

Dubbo West Public School

Annual Report

2017



3591

Introduction

The Annual Report for 2017 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 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

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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 370 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

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.

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.

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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 commenced in 2016 and was ongoing throughout 2017 in collaboration with students, staff, Parents and Community.

Work during 2017 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 assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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)	Funds Expended (Resources)	Progress achieved this year
Improved Literacy and Numeracy performance of students	\$19 472	Preschool data analysed as part of Best Start Students tracked against the continuum for Literacy and Numeracy K–2 for Reading, Writing and Comprehension under EA4S COMPASS OT students in Terms 3 and 4 Intensive Reading and Corrective Reading programs completed and analysed Training provided for all permanent staff in the use of research based quality feedback, learning intentions and success criteria. Mentoring and stage collaboration to assist in the provision of Quality Teaching and consistent teacher judgement Effective efficacy used to develop units of work which better reflect the differentiated and inclusive needs of students Learning Plans created for all Aboriginal students and all students who are recognised as having a disability under the Disability Standards Act and also those who are undiagnosed but are 1 year or greater behind their chronological age. Students targeted to appropriate interventions and adjustments in classrooms included in teaching and learning programs. NCCD completed. Teaching and Learning Programs assessed as part of supervision a minimum of once per term.
Improved authentic feedback systems in place throughout the school learning community.	\$13 500	All teachers have participated in ongoing training around feedback, learning intentions and success criteria.

Next Steps

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

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

School executive accessed planned training to increase capacity in mentoring and coaching to increase the capacity of teaching staff. All staff participated in other training as identified by individuals in their PDP. One staff member completed her accreditation. Mandatory training was completed by all staff. Staff reflection undertaken as part of the supervisory collegial conversations. PDF's developed in consultation with staff as a result of reflective practices around professional development. Reflective practices explicitly taught as part of external training consultant work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Amount of professional learning accessed by staff and the number of staff accessing.	\$39 253.77	All staff have participated in Quality Professional Learning
Teaching and learning programs reflect professional learning undertaken.	\$0.00	All teaching and learning programs are assessed each term to ensure that professional learning is reflected in programs
All staff complete mandatory training	\$2480	All mandatory training completed by all relevant staff
PDFs completed and reviewed twice per year for all teaching staff.	\$0.00	All staff have collaboratively created an individual negotiated PDF in 2017 which was reviewed at the end of each semester

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. 2018–2020 will focus on the further development of teacher professional capacity through the continuation of the evidence based SCHMIC Learning and Thinking Scope (a continuation from earlier training.)

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

A sense of Community and Culture has continued to grow throughout 2017. 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, debating and various performances, including eisteddfod, with success. This success across various fields enabled us to showcase the development and changes which continue to occur across our school community. The beginning of the Capital Works Project to consolidate the Infants and Primary site also provided many opportunities for community involvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student, parent, community and staff partnerships and engagement. Increase enrolments representative of our drawing community	\$5069	All student leaders were invited to attend the GRIP leadership conference. Student Leaders were provided with opportunities throughout the year to represent the school eg. ANZAC services, hosting events etc. Additional opportunities provided for Parents/Carers to become involved in the school by; Discovery Night, Reduced formality of parent/teacher night, parent information session and meet and greet opportunities, invitation to assemblies and book fair activities, major assembly celebrations and community BBQs for NAIDOC, Eisteddfod and End of year concert. The attendance committee meets fortnightly. Attendance policy has been reviewed and updated and staff training provided. Attendance targets set within each classroom and increased involvement with ACLO/HSLO PBL consolidation in 2017. New expectations, flowcharts, recognition events and matrixes developed and implemented in consultation with all staff, students and P&C. Information regarding changes notified to parents through newsletters.

Next Steps

Focus for 2018–2020 includes the consolidation of opportunities introduced in 2017 and the expansion of these opportunities. Plans are currently underway for the expansion of Circus West across all classes as we move to a consolidation of the Infant's and Primary Campuses following major Capital works in 2017–2018.. Additional opportunities to participate in extra-curricular activities to support the Arts and academic success will also be provided through excursions, performance opportunities and theatre visits.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$338 636.60	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 2017. 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. Some funds have also gone towards the purchase of interactive panels to support teaching and learning.
English language proficiency	\$835.82	Resources provided under the Resource Allocation Model have been utilised to support students from non–English speaking backgrounds who would otherwise not receive assistance.
Low level adjustment for disability	\$68 150.65	This funding provided under the Resource Allocation Model has been utilised to support students with a non–diagnosed learning difficulty. Additional teacher Support hours were purchased to specifically target Literacy and Reading to support students who were underperforming for their chronological age.
Quality Teaching, Successful Students (QTSS)	\$23 971.00	Funding provided under QTSS has been utilised to support and enhance teacher professional learning.
Socio–economic background	\$551 495.60	Funding under this allocation has been utilised in 2017 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 (robotics, coding equipment and interactive panels), Band, Circus 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.
Support for beginning teachers	\$38 551.14	Funding support was provided under Beginning Teacher's funding to allow additional support and mentoring for four new teacher in 2017.

