

2022 Annual Report

Dubbo Public School



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Introduction

The Annual Report for 2022 is provided to the community of Dubbo 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.

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Message from the principal

Congratulations to our students and staff on a very successful year of teaching and learning. I am very proud of the fact that all our students, regardless of their abilities, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

During the year, many of our students accepted new challenges - academic, sporting, and cultural. Some entered external national competitions, absorbed themselves in enrichment activities and entered Premier's Challenges; others represented our school at zone, regional and state sport, and many students began to learn instruments in the band program or sing for the first time in our choir. Our choir travelled to Sydney to join a 700 strong combined choir performing in the Sydney Choral Music Festival at the Town Hall.

In May, our students sat for the NAPLAN assessment. We were extremely pleased with the achievement of our students. They showed strengths across all areas of literacy and numeracy and outperformed similar schools in nearly every domain and the state in many.

This year we were also able to invite families back into the school for our various celebrations including Book Week, NAIDOC Day, Diversity Day and a Grandparents Day like we've never seen before. We know that positive parent involvement correlates directly to improved learning outcomes. Thank you to those who understand and value what we do and support our vision and values. Thank you to those who participate on committees, support school activities, and see Dubbo Public School as their school and encourage their children to see it in the same way.

My thanks also to our student leaders, our school captains and vice captains. I have seen many student leaders in my time, and I have been impressed with the calibre and qualities of our student leaders this year.

In 2022 we held our first aspiring leaders camp at Wambangalang Environmental Education Centre to further develop leadership skills. We believe student voice is important for empowering and engaging our students. Students need support to learn how to use their voice, whether to advocate for themselves, express their opinions or stand up for a friend.

My thanks also go out to our very committed and enthusiastic staff. I feel very privileged to work with a team of educators who spend such long hours at ensuring that their teaching is best practice and that their students are receiving quality lessons. Your work and commitment propelled 2022 to the success that it was. As part of a \$250 million dollar investment, in 2022, every primary school in across NSW received a dedicated Curriculum and Instruction Assistant Principal. This has provided strong instructional leadership coordinating professional learning for teachers, monitoring student outcomes and supporting families to be key partners in student learning.

A special mention also to our wonderful Leadership Team and office staff who have again made the life of the Dubbo Public School Principal so much easier. Their capacity to multitask and have the school functioning in such an efficient manner is much appreciated.

The tireless and industrious work of our P&C has contributed enormously to our school improvement journey including the library upgrade, funding of literacy and numeracy programs, catering for our carnivals and of course their incredible fundraising efforts. A highlight this year has certainly been the inaugural Twilight Fair held in November.

Our focus in 2023 will continue to be student growth and attainment, building teacher capacity so that we continue to reflect on practice and respond to student need, and a commitment to student wellbeing.

The measure of a good school is how it delivers each and every day for students to move forward and achieve their aspirations. We may not always get it perfect, yet we are determined as a school to be responsive, continue to refine, reinvent, and build programs that enhance the opportunities for our students.

A big thankyou to you all - our parents/carers, staff, student leaders and especially to our students. Everything accomplished this year is because of the collaborative efforts of you all. Together we have worked, together we have laughed, together we celebrated, and together we have excelled. We look forward to 2023.

Deb Pritchard, Principal

Message from the school community

While COVID-19 restricted much of our fundraising over the past couple of years we were still able to hold several of our usual fundraisers including the canteen at the school athletics carnival, lunch at the cross-country event, Mother's Day and Father's Day gifts, Easter Raffles and the annual pie drive. Last year saw our inaugural Krispy Kreme fundraiser and this year our Twilight Fair.

Money raised goes back into the school to enhance all that makes Dubbo Public such a great school. I am pleased to advise that the library refurbishment is now complete, and we have helped fund subscriptions such as Mathletics.

The P&C now has in place a signboard at the Darling Street gates with a list of the contribution's made to the school for the school community and visitors to see.

Our inaugural Twilight Fair whilst a lot of work was a huge success and better than we could have ever imagined. I am pleased to report that after expenses we raised \$9660!

