Messages

Principal's message

2008 has been the most amazing year as we connected with our school community to celebrate our 150th anniversary year.

Our sesquicentenary celebrations included:

- a morning tea for all our school patrons to inform them of the sesquicentenary and the program we had planned;
- a whole school photo in the shape of 150 which was placed on the front page of the local paper “The Daily Liberal” to update our school community;
- a whole school concert in which every class and child performed and included interesting stories about the schools history;
- a whole school mural of the school and its surrounds to which every child and staff member made a contribution;
- our 150 Assembly at which we welcomed to our school community dignitaries including the Director General of Education, Michael Couttes Trotter, the Member for Dubbo, Dawn Fardell, and the Mayor, Greg Mathews;
- an open school weekend with a museum of memorabilia set up in the hall;
- a parade along Macquarie Street, the main street, with all Dubbo schools represented holding banners, balloons and parading to the combined primary schools band;
- a Mayoral reception at the Western Plains Cultural Centre which was attended by ex students, parents and teachers from all the Dubbo schools; and
- a dinner dance for our school community attended by over 200 parents, ex students, teachers and school principals.

We meet on a regular basis to discuss these issues and are very fortunate that our school Principal, Mr Greg Shortis, gives freely of his time, openness and energy to keep us informed and to take on board our enquiries and concerns.

Our meetings are conducted in a very relaxed manner with everyone being able to voice their opinion without feeling intimidated and with the knowledge that their ideas and concerns will be heard without judgement.

Part of the role of the P&C is to facilitate the running of the school canteen under the broader guidelines and promotion of healthy eating. We also participate in fundraising to assist the school with purchasing of items that may not otherwise be possible. This involvement with the community gives our school a great sense of belonging and demonstrates our commitment to providing a culture of giving for pleasure with the reward of spiritual growth.

This year we have achieved a great deal:

- Australia’s Biggest Morning Tea raising money for the Cancer Council;
- Play in the Park for Kindergarten families to introduce the parents and children to each other and promote the school’s culture; and
- We have organised and participated in fundraising events such as; Mother’s and Father’s day stalls, the Bunnings BBQ, the (1 5 0) Wine Fundraiser, Carols by Glowlight, Canteen Red Days and supported the (1 5 0) Committee with their celebrations of the sesquicentenary of Dubbo Public School.

We have been able to purchase items such as:

- 6 new garbage bins for the school grounds;
- A marquee for use at field events;
- 2 “Science in a Box” kits and an electronic microscope to assist teachers and children in the delivery of the science syllabus; and
- we have earmarked $5000 for playground seating to be completed next year.

We are indeed fortunate to have such committed staff, excellent resources, supportive parents and responsive, enthusiastic children.

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

The P&C organisation is open to all parents and citizens who would like to voice their opinion on any matter associated with the education process, the treatment and welfare of children within the school environment and the interaction of the school in the wider community. We are about the promotion of education, safety, community awareness and involvement, equal opportunity and fairness for all.

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Greg Shortis
Principal
These items totalled more than $16000 and were made possible through fundraising activities, the hard work of many and the generous donations of the school and wider community.

We supported, along with many teachers, parents and children, a working bee at the school that resulted in a revamp of the gardens and was a spectacular success.

The time, effort and commitment of the parents & citizens of Dubbo Public School does not go unnoticed and is highly regarded as an integral cornerstone of the development of our children.

I would like to personally thank the following;

The executive committee of the P&C, President - Cathy Harvey, Secretary - Amy Inglis, Treasurer - Rachel Daly for their devotion and organisation skills.

Marty Kirkman
Parents and Citizens representative

Student representative’s message

Wow what an exciting year 2008 has been for the students of Dubbo Public School.

- We had Interactive Whiteboards installed in each classroom which made our school work so much more exciting.
- This year was our sesquicentenary. We had our whole school photo taken in the shape of a 150. We really enjoyed our excursion to Canberra where we went to see Parliament House, Questacon and the Australian Institute of Sport. It was great to be away from school and spend time with our school friends.
- Our school concert was great fun. Every class put on an item. We all practised for weeks and so the standard was very high. It was exciting going out on stage in front of so many people.
- Because this year was our 150th year. We painted a mural which shows our school and the other important buildings and natural features in Dubbo including the Macquarie River. Every pupil and teacher in the school helped paint the mural.

- We also enjoyed representing our school at sport. We are really lucky to have so many sporting opportunities.

- Perhaps the most exciting day was our actual 150th birthday. We had a big assembly and a huge 150 birthday cake. The Director-General of Education came along and spoke to everyone. After the assembly we put on some performances and then joined representatives from other schools to parade down the main street holding banners as well as red and blue helium balloons. Following the parade we went to the park for a barbecue lunch and games.

- To finish off the year we had our Final Presentation, dinner and farewell.

Student Representatives: Emma Harvey, Samuel Webster, Jayden Quayle and Leah Read

Student enrolment profile

In 2008 enrolment grew to 387. Our enrolment is made up of 200 boys and 187 girls. We have 73 aboriginal students which is 18.7%.
Our pupil attendance rates continued to remain extremely high. The attendance rates at Dubbo Public school are above those of the region and within 1.1 of the state averages.

### 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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1Y</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K1Y</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>BLUE</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>RED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>S1D</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S1G</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>S1J</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S1W</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S2G</td>
<td>3</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>S2G</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>S2K</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>S2K</td>
<td>4</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>S2P/S</td>
<td>3</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>S2P/S</td>
<td>4</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>S2T</td>
<td>4</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>S2T</td>
<td>3</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>S3B</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>S3B</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>S3P</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>S3P</td>
<td>6</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>S3S</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>S3S</td>
<td>6</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>S3W</td>
<td>6</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>S3W</td>
<td>5</td>
<td>9</td>
<td>25</td>
</tr>
</tbody>
</table>

### Structure of classes

The classes are arranged in stages.

- Kindergarten – Early Stage 1
- Stage 1 – Year 1 and Year 2
- Stage 2 – Year 3 and Year 4
- Stage 3 – Year 5 and Year 6

Classes are made up of mixed abilities. When we make up classes we ensure even numbers of boys and girls across the classes. We discuss social grouping and we check family and behavioural 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>Total</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Staff retention

Several staff members are returning to school from maternity leave on a part time teaching program. In 2008 there was one transfer out of the school and three new appointments. Kyle Webb was a new appointment, Karen Parkinson received a permanent appointment and Amy Colla was transferred from Ballimore however she remains on maternity leave.
**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.4%.

**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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>549,414.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>220,029.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>229,653.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>71,444.37</td>
</tr>
<tr>
<td>Interest</td>
<td>38,856.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>39,740.49</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,149,138.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>3,406.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>24,243.63</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>67,676.94</td>
</tr>
<tr>
<td>Library</td>
<td>5,731.34</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>587.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>240,931.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38,022.55</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48,646.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,071.56</td>
</tr>
<tr>
<td>Maintenance</td>
<td>49,920.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>56,331.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>571,570.98</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>577,567.12</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the school Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2008**

**Achievements Arts**

During 2008 Dubbo Public School students participated in a wide range of performances and cultural activities.

- This year we held our 150 concert with all classes performing an item. The performances were of a high standard and the history of the school was portrayed between items.
- This year we commenced a recorder ensemble in the Stage 1. Two groups entered the City of Dubbo Eisteddfod. The children also performed at the Easter Hat Parade, the 150 assembly and the Christmas carols.
- Our school band continued to grow with 23 students performing in the Eisteddfod, assemblies and the Easter Hat Parade.
- 6 students from our school band played in the combined primary schools band which won their section of the City of Dubbo Eisteddfod.
- As part of our 150 celebrations every pupil and every teacher painted part of our 150 Mural. The mural was unveiled by the Director General of Education.

