Dubbo Public School
Annual School Report
Messages

Principal’s Message
At Dubbo Public School we believe in being inclusive and working together to strengthen and unite our school community. As a school we continue to provide a warm welcome to all parents, carers and family members encouraging you to be active members of our school learning community 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, effective communication and mutual respect. The best examples of this are Setting the Scene Conferences and Three Way Conferences where parents, pupils and teachers nominate learning goals and strategies to meet these goals.
In 2011 our greatest achievements are:
• Significant student growth in literacy, numeracy and social skills.
• Successful new programs such as L3, MultiLit, Mathletics, Targeted Early Numeracy and Spelldrome.
• Integrating technology with our learning programs through the EiTeach program
• Welcoming and supporting 6 New Scheme Teachers in their application for accreditation
• Strengthening our highly successful gifted and talented program
• The Year 6 Kindy Buddies, Peer Support Groups and Positive Behaviour Learning programs. These programs have enabled our children from K to 6 to work together in a friendly, harmonious and purposeful way.
• Our school band, choirs, recorder groups, percussion ensemble and dance groups who represented us with considerable success.
• Our circus program which provides positive playground options and the chance for the children to achieve new skills.
• Our sporting opportunities with carnivals, knockout competitions and PSSA interschool sport
• The fun we have had with excursions, discos, out of uniform days, Grandparents’ Day, church services, technology days, NAIDOC and Safety Day.
I would like to thank our students for their friendship, cooperation and respect, staff members for their hard work and dedication and our parents who are so positive and supportive. Working together in this way ensures maximum learning outcomes for our students.

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 Message
I have the honour of 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 pleaded with volunteers to help out with:
• Easter barbecue and raffle;
• Red Day at the canteen;
• Mothers and Fathers’ Day stalls;
• cross country lunch;
• pie drive
• Athletics Carnival canteen;
• Fete
• Christmas raffle
All of these events and the ongoing support and generosity of our school community enable us to make donations and purchases during the year including a $14 500 donation to the school for the purchase of a classroom set of laptops on a portable trolley.
It is also important to remember that the P&C is not just about fundraising; it’s a chance for all of us to hear first-hand what’s happening at the school and have some input into decision making. We really are just a group of people whose common ground is genuine interest in our kids. We meet on the first Tuesday of the month and we’d love for new members to join us in 2012.
I would like to thank the executive of the P&C including Vice President; Donna Ambler, Secretary; Emma McCarthy, Treasurer; Jane Bassingthwaigte, and Canteen Treasurer; Amanda Coffee.
This team together with the other members of the P&C and, of course, the broader parent body of the school, enables us to set the 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.

Kylie McKeown  P&C President
Jacki Roberts  Publicity Officer
Student representatives’ message

Students of Dubbo Public School have enjoyed many creative, fun and academic events in 2011. It has been exciting taking on the additional responsibilities that go with being school leaders. This included supporting the younger students and making sure all visitors were made feel welcome.

This year we organised two discos. They were themed Casual and Masquerade. SRC students helped the younger students create masks during lunch breaks.

The end of year presentation is something we will all treasure with the school recognising our many achievements and contributions to the school. The Year 6 Farewell was also a special evening being held for the first time at the Dubbo RSL Club. It was wonderful to share this evening with our families and the staff of Dubbo Public School.

We have enjoyed our final year at Dubbo Public School. We will continue to be safe, respectful learners as we move into secondary education. We would like to thank the teachers and staff of Dubbo Public School for their support and guidance as we have journeyed from Kindergarten through Primary School.

Charlotte Duffy, Zofia Kremer, Lachlan Keen and Sam Neave.

Significant programs and initiatives

Dubbo Public School has implemented several new initiatives and continues to consolidate and utilise current programs. Some programs include:

- **L3**: Language, Learning and Literacy program. This is a research-based, cost effective Kindergarten classroom intervention program targeting text reading and writing.

- **Best Start**: Kindergarten assessment designed to identify each student’s literacy and numeracy skills and understanding at the beginning of Kindergarten.

- **Reading Recovery**: Reading Recovery is a safety net designed to promote literacy learning and reduce the number of students struggling with reading and writing.

