**Messages**

**Principal’s message**

This has been an extremely successful year at Dubbo Public School. This year we have truly demonstrated our values of safety, respect and learning with the support of teachers, parents and the school community. Examples of our positive school culture are:

- our increased enrolments from 320 in 2004 to 395 in 2009;
- parental attendances at three way conferences increased from 86% in 2008 to 93% in 2009;
- the number of suspensions has dropped by 85%; and
- the number of planning room entries has decreased by 37%.

As we celebrate our achievements, we are indeed thankful for our outstanding resources. At Dubbo Public School we have a culture of working together to strengthen and unite our school community. As a school community we continue to provide a warm welcome to all parents and family members, always including you so that you are engaged in your child’s education.

When you enrol your child at Dubbo Public School you join a three way partnership with your child and their teacher based on shared responsibilities, positive relationships and mutual respect. Examples of this include:

- working together to maximise the learning outcomes of our students;
- *Setting the Scene* to plan our goals;
- Open Day, Grandparents’ Day and Easter Hat Parade;
- Three Way Conferences;
- the weekend working bee & barbecue where 35 parents and 33 children attended on a very hot Sunday to rejuvenate our gardens; and
- Church service and Christmas Carols.

I would like to thank our staff members who work together and give so unselfishly of their time to support our students and their parents. Together we look forward and plan for the future under our banner statement: innovation, tradition and a caring community.

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.

**Greg Shortis**

Principal

**P&C and/or School Council message**

I have the honour being the president of a great bunch of parents who really care about our school and I am pleased to tell you about what we’ve been up to during the year.

We are the ones who always pester you to buy raffle tickets and take your money for a charred sausage, but there is a method to our madness. This year we have coordinated, catered for and conned volunteers into helping out with:

- the Easter barbecue and raffle;
- Red Day at the canteen;
- Mothers’ and Fathers’ Day stalls;
- Cross Country lunch;
- Athletics Carnival canteen;
- Bunnings barbecue; and
- dinner for Carols by Candlelight and the Christmas raffle.

Our major fundraiser for the year was the school’s inaugural fete – an event that was a combined mammoth effort by a lot of parents and teachers but one that certainly paid off.

All of these events and the ongoing support and generosity of our school community enabled us to make several donations and purchases during the year including:

- a $1,000 donation to a Victorian school wiped out in the bushfires;
- $500 towards new library books; and
- the acquisition of new garbage bins and outdoor seating.

It is also important to remember that the P and C is not just about fundraising. It’s a chance for all of us to hear first hand what’s happening at school and have some input into decision making. We really are just a group of people whose common ground is a genuine interest in our kids. We meet on the first Tuesday of the month and we’d love for you to join us.

I would like to thank the executive of the P and C including Vice President Jenna Wallace, Secretary Kylie McKeown, Treasurer Michael O’Dell and Canteen Treasurer Marty Kirkman.

This team together with the other members of the P and C and of course, the broader parent body of the school, enables us to set an example to our kids that if we all work together and with a true sense of community we can achieve great things. Thanks for everything this year and we look forward to more success next year.

**Amy Inglis P and C President**

Jacqui Roberts Publicity Officer
Student representatives’ message

What a wonderful year it has been for the students of Dubbo Public School. It was an exciting commencement to the year being the senior students, enjoying the investiture of our SRC with leader’s badges and taking on the extra responsibility including the care of our kindy school buddies. During the year we had many memorable moments. We have listed just some of them.

- The Stage 3 excursion to Burrendong Dam Sport and Recreation Camp was excellent and we enjoyed BMX riding, orienteering, grass skiing, and canoeing.
- Our school fete was lots of fun. The whole school was involved and we had lots of fun and raised money for our school. The activities included hair spraying, face painting, nail painting, soccer goal shooting, jelly bean competition, spider drinks, cake stall and a chocolate wheel.
- One of the milestones was the erection of our new school security fence. The new fence helps us to feel safe and improves the look of our school. We have been able to put our 150 mural up and we are planning another mural.
- We enjoyed watching the renovation and extension of our school library. A special assembly was held to open our school library. On the day we also had a book character parade and a picnic lunch.
- Our final presentation and the Year 6 farewell were two outstanding events to conclude a fantastic year.

