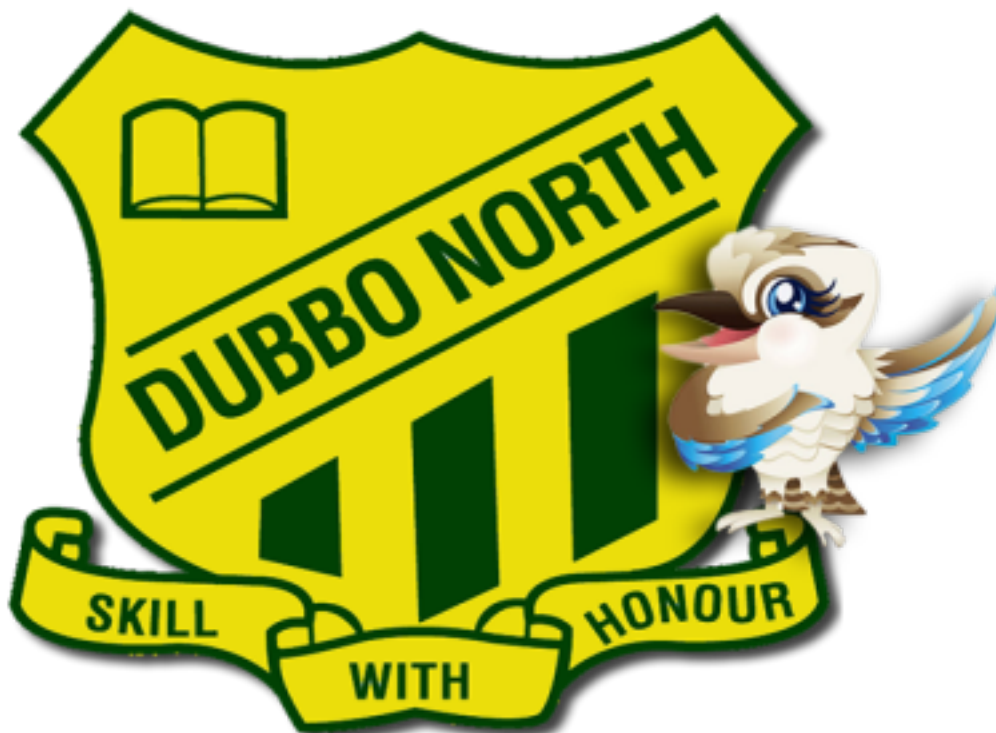


# 2021 Annual Report

## Dubbo North Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Dubbo North Public School

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## School vision

Dubbo North Public School 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 School Learning Support Officers sharing a positive child-centered philosophy. The welfare of all students, staff and parents is considered with the aim of "skill with honour by being responsible, safe and respectful learners.

## School context

Dubbo North Public School 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.

The school population is 278 which is an increase of approximately 10% over the last 3 years. 55% of students identify as being of Aboriginal and Torres Strait Islander descent which is an increase of 5% over the same period. Approximately 3% of students have a language background other than English. 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 continue to implement the Early Action For Success initiative which targets students Literacy and Numeracy development in K - 2 and a strong focus on student and staff wellbeing will remain at the forefront.

The school 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 and laptops in across the stages and in the library.

Dubbo North Public School has 12 mainstream classes and a support unit with two Multi Categorical classes and one Emotionally Disturbed class.

The whole school community, involving students, staff, parents and the local AECG was consulted in a thorough situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. We will ensure that data driven practices are utilised to provide stage appropriate learning for all students. Ongoing professional learning for staff will be supported to allow teachers to successfully plan for and deliver quality differentiated instructions to students, including those identified as gifted. System-negotiated targets in the areas of reading, numeracy and attendance provide clear direction for ongoing improvement and student growth.

Quality summative and formative assessment tasks will be developed to collect this data and will allow for a greater consistency of judgement within and across the school. Individual students that have been identified will be supported and closely monitored. To assess the impact of this support pre and post assessments will be carried out.

Our learning support team will continue to identify students who need intervention and staff will receive relevant professional learning to provide this intensive intervention.

Areas of need and success at a class and school level will be key to this process and the involvement of the whole school community will be essential for success and ongoing improvement.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

Our purpose is to ensure that every student is highly motivated and engaged and shows strong growth in their learning through explicit teaching.

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data.

We will further develop and refine student assessment data to inform teaching and ensure we meet the current learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$12,000.00

**Early Action for Success (EAFs):** \$24,000.00

**Professional learning:** \$2,000.00

### Summary of progress

During 2021, the staff at Dubbo North Public School have successfully met our annual progress measures through evidence based teaching strategies such as using learning intentions, success criteria and individual student learning goals. All staff undertook professional learning around setting SMART goals to enhance student growth and attainment. A future goal is to inform parents and carers about the definition of a SMART goal, how we put these into practice in the classroom and have all staff members using SMART goals in Individual Learning Support Plans (ILSP). Staff will continue to implement best practice by using explicit teaching strategies to implement and reflect on student learning success.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN data for 2019 shows 10% of students in Year 3 and 5 achieved in the top 2 bands in reading.	In 2021 NAPLAN data shows that 17.91% of students in Year 3 and 5 achieved in the top 2 bands of reading. This is an increase of 5.05% from 2019.
NAPLAN data for 2019 shows 12.9% of students in Year 3 and 5 achieved in the top 2 bands in numeracy.	In 2021 NAPLAN data shows that 15.15% of students in Year 3 and 5 achieved in the top 2 bands of numeracy. This is an increase of 2.29% from 2019.
Increase the percentage of Year 5 students achieving expected growth in NAPLAN reading by 2%.	The percentage of Year 5 students achieving expected growth in reading increased to 62.96% indicating an improvement of 10.02% from 2019.
Increase the percentage of Year 5 students achieving expected growth in NAPLAN numeracy by 2%.	The percentage of Year 5 students achieving expected growth in numeracy increased to 40.74% indicating an improvement of 11.33% from 2019.
All staff engage in professional learning to assist in setting SMART learning goals for identified students.	100% of staff completed professional learning on setting SMART learning goals for identified students who required ILSPs. This was completed late last year during lock down in preparation for using these skills in 2022.
All teachers will identify explicit	All teacher programs contain evidence of modelled, guided and

teaching strategies across all KLAs.

independent instruction as part of quality teaching practice.

## Strategic Direction 2: Worthwhile wellbeing for all

### Purpose

Our purpose is to ensure that there will be a planned approach to developing whole school wellbeing processes. This will support high levels of staff and student wellbeing and engagement, which will enable everyone to succeed, thrive and learn in a holistic, nurturing and caring environment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff Wellbeing
- Student Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$11,000.00

**Aboriginal background:** \$80,000.00

### Summary of progress

During 2021, Strategic Direction 2 focused on worthwhile wellbeing for all students and staff. During this time frame we promoted staff wellbeing by implementing a staff termly wellbeing calendar and were given the opportunity to complete the Tell Them From Me staff survey. Future directions would be to collect and analyse data to further support staff wellbeing. Staff participated in SafeMinds professional learning to support students' emotional and behavioural wellbeing. In 2022 we will continue to implement the wellbeing action plan to further decrease negative Sentral referrals and improve positive student referrals, student attendance and positive wellbeing.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time by 5.3%.	62.77% of students attended school 90% of the time or more for the duration of 2021.
More than 74% of students report a positive sense of belonging in the TTFM survey.	In 2021, 65.09% of students reported a positive sense of belonging in the Tell Them From Me survey.
Less than 994 negative referrals on Sentral.	2021 Sentral records indicate 860 negative referrals for the year. This was a decrease of 13.5%.
More than 347 positive referrals recorded on Sentral.	2021 Sentral records indicate 273 positive referrals for the year.

## Strategic Direction 3: Community coming together

### Purpose

Our purpose is to ensure that all stakeholders collaborate to promote an integrated approach towards learning and extra curricula activities. This leads to a culture of connections and building positive relationships within our school community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$90,000.00

**Aboriginal background:** \$8,100.00

### Summary of progress

In 2021, Dubbo North Public School has collected and collated data of parent and community engagement during school events. This has created a baseline of data to build upon throughout the current school plan timeline. During 2022, we will be actively seeking feedback, through the Tell Them From Me Survey, from parents and carers in the school community. Dubbo North Public School will be putting a range of strategies in place to encourage parents and carers to engage in school events, P and C meetings and parent/teacher interviews.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Introduce and complete TTFM parent survey.	The TTFM survey was emailed to all parents to complete. Parents did not complete the survey in 2021.
More than 966 community members at school events over a 12 month period.  At least 10 parents or community members in attendance at monthly meetings.	In 2021, we had 421 community members attend school events over a 12 month period.  In 2021, data showed on average at least 10 or more parents or community members attended monthly Parents and Citizens meetings.
Collect baseline data of parent/carer attendance at parent/teacher conferences and discussions about their child's learning. (Parent/Teacher Interviews, PLP meetings, LST meeting)	In 2021, the baseline data for parent teacher interviews were 93 in attendance. Personalised Learning Plans interviews were held via phone conference and approximately 120 were completed. 16 Learning and Support Team meetings were held in 2021, where student learning needs were discussed.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$412,635.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff Wellbeing</li> <li>• Student Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement interventionist programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 3 demonstrating a major lift in NAPLAN reading from a raw score 322.9 in 2019 to 361.4 in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage the staff to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$327,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> <li>• Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$327,100.00</p>	<ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 3 demonstrated a major lift in all areas of NAPLAN from a raw score 335.7 in 2019 to 362.7 in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to re-employ SLSO's to deliver ongoing differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$11,500.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students receiving additional support to improve their English language skills in a small group or one on one setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to track student progress and involve parents in learning goals.</p>
<p>Low level adjustment for disability</p> <p>\$194,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,000.00</p>	<p>The location funding allocation is provided to Dubbo North Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Location</p> <p>\$1,000.00</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased leadership opportunities to attend conference in Sydney.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to subsidise same excursion in 2022.</p>
<p>Literacy and numeracy</p> <p>\$3,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dubbo North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> our Early Stage 1 and Stage 1 teachers having identified professional learning to support reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support our K-2 students in reading.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Dubbo North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This position will be supported by the new Assistant Principal Curriculum and Instruction positions in 2022.</p>
<p>QTSS release</p> <p>\$59,198.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$59,198.30</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• teachers provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of additional release from face to face to enable teachers to collaboratively plan and program in order to ensure all the above practices are in place.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dubbo North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to engage additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$183,905.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- student assessment data being analysed to identify literacy and numeracy needs</li> <li>- professional learning to support evidence-based literacy and numeracy teaching strategies</li> <li>- small groups frequently tutored and re-assessed</li> </ul> <p><b>After evaluation, the next steps to support our students with this</b></p>

COVID ILSP

\$183,905.00

**funding will be:**

to continue the small group tuition with identified areas of need. This data and the progress will be communicated to classroom teachers to support students in the classroom.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	126	134	142	149
Girls	124	124	123	123

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	91.9	93.6	93.2
1	92.4	90.6	88.4	92.2
2	90.7	90.6	87.8	89.4
3	92.4	90	86.6	90.9
4	92.2	93.7	90.2	87.1
5	89.9	91.7	86.9	88.6
6	89.9	93.8	87.2	88.4
All Years	91.4	91.8	88.8	89.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	11.04
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	515,193
<b>Revenue</b>	4,376,569
Appropriation	4,310,865
Sale of Goods and Services	6,766
Grants and contributions	48,198
Investment income	240
Other revenue	10,500
<b>Expenses</b>	-4,481,095
Employee related	-4,048,033
Operating expenses	-433,062
<b>Surplus / deficit for the year</b>	-104,526
<b>Closing Balance</b>	410,667

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	17,197
<b>Equity Total</b>	944,139
Equity - Aboriginal	325,545
Equity - Socio-economic	412,959
Equity - Language	11,693
Equity - Disability	193,942
<b>Base Total</b>	2,636,378
Base - Per Capita	69,355
Base - Location	1,683
Base - Other	2,565,340
<b>Other Total</b>	474,569
<b>Grand Total</b>	4,072,284

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.

## Parent/caregiver, student, teacher satisfaction

In 2021, our parents and carers were surveyed about how they felt our school supported learning. Whilst there was few responses, the feedback was overwhelming. Some comments included:

- I would like to say the teachers and staff at the school are awesome to \*\*\*\*\* and \*\*\*\*\* loves going to school every day, loves the learning and social skills he is receiving from the school.
- We couldn't fault the school in anyway. While \*\*\*\*\* is happy being at school, well I'm happy too.
- We absolutely love our little school it has such a sense of family to it being small all the teachers know absolutely everything about each child and every staff member are caring and loving and help each and every child thrive and grow to be the best individual they can. The programs we have in our school are awesome and exciting our children absolutely love attending every day. Also, we have so much respect and praise for Mr Morgan he doesn't just stay in his office he gets involved with the kids and all the fun days we have at the school it's so refreshing to see a principal being so engaged with his students so thank you
- I have always found Dubbo North to be welcoming and friendly. The teachers and principal are approachable and friendly and nothing is too much trouble. Whenever there are any issues, big or small, they are dealt with appropriately and always with what is best for the kids in mind. I love that you can walk through the school and always be greeted by lots of friendly faces.

In 2022, we will endeavour to gain an increased response rate and ask specific questions to learn more from our school community on areas for improvement.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.