

# Dubbo West Public School

## Annual Report



2018



3591

## Introduction

The Annual Report for **2018** 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

### School contact details

Dubbo West Public School

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## School background

### School vision statement

Where individuals matter".

### School context

Dubbo West Public School is a P–6 school which combined onto one site in 2018, having gone through major capital works during 2017 and 2018 with a refurbishment of four classrooms, an additional 4 classrooms, a flexible learning space and a purpose built preschool being added to the former Primary site.

Student population is currently around 380 with 54% 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 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, coding and robotics.

## 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.

Through self–assessment, it was determined that the school lost some ground in the Learning and teaching domains when compared to 2017 self–assessment. We believe that this was primarily due to the impact of major capital works on the Primary section and the relocation at the end of Semester One for the Infants and Preschool sections.

Our current self assessment places us approaching sustaining and growing across all areas of the Learning Domain, with particular strength shown in the areas of Learning Culture and Reporting. Strength was shown in Effective Classroom Practice with the school self–assessing at approaching Sustaining and Growing in the Teaching Domain. In the Leadership Domain, the school self–assessed as showing strength in School Resources and Management Practices and Processes and self assessed at approaching Sustaining and Growing across all Leadership areas.

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.

Future directions identified through the School Excellence Framework include a further strengthening of our PBL Framework, the continuation of high quality professional development for staff and the mentoring of teachers by executive to improve student outcomes.

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.

#### Overall summary of progress

To ensure ongoing academic success, the school ensures that the Professional Development Framework follows school expectations around the implementation of research based pedagogy, with a focus on student outcomes. Learning intentions and targeted feedback are a priority for class and stage discussions with successful implementation in approximately 50% of the school. Professional development around the Literacy and Numeracy Progressions has been for all teachers and School Learning Support Officers. All students K – 6 are profiled on four sub elements; Creating Text, Understanding Text, Quantifying Number and Additive Strategies. Some staff members have added Pattern and Number Structure. This supports use of syllabus, point of need teaching and drives the differentiated programs that occur within the classrooms.

For value adding across K – 3, we are Delivering and our growth is above State average. Across Year 3 – 5 we are also delivering. In Years 5 – 7 we are Working Towards Delivering, however our growth and value adding has increased from the previous year.

Employment of School Learning and Support Officers have been employed in addition to those that support integration. These School Learning and Support Officers are specifically targeted to increase the literacy and numeracy outcomes of students across the needs of K – 6. Employment of a Community Engagement Officer in the Preschool, as well as an additional teaching day for planning and programming have assisted in the provision of quality programs in line with the Early Years Learning Framework.

We acknowledge that the major building project has impacted on our performance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of students achieving proficiency in line with the Premiers Priorities.</p> <p>100%of students will achieve expected growth in Literacy and Numeracy</p> <p>Increase the number of students from Dubbo West Public School Preschool achieving Level One or above in Best Start testing.</p>	\$358537	<p>The number of students meeting the Premier's priority of achieving in the top two bands at NAPLAN has increased since the base year of 2016. This was particularly evident in Year 5 Spelling (increase from 5% to 18%), Reading (increase from 5% to 18%) and Numeracy (increase from 21% to 32%). A large increase was also seen in Grammar and Punctuation with an increase from 15% to 71%.</p> <p>Students in Year 3 also showed an increase in the number performing in the top two bands from 2016 in Numeracy (an increase by 1%, Reading, an increase of 5% and Writing – an increase of 10%.</p> <p>The majority of students showed average or greater growth, with both Kindergarten to Year 3 and Year 3 to 5 showing Delivering for Value added. We remain above statistically similar school across the majority of domains.</p>

#### Next Steps

Further training and expansion of our use of the Progressions into an increased number of sub-elements. Ongoing training for new staff in the Progressions and Plan 2. Use of data to inform future directions for students.

Embedding Success Criteria, Learning Intentions and K-6 – Progressions across all teachers and students as quality learning tools.

Expand the use of quality feedback as the next step to increase capacity of staff and provide opportunities for teacher to student, student to teacher and student to student feedback.

## Strategic Direction 2

### Teacher Quality

#### Purpose

To ensure all staff have a deep knowledge and are empowered by engaging in Collective Efficacy. To develop confidence and skills in the delivery of high quality teaching and learning programs incorporating high quality classroom practice.

