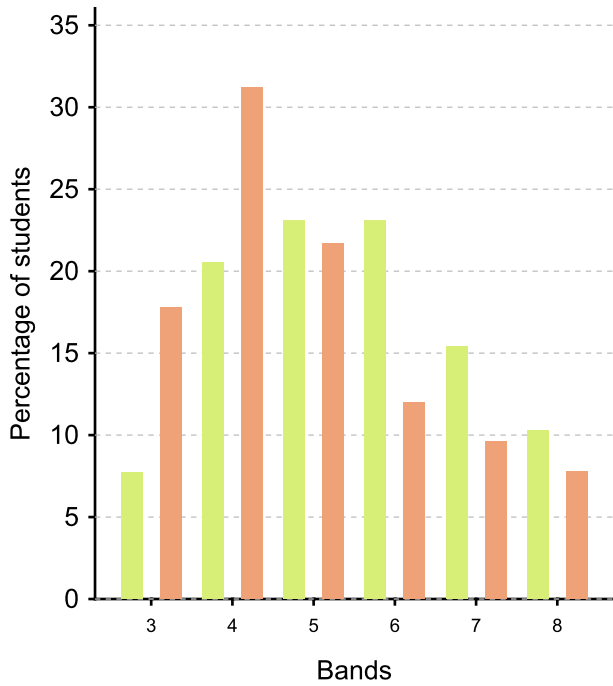
**Percentage in bands:**  
Year 3 Grammar & Punctuation



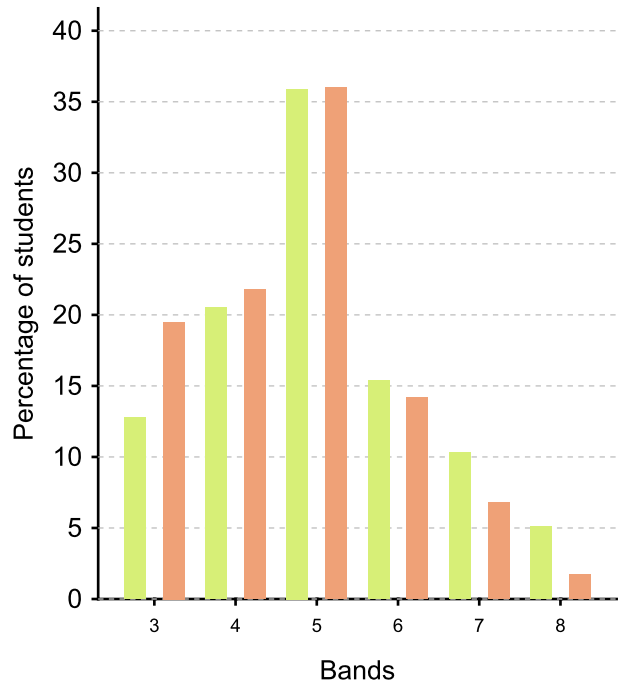
**Percentage in bands:**  
Year 5 Spelling



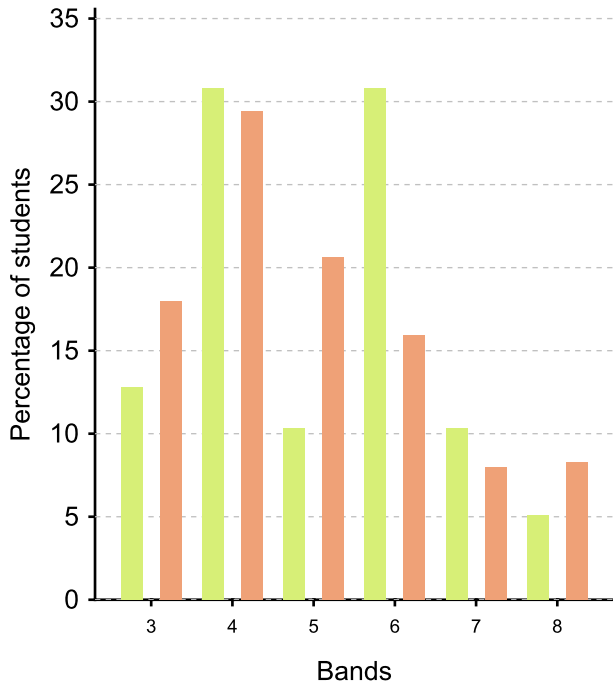
**Percentage in bands:**  
Year 5 Reading