**Sport**

- We had several students attend State carnivals representing the Western Area.
- Every child in Stages 2 & 3 represented our school in the Dubbo District PSSA summer and winter competitions.
- Our school participated in the Aussie Hoops basketball program during lunch time.
- Dubbo Public School participated in 8 sports in the NSW PSSA knockout competition.

**Other**

- Our debating team again won the Les Irvine Shield and represented Dubbo in the Western Area debating competition.
- Our circus program continues to flourish and provides playground alternatives and learning opportunities for students.
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

- 58% of Year 3 students were placed in bands 4, 5 or 6
- 72% of Year 3 students were placed in the top 3 bands.
- Year 3 showed a 122% increase in performance in band 6 writing over the last 3 years.

- 64% of Year 3 students achieved results in the top 3 bands.
- Year 3 students were over represented in band 1 and under represented in band 6.
- 54% of Year 3 students achieved in the top three bands in grammar and punctuation.

**Numeracy – NAPLAN Year 3**

- Year 3 students achieved above state average in band 5.
- Year 3 students were over represented in band 1 and under represented in band 6.

**Literacy – NAPLAN Year 5**

- Year 5 were under represented in the top 3 bands.
- In 2008 50% more students achieved in the top band compared to 2005 – 2007.
• In NAPLAN writing Year 5 showed a 35% improvement in band 7 over a 3 year period.
• In writing Year 5 showed greater improvement in band 6 than the state level over a one year period.

• In Spelling 49% of Year 5 students were placed in the top three bands.
• Year 5 students were over represented in the bottom two bands in NAPLAN spelling.

• 46% of Year 5 students achieved results in the top three bands in the National Assessment for punctuation and grammar.
• Year 5 students were over represented in the bottom three bands.

Numeracy – NAPLAN Year 5

• 8.1% of Year 5 students were placed in the top band which is more than twice the average percentage in 2005 – 2007 and well above the like schools group.
- Year 5 students were over represented in band 4.

**Progress in literacy**

![Average progress in reading between Year 3 and Year 5](chart)

- The average progress made between 2006 and 2008 is below progress made between 2005 and 2007.

![Average progress in writing between Year 3 and Year 5](chart)

![Average progress in numeracy between Year 3 and Year 5](chart)

- The progress made between matched students in 2006 to 2008 was not as good as previous years.

**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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</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>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>78</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
Dubbo Public School has 73 Aboriginal students who make up 18% of all students at Dubbo Public School. To support the learning of our Aboriginal students we attracted funding from Supplementary Recurrent Assistance and DEEWR funding to allow us to run programs such as:
- an in class tuition program where Aboriginal Tutors work to maximise the learning of our Aboriginal students;
- Bridging the Gap which is a program specifically tailored to the Stage 3 students to ensure they are independent readers before they transition to Secondary School; and
- Each year we organise an Aboriginal Cultural Day to allow our students to gain a greater understanding of Aboriginal culture.

Multicultural education
Students from Multicultural backgrounds make up 3% of our school enrolment. Multicultural perspectives are included in the Human Society and Its Environment (HSIE) curriculum.

Respect and responsibility
Respect and responsibility are our main goals at Dubbo Public. Respect and responsibility are supported by several educational programs:
- Positive Behaviour Learning is a program which emphasises the teaching of positive behaviour based on data collected;
- Our school community believes the most important positive behaviour is respect;
- Our buddy system encourages Year 6 students to support a new kindergarten students resulting in a smooth transition into school; and
- Our Peer Support program brings students from K-6 together to allow them to mix, learn social skills and leadership skills based on mutual respect and responsibility.

Other programs

Pupil Welfare Programs
- The Best Start breakfast club ran for a minimum of 4 days a week last year. The breakfast club supports children who have not had a nutritious breakfast.
- The school award system recognises the students who deserve recognition for their cooperation, hard work and resulting achievement.
- A safety day was held to ensure that students are aware of safe behaviour at home, on the way to school and while at school.

Kids Matter
In 2008 we completed the Kids Matter Program. This program enables our school to:
- Provide parent education;
- Successfully teach social and emotional learning;
- Provide positive intervention to support student welfare; and
- Build a positive school community.