#### Overall summary of progress

With a higher than usual staff turn-over it has been vital to continue the mentoring and coaching of new and beginning teachers. This involves re-establishing the vision of the journey the school has been on through SCOPE training, first commenced in 2015. All new staff are up-skilled in using the Literacy and Numeracy Progressions, PLAN 2 and the core elements of the SCOPE project. New K – 2 staff commence L3 training and implement this into their classroom practice.

Assistant Principals are given extra time to work as Instructional Leaders across their stages. Through our coaching and mentoring programming, negotiated classroom observations take place. Feedback from the lesson observations is timely and authentic and aims to increase the teacher capacity and improve student outcomes.

School Learning and Support Officer training was provided to increase capacity and effectiveness within the classroom environment.

Preschool teachers have had ongoing access to professional learning through the Rural and Remote initiative and the University of Wollongong. The focus was literacy and numeracy and self-regulation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers embed explicit teaching and literacy and numeracy into their teaching and learning programs.  Increased teacher collaboration to improve practice and delivery.	\$88 267	Teachers have participated in quality professional learning to increase capacity in the use of research based pedagogy such as explicit teaching, use of Learning Intentions and Success Criteria. Teacher programs and negotiated visits have shown an increase in the use of research based practice. Teachers have participated in collaborative planning although this has been restricted due to the ability to employ casual teachers to allow staff to work together.

#### Next Steps

Executive staff will continue to work with teachers to provide ongoing instructional leadership, coaching and mentoring for all staff. Executive staff will undergo training in Growth Coaching to enhance staff and student success and wellbeing.

## Strategic Direction 3

Excellence through Community Engagement and School Culture

### Purpose

To establish a culture of engagement, fostering collaborative learning processes and facilitating meaningful partnerships and connections with the wider school community. Striving for excellence, through valuing family and community, to enhance and develop the skills, talents and interests of individual students.

### Overall summary of progress

The merging of two sites into one has allowed for improved community relationships, allowing all stakeholders to join together into one Dubbo West Public School entity.

The school provides a variety of opportunities for parents and the community to engage in school life at Dubbo West Public School. There is a strong sense of belonging and gathering during events such as NAIDOC, end of year concert, Presentation Day and regular assemblies. Parents and carers feel welcome and valued within the school.

Children in the school are supported by a variety of outside agencies in collaboration with school staff and home.

The school wide Positive Behaviour for Learning expectations drive the positive interactions between students and staff. Weekly lessons are formulated based on data collection and these are taught in classrooms.

Numerous wellbeing programs are provided across the school as we look at the whole child in order to achieve success. Circus engages students both physically and socially in a controlled risk environment whilst the Music and Drama program is nurturing of the school culture and promotes student involvement and teamwork as students work together and extend their abilities. It is a program that gives back to the wider community through performance opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school provides increased whole opportunities for participation in school events.</p> <p>Increase in number of students involvement in end of year rewards for PBL.</p> <p>100% of students are involved in extra-curricular activities.</p>	\$18 063	<p>The school has provided numerous opportunities for students to be a part of extra-curricular activities throughout the year. There was an increase from 68% to 78% of students participating in eisteddfod with other students participating in circus performance group. Choirs performed for audiences throughout Dubbo. Opportunities were also provided for parents and extended families to participate in school activities such as our NAIDOC Community Day, Parent/Teacher information sessions and Various concerts. Student participation in rewards also saw an increase with PBL going from 105 in 2017 to 249 in 2018. Rewards for 95% have increased from 109 in 2017 to 140 in 2018 with 100 % attendance increasing from 6 in 2017 to 11 in 2018.</p>

### Next Steps

Preschool will be implementing the language and expectations of Positive Behaviour for Learning as they integrate into the school wide community and will be included in the school wide framework.

