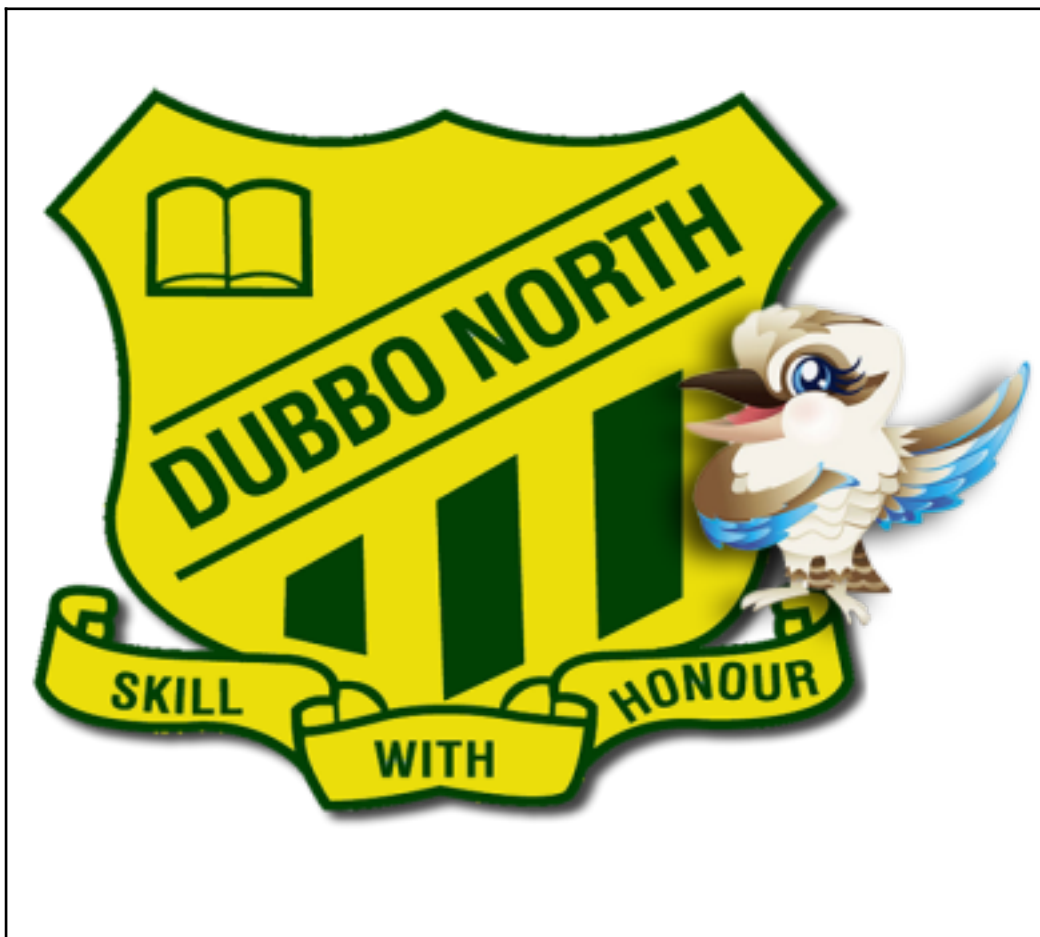# Dubbo North Public School

2019 Annual Report

1776

Introduction

The Annual Report for 2019 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.

School contact details

Dubbo North Public School
Fitzroy St
Dubbo, 2830
www.dubbonorth-p.schools.nsw.edu.au
dubbonorth-p.school@det.nsw.edu.au
6882 4689

School background

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 2020 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 270 with 55% 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.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching and Learning

Purpose

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

Improvement Measures

Increase number of students in Stages 2 and 3 achieving Level 7 in Creating Texts on the Literacy Progressions. (2018 – 2020)

Increased portion of Aboriginal students in the top 2 NAPLAN bands for reading and numeracy.

Students participating in MiniLit or the Reading Tutor Program showing progress.

Progress towards achieving improvement measures

Process 1: Continuous monitoring of student progress using the literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
Data entered Students identified have moved along the progressions and entered the top bands of NAPLAN Written and verbal feedback given on teaching programs	Additional RFF offered to staff to enter data on PLAN 2 Conducted by Instructional Leader Aboriginal **Funding Sources:** • Socio–economic background ($5000.00) • Aboriginal background loading ($2000.00)

Process 2: Collaborative work with all staff to develop engaging, explicit and systematic teaching programs supported by peer mentoring.

Evaluation	Funds Expended (Resources)
Written and verbal feedback given and discussed Stage meetings fortnightly to discuss student progress/at risk students	Cluster meeting Additional RFF for stage members **Funding Sources:** • Socio–economic background ($2000.00) • Socio–economic background ($30000.00)

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.

Improvement Measures

Score above 90% in the Positive Behaviour for Learning (PBL) assessment measures (TIC, BOQ, TFI).

Increase attendance from 91% in 2018 to 93% in 2019.

