**School Context**

Students: Dubbo West Public School operates on a split site some 700 m apart. We have an enrolment in 2014 of 308 students of which 56% identify as Aboriginal or Torres Strait Islander. We have a regional Opportunity Class (OC) for students who are gifted and talented, a class for students with a mild intellectual disability (IM) a preschool and a Schools as Community Centre (SaCC).

Staff: We employ a staff of 20.572 teaching members. We also employ 7.722 SASS staff along with numerous School Learning Support Officers funded through Resource Allocation Model (RAM). The school also employs two permanent Aboriginal Education Officers (AEOs). All teaching staff meet the professional requirements for teaching in NSW public schools.

**Principal’s Message**

At Dubbo West Public School, our students are provided with the opportunity to learn in a stimulating, challenging and supportive environment designed to ensure that every student reaches their full potential. Our school caters for 308 students with facilities including a pre-school, IM class for students with a mild intellectual disability and an Opportunity Class (extension). In 2014 students excelled in cultural, sporting and academic arenas and all students.

The collaborative culture of Dubbo West Public School continues to grow. Through innovative and inclusive programs, the school continues to encourage and strengthen the participation of our school community to maximize the learning potential of all students.

Our P & C (Parents and Citizens Association), whilst still small, is growing, both in numbers and strength and continues to enthusiastically support our school.

Staff are continually increasing their skills and knowledge through professional learning in the fields of curriculum, management and differentiated teaching strategies. Students are well supported through technology with the addition in 2014 of 72 laptops throughout Primary classrooms and the Library.

At Dubbo West Public School we believe that extra-curricular activities are important in developing the whole child and to this end in 2014, students were provided with opportunities to participate in Premier’s Spelling Bee, Premier’s Reading Challenge, Science and Engineering Challenge, Debating and Public Speaking Competitions, Eisteddfod performances, PSSA sporting teams and Choir. Students also competed at District, Western and State levels in sporting and academic fields.

Positive Behaviour for Learning is a school-wide initiative which provides a systematic framework which allows for the development of whole school practices which support positive behavior and enhances teaching and learning. At Dubbo West Public School we are all cooperative, safe, respectful and responsible learners.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Eileen Day

**P & C Message**

The P & C continues to meet twice per term in weeks 3 and 9. The meetings provide an opportunity to work together to continually improve on the cultural and academic success of students from our school. There has also been the opportunity to run several successful fundraising events.

I would like to take this opportunity to thank the Executive and the tireless band of helpers who contribute their time and energies to our school community.

**Student Representatives Message**

The Student Representative Council (SRC) is elected in Term 1 of each year. We also have a Junior SRC located on the Infant’s Campus. The main tasks of these groups is to help to organize ways for students to fully participate in school life.

2014 Captains: Brooke Pilcher and Simon Ramirez
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS</td>
<td>19</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>K</td>
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<td>55</td>
<td>50</td>
</tr>
<tr>
<td>Y1</td>
<td>48</td>
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</tr>
<tr>
<td>Y2</td>
<td>49</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>Y3</td>
<td>32</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>Y4</td>
<td>43</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Y5</td>
<td>27</td>
<td>46</td>
<td>27</td>
</tr>
<tr>
<td>Y6</td>
<td>38</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>Support</td>
<td>18</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>303</td>
<td>308</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>88.7</td>
<td>89.9</td>
<td>87.8</td>
<td>90.1</td>
<td>86.6</td>
<td>88.8</td>
</tr>
<tr>
<td>1</td>
<td>89.4</td>
<td>88.2</td>
<td>89.8</td>
<td>84.5</td>
<td>90.6</td>
<td>87.4</td>
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<tr>
<td>2</td>
<td>88.8</td>
<td>88.0</td>
<td>91.5</td>
<td>88.9</td>
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<td>89.4</td>
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<td>4</td>
<td>91.6</td>
<td>90.3</td>
<td>87.2</td>
<td>88.2</td>
<td>90.0</td>
<td>86.9</td>
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<td>5</td>
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<td>92.5</td>
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<td>87.5</td>
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<td>89.7</td>
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<tr>
<td>6</td>
<td>88.9</td>
<td>93.3</td>
<td>86.5</td>
<td>88.8</td>
<td>88.2</td>
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<tr>
<td>Total</td>
<td>93.6</td>
<td>90.1</td>
<td>88.5</td>
<td>88.5</td>
<td>91.1</td>
<td>87.6</td>
</tr>
</tbody>
</table>

Management of Non-Attendance

Dubbo West Public School is proactive in promoting and monitoring attendance. Staff have been trained in our School Attendance Policy and are vigilant in following up absences and work closely with families to support regular attendance. Student attendance is monitored on an ongoing basis to allow for early identification of students at risk.

