

# 2021 Annual Report

## Dubbo West Public School



3591

## Introduction

The Annual Report for 2021 is provided to the community of Dubbo West 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 West Public School

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## School vision

Dubbo West Public School is a school where individuals matter. We are one team with one direction focused on a vision of moving onwards, with a strong emphasis on literacy and numeracy. We provide the keys to success for our students.

## School context

Dubbo West Public School comprises 430 students from P-6, located in a large regional centre, drawing on a wider community. At Dubbo West Public School we have a range of classes, including mainstream, an Intellectually Mild class and an Opportunity Class. A preschool supports the early learning phase of school life. The school is also supported with a School as Community Centre, targeting families with children 0-8 years. In 2021, two newly established multicategorical classes will cater for students requiring additional support to access their learning. After School Care is available on site. The school sits in a diverse community setting from a range of socio-economic backgrounds. 55% of students identify as Aboriginal. In 2020, our Preschool underwent assessment and ratings, achieving a rating of exceeding.

Students have the opportunity to participate in a variety of activities including Circus, John Moriarty Football and specialist music tuition. Support agencies come into the school to work with identified students to increase their access to education opportunities.

Dubbo West Public School is an Early Action for Success school and currently has an Instructional Leader at Deputy Principal level. This role supports students' learning, primarily in Preschool to Year 2.

Dubbo West Public School employs a range of School Learning Support Officers across the school. All Kindergarten classes have School Learning Support Officers for all sessions of the day. Through this, the process of learning is embedded and sustained to support the students who may not have attended early learning centres prior to commencing school. Additional support for students is provided as required.

The You Can Do It program, introduced in 2020, focuses on the expectations of resilience, persistence, getting along, organisation and confidence.

Dubbo West Public School is a proud partner with the Local Dubbo Aboriginal Education Consultative Group. The school incorporates a range of cultural activities including Wiradjuri language, NAIDOC celebrations and the inclusion of Wiradjuri names for some classes.

In 2020, the school conducted a situational analysis using a range of internal and external data. Some of our strengths were identified as community satisfaction, collaboration and an improvement in our reporting processes to families.

Consultation with staff, students and community members was undertaken for both the situational analysis and the development of the 2021-2024 Strategic Improvement Plan using a range of forums including staff meetings, P&C meetings, surveys, newsletters and community flyers.

Historical data shows a fluctuation in student achievement but expected growth in both reading and numeracy will be an area of explicit focus. After reviewing our NAPLAN gap analysis the areas for explicit focus in literacy include: reading, viewing and comprehending texts; features including punctuation conventions and vocabulary. From the findings of the gap analysis in numeracy, the focus areas include: place value and additive strategies; multiplication and division (multiplicative thinking); fractions and decimals.

We will strengthen whole school processes for collecting and analysing student data to inform teaching and learning programs with continuous improvement at the centre.

From a range of data sources we have concluded that our community satisfaction is high, however engagement of parents in student learning and school life, students' sense of belonging and attendance were identified as areas for improvement. Our future focus will be to increase students' sense of belonging through wellbeing practices that support and celebrate all students and to create an environment that is committed to nurturing, guiding, inspiring and challenging students, resulting in building a cohesive educational community.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to improve all students' reading and numeracy success with a school wide collective approach.

### 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.

- Individual Student Growth
- Explicit Teaching

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$950.00

**Socio-economic background:** \$123,218.00

**Professional learning:** \$1,325.00

### Summary of progress

This year, Early Stage One and Stage One at Dubbo West Public School have begun exploring synthetic phonics through the Little Learners Love Literacy program. We strengthened students' understanding of sounds and blends supporting them to become successful readers and writers. Next year, we will reflect on data and teaching programs to further refine and strengthen teaching practice. Staff and students in Preschool focused on oral language and pre-writing skills in preparation for literacy learning in Kindergarten. Both of these activities were supported by the COVID intensive tutors and the Instructional Leader. Time restraints meant that some activities needed to be delayed until 2022 and we have identified activities that need to be developed for this strategic direction within Primary.