Progress towards achieving improvement measures

Process 1: Explicit teaching of PBL focuses and matrix.

Whole school rewards for positive behaviour and individual awards (e.g. win bins, Kakadu badges, assembly awards etc.)

Evaluation	Funds Expended (Resources)
Increase in positive referrals and decrease in negative referrals Students successfully completing the Kakadu Kids initiative Staff trained in PBL processes	Win Bin tickets printed at school and additional Release time to complete reviews. Whole school reward paid for by the school **Funding Sources:** • Socio–economic background ($5000.00) • Socio–economic background ($2000.00)

Process 2: Staff are given time to make positive phone calls to parents.

Evaluation	Funds Expended (Resources)
Good news phone call logs checked over by executive then the Principal to ensure calls have been made. Survey parents on the value in these phone calls	1 day a week RFF to cover classes **Funding Sources:** • Socio–economic background ($16000.00)

Process 3: Programs are run in school such as breakfast club, social skills lessons, friendly schools program and assistance from the school (e.g uniforms, excursions, Western representation etc.)

Evaluation	Funds Expended (Resources)
Analyse Data on Sentral on students who have accessed school initiatives and whether this support has increased/decreased Negative and positive behaviour referrals on Sentral Which other outside agencies have been involved in the school, by way of a collaborative conversation.	Funds for breakfast club Time off class for LST/SLSO to teach social skills program and resources purchased **Funding Sources:** • Socio–economic background ($5000.00)

Strategic Direction 3

Engagement

Purpose

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

Improvement Measures

Sentral data will reflect an increase in positive referrals from 77 in 2017 to 300 in 2019.

Improved staff engagement results in the People Matters survey.

Increase in community involvement at school events.

Progress towards achieving improvement measures

Process 1:   Inform parents of school activities through the newsletter, school phone app and notes.

Evaluation	Funds Expended (Resources)
Increased attendance by parents at school functions Closer knit relationships between staff and parents/carers due to increased communication	**Funding Sources:** • Socio–economic background ($10000.00)

Process 2:   Offer students leadership opportunities.

Evaluation	Funds Expended (Resources)
Improved confidence within the student group Efficient running of assemblies and fundraising events Survey parents to gain feedback on the running of school events by leaders	

Process 3:   Inform parents of the processes and outcomes involved in the Learning and Support process.

Evaluation	Funds Expended (Resources)
Targeted students and IEP'PLP students have their plans updated and assessed. Staff meet with LST then parents to discuss ideas for the following school year. Parents are more informed about their child's learning and are more involved in the processes. TTFM surveys to be conducted in 2020 and then the data analysed.	LST's role and teachers to conduct meetings before and after school or in their RFF time.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing Resources for programs **Funding Sources:** • Aboriginal background loading ($239 564.00)	Staff employment successful Programs successful
English language proficiency	MiniLit Resources **Funding Sources:** • English language proficiency ($2 537.00)	Successful implementation of the MiniLit reading program with student results and progress tracked.
Low level adjustment for disability	Staff employment **Funding Sources:** • Low level adjustment for disability ($51 528.00)	Staff employed– resulting in additional classroom support for staff and to support individual student needs.
Quality Teaching, Successful Students (QTSS)	0.5 staffing **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($60 000.00) • ($0.00)	Staff received additional collaborative planning time to ensure programming and assessment timelines were adhered to.
Socio–economic background	Staffing Resources to support programs **Funding Sources:** • Socio–economic background ($312 612.00)	Staff employment successful Programs successful

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	132	132	126	134
Girls	127	134	124	124

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92	92.5	92.3	91.9
1	92.6	91.7	92.4	90.6
2	93.6	93.1	90.7	90.6
3	91.4	93.9	92.4	90
4	93.3	93.8	92.2	93.7
5	89.8	92.3	89.9	91.7
6	93.5	91	89.9	93.8
All Years	92.3	92.7	91.4	91.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	9.87
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	456,799
Revenue	3,940,976
Appropriation	3,850,857
Sale of Goods and Services	4,253
Grants and contributions	83,768
Investment income	1,999
Other revenue	100
Expenses	-3,807,722
Employee related	-3,437,598
Operating expenses	-370,124
Surplus / deficit for the year	133,254

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	582,813
Equity Total	848,134
Equity - Aboriginal	308,139
Equity - Socio-economic	344,627
Equity - Language	2,537
Equity - Disability	192,832
Base Total	1,812,444
Base - Per Capita	62,494
Base - Location	2,078
Base - Other	1,747,872
Other Total	441,846
Grand Total	3,685,237

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

The small class sizes are great and allow for excellent learning opportunities."

"Having SLSO's in every class is a great help to the kids."

"Teachers are approachable, helpful friendly."

"Classes are well resourced and students have access to lots of sport equipment."

"Front office staff are happy and helpful."

"The school needs to come up with easier and better ways to communicate with parents."

"We love the small school size as it allows all the kids to know all the teachers."

"The school grounds look lovely and are well maintained.

Parent/caregiver, student, teacher satisfaction

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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.