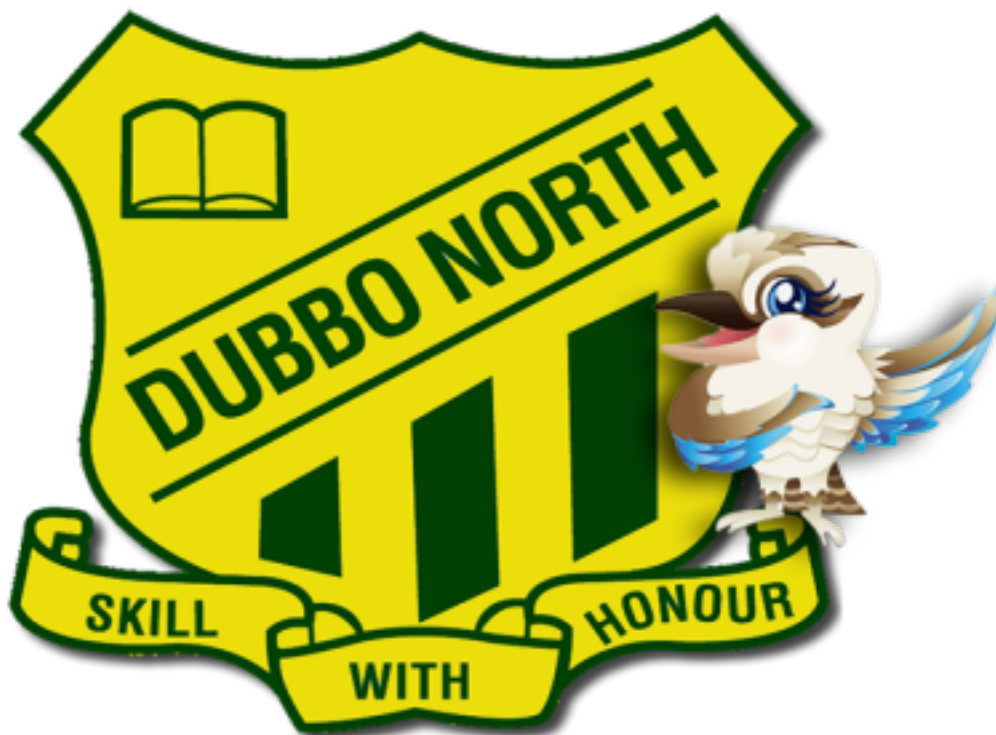


# 2020 Annual Report

## Dubbo North Public School



1776

# Introduction

The Annual Report for 2020 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](http://www.dubbonorth-p.schools.nsw.edu.au)

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

6882 4689

## School vision

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 278 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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	Delivering
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 use of PLAN2 and the progressions as a tool for assessing students learning and achievement in literacy and numeracy.

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)
<p>Staff entered data onto PLAN2 to track students growth in Literacy and Numeracy. K-2 teachers entered data more frequently than teachers in Year 3-6. We will look at this more closely in 2021.</p> <p>Staff have identified at-risk students and students who will receive ongoing intervention during 2020 through regular Stage Meetings and Learning and Support Team meetings.</p> <p>Staff used current and relevant data to inform future teaching practice, to ensure that all students were able to show growth and meet learning outcomes.</p> <p>Due to Covid, NAPLAN was not held for Year 3 and Year 5 students.</p> <p>Where possible, identified students participated in the MiniLit and MultiLit Reading Tutor Program. This was not run authentically (20 weeks) due to disruptions from Covid, however, SLSOs took the program as an opportunity to provide the identified students with additional support and routine when they attended. In Semester 1 (4 weeks) - 30 students across Years 1-5 participated in this program. 27 of these students made steady growth. In Semester 2 (9 weeks) - 20 students ranging from Year 1-5 participated and all students made steady growth.</p>	<p>Additional RFF time for Classroom Teachers.</p> <p>PLAN2 Professional Learning at staff meeting.</p> <p>Resources for MiniLit and MultiLit.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
<p>Teachers collaborated weekly during additional RFF time and developed systematic and explicit teaching programs which resulted in a differentiated curriculum provided to all students.</p> <p>Assistant Principals provided timely feedback regarding teaching programs and this feedback was implemented in the following term's program.</p>	<p>Program resources</p> <p>Additional collaborative RFF time</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

## 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

Improve in the Positive Behaviour for Learning (PBL) assessment measures (TIC, TFI).

Increase in whole school attendance from 2019-2020.

#### Progress towards achieving improvement measures

**Process 1:** Explicit teaching of PBL focuses and matrix.

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

Evaluation	Funds Expended (Resources)
<p>In 220, 173 major behaviour incidents and 821 minor behaviour incidents were recorded on Sentral . 347 positive behaviour referrals were recorded on Sentral.</p> <p>With a focus on attendance, such as attendance awards at assembly and the end of year reward, we have seen an increase of 1.7%.</p> <p>Due to a consistent whole school approach towards PBL and teaching lessons around the weekly focus, we have seen a drop in short and long suspension rates. Long suspension rates decreased from 7 in 2019 to 3 in 2020. Short suspensions have also decreased from 24 in 2019 to 22 in 2020. This has resulted in an increase of 37 learning days.</p>	<p>Purchase of frames to display expectations around the school.</p> <p>Purchase of Kakadu badges, assembly awards and the printing of WinBin tickets.</p> <p>Booking of ToonSchool visit as a whole school reward in Term 4.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2500.00)</li></ul>

**Process 2:** Staff are given time to make positive phone calls to parents. Data recorded on Sentral

Evaluation	Funds Expended (Resources)
<p>Due to Covid it was hard to monitor Good News phone calls as students were learning from home and parents/carers were being contacted through other platforms such as SeeSaw.</p> <p>In previous years, approximately 3 Good News phone calls were made each week per class.</p> <p>To be consistent across the school, teachers now record Good News phone calls on Sentral.</p>	<p>Additional RFF time per teacher per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$18000.00)</li></ul>

**Process 3:** Programs are run in school such as breakfast club, Boys and Girls Group, Bro and Sista Speak and assistance from the school (e.g uniforms, excursions, Western representation etc.)

Evaluation	Funds Expended (Resources)
<p>In 2019, we had 159 students access Breakfast Club. Due to Covid we are unable to give numbers for 2020. Breakfast Club allows students to have a positive start to the day with less behaviour incidents being recorded. We will relook at Breakfast Club in 2021.</p>	<p>Purchase of materials to complete Sista Speak, Bro Speak, Girls group and Boys group projects.</p> <p>Purchase of uniforms when required.</p>

## Progress towards achieving improvement measures

All of Stage 3, approximately 70 students, were involved in either Bro Speak, Sista Speak, Girls group or Boys group with positive feedback received from the students, parents and staff.

Again, due to Covid, excursions and representative sport were not offered throughout the year.

Approximately \$600 was spent on the purchase of uniforms for students.

Financial assistance for excursions when required.

Donation made when students represent at a Western level at a State carnival.

**Funding Sources:**

- Socio-economic background (\$3000.00)

## Strategic Direction 3

### Engagement

#### Purpose

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

#### Improvement Measures

Sentral data will reflect an increase in positive referrals. (576 in 2019)

Improved staff engagement results in the Tell Them From Me or People Matters Survey.

Increase in community involvement at school events.

#### Progress towards achieving improvement measures

**Process 1:** Inform parents of school activities through a variety of mediums.

Evaluation	Funds Expended (Resources)
<p>The phone app was re-financed for \$1500 but this provide us with quality data, as it only informs us of how many have the app and not how many received and acted on the push notifications. However 55 parent/carers attended the welcome to the new year BBQ which was up from 51 the year before.</p> <p>The TTFM survey was delayed due to COVID restrictions.</p> <p>In 2019 students received 586 positive referrals and in 2020 347 were recorded. These numbers were down largely due to COVID restrictions and students missing over a term of school.</p>	<p>Purchase of school phone app</p> <p>Subscription to SeeSaw app plus</p> <p>Items for start of year BBQ</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

**Process 2:** Offer students leadership opportunities.

Evaluation	Funds Expended (Resources)
N/A	N/A

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

Evaluation	Funds Expended (Resources)
<p>In 2020, 21 students were formally referred to the LS team through the schools referral process. Of those 21 students, ranging from Kindergarten to Year 6 - 3 students received new IFS or support class placement within the school, 1 student was referred and accepted into the NSW Centre for Effective Reading program, 8 students were referred to allied health professionals for speech, occupational therapy and/ or psychology and 3 students received support class placements for high school in 2022. The AP Learning and Support was consulted and contributed to the learning support needs of 10 students. These 10 students had varying academic and behavioural needs in both mainstream and support class settings. 9 students were given access to allied health therapy in school to cater to families needs. This enhances the students ability to engage in their learning and assist teachers to learn and use appropriate strategies to learn in the classroom.</p>	<p>Employment of LS teacher at x4 days per week.</p> <p>Purchase of E-reading pen to support low level readers in stage 3.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$96000.00)</li><li>• Literacy and numeracy (\$1000.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of 7 additional SLSO's  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$363 594.00)</li> </ul>	SLSO's were trained in MiniLit, MultiLit and Jolly Phonics and worked with small groups and individuals to improve Literacy skills and reading fluency. In 2020 50 students accessed the Mini and MultiLit program and 47 students were tested off the program.
<b>English language proficiency</b>	Reading resources to support EAL/D students in classroom guided reading groups.  Teacher 0.2  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$3 000.00)</li> <li>Low level adjustment for disability (\$20 000.00)</li> </ul>	EAL/D students were supported in the classroom with improving their literacy and numeracy skills which assisted them to be involved in all lessons in the classroom.
<b>Low level adjustment for disability</b>	Teachers - 0.4  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$39 000.00)</li> <li>Socio-economic background (\$9 000.00)</li> </ul>	In 2020 there were 19 students referred through the LST.  The number of referrals have decreased over the last 3 years due to the process changes which require the teacher to implement a variety of strategies before making the referral and providing a specific goal to be actioned.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher 0.4  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$48 000.00)</li> </ul>	Students and staff participated in school programs with- <ul style="list-style-type: none"> <li>65 students participating in Aboriginal Dancing</li> <li>38 students in Boys &amp; Girls Group</li> <li>37 students participating in Bro &amp; SistaSpeak</li> <li>8 students in students leadership roles</li> </ul>
<b>Socio-economic background</b>	Employment of 4 SLSO's and 1 teacher  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$360 000.00)</li> </ul>	A more individualised learning approach was carried out across all classrooms due to class sizes allowing staff to make more specific adjustments to learning to cater for student learning needs. In 2020 there were 98 students (35.5% of student enrolments) who were recognised under the NCCD. Staff were able to make adjustments for learning and wellbeing.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	132	126	134	142
Girls	134	124	124	123

### Enrolments-

Slight increase of 4% of student enrolment from previous years. This is because we have a high rate of staff stability and strong family connections.

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	92.3	91.9	93.6
1	91.7	92.4	90.6	88.4
2	93.1	90.7	90.6	87.8
3	93.9	92.4	90	86.6
4	93.8	92.2	93.7	90.2
5	92.3	89.9	91.7	86.9
6	91	89.9	93.8	87.2
All Years	92.7	91.4	91.8	88.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Attendance rate-

Attendance rate has slightly increased over the last 2 year period but is relatively similar to previous years.

## 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)	11.01
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	590,054
<b>Revenue</b>	4,180,857
Appropriation	4,103,522
Sale of Goods and Services	10,897
Grants and contributions	65,613
Investment income	524
Other revenue	300
<b>Expenses</b>	-4,255,717
Employee related	-3,930,445
Operating expenses	-325,273
<b>Surplus / deficit for the year</b>	-74,861
<b>Closing Balance</b>	515,193

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	888,027
Equity - Aboriginal	331,339
Equity - Socio-economic	362,914
Equity - Language	3,112
Equity - Disability	190,661
<b>Base Total</b>	2,600,776
Base - Per Capita	66,600
Base - Location	1,871
Base - Other	2,532,305
<b>Other Total</b>	437,811
<b>Grand Total</b>	3,926,614

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Parents/Carers:

'Love the size of the classes and the extra SLSO's in the classrooms.'

'Students are really at the centre at Dubbo North.'

'Class assemblies are a great way to see what our kids can do.'

Students:

'The playground is great and I enjoy playing with my friends.'

'I feel safe when I come to school.'

Teachers:

'I love coming to work in such a caring, supportive environment.'

'Additional RFF allows me to collaboratively plan and program with my colleagues.'

'It's great that we acknowledge and celebrate special days and events.'



# 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.