The P&C is working with the principal and staff on how best we can use funds raised to the support the school and are considering several options including Mathletics subscription, resources for the new syllabus and sporting kit upgrades.

Thank you.

Jane Diffey, P & C President

Message from the students

2022 has been an exciting year when we were able to participate in many activities. On behalf of Year 6 we would like to acknowledge the staff at Dubbo Public School for the academic opportunities they have provided us throughout our primary years. You have given us the skills to help us achieve our best at high school.

Dubbo Public School has provided us with many sporting opportunities and challenging activities that we are truly grateful for.

We would also like to thank our parents, carers and family members who have helped and supported us during our years at Dubbo Public School. You have also done a great job shaping us into the people we have become!

Thanks to all of Year 6, our friends who have helped make 2022 a year to remember.

Written by Lucy and Harry, 2022 School Captains



School vision

At Dubbo Public School we are committed to ensuring excellence in a dynamic, inclusive and innovative environment. Every student and every teacher will be challenged to continue to learn and improve every year. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Dubbo Public School is a K- 6 school with approximately 530 students centrally located in the city of Dubbo. It has a rich history and culture dating back to 1858. There are 21 mainstream classes and two special education classes. Approximately 20% of the students identify as Aboriginal and 7% of the students speak English as an Additional Language/Dialect (EAL/D).

At Dubbo Public School, we believe that every child should be known, valued, cared for and enriched. Our role is to help nurture each individual to become confident, passionate and flexible learners, in a safe and supportive environment. We focus on providing a differentiated curriculum to help each child to reach their potential. We place an emphasis on high expectations and teaching students at their point of need. Students are challenged at their level of achievement within the curriculum, with teachers adapting programs to extend and/or support the needs of their students.

At Dubbo Public School we recognise that student wellbeing is integral to learning. We actively strive to enhance the cognitive, emotional, social, physical and spiritual wellbeing of our students. We are Safe, Respectful Learners. Student success is celebrated, with students regularly recognised for achievement, effort and excellence. We actively develop a culture of growth mindset within our students to encourage independence, determination and confidence. We teach creative and critical thinking with a focus on developing learning habits and strategies which will assist our students to be successful, lifelong learners.

At Dubbo Public School we motivate students to deliver their best and continually improve. We recognise that a quality education is about extending learning through new opportunities and providing students with the resources to explore their interests and reach their full potential. We encourage our students to strive for excellence, offering high potential gifted education. Students in Years 1-6 participate in streamed Mathematics classes and stage enrichment classes are also offered. Our range of co-curricular and enrichment programs complement the school's holistic learning opportunities. We encourage excellence in sporting, music and performing arts, through commitment and determination.

A comprehensive situational analysis was conducted in consultation with the school community which led to the development of the 2021-2024 Strategic Improvement Plan. Through our situational analysis we identified a need to consolidate the use of data-driven practice to ensure all students have access to quality differentiated instruction including those identified as high potential and gifted. The school is committed to continually improving classroom practice through high impact professional learning and collective efficacy. There will also be a focus on student wellbeing including greater opportunities for student leadership and feedback, with student voice shaping learning and decision making.

Dubbo Public School is a welcoming and friendly school where positive relationships exist between families, students and staff. Parent and community support is strong with outstanding attendance at school events and a very active P&C. We build on the positive partnerships with the school community facilitating open communication and a shared responsibility where students can connect, succeed and thrive.



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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes for every student in literacy and numeracy and to build strong foundations for academic success in all key learning areas. We will further develop and refine data-driven teaching practices that are responsive to the 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.

- Literacy and Numeracy
- Learning Pathways

Resources allocated to this strategic direction

Integration funding support: \$331,842.00

Aboriginal background: \$117,967.00

Low level adjustment for disability: \$63,438.94

Per capita: \$125,743.64

COVID ILSP: \$123,506.00

Socio-economic background: \$43,599.00

Professional learning: \$31,312.00

Summary of progress

Literacy and Numeracy

The focus for 2022 was on using data to inform personalised learning. Executive supported teachers to use data to inform planning for teaching and learning, monitor placement in classes and identify students requiring intervention. Teachers worked collaboratively to include more detail in reflection and differentiation opportunities to ensure accurate recording of personalised learning which allowed students to reach their negotiated targets. Enrichment classes allowed opportunities for gifted and high potential students and engagement has increased for students in these classes. Close collaboration with interventionists enabled the school to align their work more closely to the literacy work done in classrooms leading to increased student progress.