Other key initiatives include: Personalised Attendance Plans (PAPs), reward programs, Breakfast Club, On Time Program, Mission Australia and Supporting Students, Supporting Families Program referrals. Staff work closely with Home School Liaison Officers (HSLOs) in improving tracking systems for students and supporting families.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary IM Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Pre-School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Aboriginal with Learning</td>
<td>1</td>
</tr>
<tr>
<td>Other Teacher</td>
<td>1.472</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.722</td>
</tr>
<tr>
<td>Total</td>
<td>28.544</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Dubbo West Public School employs 2 full time teachers, one permanent and 3 temporary School Learning Support Officers who are Aboriginal or Torres Strait Islander. In addition, the school employs two permanent Aboriginal Education Officers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>6</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Throughout 2014 staff undertook a variety of professional learning designed to increase teacher capability and provide better students learning outcomes. In addition to mandatory training which is undertaken by all staff such as child protection, CPR, Anaphylaxis, Disability Standards and Code of Conduct, individual staff also undertook training in new syllabus, Functional Behaviour Assessment, Count Me in Too, TEN, Early Action for Success, Language and Literacy pre-school, Beyond the Looking Glass, Maths Matters, Language, Learning and Literacy (L3, Sista Speak, Cert 1 in Aboriginal Languages, and Positive Schools.

Beginning Teachers

In 2014, Dubbo West Public School employed 6 beginning teachers who were accredited through the NSW Teacher’s Institute at Professional Competence Level.

Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>731002.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>290905.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1069850.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45122.42</td>
</tr>
<tr>
<td>Interest</td>
<td>26001.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>39594.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2202477.04</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 25115.75   |
| Excursions                | 14414.50   |
| Extracurricular dissections| 40858.14  |
| Library                   | 6525.14    |
| Training & development    | 542.51     |
| Tied funds                | 96873.98   |
| Casual relief teachers    | 69861.99   |
| Administration & office   | 54582.20   |
| School-operated canteen   | 0.00       |
| Utilities                 | 103312.69  |
| Maintenance               | 24978.19   |
| Trust accounts            | 118442.55  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 1428507.64 |
| **Balance carried forward**| 773969.40 |
Dubbo West Public School has also had the opportunity to participate in a number of skill development workshops including Rugby League, Rugby Union, Cricket, Athletics, Traditional Indigenous Games and Skipping. These clinics were delivered by development staff from each sporting body.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Reading

NAPLAN Year 5 - Writing
Dubbo West Public School showed better than average growth between years 3 and 5 across all academic areas and has shown increased excellence in growth since 2010 as can be seen in the data listed below.

Other achievements
Significant programs and initiatives – policy

Schools as Community Centre (SaCC)

The SaCC is an interagency program funded by Families NSW and managed by the Department of Education and Communities. The aim of the program is to enhance partnerships between families with children 0-8 years and Government and Non-Government organisations.

The aims of the program are as follows:

- To provide a sequential support structure to parents and interested community members of the West Dubbo Community.
- Engagement of families with children 0-5.
- Promotion of parents as the first teachers for their children
- Promotion of early Literacy concepts
- Promotion of positive parenting
- Promoting meaningful interaction between children and their parents.

These aims are achieved through a range of activities including Music and Movement sessions, Play groups, Baby Showers, and parent support groups. Parents have also been able to complete certificate courses run through the centre.

The number of community members accessing the centre and the variety of activities offered, continues to grow.
Preschool
The school’s pre-school is located on the Infants site and caters for forty children per week, on a two and a half day basis. Children can attend the Monday/Tuesday Wednesday morning session or Wednesday afternoon/Thursday/Friday session. The children attending our Preschool will transition into Kindergarten at Dubbo West Public School in 2015.

Both Preschool groups participated in special school events, sports days, visiting performances and enthusiastically joined in with our NAIDOC celebrations. Group two students were able to attend Infants Assemblies. Preschool Staff for 2013 include our qualified Early Childhood teacher, an Aboriginal School Learning Support Officer and an Aboriginal School Learning Support Officer.

