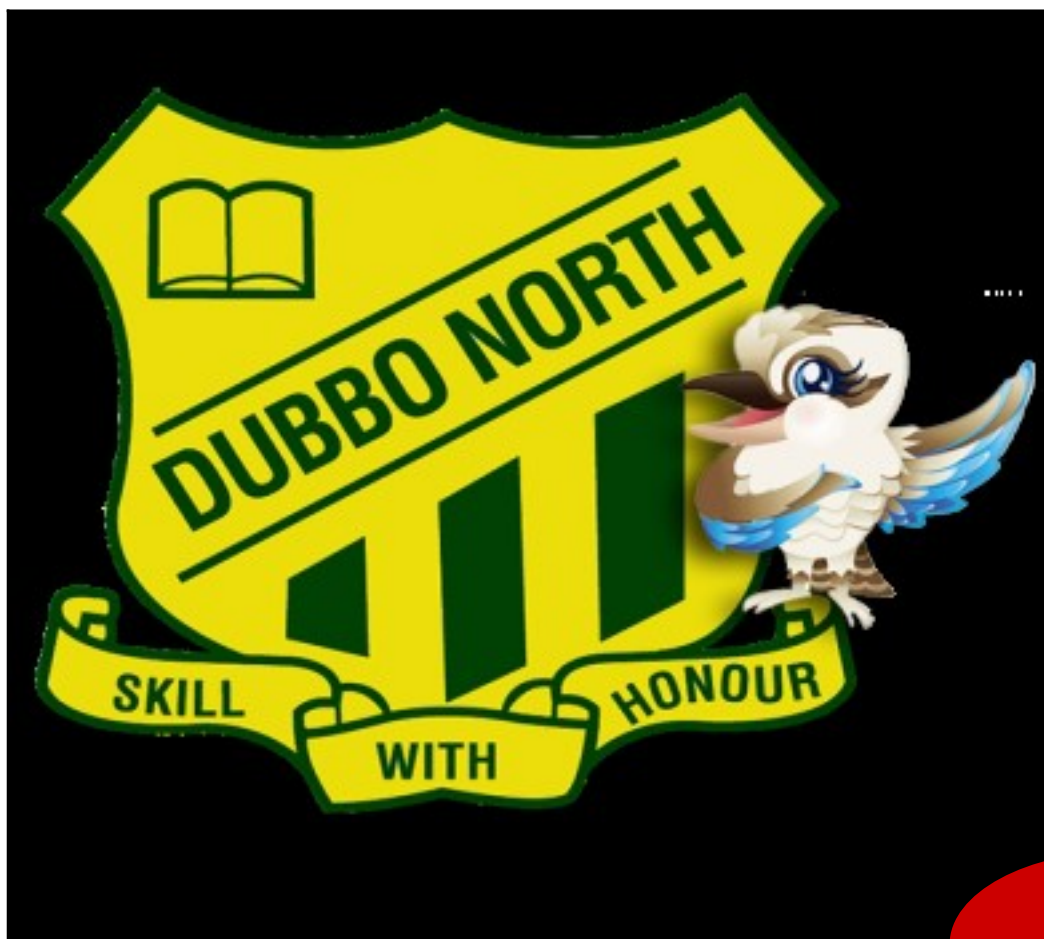
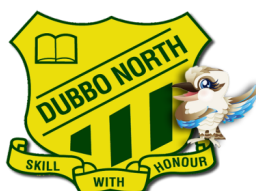


Dubbo North Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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School background

School vision statement

Dubbo North Public School (DNPS) aims to develop students' values and skills for responsible citizenship and life-long education. Programs are carried out within a caring educational environment by a staff of dedicated teachers and SLSO's sharing a positive child-centred philosophy. 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 panels in all classrooms, iPads in classrooms, laptops, the computer laboratory and the library.

In 2019 DNPS has 11 mainstream classes and a support unit with two classes for Emotionally Disturbed students and one Multi Categorical class.

The school population is about 255 with 51% 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. We continued to implement the Early Action For Success initiative which targets students in K – 2 and Positive Behaviour for Learning (PBL), which explicitly teaches appropriate school behaviour. In 2017 we implemented the Early Action for Success initiative for targeted Aboriginal students in Years 3 – 6 to work towards addressing and meeting the Premier's Priorities.

