

Dubbo Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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Principal

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Message from the Principal

At Dubbo Public School we are dedicated to ensuring excellence in a dynamic, inclusive and innovative environment. We are committed to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired, confident global citizens.

To this end, 2018 has been a very successful year with notable achievements not only in the academic arena but also in our cultural and sporting endeavours.

Academic

Our NAPLAN results this year are again very pleasing. Our results have seen considerable growth in meeting and exceeding the Premier's Priorities in literacy, numeracy and closing the gap for Aboriginal students.

Our students also performed well in ICAS competitions with a number of students receiving high distinctions across the board. Three Year 6 students gained entry into Aurora College, a virtual selective high school for 2019 and 34 of our Year 6 students were successful in securing a place in a Dubbo College extension classes for 2019.

Results as such are testimony to the hard work of our students and staff.

In 2019 DPS became a self funded Early Action for Success school. This, in effect, means that we have an instructional leader and a literacy and numeracy interventionist to support teachers in using data to track students and deliver interventions at point of need. This will continue next year with an additional instructional leader and interventionist to extend this work into Stage 2 and beyond.

The Learning Support Team continues to work with staff ensuring an inclusive environment supporting all students in accessing the curriculum and reaching their potential. Each term this year the Learning Support Team have implemented over 10 different interventions across the school including speech articulation, OT, hearing, Quicksmart Literacy and Numeracy, Reading for Life, along with access for our students to the Centre for Effective Reading and Stewart House.

Our students have also had the opportunity to participate in literacy and numeracy extension groups along with debating, public speaking and Tournament of the Minds. This year we also put in place three inquiry based learning classes. The success of these classes has been such that our focus for 2019 is that all classes will drive critical and creative thinking in preparing our students for a rapidly changing world. We are also cultivating growth mindsets. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievements. This work will be supported by targeted professional learning for all teachers.

Cultural

The scope of cultural opportunities afforded to our students is extensive. Students participated in a comprehensive music program with over 100 students engaging in band and guitar tuition provided by the Macquarie Conservatorium of Music. A primary and infants choir have also been well attended and have performed at many events throughout the year.

Seven students were selected in the Moorambilla Voices Program culminating in a performance in the 2018 Gala Concert held at the Dubbo Regional Theatre. Earlier this year 13 of our students travelled to Sydney to play in the Festival of Instrumental Music. They performed with 120 other public schools in a combined recorder and strings ensemble. Our cultural expertise was also highlighted by our success at the Dubbo Eisteddfod, with 8 groups entering. Our guitar groups received 1st and 2nd places, while the Beginner Band, Recorder Group and Primary Choir received 1st places as well.

Perhaps the highlight of the year was our primary musical "Wonder in Aliceland". Over 200 primary students were involved. The musical was performed at the Dubbo Regional Theatre in two shows, an evening and matinee performance. Nearly 900 tickets were sold with extremely positive and inspiring feedback.

On other cultural fronts our Aboriginal Education Officer worked closely with our teachers overlaying Aboriginal perspectives in Geography and History curricula and by providing essential links between the local community and the school. All students from Kindergarten to Year 6 have also had the opportunity to participate in Wiradjuri language and culture lessons provided by Aboriginal tutors.

Our annual Multicultural Day was again held with outstanding success. All students enjoyed participating in food tasting and cultural activities from around the world. A petting zoo, Irish dancers, a fashion parade, henna art and food tasting were among the highlights of the day. The nationalities represented at Dubbo Public School include: India, China, Zimbabwe, Peru, South Africa, Vietnam, Pakistan, Philippines and Tonga. Wonderful additions to our school community.

Sport

In 2018 Dubbo Public School continued to excel in the sporting arena. The year began with our annual swimming carnival. Over 45 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 progressed to the State Cross Country carnival. The athletics carnival was the last of our carnivals with 46 students participating in the district carnival with two individual champions. A total of 22 students represented at the western meet with three students competing at the State Athletics carnival. In a first for Dubbo Public School we had a student compete at the National Athletic Championships in Melbourne –an outstanding achievement.

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. There were 16 students who 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, 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. Students in Year 2 and our support classes 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 2018 but all students are to be commended on their enthusiastic participation and outstanding sportsmanship.

Students at Dubbo Public School are afforded rich, varied and comprehensive learning experiences across the board which undoubtedly involves the commitment and support of the whole school community.

It is what the teachers know, do and care about, that makes the difference in the lives of our students. Their hard work and commitment is reflected in the quality teaching and learning taking place in our classrooms every day. Our teachers are well supported by our support staff and our hardworking P&C who engage on many levels to improve student outcomes.

Finally our students, our core business, they are what makes Dubbo Public School such a fantastic place to be. To our parents and carers, thank you for entrusting us with your children every day and working with us to provide comprehensive learning opportunities for each and every one. I invite you all to continue this journey of high expectations and achievement in 2019.

School background

School vision statement

Dubbo Public School is dedicated to ensuring excellence in a dynamic, inclusive and innovative environment. We are committed to high quality teaching by providing creative, critical thinking opportunities for all students, challenging them to become inspired, confident global citizens.

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 21 mainstream classes and two special education classes. Approximately 14% of the students identify as Aboriginal and 5% of students receive English as an Additional Language/Dialect (EAL/D) support.

Dubbo Public School has a vibrant blend of traditional values and innovative learning programs delivered and supported by teachers who are skilled, innovative practitioners committed to inspiring lifelong learners in an inclusive and engaging learning environment.

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 critical and creative thinking and future focused learning. Parent and community support is strong with outstanding attendance at school events and a very active P&C. Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and teachers.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

We are **Sustaining and Growing** in the elements of *Assessment, Reporting and Student Performance Measures and Curriculum*. We are **Excelling** in the elements of *Learning Culture and Wellbeing*.

We have:

- A school wide collective responsibility for student learning and success.
- A Learning and Support Team that utilises evidence based approaches, programs and assessment processes that support the whole child.
- Teaching and learning programs that show evidence of adjustments made to address individual student needs, including intervention and enrichment strategies.
- Reliable pre– and post– assessment data to capture information about student learning and adapt practice.
- Intervention programs that are implemented to narrow the achievement gap and show expected growth.