Mathematics classes remained streamed but student movement between classes was fluid and informed by formative and summative assessments. This strategy has enabled differentiated support to help students reach negotiated targets.

In 2023 data skills and use will continue to be a school priority with upper primary being the major focus. Triangulation of school and system data will ensure accuracy and inform next steps in student achievement.

Learning Pathways

The equity team enhanced the Personalised Learning Pathways (PLP) template to improve outcomes for Aboriginal and Torres Strait Islander students by being able to identify and set achievable goals through the input of teachers, parents, carers, teachers, and the student. Parent and carer workshops supported the school-wide, collective responsibility for student learning and success.

Next year in this initiative the school will continue to refine the organisation, implementation, and monitoring of PLPs, and Individual Education Plans to ensure students achieve their identified goals.

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
• The proportion of Year 3 and Year 5 students achieving in the top two bands	Overall, 2022 NAPLAN data indicates 33.3% of students in the top two skill bands for numeracy, an increase in 6.6%, indicating the school did not

in NAPLAN numeracy increases by at least 7.2%.	achieve the system negotiated target.
<ul style="list-style-type: none"> The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases by at least 7%. 	Overall, 2022 NAPLAN data indicates 43.3% of students in the top two skill bands for reading, an increase of 4.7% indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> The proportion of Year 3 and Year 5 Aboriginal students in the top three bands in NAPLAN numeracy increases by at least 5.3%. 	Overall, 2022 NAPLAN data indicates 48% of Aboriginal students in the top three skill bands for numeracy, an increase of 8% indicating the school exceeded the system negotiated target.
<ul style="list-style-type: none"> The proportion of Year 3 and Year 5 Aboriginal students in the top three bands in NAPLAN reading increases by at least 7.2%. 	Overall, 2022 NAPLAN data indicates 56% of Aboriginal students in the top three skill bands for numeracy, an increase of 5% indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated lower bound target of 60.5%. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated lower bound target of 63.0%. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> At least 80% of students completing Year 1 will have met the 11 learning indicators from the Phonics Screening Check. 	64% of Year 1 students have met all 11 learning indicators from the Phonics Screening Check.
<ul style="list-style-type: none"> At least 85% of students completing Kindergarten will have achieved the 15 indicators of the Phonological Awareness Diagnostic Assessment. 	90% of kindergarten students have achieved all 15 indicators of the Phonological Awareness Diagnostic Assessment.
<ul style="list-style-type: none"> School Assessment in the School Excellence Framework(SEF) shows maintenance of Sustaining and Growing in the following themes: Formative assessment; Student engagement; Value add; Student growth. 	<p>Self-assessment against the School Excellence framework shows the theme of Formative Assessment to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Student Engagement to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Value Add to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Student Growth to be sustaining and growing.</p>



Strategic Direction 2: Reflective, responsive pedagogy

Purpose

Our purpose is to create a culture of reflective, responsive and collaborative practice that develops high performing teachers who are committed to identifying, understanding and implementing the most effective explicit teaching practices.

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.

- Effective, Explicit Teaching
- Technology

Resources allocated to this strategic direction

Professional learning: \$33,160.00

Per capita: \$7,176.00

AP Curriculum & Instruction: \$150,571.00

QTSS release: \$101,360.00

Socio-economic background: \$14,144.00

Summary of progress

Effective, Explicit Teaching

In K-2 the focus for 2022 was the implementation of the synthetic phonics program and familiarisation of the new K-2 English and Mathematics syllabi. K-6 teachers benefited from professional learning centred around the Science of Reading. Synthetic phonics was trialled in Stage 2 to support students with reading and spelling. Instructional rounds allowed teachers to embed evidence-based strategies into their classrooms and collaboratively used to data to inform teaching and learning. Assistant principals collaborated with an academic mentor to strengthen the use of learning intentions and success criteria.