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.

On 21/08/2018 our school participated in the External Validation (EV) panel meeting. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

To impact upon student improvement in a positive manner, we reflected upon our existing teaching practices and the statements of excellence, and have aligned these with our School Plan and our future goals. We have sourced evidence and data from across the school to support our actions and the impact they have had on achieving student outcomes. These were collected and collated into the categories of Learning, Teaching and Leading, in accordance with the School Excellence Framework.

Our EV team consists of 5 staff members, all who have completed teacher accreditation prior to this process. The team sees the process as extremely important and worthwhile as has allowed us the opportunity to reflect on our teaching and learning processes, our relationship with the school community and our wellbeing focuses across the school.

Our collection of evidence demonstrated growth in numerous areas; these areas were highlighted by our collection of evidence and critically analysed by the EV team and the staff as a whole. This has enabled us to make further judgements moving forward as a school collective.

The link between the School Excellence Framework and our selected evidence is clear and concise, and the selected pieces of evidence clearly demonstrate our achievements and decision making process against the elements.

We communicate with our school community via school phone app, school website, P&C Facebook page, organised school events and through face to face meetings; which provide all parents with the opportunity to provide input into the running of our school. The evidence sets we've collected have been/will be shared with the staff, parent groups such as the P&C, students and our wider school community to positively impact our school culture.

Learning

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

We are Sustaining and Growing in elements of Learning Culture, Wellbeing, Assessment and Reporting. We are Delivering in the elements of Curriculum and Student Performance Measures. The information provided throughout each evidence set illustrates how the school has achieved each element in this domain.

Teaching

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

We are Sustaining and Growing in Effective Classroom Practice and Data Skills in Use. We are Delivering in Professional Standards and Learning and Development. The information provided throughout each evidence set illustrates how the school has achieved each element in this domain.

Leading

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

We are Delivering in Educational Leadership and School Planning, Implementation and Resources. We are Sustaining and Growing in School Resources and Management Practices and Processes. The information provided throughout each evidence set illustrates how the school has achieved each element in this domain.

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

Teaching and Learning

Purpose

Increase staff and student proficiency and understanding, and build prior knowledge in literacy, numeracy and technology.

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
Increase number of students in Stages 2 and 3 achieving Level 7 in Creating Texts on the Literacy Progressions. (2018 – 2020)	N/A	Students are plotted accurately on the progressions and these decisions are made after a collaborative conversation. 40% of students in Stages 2 and 3 achieved Level 7 in Creating Texts on the Literacy Progressions.
Increased portion of Aboriginal students in the top 2 NAPLAN bands for reading and numeracy.	Allocation of 0.2 Aboriginal Instructional Leader. Additional Release for teachers will amount to approximately 40 school days per semester. This allows teachers to plan and program collaboratively and meet with their supervisor.	Increased portion of Aboriginal students in the top 2 NAPLAN Bands for reading and numeracy. Improved academic results for students, the production and implementation of quality lessons brought about via quality programs and higher engagement of all students.
Students participating in MiniLit progressing a minimum of 10 levels.	Socio-economic background (\$19200.00)	75% of students participating in MiniLit have progressed 10 levels.

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 2019, 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 2019 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
Score above 90% in the Positive Behaviour for Learning (PBL) assessment measures (TIC, BOQ, TFI).	Win Bin tickets printed at school and additional Release time to complete reviews. (\$5000 from school global budget)	Reduced negative and increased positive Sentral referrals and the achievement of whole school PBL rewards. Scoring above 90% in the PBL assessment measures (TIC, BOQ, SET).
Increase attendance from 91% in 2018 to 93% in 2019.	Socio-economic background (\$19200.00) Social skills resources, \$1000 donated from a local business and \$2000 from school global funds.	Collection and collation of good news phone calls logs. Students are happy, healthy, engaged in school and being successful in school. Increase attendance from 90% in 2017 to 92% in 2018.