### 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
To improve the percentage of Years 3 and 5 students achieving top two bands in reading in NAPLAN by 3% from a baseline of 29.8%	• The school's NAPLAN reading scores in the top 2 bands are 8.6% below the lower bound target for 2021.
To improve the percentage of Years 3 and 5 students achieving top two bands in numeracy in NAPLAN by 2.5% from a baseline of 28%	• The school's NAPLAN numeracy scores in the top 2 bands are 11.1% below the lower bound target for 2021.
To improve the percentage of Year 5 students achieving expected growth in NAPLAN in reading by 3.7%	• The school's NAPLAN reading scores showed that 35% of Year 5 students are at or above expected growth.
To improve the percentage of Year 5 students achieving expected growth in NAPLAN in numeracy by 4.2%	• The school's NAPLAN numeracy scores showed that 26% of Year 5 students are at or above expected growth.
At least 50% of kindergarten students will achieve Stage 6 in Synthetic Phonics program and 50% of Year 1 students will achieve Stage 7.4 or beyond	• Reading (blending) data: 44% of Kindergarten students achieved Level 4 and above. • 35% of Year One students achieved Stage 6 and beyond. • 59% of Year Two students achieved Stage 7 and beyond.
An increase in the Year 3 to 6 Check-in Assessment reading results by 2.5%	• The school's Check-In assessment in reading for 2021 is 47% which is 1.7% lower than last year's reading results across Year 3-6.
An increase in the Year 3 to 6 Check-in	• The school's Check-In assessment in numeracy for 2021 is 48.4% which

Assessment numeracy results by 2.5%	is 7.5% lower than last years reading results across Year 3-6.
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## Strategic Direction 2: High quality teaching and high expectations

### Purpose

The focus is on the improvement of evidence-based teaching and data driven decisions resulting in high expectations of learning progress and achievement for all 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 Skills and Use
- Continuous Improvement

### Resources allocated to this strategic direction

**English language proficiency:** \$17,633.91

**Professional learning:** \$25,590.00

**Aboriginal background:** \$50,450.00

### Summary of progress

Our focus for 2021 was on the use of data to inform teaching practice and drive continuous improvement across literacy and numeracy. Focusing on assessment, school teams were guided through the process of developing consistent evidence-informed practices across the school and using short formative assessments to identify the point of need with student learning.

Professional dialogue on assessment scope and sequences were drawn from the evidence-base which was a focus in executive teams to ensure student learning was at the forefront of all practices. These practices were targeted at student need.

Next year we will work with staff to establish a process to provide staff with the opportunity to deliver feedback on the implementation of the assessment scope and sequences and data use to inform their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

### 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
Development of a school wide scope & sequence for assessment of all KLAs with a focus on Literacy & Numeracy.	Our focus for 2021 was on the use of highly effective assessment practices across the whole school to establish a school wide assessment scope & sequence. Executive used the Departmental resources to develop consistent evidence-informed practices across the school and identified assessments that were necessary to triangulate the existing assessment resources of NAPLAN.
Deliver the TTFM teacher survey for baseline data collection.	Our focus for 2021 was to collect baseline data through the Tell Them From Me platform to gain insight into the eight drivers of student learning that correlate with student achievement.
Delivery of NAPLAN data to drive teaching and learning across the whole school	Our focus for 2021 was to unpack the data that NAPLAN to provide an analysis to support with identifying areas of improvement within teaching and learning. This information was delivered to teachers and used to inform the planning for intervention support in 2022.
To improve the school mean of students believing that teachers hold high academic standards and expectations that they will succeed as	Our focus for 2021 was to improve the students belief that teachers hold high academic standards and expectations that they will succeed. This has shown a decrease of 0.3 mean points between student survey I and II in 2021.

identified in the Tell Them From Me  
wellbeing survey data by 0.5 points



## Strategic Direction 3: Success through collaboration

### Purpose

Our purpose is to focus on positive wellbeing to strengthen the school, embracing students, staff and the wider community. An inclusive model across learning will promote positive culture and understanding across key stakeholders within the school.

### 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.

- Student Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$77,000.00

**Socio-economic background:** \$186,898.00

**English language proficiency:** \$17,633.91

### Summary of progress

To improve the percentage of students attending school in 2021 School implemented a Walking Bus. The route was determined after analysing attendance data of individual students and families in particular geographical areas. This began in Week 2, Term 3 and ran for three weeks. Attendance data during implementation indicates an increase of students attending school 90% or more, by 7.9% compared to the same period of time in the previous two years. Participation of students was increasing and staff engagement was positive. Unfortunately due to COVID-19 and the regional lockdown the Walking Bus ceased in Week 5, Term 3 and was unable to resume in Term 4 due to Department restrictions. In 2022 we will resume the Walking Bus with contingencies in place for absent staff. There will be continual monitoring of attendance data and Walking Bus student numbers to inform the need to increase access for students across different geographical areas.