In 2023 K-2 staff will trial programming using the DoE Units of Work for English and mathematics. The synthetic phonics program will be refined and staff new to the school will be supported with professional learning and mentoring. Teachers in Years 3-6 will contextualise the new English and Mathematics syllabi ready for implementation in 2024. Learning Sprints will be a focus for teacher development to support further improvement in evidence-based teaching practices across the school and will benefit students by identifying areas requiring improvement.

Technology

The implementation of Microsoft Teams across the school has allowed ease of use and effective storage of resources. All staff have become effective users of the platform and students have benefited as teachers drive school wide improvement.

In 2023 all teaching programs will be maintained by teachers in stage-based Microsoft Teams using a common organisational structure. Each teacher will have their own One Note folder ensuring student learning needs are identified and monitored, allowing for greater collaboration and ease of access for specialist staff and casual teachers. This will improve continuity of learning for students.

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
• At least 60% of teachers engage in high impact professional learning in literacy and numeracy.	83% of teachers participated in high impact professional learning in literacy. 44% of teachers participated in high impact professional learning in numeracy.

<ul style="list-style-type: none"> • Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning: Collaboration (7.8 to 8.0); Learning Culture (7.9 to 8.1); Technology (6.5 to 6.7). 	<p>Tell Them From Me data shows an improvement in the drivers of student learning, including a 0.3 increase in Collaboration, a 0.3 increase in Learning Culture and a 0.4 increase in Technology.</p>
<ul style="list-style-type: none"> • Tell Them From Me (TTFM) student survey data improves in the following driver of student outcome: Explicit teaching practices (7.4 to 7.6); Advocacy at school (7.6 to 7.8) and Expectations for success (7.9 to 8.1) 	<p>Tell Them From Me data shows an improvement in the drivers of student outcomes, including a 0.3 increase in Explicit teaching practices, a 0.1 increase in Advocacy at school and no change in the scores for Expectations for success.</p>
<ul style="list-style-type: none"> • School Assessment in the School Excellence Framework (SEF) shows maintenance in Sustaining and Growing in the following themes: Lesson planning; Feedback; Data use in teaching. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Lesson Planning to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Feedback to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Data use in teaching to be sustaining and growing.



Purpose

Our purpose is to create a planned approach to student wellbeing processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Wellbeing
- Sense of Belonging

Resources allocated to this strategic direction

Aboriginal background: \$47,236.00
Socio-economic background: \$11,791.00
Low level adjustment for disability: \$126,413.00
English language proficiency: \$19,080.00
Location: \$2,182.00

Summary of progress

Wellbeing

Attendance was a major focus throughout 2022. Whole school attendance data monitoring and the sharing of cohort attendance data with the school community proved to be an effective strategy to improve student attendance. The attendance team worked closely with classroom teachers, to support students and families to improve attendance. The Positive Living Skills Program was discontinued due to feedback that indicated that it was not meeting the wellbeing needs of students.

In 2023 the Positive Behaviour Expectations (PBE) team and Wellbeing team will collaborate to develop activities that will enhance the wellbeing of our students using evidence-based strategies adapted for our context. Attendance monitoring will remain a significant focus for the school.

Sense of Belonging

Diversity Day and NAIDOC Day allowed students to participate in diverse cultural activities promoting greater understanding and appreciation of all cultures. Families and the community attended these celebrations and students gained a greater understanding of their own and their peers' diverse backgrounds.