- **Gifted and Talented program**: Selected students from Years 3 to 6 are given the opportunity to enhance academic, social and practical skills.

- **R2L**: Reading to Learn is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, grade and area of study.

- **Literacy on Track**: The program integrates the teaching of reading, writing, talking and listening allowing literacy to be taught in a balanced, integrated, explicit and systematic way.

- **TEN**: Targeting Early Numeracy. This program focuses on Aspect 2 of the Numeracy Continuum; Counting as a Problem Solving Process.

- **Mathletics**: Mathletics is an online learning resource, helping students enjoy Mathematics and improve their results. Mathletics covers the full primary curriculum.

- **One Note, Moodle and Blog development**.

- **Enhancement of the school website**.
**Student Achievement in 2011**

Dubbo Public School has made significant achievements in all areas including academic, sporting and social areas.

The NAPLAN data showed:
- Significant growth rates for Year 5 students in reading, spelling, grammar and punctuation and numeracy.
- Year 5 female students have improved by 33 scale scores from the 2010 data in the test aspect of Spelling.
- Year 5 Aboriginal students are 17 scale scores above the State average in the test aspect of Reading.

**School context**

**Student information**

**Student enrolment profile**

Dubbo Public School has a total enrolment of 408 students.

**Student attendance profile**

Dubbo Public School has an attendance rate of 92.8%. Our attendance in 2011 was in line with the State and Regional DEC attendance rates.

![Student attendance rates](image)

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

**Structure of classes**

Our classes are organized into Stages:
- Early Stage 1: Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1D</td>
<td>K 1</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>10 12</td>
<td></td>
</tr>
<tr>
<td>KR</td>
<td>K 20</td>
<td></td>
</tr>
<tr>
<td>KY</td>
<td>K 20</td>
<td></td>
</tr>
<tr>
<td>S1M</td>
<td>1 25</td>
<td></td>
</tr>
<tr>
<td>S1T</td>
<td>1 25</td>
<td></td>
</tr>
<tr>
<td>S1BR</td>
<td>2 21</td>
<td></td>
</tr>
<tr>
<td>S1K</td>
<td>2 21</td>
<td></td>
</tr>
<tr>
<td>S1L</td>
<td>2 21</td>
<td></td>
</tr>
<tr>
<td>S2S</td>
<td>3 4 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 13</td>
<td></td>
</tr>
<tr>
<td>S2T</td>
<td>3 4 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17 13</td>
<td></td>
</tr>
<tr>
<td>S2W</td>
<td>3 4 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17 13</td>
<td></td>
</tr>
<tr>
<td>S2/3H</td>
<td>4 5 30</td>
<td></td>
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<tr>
<td></td>
<td>12 18</td>
<td></td>
</tr>
<tr>
<td>S3B</td>
<td>5 6 31</td>
<td></td>
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<tr>
<td></td>
<td>15 16</td>
<td></td>
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<td>S3P</td>
<td>5 6 31</td>
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<td></td>
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<tr>
<td>S3W</td>
<td>5 6 31</td>
<td></td>
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<tr>
<td></td>
<td>12 17</td>
<td></td>
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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>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</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>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.622</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28.222</strong></td>
</tr>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Dubbo Public School we have three 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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>45%</td>
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Financial Summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>440,909.07</td>
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<tr>
<td>Global funds</td>
<td>271,653.22</td>
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<tr>
<td>Tied funds</td>
<td>155,092.42</td>
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<tr>
<td>School &amp; community sources</td>
<td>72,885.47</td>
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<tr>
<td>Interest</td>
<td>19,562.72</td>
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<tr>
<td>Trust receipts</td>
<td>74,239.53</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,032,028.26</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>43,533.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>32,443.86</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>58,362.31</td>
</tr>
<tr>
<td>Library</td>
<td>10,814.47</td>
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<tr>
<td>Training &amp; development</td>
<td>12,882.00</td>
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<tr>
<td>Tied funds</td>
<td>161,817.04</td>
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<tr>
<td>Casual relief teachers</td>
<td>42,365.60</td>
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<tr>
<td>Administration &amp; office</td>
<td>147,621.28</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>67,492.06</td>
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<tr>
<td>Trust accounts</td>
<td>23,745.77</td>
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<tr>
<td>Capital programs</td>
<td>45,482.94</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>699,182.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>332,845.32</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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.
School performance 2011

During 2011 the students of Dubbo Public School performed in and attended a wide variety of cultural and sporting events.

Achievements

Arts

In 2011 students attended:

- Musica Viva ‘Fada’ Irish Band performance.
- The Aboriginal Centre for Performing Arts Dance group performance.
- Stage 1 students attended the ‘Emily Eyefinger’ performance at the Dubbo Regional Theatre and Convention Centre.
- Visiting authors included: Rosyln Motter (Doofuzz), Aleesah Darlison (Puggle’s Problem) and Nina Rycroft who illustrated I Am Bigger. Stage 2 and 3 students learnt about the writing process when listening to authors Jacqueline Harvey, Susanne Gervay, Jeni Mawter and Laurine Croasdale.
- One student won the student section of the Central West CMA 2011 Photographic Competition.
- Students entered art in the Western Area Arts Exhibition.
- In 2011 the recorder group performed with the choir. Three recorder groups performed at the eisteddfod being placed first, second and third.
- They also performed on Grandparents Day, at Carols by Candlelight and at Operation Art at the Western Plains Cultural Centre.
- The School Dance Group performed at the Dubbo City Eisteddfod with Stage 2 being placed first, Stage 1 being placed second and Stage 3 being placed third.
- The School Dance Group performed at the Wellington Eisteddfod with Stage 1 and 2 being placed first and Stage 3 being placed third.
- The School Dance Group performed at Grandparents Day, Education Day and Carols by Candlelight.
- Stage 2 and 3 students sang for the residents of Wheelers Gardens.

Gifted and Talented

2011 saw the introduction of the MICEE (Motivate, Inspire Challenge, Enrich and Engage) program. This program includes cluster groups from Stage 2 and 3 meeting for a two hour block each week participating in challenging and motivating activities. These included the Science and Engineering Challenge, Art Gallery workshops, Western and Premier’s Debating, ICAS competitions and technology days at iTeach. These activities are complemented by enrichment and curriculum differentiation activities within the classroom.

Sport

Dubbo Public has a proud sporting history.

- We entered 12 Primary School Sports Association (PSSA) State knockout competitions.
- Dubbo Public School is a member of the Dubbo PSSA and we compete in regular competitions amongst the Dubbo schools.
As a member of the Dubbo PSSA, we also compete in Swimming, Cross Country and Athletics Carnivals.

Three students attended State carnivals.

**Other**

- Several students participated in the Western Region debating competition. One of these students was selected to represent the Western Division and attend the Western NSW Debating championships.
- Stage 2 attended a two day excursion to Red Hill. Stage 3 attended a three day excursion to Burrendong Sport and Recreation Centre. K-2 travelled to the Taronga Western Plains Zoo, Wambangalang Environmental Education Centre and the Dubbo Show on day excursions.
- Stage 3 students attended peer support and leadership training and capably supported younger students in the school with programs such as the school Fete, Easter Hat Parade and Safety Day.
- Students participated in the Premier’s Reading Challenge, attended the Book Fair and participated in a Book Character Parade.

**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 these 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)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
In 2011 in spelling there was an 18% increase in the number of Year 3 students achieving the two bands of 5 and 6.

**Numeracy – NAPLAN Year 3**

In 2011 in numeracy, there was a 7% increase in the number of Year 3 students achieving the second highest band of 5.

In 2011 in data and measurement there was a 13% increase in the number of Year 5 students achieving the top band of 6 from 2009.

In 2011 in data and measurement there was a 2% decrease in the number of students achieving the second lowest band of 2.

**Literacy – NAPLAN Year 5**

In 2011 in reading there was a 6% decrease in the number of Year 5 students achieving the lower two bands of 3 and 4.
Year 5 Aboriginal students are 17 scale scores above the State average in the test aspect of Reading.

In 2011 in spelling, there was a 19% decrease in the number of Year 5 students achieving the lower bands of 3 and 4.

The Year 5 growth rate in spelling was 2.4 scale scores above the School Education Group (SEG).

In 2011 in grammar and punctuation, there was a 3% decrease in the number of Year 5 students achieving the lower bands of 3 and 4.

**Numeracy – NAPLAN Year 5**

In 2011 in numeracy, there was a 4% increase in the number of Year 5 students achieving the top two bands of 7 and 8.

In 2011 in data and measurement there was a 4% increase in the number of Year 5 students achieving the top two bands of 7 and 8.

In 2011 in numbers, patterns and algebra, there was a 6% increase in the number of Year 5 students achieving the second highest band of 7.

**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.
**Significant Programs and Initiatives**

**Aboriginal Education**

Dubbo Public has 55 Aboriginal students making up 14% of all students.

- NAIDOC was celebrated across the school in peer groups. The activities included headband printing, stories and artifacts, beading, face painting, dance and games.
- Selected Stage 3 boys have participated in the Didgeridoo Club where they created didgeridoos from hollow tree branches.
- Stage 3 students attended an information session detailing the historical impacts of the Freedom Riders.
- An Aboriginal Dance Group from the Aboriginal Centre for Performing Arts in Brisbane entertained K-6 students with dance, drama, music and song.
- Three staff attended the local AECG (Aboriginal Educational Consultative Group) meeting and gave a presentation on Dubbo Public School’s current Aboriginal education programs.

**Multicultural Education**

Students from multicultural backgrounds make up less than 2% of our total enrolment. Each year students with limited English are supported through the ESL (English as a Second Language) program.

**Respect and Responsibility**

Our school’s wide expectations for safe, respectful learners have been a great foundation for respect and responsibility in 2011. Students are quick to identify core values and staff are able to encourage and reward appropriate behaviours. Our Stage 3 students have been great kinder buddies and peer support leaders.
Connected Learning
As a part of Project Platypus, selected Stage 3 students used the connected learning facility to participate in an educational video conference with zoo keepers from Taronga Zoo, Sydney. Stage 2 students were involved in a series of video conferences with Stuart Town Public School. The sessions introduced our students to Aboriginal languages including Wiradjuri names for native animals.

Safety Day
The students, parents and staff of Dubbo Public School believe that the safety of our students is of prime importance at school and beyond the school gate. This year the teachers and representatives from the Dubbo community joined together to talk to students about being safe. The involvement of the fire brigade, police, bus services, WIRES and local council were instrumental in teaching skills and alerting students to the importance of always being safe, respectful learners.

Life Education
All students attended the Life Education program. This year, they investigated healthy food choices, body workings, environmental health issues, medicine safety and consequences of alcohol abuse.

Project Platypus
This inaugural project saw selected Stage 3 students help raise awareness of the importance of sustaining the platypus’ environment. This initiative also developed closer relationships with Taronga Western Plains Zoo and secondary students.

Student Service
Our students raised money for the hearing impaired and Stewart House.

Progress on 2011 targets
Target 1
To increase the number of students in the top two bands of numeracy by 40% (approximately 5 students).
Our achievements include:
- In 2011 in numeracy, there was a 7% increase in the number of Year 3 students achieving the second highest band of 5.
- In 2011 in there was a 4% increase in the number of Year 5 students achieving the top two bands of 7 and 8.
- In 2011 in numeracy, there was a 12% decrease in the number of Year 5 students in the lower bands of 3 and 4.
- In 2011 in data and measurement there was a 13% increase in the number of Year 5 students achieving the top band of 6 from 2009.
- In 2011 in data and measurement there was a 4% increase in the number of Year 5 students achieving the top two bands of 7 and 8.
- In 2011 in number, patterns and algebra there was a 6% increase in the number of Year 5 students achieving the second highest band of 7.

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.

Educational and management practice
Parent, student, and teacher satisfaction
In 2011, parents, staff and students were surveyed about the effectiveness of the Setting the Scene and Three Way Conferences.

Background
The staff of Dubbo Public School have worked hard to develop positive relationships with the school community. These meetings between the student, parent and teacher facilitate an honest exchange of information and allows staff to develop a greater understanding of their students.
Findings and conclusions
• 100% of parents said they received enough information prior to the conferences.
• 98% of parents felt that the Three Way Conferences helped build positive relationships with the school.
• 98% of parents felt that the conferences helped build accountability, show strengths and weaknesses and gave an opportunity to view student work samples.
• 100% of staff felt the Setting the Scene Conferences were a positive experience and that they enhanced communication between teachers, parents and pupils.
• 100% of staff felt that the Setting the Scene Conferences made students more responsible for their own learning.
• 100% of students valued their part in the conferences and the opportunity to contribute information about their education.
• 100% of students felt that they had a better understanding of expectations both socially and academically.

Future Directions
Dubbo Public School will continue to run and evaluate the Setting the Scene Conference at the beginning of the year and the Three Way Conferences biannually.

Curriculum
Dubbo Public School evaluated technology in the home and technological skills of the teaching staff.

Background
As we move into a computer enhanced world, the expectations are that this technology is available to all students in their home. The school surveyed students to determine the benefits of placing homework and other educational activities such as the newsletter online for families to access at home.

Findings and conclusions
• 83% of students had computers at home.
• 72% of students had access to the internet at home.

Future directions
• As not all students have access to technology at home, the school will continue to issue homework as a hard copy and place it on class blogs.
• The school will continue to support students who do not have access to the internet to borrow research material and use the school computers and technology to complete set homework tasks.
• Newsletters are placed on the school website and issued as a hardcopy.

Other evaluations
In 2011 the school sought the opinions of staff regarding planning and how it impacts on the learning outcomes of students.
• In 2011 teaching staff at the school spent on average 22 hours per week after school planning their teaching and learning activities.
• In 2011 the staff used a variety of sources to plan their teaching and learning program including; the internet, assessments such as NAPLAN, reading benchmarks and parent/carer information, syllabus, TaLE as well as individually and commercially produced resources.
• In 2011 staff indicated that they would like more time to analyse NAPLAN data.
• In 2011 staff indicated that they would like staff development days used to plan for each term and evaluate and plan each key learning area.
• In 2011 staff indicated that the school’s daily communication sheet could be placed electronically on Sentral to reduce interruptions to classrooms and learning of students who deliver the communication sheet.

Professional learning
The staff of Dubbo Public School develop professional learning plans which incorporate nominated professional learning activities that will assist them to improve the learning outcomes of their students. Some of the professional development for 2011 included:
• EiTeach
• Literacy on Track
• Welcome to Western Region
• Beginning Teachers Accreditation
• Science and Engineering
• Best Start
• PBL Reloaded
• Jolly Phonics
• L3 - Language, Learning and Literacy
• Federation Representative and Women’s Contact
• Impact Leadership
• Athletics Accreditation
• OH&S
• Accidental Counsellor
• Live Life Well
• Motion Leadership

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To increase the percentage of Year 3 students in Band 6 in writing from 9% in 2011 to 18% an increase of 4 students.

2012 Targets to achieve this outcome include:
• Use of whole school development days, staff and stage meetings to ensure consistency in teaching the elements of exposition.
• Purchase of class sets of netbooks to increase access to technology.
• Using technology to support the teaching of writing.

School priority 2
Outcome for 2012–2014
To increase the percentage of Year 5 students in Bands 7 and 8 in numeracy from 16% to 29% in line with the National average – an increase of 13% or 6 students.

2012 Targets to achieve this outcome include:
• To work with other schools in the Dubbo SEG to introduce Maths Matters.
• To introduce Problem of the Day across Stage 2 and 3.
• To audit current Maths resources and purchase resources as needed.

School priority 3
Outcome for 2012–2014
To increase the opportunities of staff and students to attend professional leadership and learning opportunities provided by Western NSW Region.
• Staff participation in Leadership Professional Learning opportunities provided by Western NSW Region.
• Student Representative Council to attend Impact Leadership Conference.
• Students participate in Peer Support Training and Peer Support activities.
• Executive to attend Professional Leadership eg PPA Conference.
• Provide opportunities for classroom teachers to take on leadership positions.

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
Cathi Davis School Admin Manager
Heather Thompson Assistant Principal
Annette Kelly Assistant Principal
Sue Lawes Assistant Principal

School contact information
Dubbo Public School
181 Darling Street, Dubbo NSW 2830
Ph: 02 6882 2399
Fax: 02 6884 3308

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: http://www.schools.nsw.edu.au/asr