Future Directions:

The staff have recognised that further improvement can be achieved in the element of *Curriculum (Differentiation), Wellbeing, Learning Culture* stated in the Learning Domain by:

- Continuing to develop high expectations, interests and aspirations to drive student learning.
- Developing a centralised data system to capture holistic information about every student
- Forging partnerships and learning alliances with a broader spectrum of outside agencies to build mentally healthy and resilient children.
- Actively planning for student transitions to support continuity of learning and respond more effectively to student need.
- Engaging parents in learning conversations in online platforms such as Google Drive.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

We are **Sustaining and Growing** in the elements of *Effective Classroom Practice, Data Skills and Use and Professional Standards*. We are **excelling** in the elements of *Learning and Development*.

We have:

- Specialist staff to implement targeted interventions for those at risk of not meeting literacy and numeracy standards.
- Embedded and explicit systems that facilitate professional dialogue and collaboration to ensure targeted, timely interventions.
- A commitment to identifying, understanding and implementing the most effective explicit teaching methods to support a differentiated curriculum.
- A whole school system of collecting, analysing and extrapolating data to inform planning, identify interventions and modify teaching practice.

Future Directions:

The staff have recognised that further improvement can be achieved in the elements of *Effective Classroom Practice, Data Skills and Use, Learning and Development* stated in the Teaching Domain by:

- Having increased numbers of staff trained as skilled practitioners in the implementation and delivery of Advancement Via Individual Determination (AVID) strategies.

- Ensuring school wide, consistent use of assessment and tracking tools to identify skill gaps and drive teaching and learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

We are **Sustaining and Growing** in the elements of *School Resources and School Planning, Implementation and Reporting*. We are **Excelling** in the elements of *Educational Leadership*, and *Management Practices and Processes*.

We have:

- A school plan that prioritises a differentiated curriculum which is effectively implemented and drives improvement.
- Effective systems and processes within the Learning and Support Team that underpin ongoing school improvement and the professional effectiveness of all staff.
- Invested considerable resources and available expertise to provide enrichment and extension.

Future Directions:

The staff have recognised that further improvement can be achieved in the elements of *Educational Leadership and School Resources* stated in the Leading Domain by:

- Using the instructional leadership model to grow consistent evidence-based teaching strategies across K-6.
- Developing a Five Year Plan to effectively upgrade technology resources, a scope and sequence of learning and professional development for staff.
- Developing evaluative practices amongst staff to ensure effective implementation and evaluation of the school plan (milestones).

Our self-assessment and the external validation 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

Student Engagement & Learning

Purpose

To empower students to develop as highly effective lifelong learners through a whole school approach to quality learning experiences. Every student is known, valued and cared for through a differentiated curriculum.

Overall summary of progress

Dubbo Public School's first strategic direction in our 2018–2020 School Plan was developed to empower all students to develop as highly effective lifelong learners through a whole school approach. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Differentiated learning forms the basis of dynamic teaching and learning at Dubbo Public School. It is well supported by whole school practices, effective systems and processes and is data driven and responsive to meeting the needs of all students. Resources and expertise at every level are targeted to meet the learning needs of our students. A substantial percentage of our Equity funding provides additional support in the classroom and playground.

Our learning support team plays a key role in delivering timely and targeted intervention and feedback, which enables all students access to tailored support, extension and enrichment opportunities. This is achieved through highly effective management processes and practices.

Our Nationally Consistent Collection of Data identified 143 students (26% of school population) requiring adjustments to access the curriculum. The data collection processes, developed by our school's learning support team, have informed quality teaching practices along with supporting the needs of students. A plan or adjustment is developed for each student requiring a level of differentiation. Parents are consulted and contribute to the planning of their child's individual learning. These plans are used to inform classroom practice and are reviewed as needed.

In 2018, 15 tier 2 intervention programs were implemented at Dubbo Public School. These programs targeted students who had learning deficits, particularly in literacy and numeracy. A literacy and numeracy interventionist provided intensive long term support through specialist assessment and teaching for individual students with complex literacy and numeracy needs.

Dubbo Public School has partnered with the University of New England to implement the Quick Smart Literacy and Numeracy Program. This 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. Finger Gym was a further intervention for at risk Kindergarten students—this was facilitated by occupational therapists. Following the pre-assessment, the Finger Gym program was implemented over 10 weeks in all kindergarten classrooms for all students. Focus students were then post-assessed.

Enrichment opportunities are provided to extend students in social, cultural and academic pursuits. We empower students to develop growth mindsets and skills required to create, collaborate, innovate and respond as successful future learners. Assessment instruments are used to help monitor student learning progress and identified areas for enrichment and improvement. Subsequent literacy and numeracy groups were developed, culminating in participation in the Tournament of the Minds.

Dubbo Public School invests considerable resources to provide opportunities for students and staff to excel in Creative Arts. We implemented an extensive music, drama and dance program. These skills and talents were showcased in our school musical and local Eisteddfod.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving at or above expected growth in Literacy and Numeracy.	Instructional Leader four days per week \$18,287 Interventionist to support	K–2 data indicated outstanding results in literacy. Kindergarten – 89% of students reached benchmark Year 1– 92% of students reached benchmark

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving at or above expected growth in Literacy and Numeracy.	point of need for students requiring literacy/numeracy support.	Year 2 – 88% of students reached benchmark
An increased number of students will have opportunities to access enrichment activities.	AVID Professional Learning \$4,739.38	Six teachers trained in Primary Implementation of Advancement Via Individual Determination (AVID) strategies. This leadership team have presented professional learning to all staff and mentored and supported team teaching sessions to upskill teachers. There was a focus on specific AVID strategies including; One Pagers, Philosophical Chairs, Socratic Circles and Cornell Notes. Teachers have reported improved levels of engagement and quality of work as a result of these scaffolding tools.
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	GRIP Leadership \$450	<p>All students from K–6 have the opportunity to contribute to the decision making process through regular SRC meetings. Each term two new captains are selected from each class to attend meetings to put forward their views, concerns and ideas. Year 5 and 6 students lead the Peer Support Program delivering values lessons to all students K–4 during Term 3. Senior students also engaged in our Kindy Buddy Program supporting our newest students in settling in to a new environment.</p> <p>Students relished the opportunity to build strong relationships, teach essential social skills and be positive role models for their fellow peers.</p>
Increased evidence of WICOR strategies being used in student work.	Professional Learning \$11,000	<p>Value-added results demonstrated significant learning growth of students. For Kindergarten performance, the measure uses estimates of literacy and numeracy from the Best Start Assessment.</p> <p>Value added Kindergarten to Year 3—an increase from 9.14 in 2017 to 9.38 in 2018.</p> <p>The Year 3 performance used for the measure is an average of NAPLAN reading and numeracy scores.</p> <p>Value added Year 3 to Year 5 82.26 in 2017 to 88.46 in 2018.</p>

Next Steps

- A focus on learning intentions, success criteria and authentic feedback will continue to support students in driving their own learning.
- Students will have ongoing access to timely and targeted intervention and feedback at point of need.
- Students will be upskilled in WICOR (Writing, Inquiry, Collaboration, Organisation and Reading) strategies to support individual determination in self-directed learning.
- Students will be provided ongoing enrichment opportunities in social, cultural and academic areas including Band, Choir, Tournament of the Minds, Da Vinci Decathlon, Science and Engineering challenges and opportunities to represent the school at district, western and state sporting events.

Strategic Direction 2

Quality Teaching & Innovative Practice

Purpose

To create a collaborative culture that develops skilled and high performing professional teachers who are committed to inspire life-long learners in an inclusive and engaging learning environment.

Overall summary of progress

Dubbo Public School's second strategic direction in our 2018–2020 School Plan was developed to create a collaborative culture that develops skilled and high performing professional teachers and leaders.

Student learning is underpinned by high quality teaching. Teaching strategies are evidence-based and learning opportunities are engaging and authentic.

Resources and expertise at every level are targeted to improve teaching practice, in order to extend student learning. A proportion of our professional learning funds have been dedicated to upskill teachers in ongoing evidence-based teaching strategies.

In acknowledging the positive impact of Early Action for Success (EaFS) strategies, a decision was made to self-fund an Instructional Leader at Dubbo Public School. Teacher and student capacity in both literacy and numeracy is built by providing high quality differentiated professional learning and direct literacy and numeracy support.

The Instructional Leader works alongside teachers to both model and support teaching and assessment skills in literacy and numeracy in the early years of schooling. K – 2 student learning is monitored and tracked at five weekly intervals. This data is then analysed in team meetings and used to inform future teaching. Syllabus outcomes are tracked against the National Learning Progressions using PLAN2.

In order to support tier three students, an interventionist plans and programs for those students requiring additional attention.

Over the past two years, SCHMIC Consultancy has provided formal coaching to support teachers to use highly effective practices. These practices are continuously evaluated to ascertain the impact on learning and thinking as a result of changes and adaptations to teachers' pedagogy. Consequently learning routines have been implemented across the school to ensure consistency of best practice.

This professional learning has led to teacher efficacy through collaborative practice. Staff engage in coaching and mentoring with a SCHMIC consultant where the focus is teacher driven. Collaborative planning days occur once per term to allow teachers to enhance consistent teacher judgement and collectively track student learning.

Professional Development Plans are at the core of pedagogical improvement. Plans are developed collaboratively and are monitored and reviewed with supervisors. Through distributive leadership, Stage Leaders have been appointed to support Assistant Principals in mentoring teachers and managing stage responsibilities.

FUTURE FOCUSED LEARNING: Our school vision is to embed critical and creative thinking strategies through effective, innovative quality teaching environments. Our goal is to build a successful learning culture with a shared vision, enabling our students, teachers and community to develop the skills and capabilities required to lead collaborative, innovative change in a rapidly changing world. Staff work collaboratively to ensure that pedagogy aligns with practices that are shown through research to have a high probability of success for all students.

INQUIRY-BASED LEARNING: Inquiry-based learning environments were established in response to recent research around critical and creative thinking. This approach develops growth mindsets and skills required to create, collaborate, innovate and respond as successful future learners.

One of the tools to support this initiative is Advancement Via Individual Determination (AVID). AVID believes that any student, given the right strategies and support, can be prepared for future study and work opportunities. We have built a strong, strategic learning alliance across K – 12 with Dubbo schools focusing on consistent use of AVID tools. The initial impact is increased collaboration across schools and a consistent learning pathway as our Year 6 students transition to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers consistently collect and analyse data to guide future learning.	Literacy/Numeracy professional learning \$11,089.48 SCHMIC Consultancy \$9829	90% of K–2 teachers have been trained or are currently training in L3. All teachers are accessing professional learning in the Thinking Learning Scope and AVID strategies. This professional learning in research–based pedagogy has built capacity of teachers through explicit teaching and has facilitated consistency of practice across K–2. Student data is showing significant growth due to the use of baseline data to inform differentiated teaching practice at point of need.
Teaching / learning programs are data based, differentiated for individual student learning and reflect NESA syllabus content.	HP 360 Laptops \$14,770.80	All teachers K–2 have an extensive knowledge of PLAN 2 and Learning Progressions due to the systematic processes delivered by the Instructional Leader. The IL develops teacher capacity through team teaching, one on one mentoring sessions and whole school professional learning. All teachers have a HP 360 laptop to more efficiently and accurately record and analyse data. This collaborative partnership has seen significant shifts in teacher knowledge and capacity to provide point of need interventions for individual students. An additional Instructional Leader in 2019 will support this approach 3–6.
All teachers participate in regular timetabled collaborative planning.	Collaborative planning days \$45,612.68	Collaborative planning days each term have allowed classroom teachers to evaluate current practice, collaborate and plan future teaching directions utilising research–based pedagogy. Aspiring leaders were given the opportunity to develop leadership skills through relieving executive positions and Stage Leader positions. All teachers are members of curriculum focus groups, school teams and actively contribute to school wide events.
All staff have a Performance and Development Plan aligned to Australian Teaching Standards and school & system priorities.	.885 staffing allocation	All staff engaged in targeted professional learning around the development of Performance and Development Plans. Teachers drew on and implemented evidence–based research to drive their performance and development. Teams across the school worked collaboratively to ensure plans reflected school and system priorities.

Next Steps

- Teachers will continue to draw on evidence–based research to develop and implement high quality professional learning in literacy and numeracy teaching practices.
- In 2019 an additional instructional leader and two additional literacy/numeracy interventionists will provide targeted support for teachers and point of need support for students across all classes.
- The AVID Leadership team will continue to drive critical and creative thinking strategies across the school through professional learning opportunities. mentoring of colleagues and collecting and collating data to provide future direction.

Strategic Direction 3

Effective, Sustainable Partnerships

Purpose

To foster a collective responsibility in supporting student growth and achievement. Parents, community members, organisations and agencies understand the purpose, relevance and value of their role in effective learning partnerships.

Overall summary of progress

Dubbo Public School's third strategic direction in our 2018–2020 School Plan was developed to foster effective community partnerships across all facets of the school. The current School Plan was completed after a review of the 2015–2017 School Plan by staff, students and the school community. Feedback was gathered through Tell Them from Me surveys, parent/carer surveys, three way conferences, staff professional learning, student feedback through SRC meetings and ongoing evaluation processes of school initiatives. Our vision is to build capacity of our whole school community where contributions, ideas and opinions are valued, discussed and reflected upon.

Resources and expertise at every level are targeted to develop, maintain and enhance community partnerships. Funds have been allocated to a school media liaison officer, parent workshops and enhancing high quality service delivery. Distribution of funds is responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

FUTURE FOCUSED COMMUNICATION: Our school strives to create a sense of learning culture by promoting school life, achievements and successes through mediums accessible to all, including the school website, school app, and the local media. This sharing of information has been extended to utilise online technology to create accessibility and involvement in the students' learning by the wider community.

Dubbo Public School provides various opportunities for community members to engage as learners to support students through targeted literacy, numeracy, wellbeing workshops and parenting programs.

We also work closely with the Senior Psychologist and our counsellor to support our wellbeing programs, including parenting courses.

In partnership with other schools, Dubbo Public School aims to enhance student learning outcomes. We regularly host students from Dubbo College Delroy Campus to provide tutoring in literacy and numeracy programs. Dubbo Public School has an active P&C Association who support various fundraising efforts throughout the school year and are strong advocates for linking our staff with the wider community. As such, P&C meetings are the platforms for sharing of information.

Dubbo Public School engages with external agencies to provide health, education and wellbeing support for our students.

Dubbo Public School developed protocols around partnerships with external service providers. These protocols, including an induction checklist ensures efficient delivery of services and maximum impact on student learning outcomes. The learning support teacher facilitates ongoing reciprocal communication.

We have a partnership with the Hear Our Heart Ear Bus Project which provides support for students with hearing needs. We also fundraise throughout the year for this project.

Dubbo Public School has formed a partnership with the Beacon Foundation. It aims to build connections between industry, education and the community to create real world and engaging education. We work in partnership with the Aboriginal community to supplement Indigenous perspectives which permeate our school programs. Through the OCHRE Initiative (Opportunity, Choice, Healing, Responsibility and Empowerment) opportunities have been created for all students to gain greater cultural understanding and awareness. The Wiradjuri Aboriginal Language and Culture Nest is based at Dubbo Public School and delivers lessons to 550 students. The confidence and self-esteem of our Aboriginal students is testament to the success of these programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use and effective	Teacher release for	Through a more thorough understanding of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
analysis of assessment data to inform parents about individual student learning achievement and areas for growth.	conferences \$22,806.34	Learning Progressions teachers were able to more effectively locate a student's current literacy and numeracy knowledge. This assessment data was effectively communicated to parents through Best Start reports, biannual three way conferences along with point of need communications. As a result parents reported being able to support their child in the next steps of learning.
Improved case management processes to support individual need.	Coordination of timetabling to support ongoing communication with parents, outside agencies and community groups.	<p>DPS follows DoE guidelines and protocols around therapists providing therapy for students at school. Therapists and families are provided with information outlining these guidelines when enquiring about therapy in school. Families provide a written request to the school Learning and Support Team to express a need for therapy to be conducted at school.</p> <p>Common language is used to discuss learning goals when developing a student's Personalised Learning & Support Plan. Collaboration occurs between parent/carers, therapists or other supporting personnel to establish common learning goals. All stakeholders are consulted to review the impact of the implementation of student learning plans.</p> <p>Minutes of meetings and records of all communication with all stakeholders are documented using a consistent process across the school.</p>
Increased numbers of parents, community, organisations and agencies involved in purposeful collaboration with the school.	Teacher release for conferences \$22,806.34	96% of parents/carers engaged in Three-Way Conferences to collaboratively develop learning targets with their child/children and their teachers. Teachers maintain an open door policy in communicating with parents regarding their child's progress throughout the year to address point of need interventions. Staff are committed to forming collaborative partnerships with parents/carers with a focus on teaching and learning. The Setting the Scene Conferences and Three Way Conferences are extremely well supported every year. Various new strategies have been trialled to enhance learning conversations across the school community. Classroom teachers have trialled Class Dojo and Google Classroom to facilitate these conversations between students, teachers and parents. The school app and website continue to provide up to date information with a view to creating a school Facebook page in 2019.

Next Steps

- Provide extended opportunities for parents/carers to engage with the school around their child's learning including Class Dojo, Google Classrooms, P&C Forums, Parents as Teachers and Classroom Helpers (PATCH) program and invitations to share their knowledge in targeted interest groups e.g. Coding Club.
- Extend collaboration with outside agencies, community organisations and other school networks. to provide additional support to students including Reading for Life, QuickSmart Numeracy, Cross Age Tutoring, and the Fair Education Project with Dubbo Cluster of Schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,197 Flexible	<p>Initiatives targeted the performance of Aboriginal students in literacy and numeracy and included QuickSmart(numeracy), MacqLit, Reading for Life and Finger Gym. Indicators of the success of these programs are evident in the participation and attendance, as well as ongoing individual assessment. To track the progress of Aboriginal students, an Equity Teacher was employed one day a week to monitor and track the progress of Aboriginal students.</p> <p>Weekly Wiradjuri language and culture lessons are supported by the Language and Culture Nest, based at Dubbo Public School. 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> <p>The Aboriginal Education Officer made regular contact with the community to forge connections and better meet the needs of our Aboriginal families, while also providing valuable cultural input to many Key Learning Areas within the classrooms.</p>
English language proficiency	\$12,017	<p>The English Language Proficiency Teacher supported students in literacy/numeracy development and facilitated professional learning for teachers. Interventions included supporting students both in class, small withdrawal groups and one on one. Indicators of the success of this intervention are evident in the engagement and participation, as well as ongoing individual assessment. The EAL/D teacher also supported partnerships between the school and these families to enhance communication and school performance.</p> <p>The annual Multicultural Day was again held with outstanding success. All students enjoyed participating in food tasting and cultural activities from around the world. A petting zoo, Irish dancers, a fashion parade, henna art and the food tasting were amount the highlights of the day. This day was made possible by generous donations from the students and their families and also local businesses.</p>
Low level adjustment for disability	\$56,742	<p>Classroom teachers continue to be supported by the Learning Support Team in providing personalised learning and support. Physical, cognitive, social/emotional or sensory support was received by over 140 students. School Learning Support Officers' personality, strengths and skills are considered and carefully matched to targeted students.</p> <p>The school also used the Nationally Consistent Collection of Data (NCCD) to</p>

Low level adjustment for disability	\$56,742	engage teachers in professional dialogue on how to make the necessary adjustments to support student learning.
Quality Teaching, Successful Students (QTSS)	0.885	<p>Addition release time was allocated to Assistant Principals and Stage Leaders 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 the accreditation processes.</p>
Socio-economic background	\$58,329	<p>Meeting each fortnight, the Wellbeing Team facilitates the delivery of a differentiated curriculum and targeted interventions for individual students and equity groups. Collaborative partnerships have been developed with outside agencies including Dubbo Community Health, Centre for Effective Reading, Out of Home Care providers and the Hear Our Heart Ear Bus. Resulting interventions include Reading for Life, Fingergym, OT and speech programs and Ronald McDonald tutoring.</p> <p>The implementation of these programs by our fourteen School Learning Support Officers provide the much needed support of our most vulnerable students.</p>
Support for beginning teachers	\$6,893	<p>Our beginning teacher was supported to gather and annotate evidence for accreditation.</p> <p>The beginning teacher also received additional release time to access ongoing mentoring and opportunities for team teaching, feedback and planning time.</p>
Targeted student support for refugees and new arrivals	<p>0.4 Semester 1</p> <p>0.2 Semester 2</p>	<p>New arrivals are supported with literacy skills, orientation to school and community, and language and social skills by an English Language Proficiency Teacher.</p> <p>Parents were also supported with enrolment procedures.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	268	278	282	289
Girls	232	226	232	252

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	95.5	95.9	95.9
1	94.7	94.7	95.9	94.5
2	95.3	94.3	95.1	95.1
3	95.4	94.5	94.9	93.7
4	93.4	95.5	95.4	95.6
5	92.1	94	94.7	94.3
6	94.7	93.4	93.4	93.7
All Years	94.8	94.6	95.2	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance at Dubbo Public School is closely monitored to ensure high levels of attendance are maintained. Classroom teachers, the 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 the Home School Liaison Officer 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(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	36.13
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and 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

Professional learning and teacher accreditation

Professional learning at Dubbo Public School contributes to the professional growth of staff and improved student outcomes. It is an integral part of our school culture. Professional learning is aligned to the school plan and is a significant aspect of the school's budget. In 2018, staff at Dubbo Public School attended a variety of professional development in line with the school priorities and their individual Performance and Development Plans.

The school invested \$81,943 in staff professional development. The funding was used to provide and implement training including AVID, SCHMIC consulting, L3 (Language, Learning and Literacy), NSW Technology K-6 Syllabus, Growth Mindset, EafS (Early Action for Success), Thinking and Learning Scope, THRIVE workshops, Learning progressions, Stem Share, 7 Steps of Writing, Fair Education conference, DET website training, CPL Mathematics, GRIP Leadership, CLP Writing, 6 P's of Leadership, Accreditation, Best Start, Jolly Phonics, Autism, NSW Primary Principal's Conference, Positive Behaviour for Learning (PBL) and Advancement Via Individual Determination (AVID).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	571,531
Revenue	7,635,170
Appropriation	7,444,168
Sale of Goods and Services	9,806
Grants and Contributions	173,721
Gain and Loss	0
Other Revenue	0
Investment Income	7,475
Expenses	-7,212,459
Recurrent Expenses	-7,212,459
Employee Related	-6,562,361
Operating Expenses	-650,098
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	422,711
Balance Carried Forward	994,243

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 technology resources, playground upgrades, classroom furnishings and refurbishment of school buildings.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,838,208
Base Per Capita	102,718
Base Location	3,326
Other Base	3,732,165
Equity Total	313,851
Equity Aboriginal	72,239
Equity Socio economic	58,329
Equity Language	12,017
Equity Disability	171,266
Targeted Total	667,741
Other Total	2,105,692
Grand Total	6,925,492

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

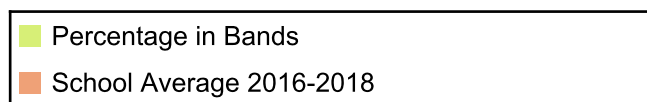
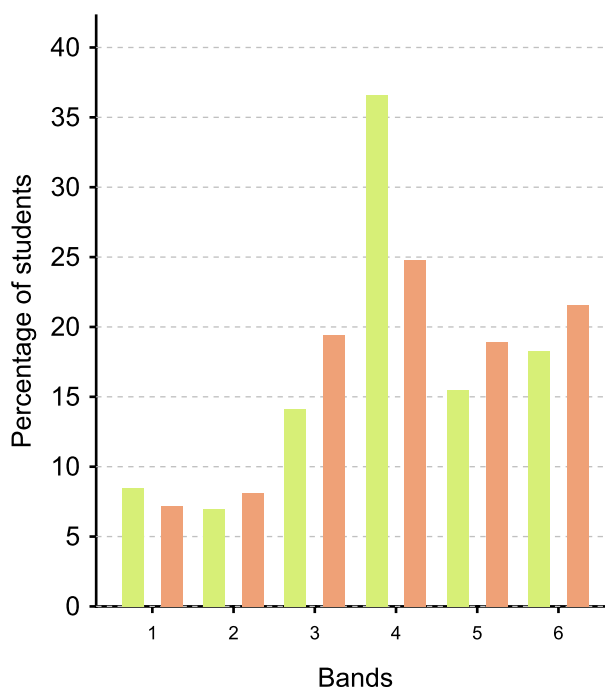
Year 3 Literacy

- 47.9% of Year 3 students scored in the top 2 bands for reading
- 50% of Year 3 Aboriginal boys scored in the top 2 bands for reading and spelling
- There has been an upward trend in spelling since 2016
- In writing there has been an increase in representation in band 7

