

Dubbo West Public School Annual Report



2016



3591

Introduction

The Annual Report for 2016 is provided to the community 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Eileen Day

Principal

School background

School vision statement

The school banner statement is “Where individuals matter” and to this end, we have a vision of ensuring that every child performs to the very best of their ability and is equipped with the skills, attitudes and knowledge to ensure that they have the very best opportunities for future success. We believe that it is necessary to look at the whole child in order to build academic success, high expectations need to be held for and by all. We recognise the importance of meeting the individual needs of every student and the need to build a school culture which values learning, is inclusive, and celebrates diversity. In short, our vision is to prepare our students to become outstanding citizens which will ensure their future.

School context

Dubbo West Public School is a P–6 school which currently occupies a split site some 700 m apart with preschool and infants on one site and the primary campus on the other.

Student population is currently around 300 with 56% Aboriginal or Torres Strait Islander background and approximately 84% of our students coming from low socio-economic backgrounds. We offer quality education to students from Preschool to Year 6 with additional inclusion of a Regional Opportunity Class for students in Years 5 and 6 who are gifted and talented and a support class for students with a Mild Intellectual Disability.

Dubbo West is an Early Action for Success School and is also proudly embeds Positive Behaviour for Learning across all school contexts. We boast a small but active P&C and are proud to be affiliated with our local AECG.

Dubbo West boasts a large number of extra curricula activities designed to enhance the whole school experience including public speaking, debating, choir, sport music and drama.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

The Learning culture of the school is such that teaching staff understand that student engagement and learning are related and that expected behaviours are explicitly taught. They further indicate attendance rates are regularly monitored by classroom teachers, Assistant Principals and the Attendance Team and that action is taken promptly to address issues with individual students.

In the domain of wellbeing, students are encouraged to recognise and respect cultural identity and diversity and staff maintain a currency of knowledge in relation to their obligations under 'Keeping them Safe'. Individual teachers are able to identify aspects of and factors contributing to, wellbeing in the delivery of teaching and learning. An overhaul of the Positive Behaviour for Learning Processes was also commenced in 2016 in collaboration with students, staff, Parents and Community.

Work during 2016 continued to focus on the provision of successful transitions and provided a large range of extra-curricular activities designed to engage and develop students. In addition, parents were encouraged to be involved in planning for the individual needs of their child. Curriculum was also enhanced by learning alliances with various universities.

In the domain of assessment and reporting, the school analysed data to monitor, track and report on student and school performance. Student reports included descriptions of individual strengths and areas for development and parents were updated on the progress of their children using a variety of methods.

The school achieved good value-added results, with the majority of students showing higher than expected growth on internal and external school performance measures.

Our approach to planning, supported by the funding model, made a major difference to our progress as a school and to the progress of our students. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Academic Success

Purpose

To develop high expectations and academic success for all by providing high quality, equitable opportunities for every student to achieve to the very best of their ability. To foster and support the wellbeing of staff, students and the school community.

Overall summary of progress

The academic success of all students has been supported through the implementation of high quality support from Preschool to Year six which is targeted at the individual needs of our students. Ongoing support is provided through the use of in class tutors and targeted programs such as Intensive Reading, Early Action for Success and Corrective Reading programs designed to close the gap and ensure that all children achieve appropriate benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved Literacy and Numeracy performance of students	Students have made good progress in achievement in Literacy and Numeracy across all stages.	\$19 472
Improved authentic feedback systems in place throughout the school learning community.	All teachers have participated have participated in ongoing training around feedback, learning intentions and success criteria.	\$13 500

Next Steps

Dubbo West Public School will continue to provide excellent quality targeted interventions designed and proven to close the gap in academic achievement. We will continue to develop the whole child by providing opportunities to participate in leadership, community service and the Arts.

Strategic Direction 2

Teacher Quality

Purpose

To ensure all staff are empowered through the Professional Development Framework and are confident and skilled to deliver high quality teaching and learning programs incorporating best classroom practice.

Overall summary of progress

All staff have been involved in the development of high quality Professional Development designed to target individual priorities, stage priorities and school priorities. Each teacher has undertaken self-reflective practices and has collegially developed an individualised Professional Development Plan which has then been evaluated. This has resulted in increased teacher capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Amount of professional learning accessed by staff and the number of staff accessing.	All staff have participated in Quality Professional Learning	\$38 287
Teaching and learning programs reflect professional learning undertaken.	All teaching and learning programs are assessed each term to ensure that professional learning is reflected in programs	\$0.00
All staff complete mandatory training	All mandatory training completed by all relevant staff	\$0.00
PDFs completed and reviewed twice per year for all teaching staff.	All teaching staff have collaboratively created an individual negotiated PDF at the beginning of 2016 which was reviewed at the end of each semester	\$0.00

Next Steps

Dubbo West Public School will continue on it's journey of professional development through various aspects of training including external and internal opportunities. 2017 will focus on the further development of teacher professional capacity through the continuation of the SCHMIC Learning and Thinking Scope (a continuation from earlier training), Trauma sensitive classrooms, self-regulation and Mindfulness., all directed at increasing the capabilities of learning for our students.

Strategic Direction 3

Community and School Culture

Purpose

To increase community participation and develop a positive school culture within the wider community.

Overall summary of progress

Sense of Community and Culture was greatly enhanced during 2016. We were able to continue our studies of Waradjuri language and culture which increases tolerance and understanding for all. We made excellent progress in the Arts with the employment of a dedicated Music and Drama teacher enabling us to develop and showcase the many talents of our students in an inclusive, all in program. Students were encouraged to participate in extra-curricula activities such as Band, Choir, Public Speaking and Debating with success. This success across various fields enabled us to showcase the development and changes which are occurring across our school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student, parent, community and staff partnerships and engagement. Increase enrolments representative of our drawing community	Additional opportunities were provided for parents and community to become involved with the school. These include performances, book fair and various community days. Additional media and community advertising is changing the profile of the school in the wider community. This has led to enrolment numbers across our drawing area continue to increase.	\$5 238

Next Steps

Focus for 2017 included the consolidation of opportunities introduced in 2016 and the expansion of these opportunities. Plans are currently underway for the return of Circus West to Dubbo West Public School, where it was founded twenty-five years ago. Additional opportunities to participate in extra-curricular activities to support the Arts and academic success will also be provided through excursions such as the Sydney Writer's Festival and theatre visits.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background loading has been utilised to provide in class School Learning Support Officers across the school. Funds were also allocated to the provision of a Waradjuri language and culture program which operated from P–6 in 2016. Additional finances were directed to support the provision of quality NAIDOC activities such as the opportunity to work in small groups with a world–renowned Waradjuri artist. Hearing systems were provided to address ongoing otitis media amongst Aboriginal students and interactive panels to support teaching and learning were purchased and installed.	\$197 855
English language proficiency	Resources provided under the Resource Allocation Model have been utilised to support students from non–English speaking backgrounds who would otherwise not receive assistance.	\$1 369
Low level adjustment for disability	This funding provided under the Resource Allocation Model has been utilised to support students with a non–diagnosed learning difficulty. Additional School Learning Support hours were purchased to specifically target Literacy and Reading to support students who were underperforming for their chronological age. Focus for this intervention was around phonemic awareness.	\$25 807
Quality Teaching, Successful Students (QTSS)	Funding provided under QTSS has been utilised to support and enhance teacher professional learning.	
Socio–economic background	Funding under this allocation has been utilised in 2016 in a variety of ways. Additional School Learning Support Officers have been provided in all classrooms to support academic programs throughout the school. Additional funds were utilised to provide extra–curricula opportunities which would otherwise not be available for these students. Activities supported through this funding have included the provision of high quality technology resources (three–dimensional printer, interactive panels), Band and the provision of a dedicated Music and Drama Teacher. Access to various excursions to support the Arts were also funded from this allocation. Flexible and future focus learning resources were purchased to support the ongoing environmental aesthetics for these students. Funding was also directed towards student support for welfare lunches, uniforms and excursions to allow full, inclusive participation. The school subscribed to SENTRAL to assist in the tracking of attendance and welfare and participated in co–contribution to various programs to support students and families such as COMPASS (Occupational Therapy students from Sydney University) and Supporting Families.	\$589 665
Support for beginning teachers	Funding support was provided under	\$4 743

Support for beginning teachers	Beginning Teacher's to allow additional support and mentoring for one new teacher in 2016.	\$4 743
EA4S	Early Action For Success provided ongoing teacher mentoring in best practice and targeted interventions for students in years P–2. In addition to the highly effective and qualified Instructional Leader, an in class interventionist was employed to assist in this process. Additional funds were provided from school funds to purchase quality resources to support teaching and learning.	\$97 038

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	133	129	139	173
Girls	146	144	141	144

School Enrolments have continued to increase each year since 2014.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.6	88.8	90	91.2
1	90.6	87.4	89.1	86.4
2	90.8	89.4	87.1	89.8
3	87.8	84.3	88	90.4
4	90	86.9	89.5	89.5
5	89.7	89.7	90.3	88.7
6	88.2	86.3	90.2	87.6
All Years	89.1	87.6	89.1	89.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

An attendance team has been formed and all staff work tirelessly to address non-attendance issues. The committee meets fortnightly and, following the Attendance procedures, addresses students who drop below the school target of 90% in a timely manner, taking appropriate action as needed. Attendance recognitions are in place with three students being recognised as having 100% attendance in 2016 with a major incentive.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration & Support Staff	8.02
Other Positions	0.41

*Full Time Equivalent

Dubbo West Public School currently employs one permanent Assistant Principal and one relieving Assistant Principal who are of Aboriginal descent. In addition, another Aboriginal classroom teacher is employed. Two Aboriginal Education Officers are employed on a permanent basis and two Aboriginal School Learning Support Officers are also permanent. In addition, three Aboriginal School Learning Support Officers were employed on a temporary basis.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	9.1

Professional learning and teacher accreditation

All teachers have completed a Professional Learning Plan designed to support their professional development and teaching capacity. As an entire school, we have been involved in research based professional development around authentic feedback, learning intentions and success criteria designed to increase student outcomes. Additional professional learning has been undertaken to support the individual needs and aspirations of teachers.

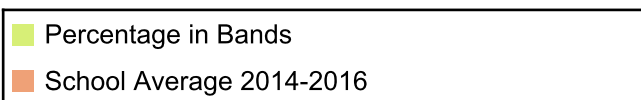
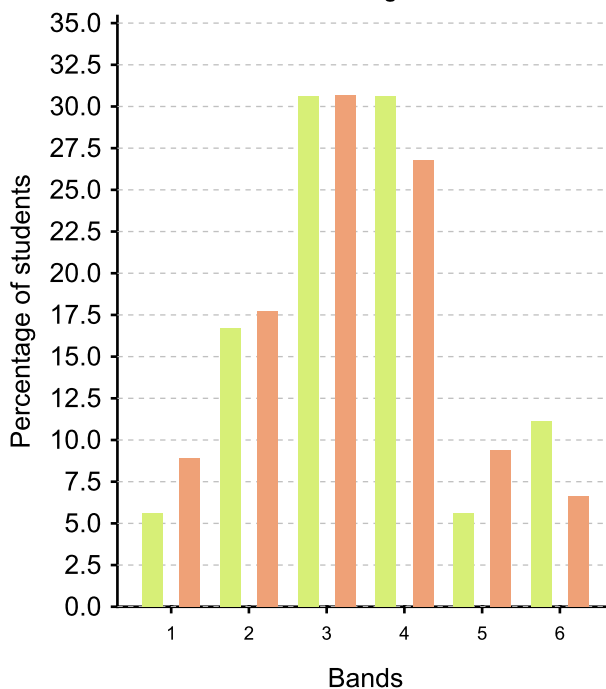
School performance

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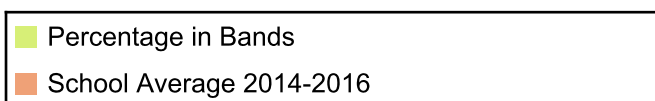
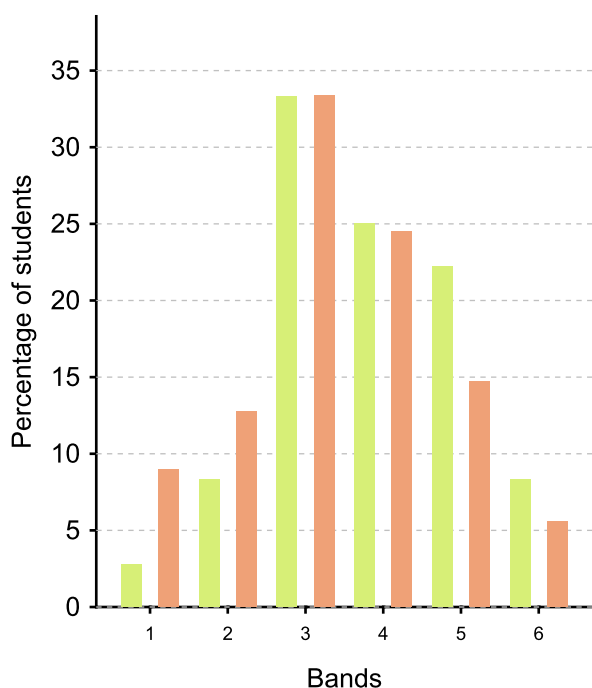
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Reading: an increase by 13% of Year 5 students achieving in the top two bands and a decrease in Year 3 students performing in the bottom two bands by 34%.
Writing: A 16% increase in Year 5 students achieving in the top two bands and a decrease of 13% for Year 3 students performing in the bottom two bands.
Spelling: An increase in Year 3 students achieving in the top two bands by 17% and a decrease in Year 3 students performing in the bottom two bands by 17%.
Grammar and Punctuation: An increase in Year 5 students achieving in the top two bands by 18% and Year 3 students performing in the top two bands by 17%. A decrease of students performing in the bottom two bands in Year 5 by 14% and Year 3 by 30%.

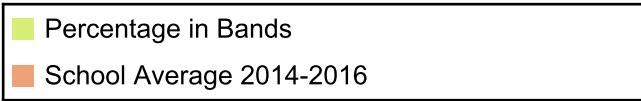
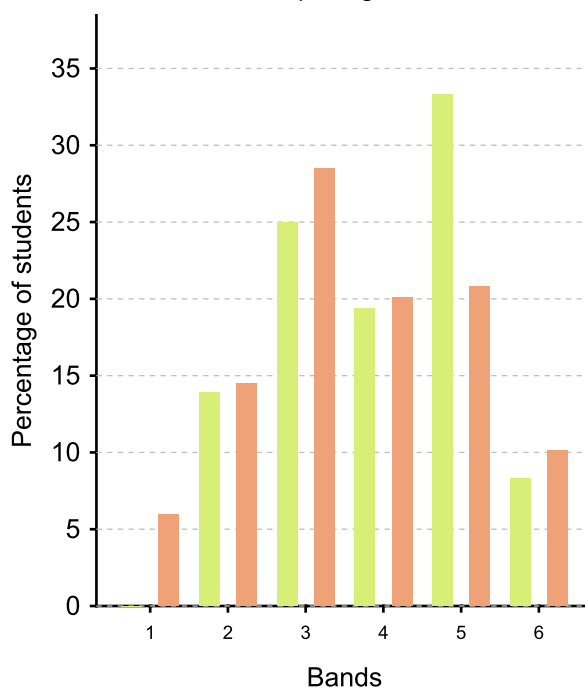
Percentage in bands:
Year 3 Reading



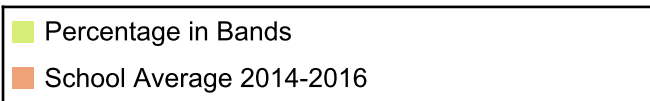
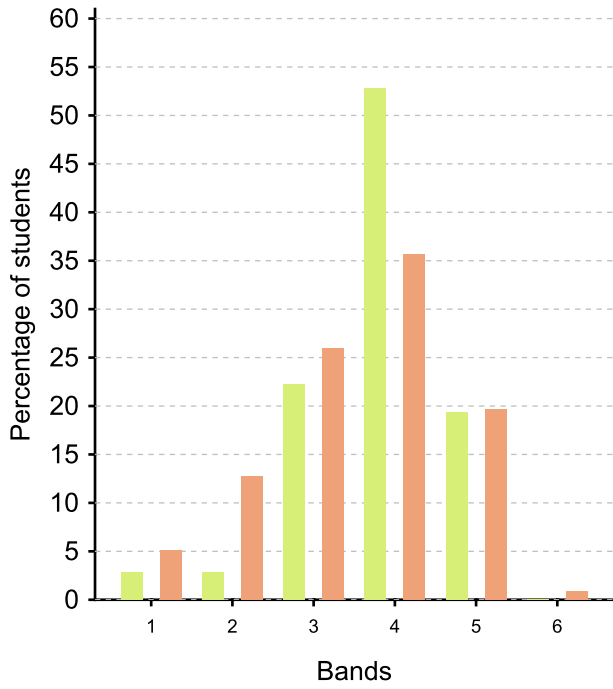
Percentage in bands:
Year 3 Grammar & Punctuation



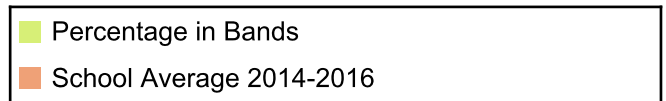
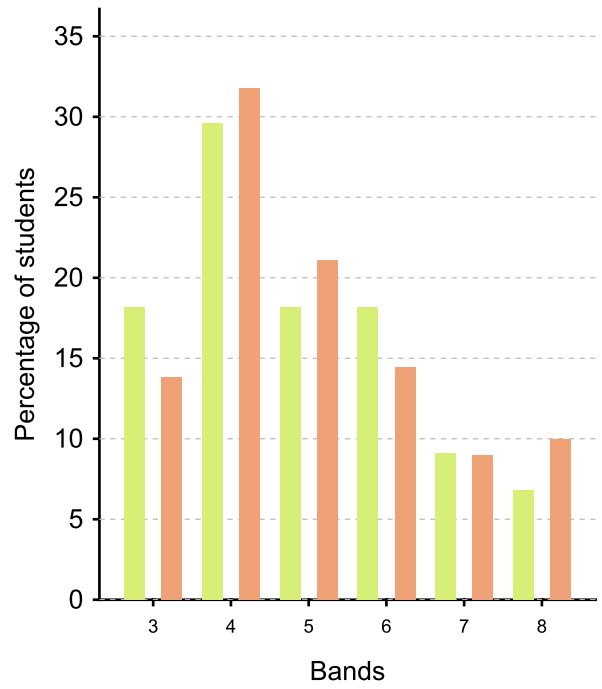
Percentage in bands:
Year 3 Spelling



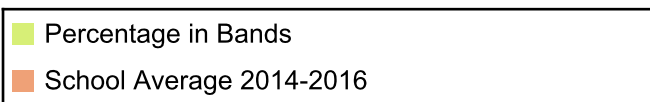
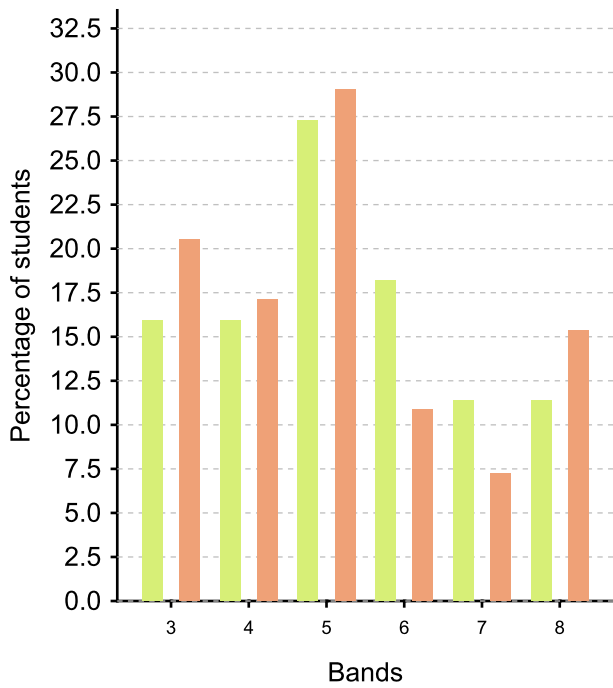
Percentage in bands:
Year 3 Writing



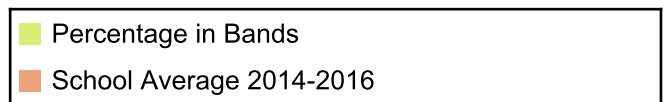
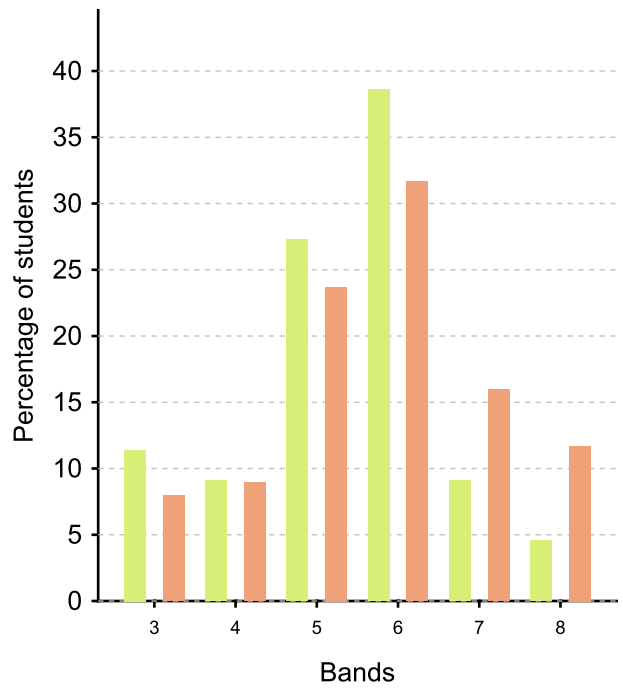
Percentage in bands:
Year 5 Reading



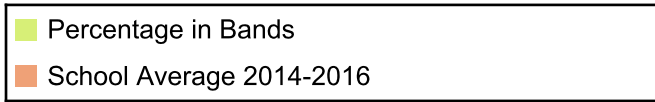
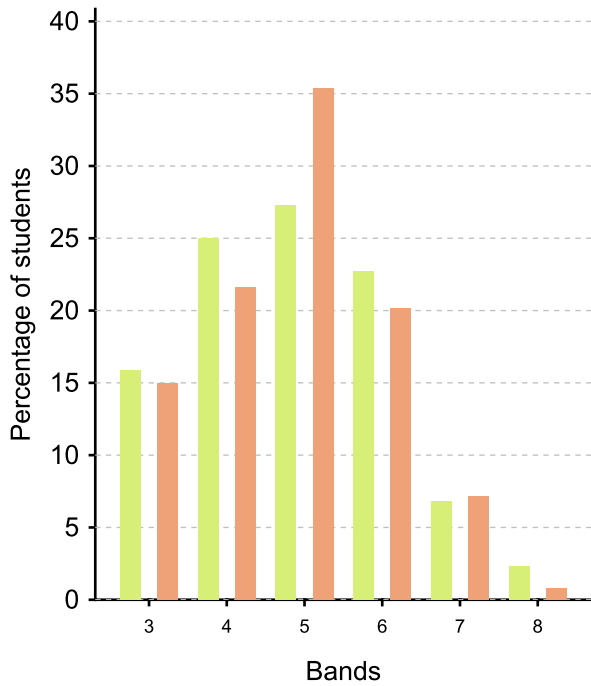
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

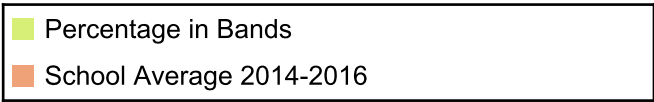
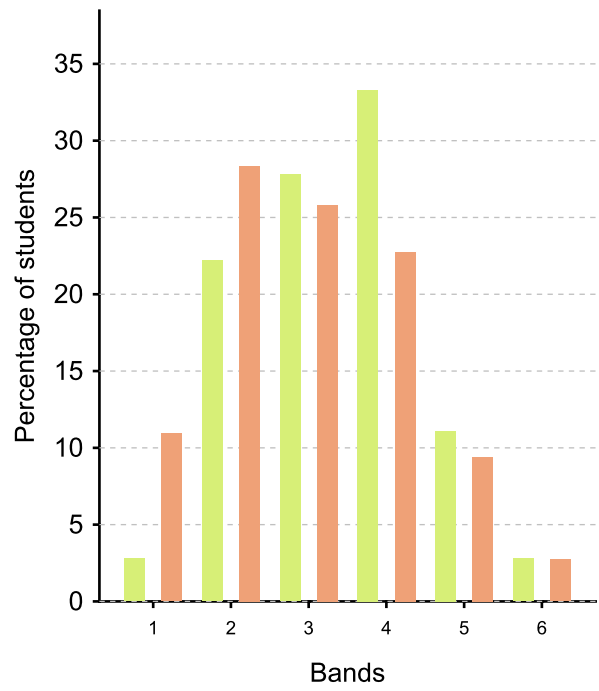


Percentage in bands:
Year 5 Writing

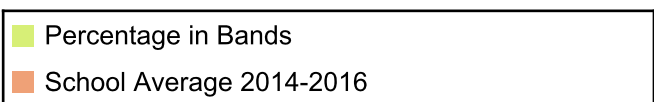
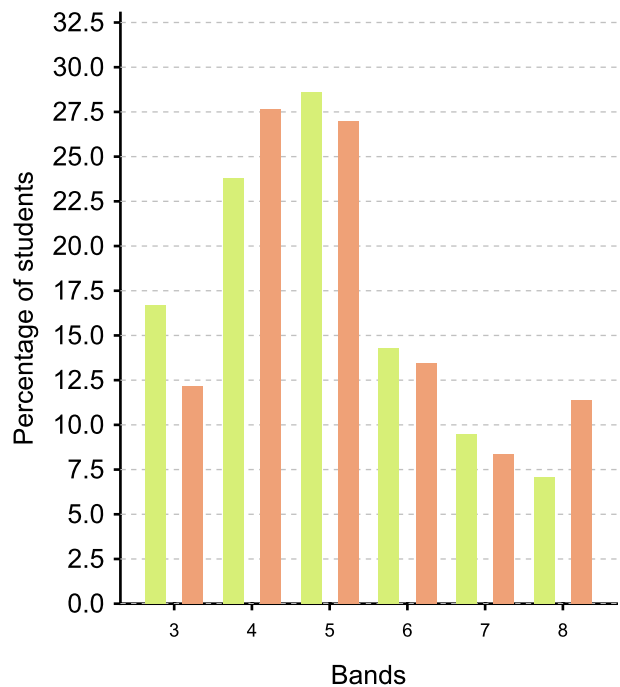


In Numeracy, there was an increase in the number of Year 5 students performing in the top two bands by 16% and Year three students by 14%. A decrease of students performing in the bottom two bands for year 5 by 13% and Year 3 students by 30%.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Premier's Targets: Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Dubbo West Public School ranked fourth in Australia for schools with greater than 50% Aboriginal enrolments based on NAPLAN results published in The Australian newspaper.

Year 3 showed significant increases in the number of Aboriginal students in the top two Bands as per the Premier's targets in all areas since 2014. In particular, achievements shown include; a 21% increase in Grammar and Punctuation, 21.1% in Spelling and 15.8% in Numeracy. Year 5 students showed an increase of 5.9 % in Spelling.

Parent/caregiver, student, teacher satisfaction

A majority of parents returning surveys indicated that they felt comfortable talking to their child's teacher and that the teacher cared about their child. A large majority of parents also indicated that they were satisfied with their child's development; socially, emotionally and behaviourally. They also indicated that they felt welcome in the school.

Parents and students indicated that they were particularly happy with the support provided to students at all levels and the provision of opportunities to participate in extra-curricular activities to develop the whole child.

Future direction

Improved community perception through continued consultation, positive media representation and public representation at community events and increased lead time for excursions and performances.

Students were also surveyed with the majority of students indicating that they believed that what they were learning was directly related to their long-term success.

Staff surveys indicated that they are confident in delivering the new curriculum and the direction in which the school was heading.

Policy requirements

Multicultural and anti-racism education

As a school which has 56% Aboriginal population and increasing enrolments from other cultures, anti-racism and multi-cultural education is embedded throughout all of our processes and procedures.