Next year the school will look to embed activities and practices as well as finding new opportunities to ensure that students feel accepted and valued by their peers and school community. An emphasis will be on ensuring families feel welcome and supported by 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
• The proportion of students attending > 90% of the time increases by at least 3.7%.	The number of students attending greater than 90% of the time has decreased by 17.43%
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by at least 2.7%.	Tell Them From Me data shows an decrease of 0.76 % of reported positive wellbeing.
• Partial attendance will decrease by at	The number of partials has decreased by 25% from 372 in Term 1 to 278 in

<p>least 20% from 484 partials per term to 363.</p>	<p>Term 4.</p>
<ul style="list-style-type: none"> • School Assessment in the School Excellence Framework (SEF) shows maintenance in Excelling in the following themes: Caring for students; Planned approach to wellbeing; Transitions and continuity of learning. 	<p>Self-assessment against the School Excellence framework shows the theme of Caring for Students to be excelling.</p> <p>Self-assessment against the School Excellence framework shows the theme of Planned Approach to Wellbeing to be excelling.</p> <p>Self-assessment against the School Excellence framework shows the theme of Transitions and Continuity of Learning to be excelling.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$331,842.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Plans (PLPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$69,534.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Wellbeing • Sense of Belonging • Learning Pathways • Technology <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement through parent workshops • employment of additional staff to support attendance program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Year 3 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 5 Numeracy NAPLAN results achieving above statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above SSSG Year 3 demonstrated a major lift in Numeracy from a raw score 385 in 2021 to 410 in 2022.</p>

<p>Socio-economic background</p> <p>\$69,534.00</p>	<p>After evaluation, the next steps to support our students will be: Assistant Principal, Curriculum and Instruction (APCI) to continue to promote regular analysis of data to support our trajectory towards achieving targets. Continue to engage the Aboriginal Attendance Officer to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$165,203.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Wellbeing • Sense of Belonging • Learning Pathways <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To identify and monitor achievement of Aboriginal students and to deliver differentiated and personalised literacy and numeracy support to them.</p>
<p>English language proficiency</p> <p>\$19,080.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Students have become more confident in initiating interactions with both peers and teachers. This is evidenced through observations throughout the year.</p> <p>After evaluation, the next steps to support our students will be: To support classroom teachers to notice the language and cultural demands of their lesson to make them more inclusive and accessible for students learning English. This will be done through professional learning and mentoring.</p>

<p>Low level adjustment for disability</p> <p>\$189,851.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Physical, cognitive, social/emotional and or sensory support being provided for over 80 students across the school. Twelve identified students participated in the Quicksmart Numeracy program. Weekly assessments indicated a growth in skill level, confidence and engagement in class activities. Reading interventions for two students were supported by the Centre for Effective Reading (CfER). Progress in reading levels were tracked by CfER staff and reported back at review meetings. Classroom teachers reported significant growth in skills applied in classroom tasks. Three students participated in the MacLit literacy program. Pre and post testing data indicated significant growth. Twelve students were screened for the Kindergarten Articulation Program. Identified students were referred to external Speech Pathology support. Remaining students accessed 3 weekly sessions provided by School Learning Support Officers (SLSOs) guided by speech pathologists.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to provide support and interventions for students, including those with considerable behavioural support needs (not supported through the IFS program) which prevent them from engaging and participating in the class program.</p>
<p>Location</p> <p>\$2,182.00</p>	<p>The location funding allocation is provided to Dubbo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of Belonging <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Increased opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: A subsidy of 10% will continue to apply for all major excursions.</p>
<p>Professional learning</p> <p>\$64,472.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$64,472.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Effective, Explicit Teaching • Technology <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • allocation/organisation of staff to allow instruction rounds across the school to support Advancement via Individual Determination (AVID) and Building Numeracy Leadership (BNL). • engaging an academic mentor to work with the leadership team to support consistent use of learning intentions and success criteria across all the school. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective research-based practices in the explicit teaching of reading, resulting in improved student results. There were still limited face to face professional learning opportunities. Lack of available casual staff was also limiting.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning in the form of learning sprints to further refine strengthen literacy and numeracy teaching leading to improved student outcomes.</p>
<p>QTSS release</p> <p>\$101,360.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of AVID rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers regularly use learning intentions, success criteria and have a strong focus on data driven practice.</p> <p>After evaluation, the next steps to support our students will be: Continue to use data to monitor student progress and inform teaching programs. There will be an increased focus on internal assessments, both formative and summative.</p>
<p>COVID ILSP</p> <p>\$123,506.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in reading and numeracy