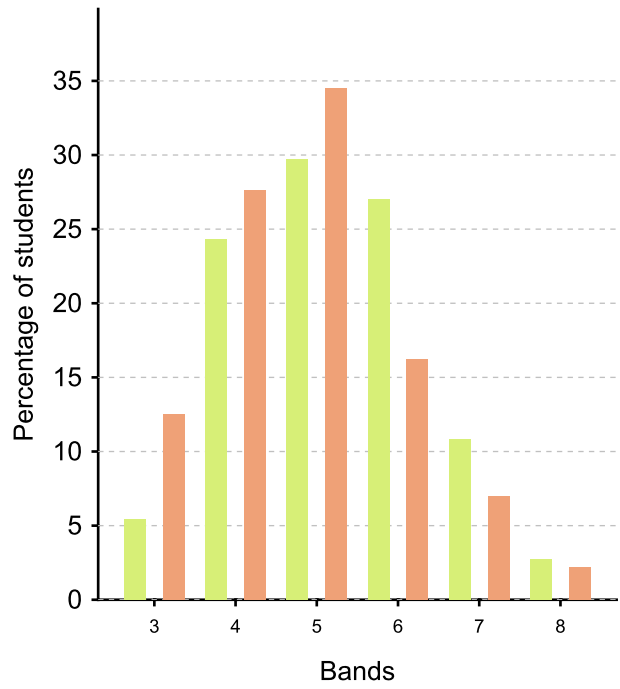
**Percentage in bands:**  
Year 5 Writing



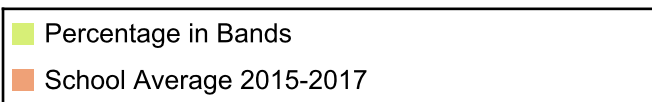
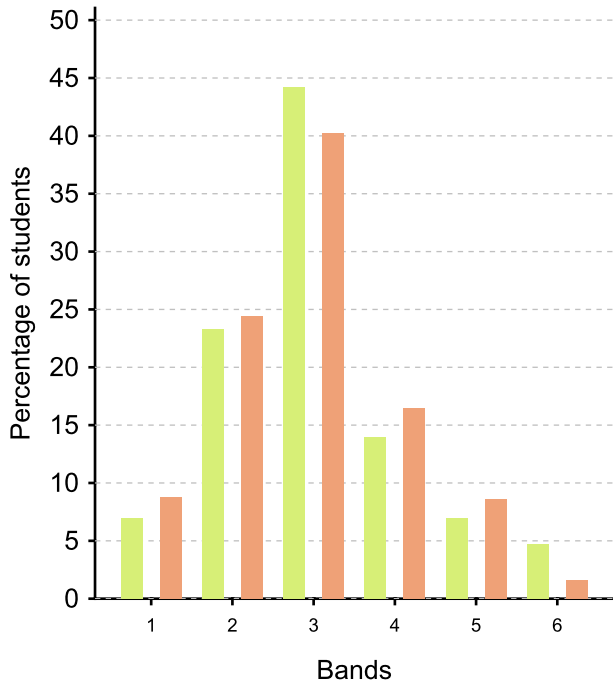
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



## 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.

- 'Easter Hat Parade was the best one I have ever attended'
- 'Parent/teacher process is informative and the teachers are approachable'
- Parents are grateful for the opportunity to talk face to face with staff regularly
- 'Good news phone calls are great'
- 'Need to provide more excursions and opportunities for kids, including sport'
- 'I am happy with the Music activities'
- 'SLSOs in each room is very beneficial'

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

## Policy requirements

### Aboriginal education

North Public School received Aboriginal background funding in 2017. 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.
- Continuation of SistaSpeak and BroSpeak to develop career pathways and explore Aboriginal culture, and
- Opportunities for students to participate in the NAIDOC Public Speaking competition.

### 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.