We all have happy memories of our school days. Dubbo Public School is a friendly, safe and caring school community. We would like to thank all the teachers for their support and guidance from Kindy to Year 6.

Sharnia Dimmock, Hamish Duffy-White, Shannon Finch and Martin Blattman

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>169</td>
<td>189</td>
<td>189</td>
<td>194</td>
<td>211</td>
</tr>
<tr>
<td>Female</td>
<td>167</td>
<td>175</td>
<td>173</td>
<td>186</td>
<td>176</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance rates at Dubbo Public School have improved by 1.3%. Our attendance in 2009 was 2.1% higher than the State attendance rates and 4.3% above the regional attendance rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K 96.3</td>
<td>1 95.1</td>
<td>2 94.2</td>
<td>3 94.8</td>
</tr>
<tr>
<td>Region</td>
<td>K 92.6</td>
<td>1 92.1</td>
<td>2 92.3</td>
<td>3 92.2</td>
</tr>
<tr>
<td>State</td>
<td>K 94.3</td>
<td>1 93.7</td>
<td>2 94.0</td>
<td>3 94.1</td>
</tr>
</tbody>
</table>
Management of non-attendance

At Dubbo Public School we have effective relationships with parents. When children are absent from school without reason we contact the parents immediately.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes
Our classes are organised into stages
- Early Stage 1 = Kindergarten
- Stage 1 = Year 1 and Year 2
- Stage 2 = Year 3 and Year 4
- Stage 3 = Year 5 and Year 6

- The number of children determines the number of classes.
- Classes are made up of children with mixed academic abilities.
- We ensure even numbers of boys and girls across all classes.
- We discuss social groupings across all classes.
- We check family and social issues.

Staff information

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

Staff establishment

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.422</td>
</tr>
</tbody>
</table>

Total 27.22

At Dubbo Public School we have two Indigenous teachers and an Aboriginal Education Officer.

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>55</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>45</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>577,567.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>258,883.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>93,105.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66,304.46</td>
</tr>
<tr>
<td>Interest</td>
<td>19,212.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,590.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>448,095.37</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25,258.27</td>
</tr>
<tr>
<td>Excursions</td>
<td>24,614.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>59,899.84</td>
</tr>
<tr>
<td>Library</td>
<td>10,569.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>15,846.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>226,114.26</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>41,575.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>74,095.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40,249.72</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36,204.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13,708.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16,618.15</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>584,753.54</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>440,909.07</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

- Each class performed an item at the K-6 assembly.
- Our school band performed in the City of Dubbo Eisteddfod as well as Grandparents’ Day and 11 students from the band attended the Western NSW band camp.
- The recorder ensemble played at Grandparents’ Day, K-6 assemblies as well as performing in the City of Dubbo Eisteddfod.
- Our school choirs performed for our grandparents, Christmas carols, the Eisteddfod and at several K-6 assemblies.
- We had three dance groups during 2009; a senior dance group, a junior dance group and a boys dance group. The dance groups performed at the Eisteddfod.
- A group of talented artists were identified and attended art sessions at the Western Plains Cultural Centre.

Sport

Dubbo Public School has a proud sporting history.

- We entered eight Primary School Sports Association State knockout competitions
- Dubbo Public School is a member of the Dubbo PSSA and we compete in regular competitions amongst the Dubbo Schools in Terms 2 and 4.
- As a member of the Dubbo PSSA we also compete in Swimming, Cross Country and Athletics Carnivals.
- We had four students attend State carnivals.

School performance 2009

During 2009 the students of Dubbo Public School performed in a large variety of cultural and sporting events.
Other

Circus

Our circus program has been used to provide more options in the playground. Gradually we have added to our circus resources and they are very popular in the playground at lunch time. The most popular circus activity has been the diabolo. Students from kindergarten to Year 6 have become extremely skilful in using the diabolo.

Academic

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 the assessments.