<p>COVID ILSP</p> <p>\$123,506.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards expected levels. All students involved in these interventions are monitored in the learning progressions sub-elements of phonological awareness and understanding texts correctly and achievements are captured in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Explicit Teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of APCI to focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation. <p>The allocation of this funding has resulted in the following impact: successful implementation of synthetic phonics program in K-2, including organisation of decodable readers, phonics resources and decodable home readers. Science of reading methodology introduced to Years 3-6. All K-2 teachers using new K-2 English and mathematics syllabus to plan teaching programs.</p> <p>After evaluation, the next steps to support our students will be: Teachers to unpack the new Years 3-6 English and mathematics syllabus, engaging in relevant professional learning. Use teaching sprints to continue to build teacher capacity in evidence-based teaching strategies.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	279	263	253	266
Girls	260	258	261	284

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	95.9	94.3	90.2
1	94.5	94.3	92.9	87.8
2	94.0	95.3	92.2	88.8
3	94.4	95.7	91.5	89.2
4	95.3	95.8	93.5	89.3
5	94.0	93.0	93.2	89.0
6	94.3	95.5	90.0	89.2
All Years	94.3	95.1	92.5	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Deputy Principal(s)	1
Assistant Principal(s)	8
Classroom Teacher(s)	34.04
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,294,247
Revenue	8,330,761
Appropriation	8,175,873
Sale of Goods and Services	11,025
Grants and contributions	134,124
Investment income	8,638
Other revenue	1,100
Expenses	-8,021,089
Employee related	-7,322,537
Operating expenses	-698,553
Surplus / deficit for the year	309,671
Closing Balance	1,603,918

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.

	2022 SBAR Adjustments (\$)
Targeted Total	331,842
Equity Total	443,632
Equity - Aboriginal	165,167
Equity - Socio-economic	69,534
Equity - Language	19,080
Equity - Disability	189,852
Base Total	4,504,767
Base - Per Capita	132,920
Base - Location	2,182
Base - Other	4,369,665
Other Total	2,480,422
Grand Total	7,760,663

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 to access the school data.

Literacy

Literacy Year 3

A total of 82 students sat the Reading, Spelling and Grammar and Punctuation Assessments with 80 students completing the NAPLAN Writing Assessment.

In the reading assessment, 51.2% of students achieved results in the top 2 bands. The average student achievement score was 436.3 which exceeded our Statistically Similar Schools Group (SSSG 421.35) across the state.

In the area of grammar and punctuation, 52.2% of students performed in the top 2 bands. Students outperformed their similar school cohorts and achieved an average score of 436.6 (SSSG 418.76).

In spelling, 48.8% of students achieved in the top two bands with an average score of 410.1 (SSSG 414.05).

In Writing 55% of students performed in the top 2 bands with an average achievement score of 424.7 (SSSG 416.82).

Literacy Year 5

In 2022 a total of 75 students participated in the online NAPLAN assessments for Reading and Writing. 74 students completed the Spelling and the Grammar and Punctuation NAPLAN Assessments.

In the reading assessment 88.8% of students achieved in the middle and top bands with an average score of 497.4 (SSSG 493.81).

In grammar and punctuation, 23% of the cohort achieved in the top 2 bands with an average score of 488.2 (SSSG 492.09).

Average achievement results in spelling were 489.0 (SSSG 499.45) with 23% of students scoring in the top two bands.

In writing, the trend data is on a positive trajectory with an achievement score of 478.9 (SSSG 473.43) with 18.7% of students performing in the top 2 bands.

Premier's Priorities

Improving Aboriginal education outcomes for students is to increase the proportion of Aboriginal students in the Top 2 NAPLAN bands.

Dubbo PS achievement is as follows:

Year 3 (19 students)

*Reading- average achievement score 404.1 (SSSG 400.22)

* Writing- average achievement score 416.9 (SSSG 401.13)

Year 5 (6 students)

* Reading- average achievement score 456.5 (SSSG 459.8)

* Writing- average achievement score 463.5 (SSSG 472.8)

Numeracy

Numeracy Year 3

In 2022, 79 students sat the online NAPLAN assessment for Numeracy at Dubbo PS, with 39.2% achieving in the top 2 bands.

The average student score was 410.6 which was also above the state average of 403.66 (SSSG 386.36).

Numeracy Year 5

A total of 74 students sat the Year 5 Numeracy Assessment in 2022.

Data demonstrates that 27% of students scored in the top 2 bands with an average score of 486.4 (SSSG 478.52).

Premier's Priorities

Improving Aboriginal education outcomes for students is to increase the proportion of Aboriginal students in the Top 2 NAPLAN bands. Dubbo PS achievement is as follows:

Year 3 Numeracy (19 students) - average achievement score 379 which was also above the state average of 349.18 (SSSG 371.31)

Year 5 Numeracy (6 students)- average achievement score 431.4 (SSSG 451.01)



Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school.

Tell Them From Me (TTFM) Surveys

The Tell Them From Me survey suite is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. In 2022 the school participated in four surveys. These were the 'Student Outcomes and School Climate' Student Survey (twice) and the 'Partners in Learning' Parent Survey and the 'Focus on Learning' Teacher Survey. The results of these surveys are outlined below.

The Student Outcomes and School Climate survey is designed to guide school planning and identify school improvement initiatives. 196 students completed the survey between 25 October and 3 November 2022.

In 2022 students told us:

74% of students indicated that they try to do their best at school and set challenging learning goals.

70% of students have a positive sense of belonging at school.

88% of students indicated that they have positive behaviour at school.

86% students indicated that they know where to seek help if they are being bullied.

77% of students feel they have someone at school who consistently provides encouragement.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. 21 members of the teaching staff responded to the teacher survey between 24 October and 8 November 2022.

In 2022 staff told us:

87% of teachers work with school leaders to create a safe and orderly school environment.

86% of teachers collaborate with other teachers about strategies that increase student engagement.

88% of teacher set high expectations for student learning.

91% of teachers agreed that their assessments help them to understand where students are having difficulty.

91% of teachers strongly agreed or agreed that 'School leaders in my school are leading improvement and change

96% of teachers strongly agreed or agreed that 'My school is a culturally safe place for all students '

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. 26 parents responded to the Parent Survey, this was down from 47 parents in the previous year. The survey was sent home to families via the weekly school newsletter and School App.

In 2022 parents told us:

70% of parents feel welcome when visiting the school.

69% of parents believe the school reports on their child's progress are written in terms they understand.

89% of parents encourage their child/children to do well at school.

82% of parents reported their child feels safe going to and from school.

We value the input of all our stakeholders and have utilised this valuable information to determine and plan areas for development through our 2023 Strategic Improvement Plan.



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.

Aboriginal Education - School statement

In 2022, Dubbo Public School (DPS) had 132 Aboriginal and or Torres Strait Islander student enrolled, 24.5% of the overall population of the school.

DPS has a dedicated Aboriginal Support team who are motivated to ensure that all Aboriginal and or Torres Strait Islander students have the same access and opportunities to reach their full potential for learning and cultural connection. The Aboriginal Support Team comprises of the Aboriginal Education Officer, Aboriginal Attendance and Support Officer and the Aboriginal Equity Officer.

The Team have developed several programs, community partnerships and community engagement connections to assist in the enrichment of cultural development within the school.

The School Principal and the AEO attend the local AECG and are committed to the AECG and DoE partnership.

Anti-Racism Policy

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.

Anti-Racism - School statement

Teachers at Dubbo Public School play an important role in developing intercultural understanding and are proactive in promoting mutual respect and positive behaviours in the classroom and the playground.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

Our school has a focus on multicultural education, providing programs that develop the knowledge, skills, understanding and attitudes required to live harmoniously in a culturally diverse society. Students at our school come from over 20 different language backgrounds. Cultural and linguistic diversity is celebrated and included in key curriculum areas.

Specialist EAL/D teachers use the EAL/D learning progressions to analyse and discuss student progress for listening, speaking, reading and writing. The EAL/D specialist support EAL/D learners in small group withdrawal, in class support and assisting classroom teachers to enhance opportunities to develop English language proficiency. We celebrate Diversity Day as a school and encourage students to be respectful of and embrace people of all cultures.