The school will be involved in External Validation in 2019 and through this process, will continue to join together as one entity with a common vision. Due to the relocation of the preschool in 2018, it is envisaged that the preschool will also undergo assessment and ratings. Further expansion of Kinderloop and various communication apps will assist in communication between home and school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$497 939	This funding has been expended for the employment of two Aboriginal Education Officers @ \$134 000  \$363 000 has been used to support Aboriginal students and Aboriginal programs including NAIDOC and the provision of a Waradjuri language program Preschool to Year 6
<b>English language proficiency</b>	\$7 914	Employment of a specialist teacher to assist students from Non-English speaking backgrounds.
<b>Low level adjustment for disability</b>	\$149 480	Employment of 1 Learning and Support Teacher . Additional funds from flexible funding has been used to provide School Learning and Support Officers to support student learning in mainstream classes.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$61 531	Mentor and Coaching provisions time is made available to all teachers regardless of experience.
<b>Socio-economic background</b>	\$625 216	\$31 000 was utilised to employ 0.3 of a teacher to support student learning.  \$593 000 flexible funding has been used to purchase School Learning Support Officer time which is specifically targeted at Literacy and Numeracy outcomes and in class support. Additional resources and support has been provided for students to access excursions and programs which they would otherwise not have been able to access.
<b>Support for beginning teachers</b>	\$44 344	This funding was utilised to provide mentoring and coaching of beginning teachers. Additional Release from face-to-face time was provided, allowing beginning teachers to work towards accreditation, mentoring and Professional Learning.
<b>Early Action For Success</b>	\$159 272	Employment of an Instructional Leader at Deputy Principal level operating across all classes K-2 to mentor and develop staff capacity.
<b>Professional Learning</b>	\$29 923	Professional Learning expenditure has been targeted towards L3 and SCOPE – research based teaching and learning strategies.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	139	173	186	202
Girls	141	144	154	170

School enrollments have increased significantly over the last five years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90	91.2	91.5	85.7
1	89.1	86.4	90.3	89.6
2	87.1	89.8	88.4	91.1
3	88	90.4	89.8	88.9
4	89.5	89.5	90.5	87.9
5	90.3	88.7	89.8	90.1
6	90.2	87.6	89.9	86.8
All Years	89.1	89.2	90.2	88.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

- Dubbo West Public School has clear processes to manage student attendance which include flow charts of procedure, rewards for positive attendance, a suite of letters which are used to engage parents. Attendance reminders are included in the newsletter. The number of students with 100% attendance has increased but overall non-attendance figures are affected by a small cohort of repeat non-attenders.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.25
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	8.02

\*Full Time Equivalent

Dubbo West Public School has 10 Aboriginal staff members including teaching and non-teaching staff.

### 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

### Professional learning and teacher accreditation

In 2018, Dubbo West Public School supported teacher professional development in the areas of Literacy and Numeracy, assessment and feedback. The school implemented L3, research based practice around individual learning intentions and success criteria.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	682,631
<b>Revenue</b>	5,283,916
Appropriation	5,155,076
Sale of Goods and Services	17,586
Grants and Contributions	107,311
Gain and Loss	0
Other Revenue	0
Investment Income	3,944
<b>Expenses</b>	-5,194,590
Recurrent Expenses	-5,194,590
Employee Related	-4,661,608
Operating Expenses	-532,982
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	89,327
<b>Balance Carried Forward</b>	771,958

The schools finances are overseen by the Principal, School Administrative Manager and a senior school executive who meet on a regular basis. At the end of each term, decisions are made regarding future budget considerations.

School spending patterns were influenced by the consolidation onto one site which included furniture, interactive panels, landscaping and irrigation etc.

In 2019 we intend to use money that has been carried over to employ additional literacy and numeracy tutors, purchase 80 laptops, provide up to date technology in the school hall.

A program of rolling release will be introduced to allow stage teachers to work collaboratively together.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,560,300
Base Per Capita	69,802
Base Location	2,637
Other Base	2,487,861
<b>Equity Total</b>	1,280,549
Equity Aboriginal	497,939
Equity Socio economic	625,216
Equity Language	7,914
Equity Disability	149,480
<b>Targeted Total</b>	395,836
<b>Other Total</b>	702,723
<b>Grand Total</b>	4,939,407

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

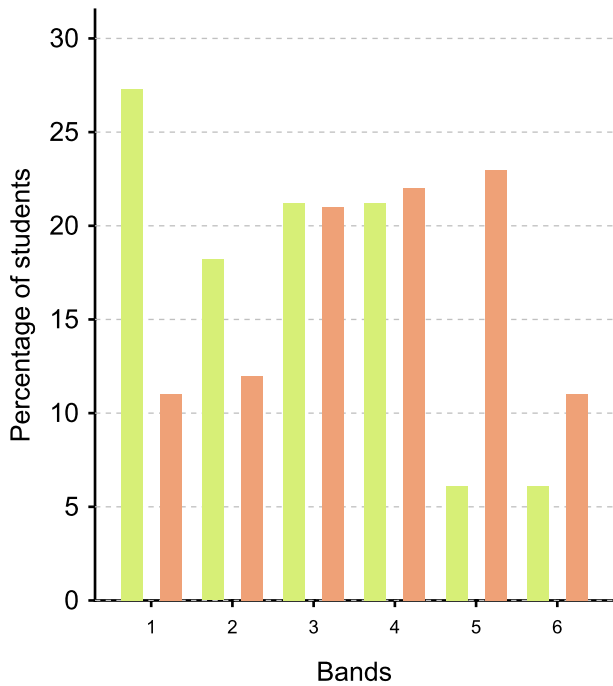
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Value added scores for K–3 indicate continued positive growth against state measures. Value added for years 3–5 shows a slight decline, and years 5–7 are showing increased growth.

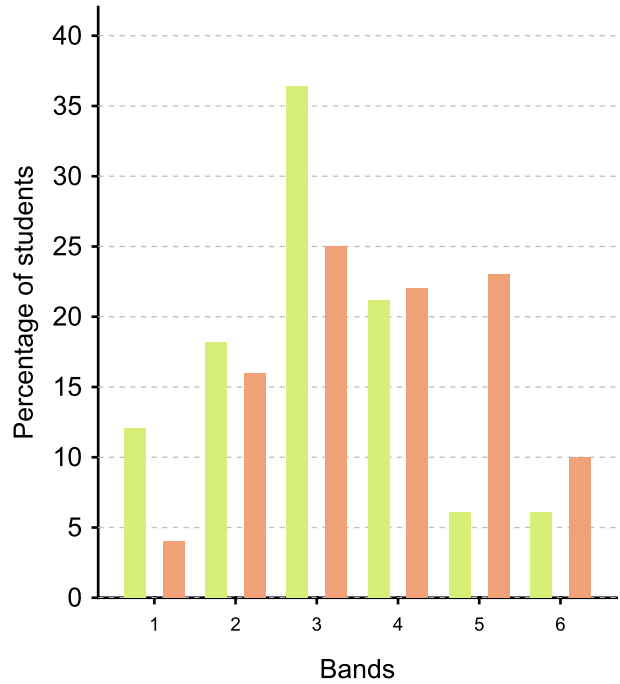
In Reading, Year 5 showed a decrease in the number of students achieving in the bottom two bands and an increase in the number of students in Bands 3, 4 and 5.

In Writing, there has been steady upward growth, however, results indicate that additional focus will need to be placed on the extension of students into the top two bands.

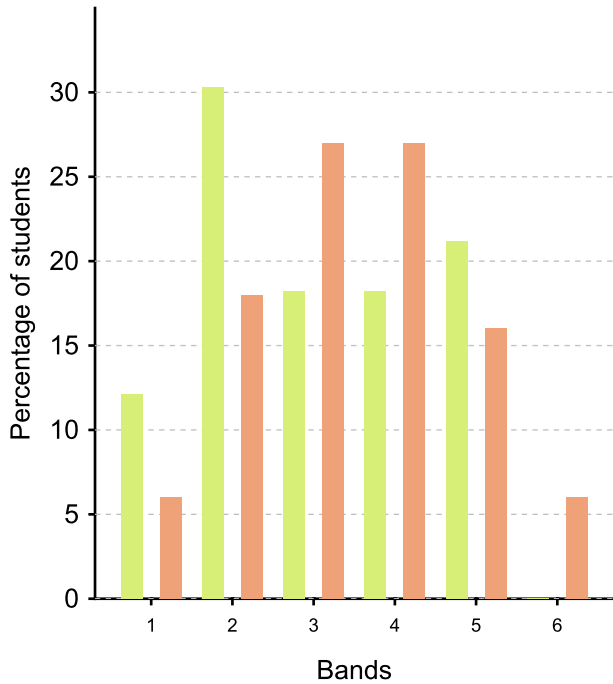
**Percentage in bands:**  
Year 3 Grammar & Punctuation