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

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

Literacy – NAPLAN Year 3

- 63% of Year 3 students were placed in the top three bands.

- Aboriginal students achieved a higher average score than the State average for Aboriginal and non Aboriginal students.

- The number of students placed in the lowest band was 12% less than in 2008.

- 72% of students were placed in the top 3 bands for Literacy.

- The number of students who performed in the lowest 3 bands was below State averages.
- 88% of year 3 students achieved at or above minimum standards.
- In spelling Aboriginal students achieved a higher average score than the State average for Aboriginal and non Aboriginal students.
- A smaller percentage of Year 3 students scored in the lowest 2 bands than for the state averages.
- 67% of students were placed in the top three bands in 2009 compared to 54% in 2008.

- 70% of Year 3 students achieved a result in the top 3 bands.
- The percentage of Year 3 students in the lowest 2 bands was lower than the State average.

**Numeracy – NAPLAN Year 3**
- no Year 3 student was placed in the bottom band.
- 93% of year 3 students were above the minimum standards.
- Year 3 students have scored above the regional average for the last 4 years.

**Literacy – NAPLAN Year 5**

- 47% of students were placed in the top three bands.
- 1 student was placed in the lowest band.

- 44% of Year 5 students were placed in the top 3 bands.

- 29% of students were placed in the top 2 bands.
- 88% of students achieved at or above the minimum standards.
- The average score in Year 5 jumped from an average of 448 in 2008 to 471 in 2009.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage below minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

- 62% of students were placed in the top 3 bands

Numeracy – NAPLAN Year 5

- Year 5 students achieved an average in numeracy above the regional average for the last 4 years.
Significant programs and initiatives

Aboriginal education

Dubbo Public school has 69 Aboriginal students who make up 16.9% of all students. In 2009 we surveyed teachers to find out how they felt about teaching within the new Aboriginal Education policy. The survey showed that teachers wanted to teach Aboriginal Education to their students but did not feel confident about teaching Aboriginal Education.

As a result of discussions we aim to:

- plan Aboriginal units of study in each stage supported by resources;
- invite Aboriginal Elders to our School to talk to staff members about Aboriginal culture; and
- invite an Aboriginal speaker to talk about Aboriginal culture.

Multicultural education

Students from multicultural backgrounds make up less than 1% of our total enrolment. Each stage has multicultural studies embedded into the curriculum.

Respect and responsibility

During the last four years respect has been a strong focus at Dubbo Public School. At a symposium held with parents, teachers and students it was agreed that our focus would be on safe, respectful learners. During 2009 we surveyed parents to check our perceptions. The survey showed:

- 97% of parents agreed that caring and supportive relationships are encouraged between staff, students and parents;
- 100% of parents agreed that Dubbo Public has specific policies and practices that emphasise and promote the inclusion of all members of our school community; and
- 93% of parents strongly agreed that parents and families coming into the school were made to feel welcome.

Other programs

Pupil Welfare

The Best Start breakfast program is run by the Red Cross each morning. The service provides a nutritious breakfast for children who may not have had breakfast or who may leave home very early due to distance and bus travel.

Merit Awards

At Dubbo Public School we believe it is extremely important to recognise the achievements of our students. We have an award system which allows children to continue their level of attainment to the ultimate award of a school medal.

Safety Day

The students, parents and teachers believe that the safety of our students is paramount. Each year we hold a Safety Day when members of the fire brigade, police, ambulance, bush fire brigade and bus drivers come to school to talk to the children about safety at home, at school and travelling to school.

Positive Behaviour Learning

This program is in its second year at Dubbo Public School. PBL emphasises consistency in teaching children how they should behave.

Gifted and Talented

In 2009 we ran several activities for Gifted and Talented students including:

- art classes run at the Western Plains Cultural Centre;
- technology classes run at the ITeach Centre; and
- four students talented in sport represented our school and Western NSW Region in the PSSA State Carnival.