EA4S	\$38 863.59	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, School Learning Support Time was purchased to assist in this process. Additional funds were provided from school funds to purchase quality resources to support teaching and learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	129	139	173	186
Girls	144	141	144	154

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.8	90	91.2	91.5
1	87.4	89.1	86.4	90.3
2	89.4	87.1	89.8	88.4
3	84.3	88	90.4	89.8
4	86.9	89.5	89.5	90.5
5	89.7	90.3	88.7	89.8
6	86.3	90.2	87.6	89.9
All Years	87.6	89.1	89.2	90.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

An attendance team meets on a fortnightly basis and all staff work tirelessly to address non-attendance issues. The committee, following 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 fourteen students being recognised as having 100% attendance in 2017 with a major incentive. This is a massive increase on the previous year when there were 3 students with perfect attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.85
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.02
Other Positions	0

*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	10.3

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. One teacher achieved accreditation in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	734,652
Global funds	332,701
Tied funds	1,483,320
School & community sources	52,199
Interest	9,996
Trust receipts	122,165
Canteen	0
Total Receipts	2,000,382
Payments	
Teaching & learning	
Key Learning Areas	24,929
Excursions	23,496
Extracurricular dissections	25,915
Library	2,054
Training & Development	0
Tied Funds Payments	975,235
Short Term Relief	55,713
Administration & Office	37,712
Canteen Payments	0
Utilities	74,778
Maintenance	15,338
Trust Payments	203,589
Capital Programs	0
Total Payments	1,438,760
Balance carried forward	1,296,274

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,369,590
Appropriation	1,303,114
Sale of Goods and Services	1,669
Grants and Contributions	64,498
Gain and Loss	0
Other Revenue	0
Investment Income	309
Expenses	-686,959
Recurrent Expenses	-686,959
Employee Related	-450,218
Operating Expenses	-236,740
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	682,631
Balance Carried Forward	682,631

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Expenditure in the 2017 financial year was reflective of the School Management Plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,365,897
Base Per Capita	51,551
Base Location	2,930
Other Base	2,311,416
Equity Total	1,268,650
Equity Aboriginal	503,448
Equity Socio economic	578,257
Equity Language	5,856
Equity Disability	181,089
Targeted Total	348,603
Other Total	626,350
Grand Total	4,609,499

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

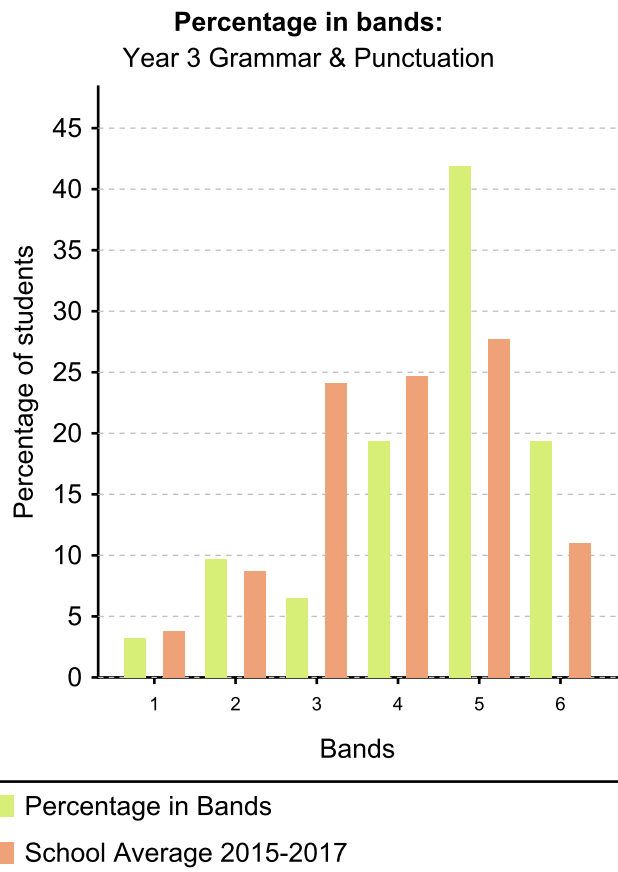
Strong growth was shown across all areas of NAPLAN with increases in the number of students achieving in the top two bands as indicated below;

Reading – Year 3 – an increase of 29% , Year 5 – an increase of 14%

Grammar and Punctuation – Year 3 an increase of 54%, Year5 – an increase of 5.5%

Spelling – Year 3 – Increase of 22.7%, Year 5 – increased of 4.7%

Writing – Year 3 – and increase of 16.5%, Year 5 – an increase of 5.3%



Numeracy – Year 3 – an increase of 48.9% (21.8% above state average)<Use this text box to comment on numeracy NAPLAN data>

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Our Indigenous students also showed growth in the number of students achieving in the top two bands of NAPLAN as per the Premier's Priorities as follows:

Reading – Year 3 – an increase by 15.9%, Year 5 – an increase of 9.5%

Grammar and Punctuation – Year 3 – an increase of 5% to 50% (this is considerably above the state average of 33.4%, Year 5 – an increase of 0.4%

Spelling – Year 3 – an increase of 28.9% (above state average of 25.5%)

Writing – Year 3 – an increase of 12.2%, Year 5 – an increase of 3.6% (this is above state average)

Numeracy – Year 3 – an increase by 33.9% (this is above the state average of 16.5%)

Parent/caregiver, student, teacher satisfaction

This year, parent surveys were conducted as a part of

our Discovery Night with further copies being sent with the following newsletter in an attempt to achieve a broader range of responses. The majority of parents returning surveys indicated that they felt confident with the relationship between their child and their teacher and they felt that their teacher was approachable for students and carers and the school in general. A large majority of parents also indicated that they were satisfied with their child's development; socially, emotionally and behaviourally and appreciated the school's efforts to enhance the whole child through its wellbeing programs and extra-curricular activities. They also indicated that they felt welcome in the school.

Future direction

Improved community perception through continued consultation, positive media representation and public representation at community events.

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

Aboriginal education

As a school with approximately 56% Aboriginal population which is set in a community with high Indigenous population, our association with our local Aboriginal Education Consultative Group (AECG) is strong. The inclusion of language and culture lessons across all classes P-6 ensures increased knowledge and understanding of Indigenous Culture and ensures that it is embedded across all KLAS.

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.