Year 5 Literacy

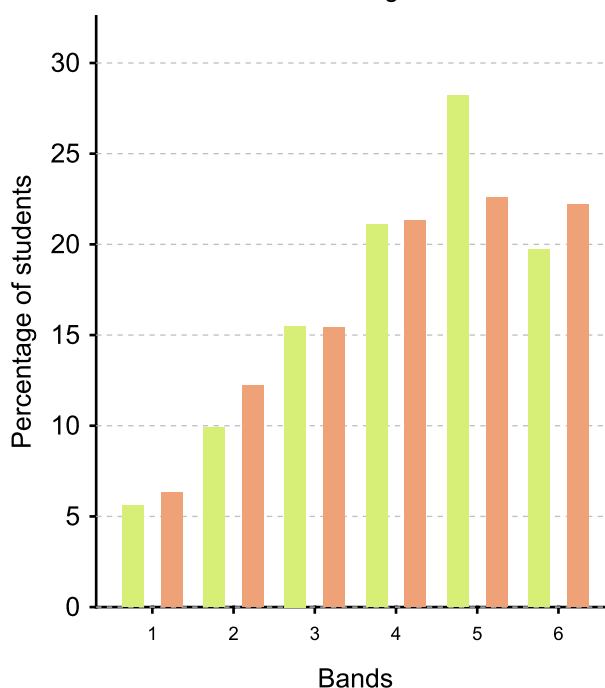
- 68.5% of Year 5 students at Dubbo Public School were at or above expected growth for reading
- In reading there has been 1.5% growth in the in representation in band 8
- The spelling trend for Year 5 Aboriginal girls is on a greater incline than that of State and SSG

Percentage in bands:
Year 3 Grammar & Punctuation



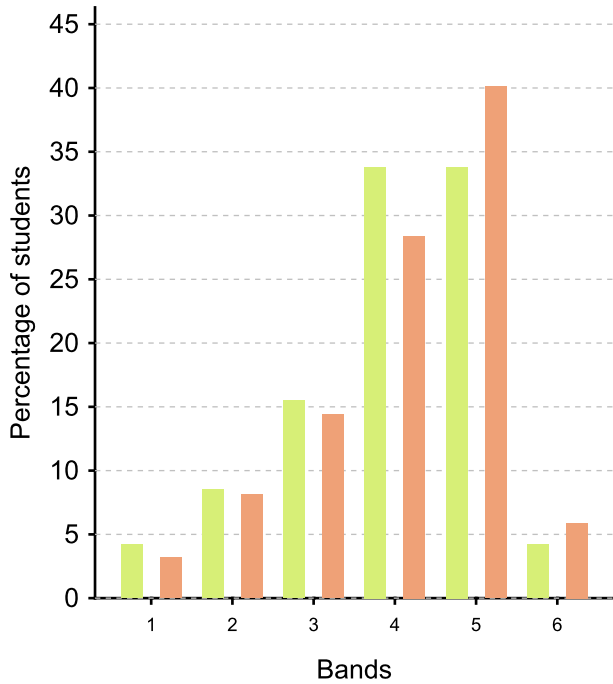
Band	1	2	3	4	5	6
Percentage of students	8.5	7.0	14.1	36.6	15.5	18.3
School avg 2016-2018	7.2	8.1	19.4	24.8	18.9	21.6

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.6	9.9	15.5	21.1	28.2	19.7
School avg 2016-2018	6.3	12.2	15.4	21.3	22.6	22.2

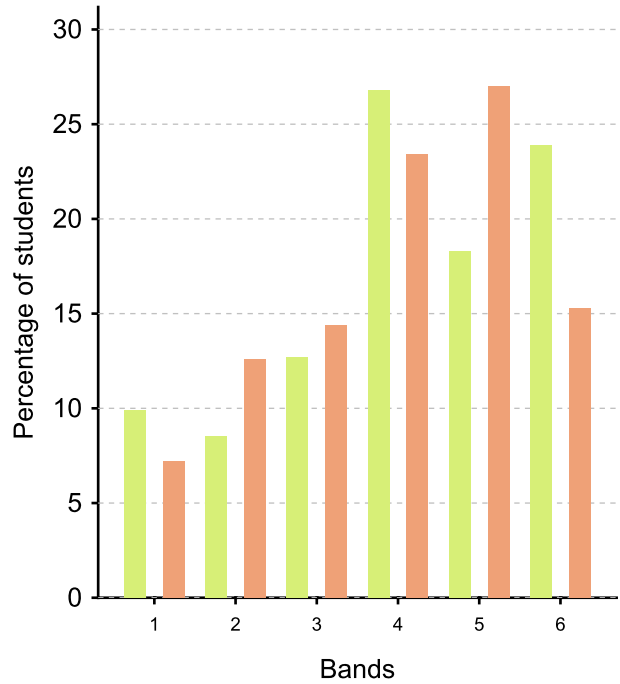
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.2	8.5	15.5	33.8	33.8	4.2
School avg 2016-2018	3.2	8.1	14.4	28.4	40.1	5.9

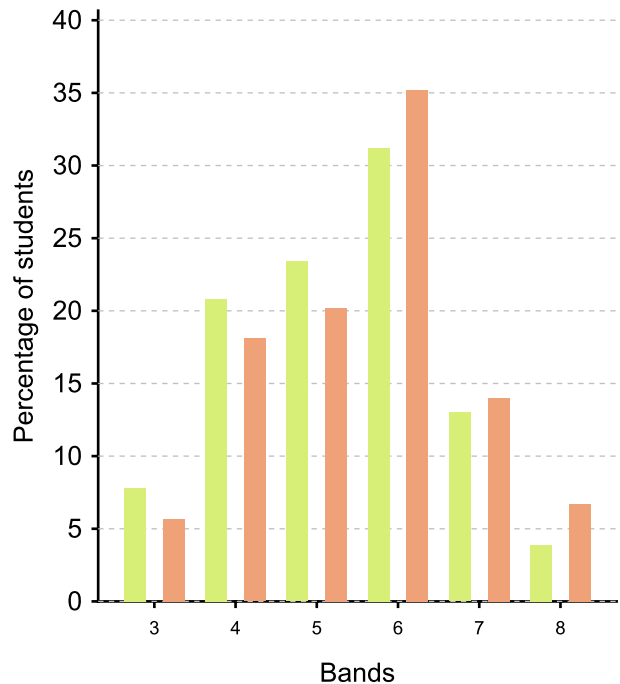
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	9.9	8.5	12.7	26.8	18.3	23.9
School avg 2016-2018	7.2	12.6	14.4	23.4	27	15.3

