

Dubbo West Public School

2019 Annual Report



3591

Introduction

The Annual Report for 2019 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.

School contact details

Dubbo West Public School

East St

Dubbo, 2830

www.dubbowest-p.schools.nsw.edu.au

dubbowest-p.school@det.nsw.edu.au

6882 3086

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 410 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

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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Academic Success

Purpose

To build high expectations that support academic success for every student.

Improvement Measures

Increase the proportion of students achieving in the top two bands in Literacy and Numeracy in NAPLAN.

Students are active in their own learning.

Progress towards achieving improvement measures

Process 1: Students are engaged in quality learning programs which are differentiated to meet their individual learning needs.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Learning intentions are implemented in most classrooms and success criteria is regularly shared with students. Data talks were undertaken in Infants by the Instructional Leader and Assistant Principal. and student data was handed over to 2020 primary teachers. School Learning Support Officers received training in speech and medical support. Professional learning was provided for teachers unfamiliar with PLAN data collection processes. | Annual Total \$569070.44 Funding Sources: • (\$0.00) |

Process 2: Staff use a range of strategies to develop student vocabulary.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Number talks occurring in most classrooms across the school. Turn and Talk has been implemented by Early Stage 1, Stage 2 and 3. Turn and Talk and Revoicing has been implemented in ES1 and S1 with some success. These strategies need continued focus in 2020. | |

Process 3: Students use explicit success criteria to achieve learning intentions, guided by explicit feedback.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Learning Plans updated and negotiated wherever possible with parents/carers. Learning Plans are uploaded to the server and hard copy placed on file. Learning Intentions and success criteria used in most classrooms. Most students are able to articulate their learning intentions. | |

Strategic Direction 2

Teacher Quality

Purpose

To develop confidence and skills in the delivery of explicit teaching and learning programs incorporating evidence based classroom practice.

Improvement Measures

Staff engagement with collective planning has increased.

Teachers are actively engaged in collaborative activities which is evident by changes to classroom practice.

Progress towards achieving improvement measures

Process 1: P–6 teachers undertake professional learning, coaching and collaborative review of teaching practice to maximise their effectiveness.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| All teaching staff have opportunities to work with a mentor and make progress against their performance and development goals. Regular observation and feedback are provided to continually improve teacher capacity. The lack of available casual teachers has impacted the effectiveness of planned Data Talks between staff but teachers were flexible in their response to this situation. | Annual Total \$41997.50 |

Process 2: Students are profiled against the Literacy and Numeracy progressions

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| All students have been tracked against two literacy and two numeracy sub-elements. Tracking booklets are regularly reviewed by the Instructional Leader/Assistant Principals. Professional learning in PLAN2 was provided to those teachers who required it. The Instructional Leader and stage Assistant Principals tracked any anomalies in the data and worked with teachers to identify improvements. | |

Process 3: Staff develop skills and engage in research based teaching strategies.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Two teachers continuing 1st year L3 Kinder training and another is continuing 2nd year K training. Three stage 1 teachers are continuing their 2nd year of training. L3 strategies are evident in all K–2 classrooms. Anne–Marie Furney, the literacy/numeracy consultant has continued to work with the school on SCOPE which is the development of learning with a focus on thinking. A range of SCOPE strategies is evident in all classrooms | |

Strategic Direction 3

Community & Culture

Purpose

To increase parent and community engagement in school life through strong partnerships.

Improvement Measures

The school provides increased opportunities for participation and connection with school events.

Decrease in the number of Office Discipline Referrals on SENTRAL and an increase in the number of students involved in PBL rewards throughout the year.

All students are involved in extra-curricular activities.

Progress towards achieving improvement measures

Process 1: PBL is embedded as a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Following analysis of Positive Behavior for Learning data, the decision has been made to redirect our focus into 'You Can Do It' in 2020. | Annual Total \$143346.80 |

Process 2: Facilitating increased opportunities for parent and student involvement in school life in a variety of ways.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Parents/carers had many opportunities to engage with the school through special events e.g. NAIDOC, sport carnivals, Education and Book Week activities, school concerts, formal parent/teacher interviews etc. A parent survey was undertaken about their involvement in their child's education with predominantly positive feedback. Parent attendance at Kinder Orientation was consistent over the six weeks. The Year 6 graduation and Presentation Day were supported by P&C and were well attended by students and families. | |