Positive Behaviour Learning
Dubbo Public School introduced Positive Behaviour Learning in 2008. The program commits to teaching positive, acceptable behaviour which supports learning for all students. To commence the program we surveyed teachers to ascertain which areas of school life should be our focus. Staff also agreed on our vision statement of safe respectful, learners.

Progress on 2008 targets

Target 1: To improve the numeracy outcomes of our students
Our achievements include:
- The percentage of Year 5 students in the top band increased from 3% in 2005-2007 to 8.1% in 2008;
- 51.1% of Year 3 students were placed in the top three bands; and
- The percentage of Year 5 students in top band was higher than the like schools group.

Target 2: To improve the writing outcomes of our students
Our achievements include:
- The percentage of Year 3 students in the top band in 2008 was 19% as against 10% in 2005-2007; and
- 71.8% of Year 3 students were placed in the top three bands.
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 2008 our school carried out evaluations of Leadership and the English curriculum.

Educational and management practice

Leadership

Background
Each year our school chooses an area of school management to evaluate. This year we have evaluated the effectiveness of our school leaders. To effectively evaluate leadership we surveyed students, staff and parents.

Findings and conclusions
- 95% of staff felt that our school leaders usually or almost always improve the school through an understanding of the school’s strengths and weaknesses.
- 96% of parents surveyed believed that school leaders get the best from staff and students.
- 99% of students surveyed felt that school leaders value the contribution of individuals and groups.

Future directions
- The school executive has commenced an executive development course.
- School leaders need to ensure that all members of the school community are treated fairly.
- We need to pursue a program of succession planning.

Curriculum

English

Background
English is an area which we focus on continually because it is part of our national testing program. We spend more money on English than any other curriculum area. Therefore we need to ensure that we are supporting students to maximise their learning outcomes.

Findings and conclusions
- Teachers had a thorough understanding of the English curriculum.
- Parents are well informed about student outcomes in English.
- Our school has an effective structure that we use for tracking students progress in English.

Future directions
- The school policy needs reviewing
- Scope and sequence needs to be updated
- All teachers must know where the English resources are stored and use a large variety of resources in their classroom.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
- 95% of parents believe the school is always looking for ways to improve our performance
- 89% of parents felt that the school involves all groups within the school community in deciding what it is aiming to achieve
- 94% of staff believe that school leaders effectively implement change processes which result in improved student learning outcomes
- 87% of students believe the school is always looking for ways to improve

Professional learning
The staff of Dubbo Public School has had the opportunity to participate in an extensive range of Professional Learning opportunities:
- Stage members have worked together at the ITeach centre to improve their skills and to build the technology resources;
- Our newly appointed teachers have had significant professional learning opportunities;
- The author of the Bounce Back Program, Toni Noble addressed staff members, worked through the lessons with each stage; and
- The executive were involved in an executive development course.
School development 2009 – 2011

Staff members worked together to devise targets for 2009-2011.

Targets for 2009

Literacy

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

Strategies to achieve this target include:
- Professional Learning in Jolly Grammar and Comprehension;
- Purchasing of literacy resources to support student learning;
- Further collaboration and development of consistent teacher judgement; and
- Expanding specific student learning programs including daily writing and independent reading.

Our success will be measured by:
- Improved NAPLAN results;
- Improvement in the number of students achieving stage appropriate outcomes; and
- A greater percentage of students achieving national benchmarks.

Target 2: To enable an increase of 10% of all students to improve their NAPLAN results by one band in Number, Patterns, Algebra and Working Mathematically.

Strategies to achieve this target include:
- Ensuring that maths time is not interrupted;
- Explicit teaching of language used to assess mathematics;
- Purchasing of resources to support the teaching and learning in maths; and
- Providing professional learning opportunities in Count Me In Too and other appropriate programs.

Our success will be measured by:
- Improved results in our National Assessment Program; and
- The increased implementation of hands-on equipment to support student learning.

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.