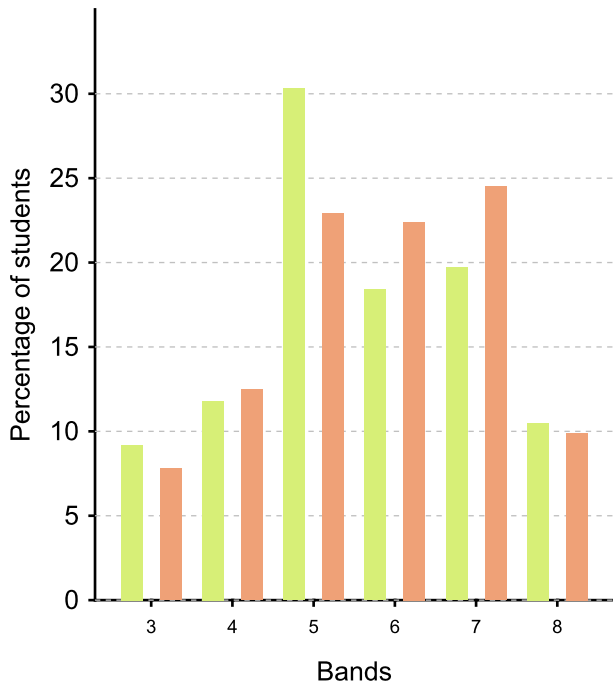
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

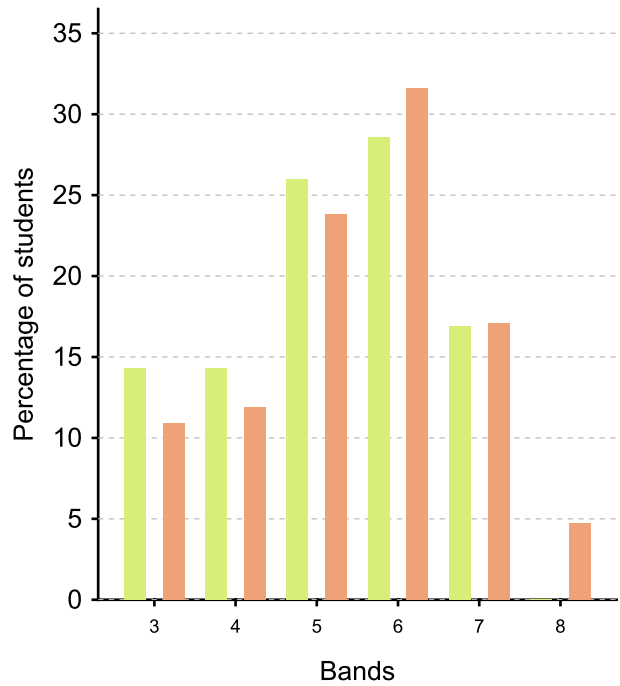
Band	3	4	5	6	7	8
Percentage of students	7.8	20.8	23.4	31.2	13.0	3.9
School avg 2016-2018	5.7	18.1	20.2	35.2	14	6.7

Percentage in bands:
Year 5 Reading



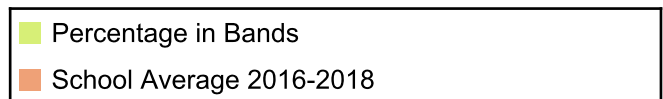
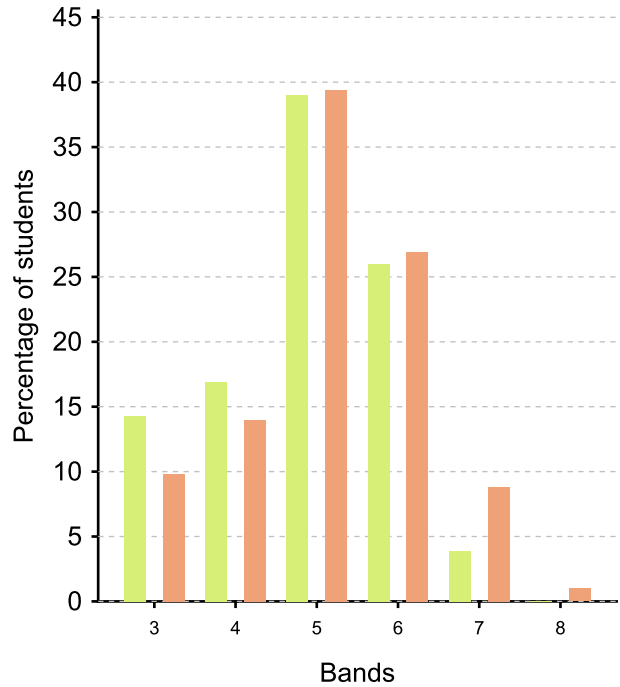
Band	3	4	5	6	7	8
Percentage of students	9.2	11.8	30.3	18.4	19.7	10.5
School avg 2016-2018	7.8	12.5	22.9	22.4	24.5	9.9

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	14.3	14.3	26.0	28.6	16.9	0.0
School avg 2016-2018	10.9	11.9	23.8	31.6	17.1	4.7

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	14.3	16.9	39.0	26.0	3.9	0.0
School avg 2016-2018	9.8	14	39.4	26.9	8.8	1

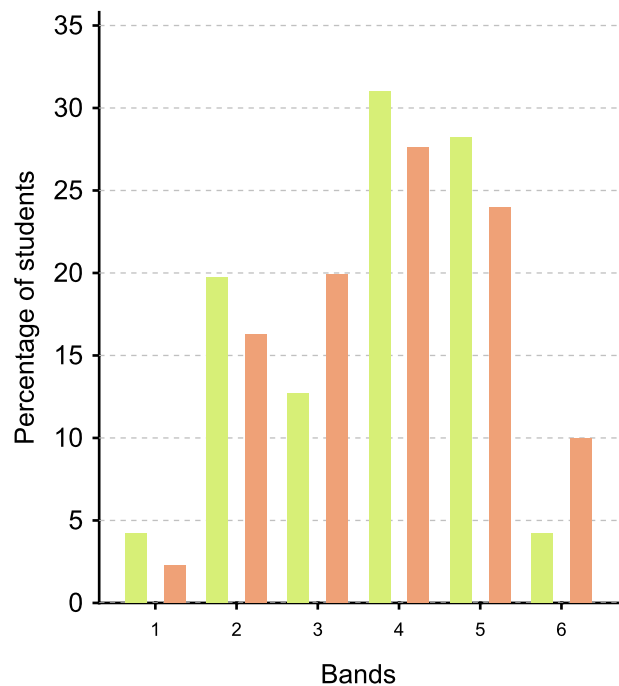
Year 3 Numeracy

- There has been an increase in the number of students in the top two bands from 29% in 2016 to 34% in 2018.
- 50% of Year 3 Aboriginal boys scored in the top 2 bands
- There has been an increase in the number of boys in the top two bands from 31.9 in 2016 to 35.9% in 2018 with no boys scoring in band 1