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 2018 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 2018 attendance rose to 92% 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
Sentral data will reflect an increase in positive referrals from 77 in 2017 to 300 in 2019.	N/A	Positive referrals rose from 77 in 2017 to 383 in 2018.
Improved staff engagement results in the People Matters survey.	N/A	
Increase in community involvement at school events.	School phone app and photocopying expenses from school global budget (approximately \$3500). Contribution towards cost of the SRC fundraising and school donation (approximately \$2000).	15% increase in community involvement at school events. Increased number of CRT's using the SeeSaw app as a means of communication with parents/carers about student learning, engagement and sharing information. A seamless transition and parents happy with the decision making process

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 2019 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
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$333 139.00) 	Increase in NAPLAN results for Aboriginal students and increase skills of SLSO's. All Aboriginal students in Years 4 and 6 participated in Aboriginal programs.
English language proficiency	<ul style="list-style-type: none"> (\$0.00) 	
Low level adjustment for disability	<ul style="list-style-type: none"> MiniLit kits \$1400 each Low level adjustment for disability (\$176 193.00) 	80% of students participating in the program increase by 10 levels in MiniLit.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$30 000.00) 	Programs are documented and evaluated as effective by supervisors and teacher performance in heightened.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$300 000.00) 	Staff become even more highly skilled and motivated teachers, students access the outdoor area to complete relevant lessons and sign is purchased and utilised.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	119	132	132	126
Girls	109	127	134	124

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	92	92.5	92.3
1	94	92.6	91.7	92.4
2	95.1	93.6	93.1	90.7
3	93.7	91.4	93.9	92.4
4	93.9	93.3	93.8	92.2
5	96.7	89.8	92.3	89.9
6	92.7	93.5	91	89.9
All Years	94.3	92.3	92.7	91.4
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

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 required and consistent non-attenders are managed by the school with the referral process to the Home and Aboriginal School Liaison Officers. The Support, Infants and Primary classes who receive the most number of attendance awards during the year are treated to a Pool Party at the end of the year by the Principal. Classes also implement more individualised attendance reward systems within their own settings and targets are included in student Individual Education and Personalised Learning Plans.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	9.89
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	6.52

*Full Time Equivalent

* FTE – Full Time Equivalent. In 2018, Dubbo North Public School employed 2 male teachers and there were 2 relieving Assistant Principals. 3 teachers identify as being Aboriginal and 8 School Learning Support Officers.

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 and is undertaken either at school online or face to face, but the following Professional Learning was undertaken by staff at Dubbo North PS:

- Learning Progressions
- Number Talks
- Report writing
- Formative Assessment
- L3 Kindergarten and L3 Stage 1 training
- SCOUT training

- PBL Tier 2 training

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	389,101
Revenue	3,767,757
Appropriation	3,664,248
Sale of Goods and Services	5,170
Grants and Contributions	95,175
Gain and Loss	0
Other Revenue	725
Investment Income	2,439
Expenses	-3,700,059
Recurrent Expenses	-3,700,059
Employee Related	-3,391,239
Operating Expenses	-308,820
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	67,698
Balance Carried Forward	456,799

In 2018 the school commenced usage of the new LMBR finance system. This has seen the SAM, SAO and Principal undertake training in this area and more work on budgeting tools will be utilised in 2019. Generally speaking, stage groups decide upon resources they would like to purchase and the Assistant Principal relays this to the Principal. The order is then either approved or not and the authorisation is then given to the SAP to prepare the journal for the purchase.

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	1,800,092
Base Per Capita	54,762
Base Location	2,309
Other Base	1,743,020
Equity Total	833,525
Equity Aboriginal	333,139
Equity Socio economic	316,440
Equity Language	7,753
Equity Disability	176,193
Targeted Total	571,347
Other Total	353,025
Grand Total	3,557,988

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.

NAPLAN data is discussed at stage meetings and at whole school Professional Learning meetings. The data is used to inform practice and to drive future teaching and learning within our school context.

NAPLAN data is discussed at stage meetings and at whole school Professional Learning meetings.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 an Instructional Leader was appointed at Dubbo North Public School to work with targeted Aboriginal students to assist in meeting the Premier's Priorities of a 30% increase in Aboriginal students attaining the top 2 bands in NAPLAN.

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

Dubbo North Public School received Aboriginal background funding in 2018. Our plan included:

- Six 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,
- Continued tutoring in Multilit, MiniLit and TEN initiatives for School Learning Support Officers,
- Employment of an Instructional Leader to work with targeted Aboriginal students to attain

Premier's Priorities,

- 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. Staff 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.