### 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
To improve the percentage of students attending school >90% of the time to reach the lower bound system-negotiated target by 5.62%	In 2021 our focus was to improve the percentage of students attending school 90% of the time to reach the lower bound system target by 5.62%. In 2021 our attendance percentage increased by 10.1% going from 36.3% to 46.2%.
To improve the percentage of students reporting expectations for Success, Advocacy and Sense of Belonging at school in the Tell Them From Me wellbeing data by 2.25%.	In 2021 our focus was to improve the percentage of students reporting expectations for Success, Advocacy and Sense of Belonging at school in the Tell Them From Me wellbeing data by 2.25%.  Expectations for Success- decrease in 0.3 mean points scoring at 7.3/10  Advocacy at school- decrease in 0.4 mean points scoring 7.4/10  Sense of Belonging- decrease in 3% scoring at 56% of students
To improve the percentage of students experiencing positive behaviour at school by 3.39% as shown in Sentral data.	In 2021 our focus was to improve the percentage of students experiencing positive behaviour at school by 3.39%. On analysis of Sentral data there has been an increase of 20.5% of students displaying positive behaviour at school.
Increased engagement of parents and community members in school events, decision-making and planning for	There were limited opportunities to increase parent and community involvement in events due to the ongoing COVID-19 restrictions in place throughout 2021.

teaching and learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$153,479.80</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo West 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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Increase in available funding to support students with additional learning needs.</li> <li>- Support for students with a diagnosed disability to be able to remain in mainstream classrooms and access curriculum.</li> <li>- Support wellbeing needs of identified students and enable teachers to deliver differentiated curriculum to meet the learning needs of students with identified disabilities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to identify professional learning needs of classroom teachers and School Learning Support Officers to support the increased number of students accessing Integration Funding Support that require tier 3 evidenced- based interventions.</li> </ul>
<p>Literacy and numeracy</p> <p>\$7,932.03</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dubbo West 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>• Individual Student Growth</li> <li>• Explicit Teaching</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The delivery of explicit teaching of phonics and improved teacher understanding. In addition there is improved technology access for K-6 to specialised resources for reading and mathematics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to deliver these programs to ensure the learning needs of all students are being supported.</p>
<p>Socio-economic background</p> <p>\$865,001.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$865,001.13</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>• Explicit Teaching</li> <li>• Individual Student Growth</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 Learning and Support to support identified students with additional needs</li> <li>• professional development of staff through Little Learners Love Literacy to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The creation of the Assistant Principal Learning Support to lead the learning support team in completing Access Requests resulting in more students receiving in class support and integration funding support. MC Support Classes are at capacity resulting in students with additional support needs receiving specialised education. The Assistant Principal Learning Support also led the case management of tier 3 students and the role was vital during the COVID-19 lockdown period in maintaining ongoing communication with families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to develop the core responsibilities of the role of the Assistant Principal Learning Support.</li> <li>- to engage in professional learning related to the Berry Street Model.</li> </ul>
<p>Aboriginal background</p> <p>\$606,902.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo West 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>• Continuous Improvement</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the delivery of cultural awareness training by the Aboriginal Education Officer to all staff members to raise awareness of local Aboriginal knowledge and histories to support the delivery of Aboriginal perspectives within the curriculum. The delivery of the You Can Do It program. This resulted in a decrease in Sentral entries improving positive behaviour with on average 96% of students being rewarded for this. the employment of additional teaching staff. This resulted in reducing the number of students in classes to support the wellbeing of students that need</p>

<p>Aboriginal background</p> <p>\$606,902.00</p>	<p>additional support resulting in increased positive behaviour. the allocation of administration time to support parents and carers to meet the growing requirements of the system due to low socio economic status.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to plan and schedule smoking ceremonies to increase understanding of Aboriginal culture and local knowledge of practices. to continue the walking bus to build upon the improvement in attendance to continue to employ two Aboriginal Education Officers to assist with the provision of links between community and school and to assist staff to support Aboriginal and Torres Strait Islander students to stay engaged with education. to develop a focus area for each Aboriginal Education Officer to support implementation of the SIP.</p>
<p>English language proficiency</p> <p>\$35,267.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo West 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>• Data Skills and Use</li> <li>• Student Wellbeing</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> No data was collated as Bookworms only operated for two days and then we went into lockdown. We were unable to reopen in Term Four due to COVID-19 restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to allocate a component of teaching time for small group withdrawal to utilise funding source to engage students in daily explicit teaching activities to closely monitor students against the EAL/D progressions</p>
<p>Low level adjustment for disability</p> <p>\$170,298.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo West 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>• 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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Smaller class sizes to support the delivery of curriculum and support for students with increased adult support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of additional staff to deliver curriculum and differentiate support for students.</p>

<p>Location</p> <p>\$2,358.71</p>	<p>The location funding allocation is provided to Dubbo West 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><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Improvement of outdoor learning environments</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The improvement and maintenance of outdoor learning spaces.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to make improvements and maintain learning spaces.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.69</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Dubbo West 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>• 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> <li>• employment of 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; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an Instructional Leader to support K-2 teachers to improve practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to top up the 1.4 Assistant Principal, Curriculum and Instruction allocation to 2 full-time positions.</p>
<p>QTSS release</p> <p>\$79,155.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo West 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 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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff Performance and Development Plans were aligned to the Australian Professional Standards for Teachers that allowed for the delivery of targeted professional learning to be supplied to teaching staff when available and</p>

<p>QTSS release</p> <p>\$79,155.31</p>	<p>aligned with the SIP. Support for classroom teachers with behaviour management and classroom delivery. Support for the Principal with community engagement and support for families through case management and consultation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to increase the availability of Assistant Principals to their stage teams to support the implementation of quality teaching programs and support for the delivery of explicit teaching with instructional rounds. to increase additional staffing to support staff collaboration in the implementation of high-quality curriculum to maintain the Assistant Principal Learning Support to oversee the Learning and Support Team to implement wellbeing, literacy and numeracy intervention support for students.</p>
<p>Literacy and numeracy intervention</p> <p>\$43,584.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Dubbo West 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 additional SLSO to support Early Years speech program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identification of students needing additional and explicit support in speech therapy. Improving speech in the early years allows for students to access learning in all areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To utilise literacy and numeracy intervention funds across the whole school to support learning gaps in all students.</p>
<p>COVID ILSP</p> <p>\$295,000.00</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>• employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the learning support teachers being re-directed to deliver strategic reading support to Years 3-6 and three Student Learning and Support Officers to deliver small group interventions and ongoing assessment in the area of phonics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to enable the Assistant Principal, Curriculum and Instruction to coordinate intervention groups. to employment of Student Learning Support Officers to deliver intervention and professional learning to support this.</p>

COVID ILSP \$295,000.00	to implement corrective reading implementation in 2022.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	202	209	209	225
Girls	170	180	180	184

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	85.7	87.2	67	86.8
1	89.6	84.6	73.2	85.7
2	91.1	89.7	71.9	84.3
3	88.9	87.5	83.6	84.2
4	87.9	88.6	82.1	85.5
5	90.1	88.3	81.3	81.2
6	86.8	88.3	78.8	83.1
All Years	88.6	87.7	76.3	84.7
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)	6
Classroom Teacher(s)	17.76
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	9.82

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	889,044
<b>Revenue</b>	6,957,344
Appropriation	6,861,390
Sale of Goods and Services	16,401
Grants and contributions	79,181
Investment income	372
<b>Expenses</b>	-7,325,730
Employee related	-6,316,923
Operating expenses	-1,008,807
<b>Surplus / deficit for the year</b>	-368,386
<b>Closing Balance</b>	520,658

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>	143,583
<b>Equity Total</b>	1,608,444
Equity - Aboriginal	606,036
Equity - Socio-economic	814,476
Equity - Language	17,634
Equity - Disability	170,298
<b>Base Total</b>	3,625,199
Base - Per Capita	101,067
Base - Location	2,359
Base - Other	3,521,774
<b>Other Total</b>	896,399
<b>Grand Total</b>	6,273,626

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 Dubbo West Public School gathered parent feedback via the Tell Them From Me survey for the first time. 28 parents from K-2 and 29 parents from Years 3-6 completed this survey. As a result of this information we have been able to ascertain the improvement needed on communication and we will develop a plan for 2022 to improve the school's communication processes. On reflection parents indicated that our school is inclusive of supporting all students with scoring a mean score equivalent to the NSW Government norm.

In 2021 Years 4-6 students participated in the Tell Them From Me Survey at two points throughout the year. 72% of students indicated that teachers understand culture and that 88% of students feel good about their culture.

In 2021 28 staff members completed the Tell Them From Me staff survey. The questions in the survey are grouped to assess eight of the most important drivers of student learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Overall this information is being used to support improvement in 2022.

# 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.