Year 5 Numeracy

- 62.9% of Year 5 students at Dubbo Public School were at or above expected growth
- In Numeracy there was a 5% increase of Aboriginal boys in band 6
- There were no Year 5 students in the bottom two bands.

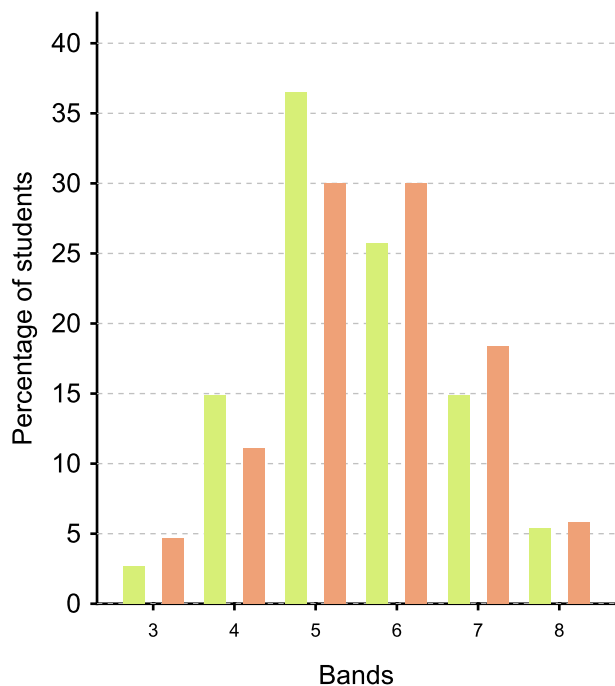
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.2	19.7	12.7	31.0	28.2	4.2
School avg 2016-2018	2.3	16.3	19.9	27.6	24	10

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.7	14.9	36.5	25.7	14.9	5.4
School avg 2016-2018	4.7	11.1	30	30	18.4	5.8

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.>

Premier's Priorities

Overall Year 3 students performed well in literacy with 48% of Year 3 students achieving in the top two bands in reading and 32% placed in the top 2 bands for numeracy.

50% of Aboriginal boys achieved in the top two bands for reading.

Overall Year 5 students performed well in numeracy with 35% of students scoring in the top two bands for reading and 30% of students achieving in the top two bands for numeracy.

The average NAPLAN score for Year 5 Aboriginal boys has increased by 58 points since 2016.

Parent/caregiver, student, teacher satisfaction

With the aim of continual improvement, we annually seek feedback from parents, students and teachers about what we do well and what we can improve on.

The school community are highly supportive of Positive Behaviour for Learning expectations of being Safe, Respectful Learners. 100% of staff surveyed stated the school-wide expectations of 'Safe Respectful Learners'. All staff surveyed also stated that they have handed out Feathers (instant rewards) with 87% of students surveyed able to explain the reason for receiving an acknowledgement.

There was over 95% attendance rate at our biannual Three Way Conferences with a number of parents commenting on the conferences being positive, proactive and informative.

The vast majority of students agree that the work they do at school is engaging and like to come to school every day. Students feel they have positive relationships with their peers and teachers.

In 2018, the school moved to increase parental involvement in learning conversations. To this end PATCH (Parents As Teachers & Classroom Helpers) was run with a number of community members attending weekly workshops. Google classroom was trialled in a number of rooms to engage parent in online learning conversations with their child and the classroom teacher.

Dubbo Public School stakeholders agree that DPS is a supportive and engaging environment, providing students with opportunities to access outdoor learning environments and increased technology. Outstanding attendance is observed at all school events such as Easter Hat Parade, Grandparents Day, Multicultural & NAIDOC day, as well as weekly assemblies. Feedback received is always overwhelmingly positive.

Policy requirements

Aboriginal education

Dubbo Public School has approximately 75 Aboriginal students comprising 14% of student enrolment. Personalised Learning Plans are developed for each student in consultation with parents/carers. Wiradjuri language and culture lessons are provided by Aboriginal tutors for all students from Kindergarten to Year 6 to participate in.

The celebration of NAIDOC Day is organised by the Aboriginal Education team. Activities included beading, face painting, dance, scone making and traditional Aboriginal games. The day is supported by Local community groups 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. Acknowledgement of Country in Wiradjuri has been learnt by a number of

students and they 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 Schools' English as Additional Language or Dialect (EAL/D) population remains at 5%, with students supported by direct withdrawal and in class support. Each year these students are supported by an EAL/D teacher who also up skills classroom teachers with strategies.

Professional development undertaken by the EAL/D teacher during 2018 included a day with Sally Humphrey and Grammar Professional Learning. The EAL/D teacher attended network meetings with teachers from other local schools to share best practice. In Term 4 the EAL/D teacher presented at the ESLIN Network meeting to share a growing knowledge of Grammar for EAL/D Learners. Fifteen EAL/D teachers attended the day with positive feedback from participants.

The annual Multicultural Day was again held with outstanding success. All students enjoyed participating in food tasting and cultural activities from around the world. A petting zoo, Irish dancers, a fashion parade, henna art and food tasting were amount the highlights of the day. This day was made possible by generous donations from the students and their families and also local businesses.

Six Zimbabwean students went on an excursion to the Spirit of the Planet celebrations specially chosen as there were Zimbabweans presenting who spoke Shona and Ndebele languages.

The nationalities represented at Dubbo Public School include: India, China, Zimbabwe, Peru, South Africa, Vietnam, Pakistan, Philippines and Tonga and provide a wonderful multicultural mix to our school.