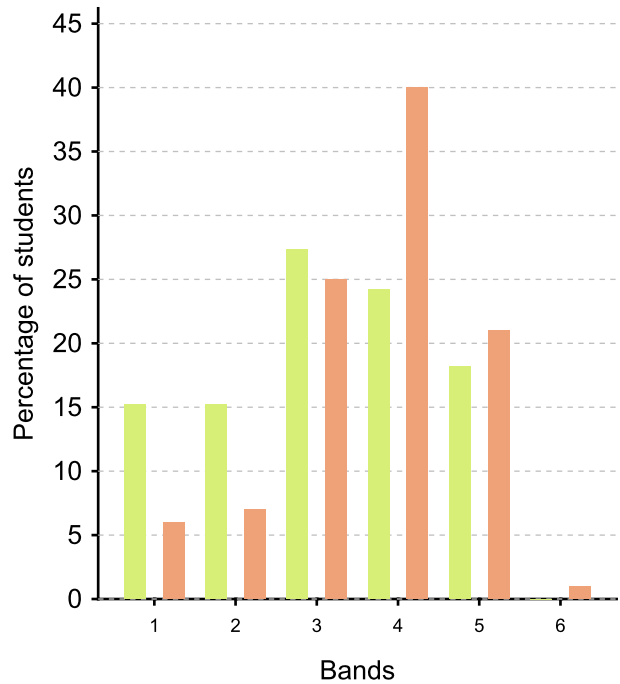
**Percentage in bands:**  
Year 3 Spelling



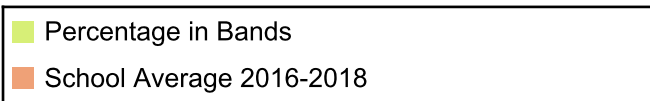
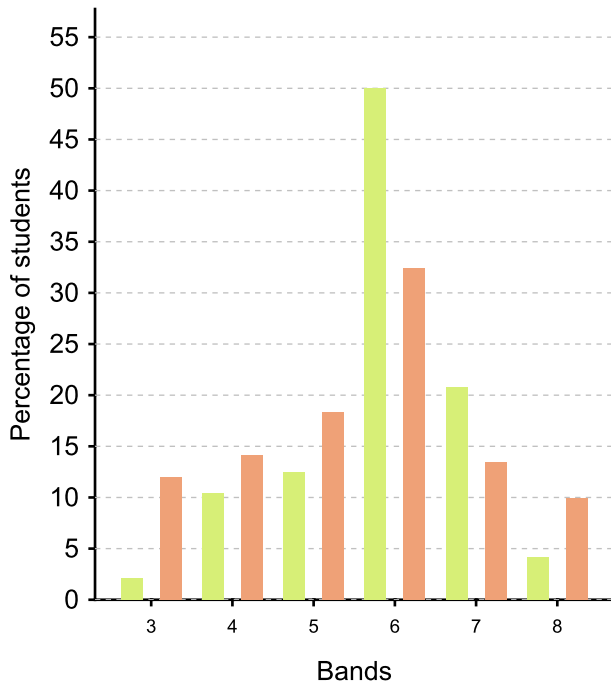
**Percentage in bands:**  
Year 3 Reading



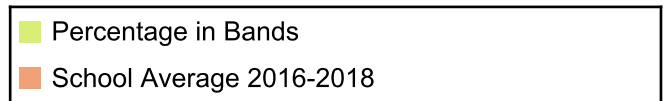
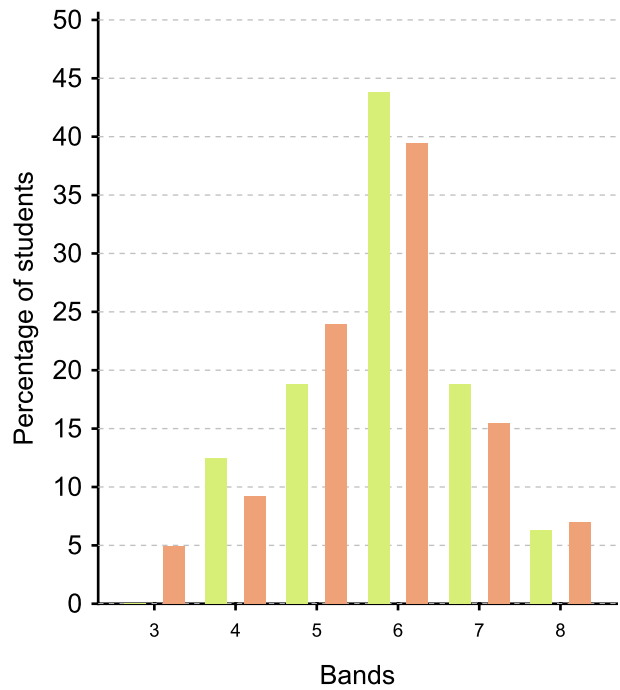
**Percentage in bands:**  
Year 3 Writing