In 2014 preschool received an assessment and rating outcome of ‘Meeting National Quality Standards’.

Early Action for Success
The Instructional Leader and Literacy/Numeracy internationalist work with teachers and students P-2 to boost Literacy and Numeracy results.

All staff have received training in Literacy and Numeracy continuums and P-2 staff receive ongoing support and Professional learning.

Data is used to inform teaching and areas of focus are identified.

Writing groups are established in in each class to better meet learning needs. Classroom teachers are also supported by in-class tutors who provide additional support for students and teachers in the learning journey. Additional resources have been purchased to support Literacy and Numeracy teaching and learning.

Students with Disabilities
The school has a number of students identified as having a disability in 2014. This included students with a mild learning disability and students with hearing impairment. A small number of students were identified as having behavioural disabilities and Autism. The school Learning Support Team has worked tirelessly adjusting educational plans for targeted students.

The school provides a number of programs and classes with support staff, including counsellors and teacher aides (special) to specifically support these identified students.

These include:

- District Early Support Program (ESSP) K-2 which supports students with diagnosed learning disabilities
- District Support Class (Years 3-6) for students identified as having a mild intellectual development
- Reading Rescue groups in the infants to assist students with minor reading problems
- Itinerant Support Teachers for Hearing
- One and a half Learning and Support Teacher positions to support students experiencing difficulties in learning in regular classrooms
- Corrective Reading Program and Comprehension Program
- Intensive Reading Program to address specific reading difficulties.
- Integration Funding to employ School Learning Support Officers to support students with identified needs
- Highly effective Learning & Support Team P-6 operating within the school to support referred students

Opportunity Class
Dubbo West Public School is fortunate to host the Opportunity Class. The class is specifically for identified academically gifted and talented students in years 5 and 6. The class provides intellectual stimulation and an educationally rich environment.

Students had an extremely successful year taking on the Science and Engineering Challenge, Premiers Spelling Bee, Public Speaking Competitions and debating. Students enjoyed their Virtual Excursions to NASSA.

Positive Behaviour for Learning
Positive Behaviour for Learning (PBL) is a school wide behaviour initiative. It employs a whole school systems approach to address problem behavior and reduce its effects on student outcomes and on the school community as a whole. There is overwhelming evidence that PBL encourages positive behaviour from students,
which in turn improves their self-concept and motivation to learn.

Aboriginal education

Dubbo West Public Schools relationship with the local Aboriginal Education Consultative Group (AECG) continued with regular attendance and reports delivered at monthly meetings. All formal school functions begin with the “Acknowledgement of Country” which is delivered in Wiradjuri by senior students. The Aboriginal Flag is flown daily.

With a high percentage of Aboriginal students enrolled the school has a strong focus on programs that will improve outcomes and further increase genuine partnerships within the community.

The school held extremely successful Reconciliation Week and NAIDOC Week activities with a large number of the community joining us.

Multicultural education and anti-racism

The school has an Anti-Racism Contact Officer (ACLO) elected by staff who implements the Departments Anti-Racism policy. The school has one student from a non-English speaking background who receives specialist support and is on an individual program designed to meet his needs.

Significant programs and initiatives – equity funding

In 2014 Dubbo West Public School received significant funding under the Resource Allocation Model (RAM), particularly in the areas of Aboriginal or Torres Strait Islander Background and Low socio-economic. We have utilised this funding to provide specifically targeted programs such as Sista-speak, intensive reading program, and corrective reading program.

Additional time was provided for executive to work off class to support behaviour and to work in class and in the community to strengthen bonds between home and school and to ensure best classroom practice. This also included providing professional development for staff in new syllabus documents and consolidating previous training in cultural awareness, ensuring that Aboriginal perspectives are embedded in all areas of the curriculum.

Additional classroom SLSO’s were also employed from RAM to further support the work being undertaken under EA4S.

Resources were purchased including equipment recommended by visiting Occupational Therapist students, new, high interest reading books and laptops (a group set for each Primary class and a class set for the library).

In addition, high levels of hearing problems identified through the Hear Our Hearts Project prompted us to provide Sound systems for every classroom to ensure the highest possibility quality of sound and increased opportunity to fully participate in learning opportunities for those many students experiencing some measure of hearing loss.

Other significant programs and initiatives

University Partnerships

Dubbo West Public School continues to build strong relationships with various Universities including Sydney University through its COMPASS program in which Occupational Therapy students are placed within the school context to support early childhood development. This program provides a wonderful opportunity to support students in their learning through practical experience and provides our school with this extremely valuable service.

A partnership with University of Wollongong also began in 2014 which supports the use of early technology use in Pre-school. Under this partnership, the university provided Dubbo West Public School Pre-school with valuable resources for the use of our pre-school students such as iPads, a smart table and an interactive flat screen rear projection board.

The strong relationship between Dubbo West Public School and Charles Sturt University also continued as our students were provided with opportunities to taste university life. A university visit to Charles Sturt University for Year 6 students and visits to the school were
undertaken as students K-6 participated in fun activities and discussed the types of positions that a University degree could lead to. This ongoing relationship is particularly valued as we look to the future for our students.

Further support was provided for practicum students wishing to further their classroom experience with five (5) students seeking practicums at Dubbo West.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis and discussion of data
- Differentiated teaching and learning
- Explicit improvement agenda

School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

- To reduce the number of Year 3 students achieving in the lowest band for Reading NAPLAN from 29% in 2012 to 18% in 2013.
- To increase the percentage of students achieving greater than or equal to expected growth in NAPLAN Reading from 13% in 2012 to 20% in 2013.

Evidence of achievement of outcomes in 2014:

- Percentage of students achieving lowest band in NAPLAN reduced from 29% in 2012 to 10.5% in 2014
- Expected growth in reading increased by 142.5% between 2012-2014. This was significantly higher than state growth of 89.1%

Strategies to achieve these outcomes in 2014:

- Formation of a new Intensive Reading Class in the Primary working with targeted groups and individual students.
- Employment of additional SLSO's to deliver Corrective Reading Program to targeted students
- Implementation of a new Comprehension program Design Learning- Question Skills Instruction.

School priority 2: Numeracy

Outcomes from 2012–2014

- To increase the percentage of students achieving greater than or equal to expected growth in Numeracy in Year 5 from 27.3% in 2012 to 35% in 2013.

Evidence of achievement of outcomes in 2014:

- Dubbo West Public School showed growth of 142.5% between 2012 and 2014. This was significantly above state at 89.1

Strategies to achieve these outcomes in 2014:

- Implementation of new Numeracy program Stepping Stones
- A deliberate focus on the 48% students that met expected growth and move them further.
- Continued grouping of students during the designated Math’s block.

School priority 3: Aboriginal Education

Outcomes from 2012–2014

- Increase the attendance rates of Aboriginal students from 86% in Semester 1 2012 to 88%

Evidence of achievement of outcomes in 2014:

- Attendance rates for Aboriginal students in Semester 1 2014 were 83.7% and 86.3% in Semester 2. This gave an average of 85%. This did not meet target and strategies will be implemented to address this in 2015.

Strategies to achieve these outcomes in 2014:

- Referrals for several at risk families to Supporting Children Supporting Families Program
- Move to electronic Roll marking system Elite.
- Continued close liaison with Home School Liaison Team
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Background

The 2014 evaluation revolved around the visibility of an explicit improvement agenda within the school linked explicitly to planning for the 2015-2017 School Management Plan.

Findings and conclusions

A majority of parents surveyed indicated that:

- Staff understand current student achievement levels and set goals for student improvement.
- Student goals are set in consultation with parents and students.
- School staff are open and promote parent/community involvement in their child’s education.
- Parents and students indicated that they were particularly happy with the students support provided 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.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Following extensive consultation with parent body, community, staff and students, Dubbo West Public School Plan will address three Strategic Directions in 2015-2017.

Strategic Direction 1: Academic Success

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.

Strategic Direction 2: Teacher Quality

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.

Strategic Direction 3: Community and School Culture

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

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Eileen Day Principal
Lea Harris R/Assistant Principal
Pam Memorey R/Assistant Principal
Megan Parsons Instructional Leader
Sue Furnell LaST
Anne Woodhead SASS/P&C

School contact information

Dubbo West Public School
East St Dubbo
Ph: 02 68823086
Fax: 02 68843439
Email: dubbowest-p.school@det.nsw.edu.au
Web: http://www.dubbowest-p.schools.nsw.edu.au
School Code: 3591

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php