Process 3: Regular communication, connection and partnership with parents to meet individual student needs and enhance wellbeing.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| School App continues to gain users and the digital permission slips and absence notes are well used.. Newsletters sent fortnightly and linked to the App. Extra transition organised for those who require is at key transition points. Amended processes were introduced to encourage greater parent involvement in the development of individual learning plans for targeted students. | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | Funding Sources: • Aboriginal background loading (\$535 198.00) | Aboriginal students within the school are well supported and provided with opportunities to grow academically and as an individual. Wiradjiri Language and cultural support lessons are fully implemented for all students across the school including the Preschool. Aboriginal support staff work closely to assist students to access their learning and provide well-being support when necessary. A newly established native plant garden is overseen by Aboriginal staff. Whole school NAIDOC activities encouraged community participation and were very well attended. |
| English language proficiency | Funding Sources: • English language proficiency (\$5 390.00) | One student has been supported 3 days a week for 1/2 hour with a learning and support teacher. Two other students received in-class support. School funding was accessed to provide this support. |
| Low level adjustment for disability | Funding Sources: • Low level adjustment for disability (\$153 329.00) | Assistant Principals support teachers to differentiate and adjust their teaching programs in order to provide all students with quality, tailored learning. Additional Student Learning Support Officers (SLSO) are employed to help students, specifically in reading and maths. A speech articulation program has been implemented for targeted students in all Kindergarten classes. Designated SLSOs received professional development prior to the implementation of the program. Classroom teachers use the Progressions (2 x literacy, 2 x numeracy) to provide point of need teaching for students. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$66 698.00) | Assistant Principals provided additional targeted support for their stage teachers. Coaching and mentoring timetables were implemented and feedback given to teachers to enhance their capacity to provide quality teaching for their students. |
| Socio-economic background | Funding Sources: • Socio-economic background (\$681 504.00) | In partnership with the Conservatorium of Music, students in Years 4–6 were free musical instrument tuition and loan of an appropriate instrument. The school app provides easy access to important information about school life and events and forms a free link for parents between home and school. Student wellbeing support is available including; school uniforms, breakfast and lunches, excursion subsidies, school supplies etc. Additional support is provided for expenses related to student-centred learning including incursions, additional SLSO and teaching staff. |
| Support for beginning teachers | Funding Sources: • Support for beginning teachers (\$32 529.00) | Teachers in their first year are provided with additional planning time and assigned to a mentor to assist their professional development. Additional planning time is provided for 2nd year teachers to increase their capacity to develop quality programs and deliver high quality teaching. All other |

| | | |
|--|--|---|
| <p>Support for beginning teachers</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$32 529.00) | <p>teaching staff have a mentor to support when and where necessary..The Instructional Leader provides support for teachers applying for accreditation in the form of meetings and individual support and advice.. Two teachers are working towards accreditation. Professional learning is identified to support beginning teachers.</p> |
| <p>Early Action For Success</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$163 254.00) | <p>The Instructional Leader regularly demonstrated and participated in modeled lessons, observations and collaboration with classroom teachers to promote quality teaching and implementation of professional learning. Tracking sheets were highlighted to show student progress following grade meetings and the analysis of work samples to gain consistency. PLAN2 was updated every 5 weeks and tracking booklets/workbooks passed on to next teachers for 2020.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 173 | 186 | 202 | 209 |
| Girls | 144 | 154 | 170 | 180 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 91.2 | 91.5 | 85.7 | 87.2 |
| 1 | 86.4 | 90.3 | 89.6 | 84.6 |
| 2 | 89.8 | 88.4 | 91.1 | 89.7 |
| 3 | 90.4 | 89.8 | 88.9 | 87.5 |
| 4 | 89.5 | 90.5 | 87.9 | 88.6 |
| 5 | 88.7 | 89.8 | 90.1 | 88.3 |
| 6 | 87.6 | 89.9 | 86.8 | 88.3 |
| All Years | 89.2 | 90.2 | 88.6 | 87.7 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

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 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 17.47 |
| 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

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 771,958 |
| Revenue | 5,995,121 |
| Appropriation | 5,839,625 |
| Sale of Goods and Services | 21,427 |
| Grants and contributions | 130,327 |
| Investment income | 2,843 |
| Other revenue | 900 |
| Expenses | -5,788,954 |
| Employee related | -4,856,059 |
| Operating expenses | -932,895 |
| Surplus / deficit for the year | 206,167 |

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.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 539,964 |
| Equity Total | 1,375,421 |
| Equity - Aboriginal | 535,198 |
| Equity - Socio-economic | 681,504 |
| Equity - Language | 5,390 |
| Equity - Disability | 153,329 |
| Base Total | 2,844,991 |
| Base - Per Capita | 92,743 |
| Base - Location | 2,373 |
| Base - Other | 2,749,875 |
| Other Total | 836,760 |
| Grand Total | 5,597,136 |

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

Trend data for Year 5 Writing indicates that our students have been sitting close to the State average, however data also indicates that a future focus needs to be in extending students into the top two bands. In Reading, Year 5 results 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. This shift has been supported by targeting students for strategic programs, such as Corrective Reading and Intensive Reading, through the Learning and Support processes.

Numeracy

Similar results are seen in Year 5 Maths with our students performing consistently close to or above State average and consistently considerably above our Statistically Similar State Schools (SSSG).

In depth analysis of NAPLAN performance has allowed us to identify concepts in which our students perform poorly. Teachers, across all stages, worked collaboratively to focus on the explicit teaching of these concepts. This will help students to consolidate their understanding and ensure that the majority of students are achieving at or above expected growth.

Parent/caregiver, student, teacher satisfaction

Students reported higher levels of advocacy, high expectations and sense of belonging than the state average in the Tell Them From Me survey. 77% of students felt a sense of advocacy and high expectations (State average 67%) whilst 65% of students felt a high sense of belonging coupled with high expectations (State average 64%).

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.

Dubbo West Public School has an Aboriginal enrollment of 54%. We support inclusion and identity through the involvement with NAIDOC, Moorambilla Voices, 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 is embedded in our school practice. A focus on particular aspects of Aboriginal culture and history is supported in teaching programs into classrooms.

Dubbo West Public School has two Aboriginal Education Officers who provide support from P–6, working closely with staff and community.

The John Moriary Foundation have joined our school community this year. The Foundation is a football (soccer) for wellbeing program supporting school attendance and fitness, particularly for Indigenous students. All students P–6 have access to this program which aims to increase connection and relationships to self.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school has a trained Anti–Racism Contact Officer. This person provided training sessions to all students. Support was provided to staff at a staff meeting.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

At Dubbo West Public School, we support students from non–English speaking backgrounds. Students receive additional support to access language.

In 2019 Dubbo West Public School hosted the Multicultural Public Speaking Competition. Students at our school participated in this event.