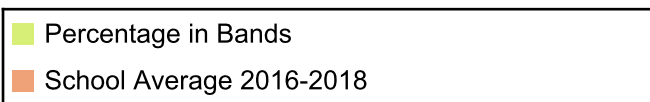
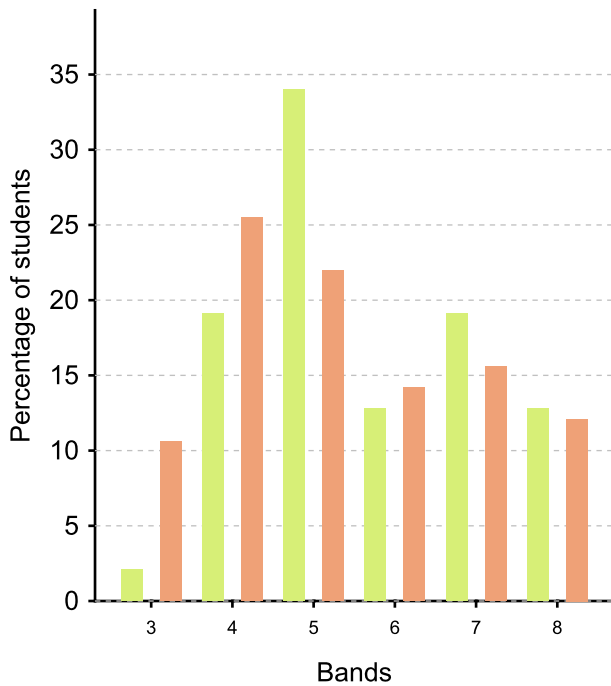
**Percentage in bands:**  
Year 5 Grammar & Punctuation



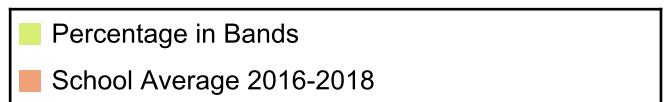
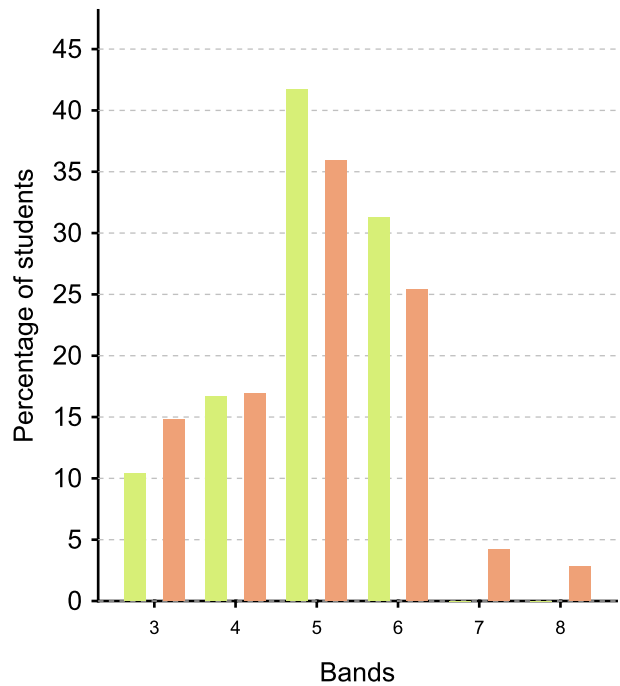
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In Year 5, the number of students achieving at Bands 4, 5 and 6 has increased. Aboriginal students outperformed their state counterparts in terms of growth.

## Parent/caregiver, student, teacher satisfaction

Parent Survey was distributed to over 300 families. Twenty-two families responded. The survey indicated general parent support for the school with some concerns around the management of student behaviour.

109 students in Years 4, 5 and 6 responded to the 'Tell them from Me' school survey. Students indicated that they were trying hard in their learning, are interested and motivated and actively participated in extra-curricular activities.

The teacher survey had 22 responses. The results of this survey have led to future planning for increased collaborative planning opportunities.

## Policy requirements

### Aboriginal education

Dubbo West Public School has an Aboriginal enrollment of 56%. We support inclusion and identity through the through our involvement with NAIDOC, Mooramilla, Wiradjuri Language and Culture lessons P-6 and collaboration with our local AECG.

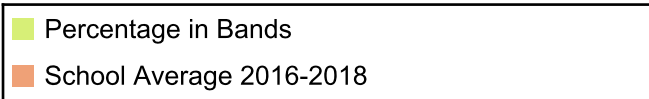
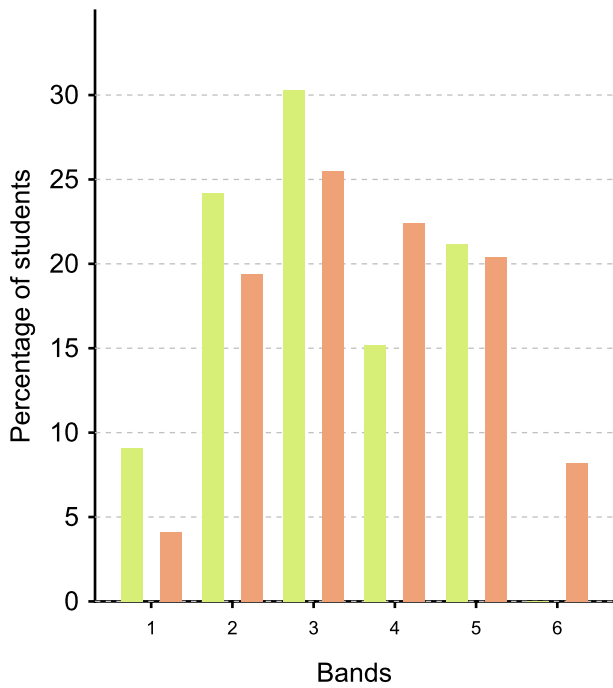
Inclusion of Aboriginal perspectives across all Key Learning Areas and specific units of work around particular aspects of Aboriginal culture and history are embedded in our school practice.

### Multicultural and anti-racism education

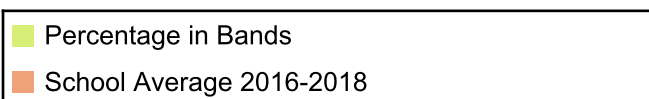
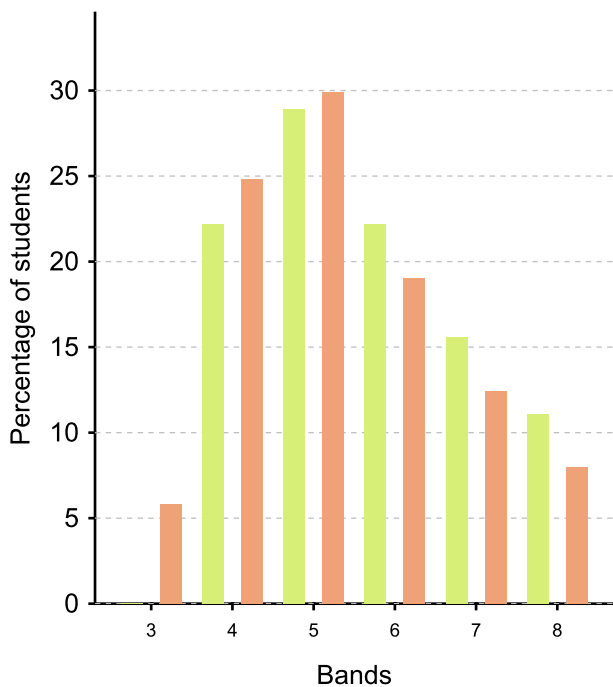
The school has a trained Anti-Racism Contact Officer.

Students from non-English speaking backgrounds are provided with additional support. Students at Dubbo West participated in the Multi-cultural Public Speaking Competition, which we host.

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



Aboriginal students at Dubbo West Public School in Year 5 have achieved Reading results in the Middle Bands which is a shift upwards from previous years. Results have shown positive growth in writing and numeracy which shows growth above state averages for Aboriginal students.