Peer Support

Peer Support is a pupil welfare program based on students helping other students. Each year the children are arranged into Peer Support groups. Kindy students are placed into the same Peer Support groups as their buddies. During Term 2 the Peer Support groups meet each week to build social skills, discuss behaviour and enjoy games together. The children work together on the Easter Hat Parade, Safety Day and NAIDOC Day.
Progress on 2009 targets

Target 1: Literacy
To ensure 50% of all students move up one band.

Our achievements include:
- Year 3 students achieved an average score of 403 in 2009 compared to 391 in 2008.
- Year 5 students achieved an average score of 476.6 in 2009 compared to 459 in 2008.

Target 2
To enable 10% of all students to improve their NAPLAN results by one band in Number, Patterns, Algebra and Working Mathematically.
- The average score for Year 3 students in numeracy in 2008 was 358. In 2009 the average jumped to 385.
- The average score for Year 5 students in 2008 was 448. In 2009 this jumped to 471.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and Science and Technology.

Educational and management practice
Teaching
Background
Over the last 3 years the focus of our Professional Learning in Teaching has centered around Quality Teaching and during this time we have incorporated technology into our teaching focus.

Findings and conclusions
- 95% of teachers provide a variety of ways for students to demonstrate their findings.
- 75% of teachers are aware of and use higher order questioning techniques.
- 95% of teachers use and explain subject specific language.
- 95% of teachers hold and encourage high expectations of their students.

Future directions
- Continue our focus on quality teaching.
- Continue to up skill our teachers in the use of technology in teaching.
- Continue to give teachers time to work together in teams to improve their skills and build their resources.
- Allow teachers the opportunity to observe other teachers in action.

Curriculum
Science and Technology

Background
We believe that science should be hands on and to support this we have purchased several Science in a Box resources for each stage.

Findings and conclusions
- All teachers agree that they are familiar with the Science and Technology syllabus.
- 90% of teachers feel confident in teaching the Science and Technology document.
- 80% of teachers use mostly hands on activities to engage the children.

Future directions
- Purchase Science in a Box for all stages.
- Evaluate the school Science and Technology scope and sequence.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- 97% of parents feel that caring and supportive relationships are encouraged between staff, students and families.
- 93% of parents strongly agreed that families coming into our school are made to feel welcome.
- 96% of parents were happy with the standard of teaching at Dubbo Public School.
- 98% of parents felt that mutual respect is evident between parents, teachers and students at Dubbo Public School.
Professional learning

The staff at Dubbo Public School has had the opportunity to participate in a huge range of professional learning both outside and within our school. Professional Learning activities included:

- observation of class teachers within our school;
- working in stage teams with ITeach staff to build skills and resources; and
- beginning teacher and leadership professional learning courses.

School development 2009 – 2011

Targets for 2010

Literacy

Target 1

To increase the number of students in the top 2 bands by 25% (approximately 4 students)

Strategies to achieve this target include:

- staff professional learning in Reading to Learn;
- ensure explicit teaching of punctuation, sentence structure and paragraphing through supportive and collegial stage processes; and
- provide training and access to all staff in the use of the Smart Data program.

Our success will be measured by:

- enhanced student achievement in NAPLAN and in school stage assessment;
- evidence of Reading to Learn strategies in reading and writing; and
- an increase in the percentage of students achieving national benchmarks.

Numeracy

Target 2

To increase the number of students in the top 2 bands by 40% (approximately 5 students)

Strategies to achieve this target include:

- explicit teaching to support the identification and understanding of 2D and 3D shapes; and
- purchase of more hands on resources to support improved maths outcomes.

Our success will be measured by:

- improved student results in numeracy in the NAPLAN Assessment;
- evidence of concrete materials being used in the classroom; and
- greater understanding and knowledge of 2D and 3D shapes.

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.

Greg Shortis  Principal
Amy Inglis  P and C President
Cathie Davis  School Administrative Manager
Annette Kelly  Assistant Principal (Relieving)

School contact information

Dubbo Public School
181 Darling St Dubbo
Ph: 02 6882 2399
Email: dubbo-p.school@det.nsw.edu.au
Web: www.dubbo-p.schools.nsw.edu.au
School Code: 1775

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: