Our school at a glance

Students
In 2009, the school had a total of 703 students of which 130 identified as Aboriginal.

Staff
In 2009 there were seven executive staff including the Principal, two Deputy Principals and four Assistant Principals. There were 27 classroom teachers, 2 Reading Recovery teachers, 2 Support Teachers Learning Assistance and a Teacher Librarian.

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

Student achievement in 2009

Literacy – NAPLAN Year 3
Year 3 overall Literacy results showed a 9% decline in the number of students in the bottom two skill bands compared to 2008 results.

Numeracy – NAPLAN Year 3
Year 3 Numeracy results showed a growth of 18% in the number of students achieving in the top 2 skill bands compared to 2008 results.

Literacy – NAPLAN Year 5
Year 5 overall Literacy results showed a 1% increase in the number of students achieving in the top 2 skill bands compared to 2008 results.

Numeracy – NAPLAN Year 5
Year 5 overall Numeracy results showed a 12% increase in the number of students achieving in the top 2 skill bands compared to 2008 results.

Messages

Principal’s message
It is with pride that I present to you this report on Dubbo South Public School for 2009.

Our students continued to excel in a wide variety of academic, sporting and cultural endeavours throughout 2009. The support provided to them by teachers and parents, as always at Dubbo South, was a significant factor in their success.

This year was a “watershed” year for the school in other ways. The upgrade to top and bottom terrace and Ronald Street playgrounds. The erection of our security fence and our four new classrooms and toilet block as a result of the stimulus package have had a significant impact on day-to-day life at school.

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.

Paul Loxley
Principal

P&C message
Throughout 2009 the P&C has again worked closely with Dubbo South Public School executive which has seen a number of improvements undertaken to the recreational areas of the school.

The long awaited refurbishment of the Ronald Street area is testament to the determination and commitment of the P&C in ensuring improvements for the children of Dubbo South Public School. This area has been an ongoing discussion point for several years at P&C meetings and it is wonderful to now see this area transformed into a green playing area for the children. Irrigation systems have been included in the area and the laying of new turf guarantees the playing surfaces will rival any within Dubbo and surrounding districts.

The Ronald Street area, when combined with P&C achievements in 2008 that included the refurbishment of top and bottom terraces and the new retaining wall, has concluded a two year P&C commitment to improve the playing areas for the benefit of all children at Dubbo South Public School.

The main fundraiser for P&C for 2009 was the school fete held in late October. Extensive planning and preparation is involved for months prior to the event in order to stage such a large occasion involving all classes across the school. The combined efforts of the school teachers, executive, P&C members, parent helpers as well as the children cannot be overlooked. The major fundraiser for 2009 will ensure that future playground beautification projects can be supported by the P&C. The highly successful fete will also enable the P&C to contribute to additional learning resources to benefit all children at Dubbo South Public School.

The P&C would like to again acknowledge the whole of school community and the culture of belonging which DSPS emulates. It is through the development of this positive school culture that our children learn pro-social supports which will assist them well into the future.

The P&C welcomes new parents joining the school community in 2010 and looks forward to working collaboratively with Dubbo South Public School teachers and executive to continue to improve upon learning benchmarks for the children of Dubbo South Public School.

Narelle Bunt
President
DSPS P&C
Student representative’s message

Another fantastic year for the SRC was evident in 2009. At the start of the year we all received our badges with pride at an Induction Ceremony. We were allocated different portfolios and had to work to improve this area throughout the year.

A total balance of $6375.15 was raised by our coordination and dedication to supporting the community. We donated to many different charities including:

- The Victorian Bush Fire Appeal
- Canteen
- Red Nose Day
- Jeans for Genes Day
- RSPCA
- Give Me Five for Kids; and,
- The Leukaemia Foundation

We have been very lucky to work with Mrs Pam Sharkey, the Dubbo School Education Group SRC organiser who held workshops with us to build up our confidence and leadership skills.

We were also successful in receiving a cheque from the local IGA Community Chest to go into funds for our school.

We would like to thank Miss Pengilly for her leadership and her willingness to involve us in all aspects of school and community life.

Keely Dwarte & Harry Van Dartel - Captains

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>395</td>
<td>392</td>
<td>375</td>
<td>357</td>
<td>334</td>
</tr>
<tr>
<td>Female</td>
<td>372</td>
<td>377</td>
<td>358</td>
<td>348</td>
<td>366</td>
</tr>
</tbody>
</table>

As indicated by the above chart the gender balance is favouring an increase in the number of female students for the first time in 5 years.

Student attendance profile

The overall average attendance rate was 1.6% above the State and 3.8% above the Region.

Management of non-attendance

The overall attendance rate was 93.7% which is consistent with previous years.

All non-attendance is followed up by class teachers. A letter is sent to parents requesting a
reason for the absence if an explanation has not been presented after 3 days after return.

Personal contact by AEO’s is made as required.

HSLO referrals are placed if a pattern of regular non attendance is emerging. A proactive strategy of constant monitoring ensures that the best attendance outcomes are maintained.

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 the 18th March 2009.

<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>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
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<tr>
<td>KO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1F</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1H</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>S1L</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1M</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S1R</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>S1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S1W</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S2A</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>S2B</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>S2B</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>S2D</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S2F</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>S2F</td>
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<td>28</td>
</tr>
<tr>
<td>S2M</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>S2N</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>S2N</td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>S2W</td>
<td>3</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
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<td>4</td>
<td>19</td>
<td>28</td>
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<tr>
<td>S3C</td>
<td>5</td>
<td>12</td>
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<td>S3C</td>
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<td>31</td>
</tr>
<tr>
<td>S3G</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S3H</td>
<td>5</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>S3H</td>
<td>6</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>S3L</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>S3L</td>
<td>6</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>S3M</td>
<td>5</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S3M</td>
<td>6</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>S3R</td>
<td>5</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>S3R</td>
<td>6</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>S3S</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes

There was a variety of class structures over the 27 class groupings to cater for individual needs. Kindergarten had 5 classes of parallel ability while all other classes were structured to suit the learning needs of students and to incorporate a team teaching approach across all stages. Student learning style, individual needs and achievement levels all factor into the process of class formation and structure. A girl’s class was formed in Stage 2 and 3 as well as a Stage 2 boy’s class.

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>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>22</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.84</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.218</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.472</td>
</tr>
<tr>
<td>Total</td>
<td>41.33</td>
</tr>
</tbody>
</table>

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

The number of Indigenous staff employed by the school is made up of 1 teacher, 2 Aboriginal Education Officers and 7 School Learning Support Officers, in effect 24% of the total school workforce.

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>13</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>664,385.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>362,134.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195,108.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>251,340.38</td>
</tr>
<tr>
<td>Interest</td>
<td>22,332.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>193,222.81</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,688,524.18</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>68,144.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>70,764.03</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>132,406.65</td>
</tr>
<tr>
<td>Library</td>
<td>8,345.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>28,846.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>484,701.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27,391.94</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>116,779.48</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>74,856.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>27,125.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>89,842.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>52,874.59</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,182,078.36</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>506,445.82</td>
</tr>
</tbody>
</table>

Included in the balance carried forward are committed funds; tied and trust funds still outstanding; unpaid invoices, orders, salaries and provision for asset replacements.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Dubbo South Public School encourages all students to actively participate in a variety of academic, cultural and sporting activities. A strong focus is maintained on ensuring the development of a student’s talents and skills and to ensure that opportunities are made available for the celebration of their achievements.

Arts

The school continued to provide opportunities for children to be involved in cultural activities. This involved performances by visiting troupes and participation in school community and Department of Education and Training events.

Among the most significant were:

- 300 K-2 children participated in SPLAT, a musical based on values education highlighting responsibility and integrity through song, story and dance. Three performances were presented to the public. The production involved 13 lead roles.

- In 2009 two teachers had extensive training in The Orff Schulwork Method of teaching music, which is internationally renowned. A specialised music classroom was established to facilitate the delivery of this program. All stages were exposed to this creative music making method. Students experienced performing through singing, movement and playing tuned and untuned instruments. A highlight of the program was the extensive involvement in learning to play the recorder, drumming and body percussion.

- The participation rate and enthusiasm the school exhibited in this year’s Eisteddfod was magnificent. The statistics are:
  - 24 entries in duologues and group improvisation involving 80 children.
  - 4 class groups in verse speaking involving 113 children.
- 7 entries in dance including two traditional dance groups, involving 197 children.
- 2 class groups entered in recorder involving 59 children.
- 3 class groups entered in infants percussion involving 68 children.
- 5 class groups entered in primary percussion involving 145 children.
- Primary band involving 30 children.
- Signing choir of 32 children.
- Stage 2 choir involving 70 children.
- Stage 3 choir involving 40 children.
- Kindergarten choir involving 100 children.
- That is 932 students have performed in the Eisteddfod. All these performances were showcased to family and friends in a school concert.
- Approximately thirty children attended weekly band sessions under the tutorship of Mrs Lyndal Powderly and then Mr Stephen Smith. The students were also fortunate enough to experience several workshops during the year. Several visiting metropolitan bands performed for our student body.
- “Boys Are Back” had 25 boys from Stage 1. They attended the Dubbo Eisteddfod and gained 2nd place.
- “Jump” had 23 students from Stage 1. They were unplaced at the Dubbo Eisteddfod but enjoyed the experience.
- Stage 2 dance group, “Stick to the Status Quo” attended the Dubbo Eisteddfod and came 1st place.
- Stage 3 dance group, “I want it All” which encompassed choreography to jazz music came 1st at the Dubbo Eisteddfod while the modern group also attended the Eisteddfod but did not gain a place.
- Senior boy’s group, “You Spin My Head Right Round” received a Highly Commended at the Dubbo Eisteddfod.
- Placing 4th in the State PSSA knockout competition in Classic Shield Rugby League.
- Placing 5th in the State PSSA knockout competition in Boys Touch.
- Fifty-four students represented Western Area PSSA at State Carnival level.
- Dubbo District PSSA Champion School in Athletics, Swimming and Cross Country.
- Western Area Champions in Touch, League, Union, Basketball, Cross Country and Swimming.
- Harry Van Darbel was the winner of the Dubbo PSSA Sport’s Person of the Year Award.

**Sport**

Dubbo South Public School has continued its tradition of providing comprehensive sporting opportunities for its students. 2009 was a particularly successful year as demonstrated in the following list of achievements:

- Izaiah Raidevita placed 3rd in Junior Discus at the NSW State Athletics Championships and is now ranked 4th in Australia in this event.
- State Runners-up of the state PSSA Brian Palmer Rugby Union knockout competition.
- State Runners-up in the State PSSA knockout competition in Boys Basketball.
- Placing 3rd in the State PSSA knockout competition in Girls Basketball.
- Sport

School staff were involved in sport organisation at District and Regional level with Miss Marlene Rogers as Secretary of the Dubbo District PSSA and Mr Paul Loxley as Principals’ Representative on the Western Schools Sports Association’s executive. Mrs Shelly Darcy was Team Manager of the Western Athletic’s team and convened the Dubbo District touch competition.

**K-2 Sports Day**

Towards the end of Term 4 K-2 participated in an Aussie Christmas Sports’ Carnival. Activities included beach fun, Christmas games and a water circuit. Students were treated with refreshments during the carnival, characteristic of what they would enjoy in the various settings.
Other

ANZAC Day

School captains attended the Dubbo School’s ANZAC ceremony at Victoria Park and presented a wreath in honour of the fallen. A large contingent of students and parents also marched on ANZAC Day and attended the community service.

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

In 2009 105 Year 3 students participated in the NAPLAN assessment program.

Overall

- 42% of students were in the top two skill bands compared to 31% in 2008.
- 20% of students were in the bottom 2 skill bands compared to 29% in 2008.

Spelling

- 38% of students were in the top 2 skill bands compared to 40% in 2008.
- 19% of students were in the bottom 2 skill bands compared to 16% in 2008.
Grammar and Punctuation

- 43% of students were in the top 2 skill bands compared to 32% in 2008.
- 23% of students were in the bottom 2 skill bands compared to 28% in 2008.

Writing
- 37% of students were in the top 2 skill bands compared to 29% in 2008.
- 10% of students were in the bottom 2 skill bands compared to 15% in 2008.

**Numeracy – NAPLAN Year 3**
In 2009 105 Year 3 students participated in the NAPLAN assessment program.

**Overall**
- The overall plot trend data showed an improvement of 14.4% over 2008 which was 25.8% above the region.
- 18% of students were in the bottom 2 skill bands compared to 14% in 2008.

**Number, Patterns and Algebra**
- 37% of students were in the top 2 skill bands compared to 27% in 2008.
- 18% of students were in the bottom 2 skill bands compared to 14% in 2008.

**Measurement, Data, Space and Geometry**
- 28% of students were in the top 2 skill bands which was equal to 2008.
- 12% of students were in the bottom two skill bands compared to 23% in 2008.

**Literacy – NAPLAN Year 5**
In 2009 101 Year 5 students participated in the NAPLAN assessment program.

**Overall**
- The overall plot trend data shows a decline of 20.2% on 2008 but the 2009 result was still 0.6% above the region.
- Year 5 boy’s literacy results showed the number in band 1 was 1% less than the state and 10% less than the region.
- The number of students in band 8 was 2% better than the region.
Reading

- 27% of students were in the top two skill bands compared to 24% in 2009.
- 15% of girls (4% of boys) were in band 8 which was 6% higher than the region and 2% less than the state.

Spelling

- 30% of students were in the top 2 skill bands compared to 28% in 2008.

Grammar and Punctuation

- 19% of students were in the top 2 skill bands compared to 28% in 2008.
- 13% of girls were in band 8 which was 3% better than the region.
- 6% of boys were in band 8 which equalled the region.

**Writing**

- 15% were in the top 2 skill bands equalling the 2008 result.
- 5% of boys were in band 8 which was 3% better than the region and 3% less than the state.
Numeracy – NAPLAN Year 5

In 2009 101 Year 5 students participated in the NAPLAN assessment program.

Overall

- 26% of students were in the top 2 skill bands compared to 14% in 2008.
- The plot trend data shows a 6.5% increase on 2008 which is also 9.1% above the region.
- 29% of girls compared to 24% of boys were in the top 2 skill bands.

Number, Patterns and Algebra

- 31% of students were in the top two skill bands compared to 10% in 2008.

Measurement, Data, Space and Geometry

- 22% of students scored in the top 2 skill bands compared to 35% in 2008.

Progress in Literacy

Growth from Year 3 to Year 5 on matched results

77% of students sat the Year 3 BST in 2007 and the 2009 Year 5 NAPLAN.

- 38.8% of students moved more than two skill bands (72.1% in 2008).
- 50% of students were in the 25-75 percentile range (52.3% in 2008).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.1</td>
<td>101.6</td>
<td>74.4</td>
</tr>
<tr>
<td>LSG</td>
<td>84.4</td>
<td>89.9</td>
<td>86.4</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Average progress in Reading for matched students
Progress in Numeracy

Growth from Year 3 to Year 5 on matched results

77% of students sat the Year 3 BST in 2007 and the 2009 Year 5 NAPLAN.

- 59.5% of students moved more than 2 skill bands (41.3% in 2008).
- 51.9% of students were in the 25-75 percentile range (51.1% in 2008).

Percentage of Year 3 and Year 5 students in our school achieving at or above the minimum standard in 2009

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 and Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.0</td>
<td>76.4</td>
<td>91.9</td>
</tr>
<tr>
<td>LSG</td>
<td>77.8</td>
<td>74.3</td>
<td>91.7</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
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Average progress in Numeracy for matched students

Significant programs and initiatives

Bridging The Gap

Bridging The Gap is an individual literacy program which targets students in Year 6 who require some extra support in reading, writing and spelling before entering high school. It was developed by practising teachers who wanted a program for older students that could build on the quality strategies and techniques used in programs such as Reading Recovery and Frameworks. This is a powerful program that DSPS has used successfully in a variety of ways since 1999, always with excellent results.

In 2009, 38 students accessed this program. There was significant growth in the reading age of students compared to chronological age as measured by the BURT:

- 3% students improved reading age by 3 – 4 years
- 21% students improved reading age by 2 - 3 years
- 50% students improved reading age by 1 - 2 years
- 26% students improved their reading age by 0 - 1 years

Teachers, tutors, parents and the students themselves noticed an increased willingness to participate, attitude and confidence in BOTH maths and literacy sessions, fluency, time spent reading at home and performance in classroom tasks.

Best Start

Best Start is a new Government initiative to increase support for the teaching and learning of literacy and numeracy for our youngest students.

As a result of this early assessment the kindergarten teachers were able to effectively group children to target the students individual needs in early literacy and numeracy. The testing is very beneficial in not only gaining valuable entry to school data but it quickly helps develop a teacher and student rapport. Often this one on
one time allows the teacher to pick up strengths and weaknesses that they can further develop.

Through the Best Start Kindergarten Assessment process the teachers have the opportunity to observe and record the knowledge, skills and understandings that children in their class bring to school in literacy and numeracy to inform the development of quality teaching and learning programs. This will provide parents and caregivers with feedback on what their child can do, and how they can best support their child's learning.

**Girl's Class**

A Stage 2 & 3 Girl's Class was formed to help improve learning outcomes for girls in a non-threatening and supportive environment. All activities were based around developing self confidence and initiative.

Some of the activities that the girls participated in were:

- Dancing
- Scrapbooking
- Choir
- Art
- Cooking
- Cultural days
- Science days
- Fundraising – RSPCA

Academic growth along with an increase in confidence shown by all students was a highlight of this initiative.

**Students with Disabilities**

In 2009, the school was allocated funds through the Funding Support Program for a total of 18 students with identified disabilities. This included physical disabilities, emotional disturbance, behavioural disorders and autism. Some funds were also accessed through the Learning Assistance Program (LAP) to assist the school to support students who experience difficulties in learning.

Support for students was provided with an annual grant. This grant was used to provide Student Learning Support Officer (previously known as teacher aide special) time to assist classroom teachers and the school to meet the learning and social needs of these students this year. Time was also provided for teacher and aide training and development.

The school accessed services such as support teacher (behaviour). Review meetings, involving the school’s Learning Support Team, relevant outside agencies (eg speech pathologists, traumatic brain injury team, etc), parents and carers, ensured access of students to the full curriculum and school facilities.

Relevant staff attended courses on the autism spectrum, behaviour management and language disorders.

The successful integration of students with disabilities into regular classes through funding grants helped to develop an inclusive school culture and contributed to raising awareness of disability issues in our school community.

**Aboriginal Education**

The school has 135 Aboriginal students (89 families) who make up 19% of the total school population.

The school employed tutors to work with Aboriginal students funded under Norta Norta and Supplementary Recurrent Assistance (SRA). These programs targeted students in Year 4 and Year 6 who were not achieving the National standards in Literacy and Numeracy.

The school celebrated Reconciliation Week and National Aboriginal and Torres Strait Islander (NATS)I Week and attended the Regional Reconciliation Breakfast in May. The focus was on "Honouring Our Elders, Nurturing Our Youth". Some of the activities included traditional games, dance, painting of rocks and emu eggs and traditional food tasting.

The senior and junior dance groups performed at the Dubbo Eisteddfod, on NAIDOC Day, Dubbo Base Hospital, local preschools and at the Reconciliation Week opening. Costumes were made by Dina and Deb the school's Aboriginal Education Officers (AEO's). Both AEO’s are also trained in the Wiradjuri language.

A number of Aboriginal students were on the School’s Students Representative Council (SRC) and the Dubbo Junior AECG.
The school involved itself in both Regional – “What Works Western” and National initiatives – “Dare to Lead”.

The school community would like to pass on our deepest condolences to the families of respected Elders, Bub Towney, Lavina Howey, and Terry Doolan who passed away during the year.

**Multicultural Education**

The school has a small number of students who represent different ethnic backgrounds.

The school recognises multiculturalism as an important part of the Human Society and Its Environment curriculum. Through the use of the CoGs (Connected Outcomes Group) units of work this perspective is delivered to students through a connected outcome approach.

The school also celebrated Harmony Day and actively incorporated a unit of study on China into an across stage activity.

**Respect and responsibility**

The musical “SPLAT” was a wonderful production performed by our talented K-2 students in Term 4.

This production involved the teaching of values through song. It was a tool to support the Values Education program in our school.

The musical itself had been written as a professional learning resource and was a very effective way of teaching children values and communication skills. The songs themselves have also been enjoyed as classroom resources and been sung in the children’s home environment.

SPLAT is the story of a young platypus called Plat who feels discouraged by the inflexible and selfish actions of his colony.

The moral of the story for Plat is that even though we are all different we also have things in common and can embrace life together.

This production was well supported by our school community selling well over 1500 seats for 3 performances.

**Boy’s Class**

The Boys class excelled both academically and physically this year. Our basketball, Rugby Union, Rugby League and touch team’s were predominantly made up by boys from the boys’ class and were Western Area champions in all of the named sports. The team’s placed 2nd, 2nd, semi-finalists and 5th respectively in the state. We also had representatives on the Student Representative Council, with the School Captain coming from this class.

Naplan results showed not only improvements, but substantial increases in the boy’s performance in all areas tested. Some students jumped by 200+ points from their Year 3 results.

A variety of hands on activities resulted in a motivated and innovative learning environment. “Big Boy’s Days”, fishing programs, billy cart creations and races, lawn bowls, circus skills and team building excursions are just a few of the non-traditional classroom features of this program. An emphasis was also placed on technology for learning.

**Other programs**

**Library**
The Library hosted Book Week activities that were enjoyed by all. All classes decorated rooms to the theme “Book Safari” and hosted parents and other classes to view their rooms. The Book Week story time for pre-schoolers was attended by 25 children who completed a craft activity linked to the Book Week prescribed book, Sunday Chutney.

Both Trivia Nights for ES1/S1 and S2/3 were well attended with over 160 children showing their knowledge of all the Book Week books studied in library lessons.

Over 1000 new resources were accessioned through the library during 2009.

The library was also the focal point for children who entered the Premier’s Spelling Bee. Over 40 children across Stage 2 and 3 attempted the challenge of learning the prescribed words.

Book Club was well supported across the school with many new resources being able to be acquired due to the bonus points generated from sales.

The Book Fair achieved its aims of all children being able to purchase a quality cheap book. This was achieved through the use of the bonus point system in Book Club.

Premier’s Reading Challenge

Over 160 students participated in this year’s challenge with 7 children receiving a gold certificate in recognition of their 4 years of participation. Children who had completed the challenge celebrated their efforts by having a party during Book Week.

Numbers of participants continues to grow with S1R choosing to enter on a class basis.

Progress on 2009 targets

Debating

Classes participated in the Premier’s Debating Challenge in Terms 2 and 3.

S3S versus:
- S3G (won)
- Dubbo West (won)
- Cobar (lost) - used video conferencing technology
- Forbes (won) - used video conferencing technology

S3G versus:
- S3S (lost)
- Dubbo West (lost)
- Cobar (won) - used video conferencing technology

S3S came equal 1st in the Region sharing with Cobar

A group of 4 students went to the Western Region debating try outs in Orange. Charlotte Hoynes was selected in the Western Region debating team and attended the State Debating Championships in Sydney.
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 an evaluation of English and Leadership.

Educational and management practice

The school conducted an evaluation of ‘School Leadership’ and ‘Parent Satisfaction’ at Dubbo South Public School.

Findings and conclusions

Parents

Seventy-five parents responded to the survey on Parent Satisfaction levels. Findings from this survey indicate:

- The school received outstanding support for its promotion of its Uniform Policy.
- 99% of respondents are in agreement that the school is attractive and well resourced, connected to its community, parents are encouraged to contact the school and there is good access to computers and strong technology programs.
- 98% agree that the school has supportive welfare programs, offers challenging programs to its students, have competent teachers who set high standards, teaches and promotes core values and offers a wide range of extracurricula programs.
- 94% agree that fair discipline exists within the school.

Additional comments range from teaching environmental sustainability, promotion of a healthy lifestyle, and various hygiene concerns with the use of the toilet facilities. These comments have been taken on board and will be tabled at staff and school management meetings for discussion and implementation.

Thirteen parents, 13 staff and 51 students responded to the survey on School Leadership.

Findings from this survey indicate:

Parents

- 85% of parents agree that the school’s leaders get the best from both staff and students, ensure that everyone in the school
is treated fairly and that they involve all groups in the school community in deciding what it is aiming to achieve.

- 77% of parents agree that the school's leaders value the contribution of individuals and groups, introduce changes that are good for students, look for better ways to achieve things and are open to new ideas.

- 70% of parents agree that staff, parents and students are encouraged to take leadership roles at the school and that school leaders discuss ways to improve their child's learning.

**Staff**

- All staff indicated that school leaders improve the school through an understanding of the school's strengths and weaknesses, they demonstrate an interest in and an accountability for student learning outcomes and that they model commitment to school improvement.

- 92% of staff indicated that the school's leaders encourage staff to reflect on their practices.

- 85% of staff agreed that school leaders build relationships based on trust, collegiality and mutual respect, effectively implement change processes, inspire and motivate learners and encourage staff to constructively challenge educational practice.

- 77% indicated that staff, parents and students are encouraged to take leadership roles in the school.

**Students**

- Most students were in agreement that school leaders discuss ways to improve their learning, are open to new ideas, are always looking for ways to improve on what they do and introduce changes that are good for the students.

- Almost all students agreed that the school's leaders ensure that everyone at the school is treated fairly.

**Future directions**

The school acknowledges that the school community needs to have an understanding of the role and responsibilities of its school's leaders. Raising awareness levels through parent/teacher evenings, P&C meetings and by informative newsletters will assist in this process.

### Curriculum - English

The school conducted an evaluation on the implementation of the English curriculum at Dubbo South Public School. Fifty-eight parents, 25 staff and 358 students completed the survey.

**Findings and conclusions**

**Parents**

- 99% agreed that they feel confident to assist their child at home and that their child has regular reading and writing homework.

- 91% agreed that it was noticeable that their child was developing their reading/writing skills and that they found the report on their child’s progress was easy to understand.

- 85% agreed that their child enjoys reading and writing.

- 81% agreed that the school has kept them well informed about the teaching and reporting of their child’s progress in English.

- 78% agreed that they would like to know more about how English is taught at school and were satisfied with the frequency of reporting.

**Staff**

- 92% of staff agree that the current reporting format adequately informs parents of student’s English achievements.

- 82% of staff agree that the school has a well used structure to track student progress.

- All staff have a knowledge of outcomes and indicators, use outcomes to program and use indicators to assess students.

- Almost all staff jointly plan, are familiar with learning to and learning about context and work with other staff to moderate student’s work.

- Staff respondents indicated their professional learning needs with a high focus on using computers for writing and the need to revisit running record taking processes.

**Students**

- Most students indicated that they liked reading more than writing.

- Almost all students indicated that they liked talking and listening and the use of interactive smartboards.

- Students enjoyed having a variety of books to use and working in groups in their reading lessons.

- Having their teacher helping them when they don’t understand and explaining how to use
the correct grammar was also highly valued by students.

- 50% of students indicated that they write their stories on the computer.

**Future directions**

The provision of access by parents to view and attend information sessions on the various curriculums will be considered for adoption in 2010.

The provision of training for staff in running records and the further development of writing strategies for the computer will be undertaken in 2010.

Other professional learning activities as indicated by staff in their responses will be analysed by the English committee and professional learning activities organised as appropriate.

**Professional learning**

In 2009, all school staff participated in professional learning activities which were either accredited with the NSW Department of Education & Training or were privately operated with a suitable educational focus. In addition, the school catered for casual teachers’ professional development.

All professional learning was directly linked with the school’s and Department’s targets or with individual teacher’s negotiated support areas.

School Support Staff were also provided with professional learning activities.

Programs for professional learning included:

- Reading To Learn
- Jolly Phonics
- eMINTS
- NAPLAN writing assessment
- STL 2009 Conference
- 2009 Teacher / Librarian Conference
- Primary STL Network Meetings
- Special Education Conference
- New Scheme Teacher Accreditation processes & supervision
- Emergency Care and CPR
- Count Me in Too
- Best Start
- Positive Behaviour for Learning
- AEO Workshops
- AEDI Training

**School development 2009 – 2011**

**Targets for 2010**

**Target 1 - Numeracy**

- To reduce the proportion of Year 3 students to 10% or less in the bottom 2 skill bands in overall numeracy in 2010 when compared to NAPLAN 2009.

**Outcomes**

- Ensuring equitable coverage of all strands across the Stage One syllabus using Best Start results as a starting place.
- Developed early arithmetic strategies in the Number strand across Stage One.
- Sequential movement through the learning of phases of the number syllabus using the Count Me In Too learning framework.

**Target 2 – Literacy**

- Average progress for Year 5 Aboriginal students in overall Literacy is equal to or better than the schools average.
- Ensure there are less than 10% of students in the bottom 2 skills bands of writing in Year 3 and 5 NAPLAN 2010.
- 80% of K-2 students on 2010 to achieve the Regional Benchmark in Reading as compared to 75% in 2009.

**Outcomes**

- An increased focus on Reading to Learn in stages 2 and 3 to improve reading and writing outcomes for all students.
- A development of whole school planning to encompass programming and sharing of resources.
- Establishing a sharing place on the intranet for all staff.
- Developed Jolly Phonics resources to be updated in Early Stage One.
- Implemented R2L in all 3-6 classroom settings.
- Increase in the continuous learning time in the Literacy cycle through implementation of flexible timetabling in Years 3-6.

**Target 3 - Technology**

- Have 25% of the staff working at the Transforming Users Level of Grappling’s Technology and Learning Spectrum.

**Outcomes**

Develop staff skills in the technology area. Specifically;

- Development of skills necessary for full utilisation of interactive whiteboards.
- Promote the pedagogy and the language of technology in the classroom and have embedded into teacher practice.
• Best Practice use of technology.
• Integrate technology usage into all KLA’s.
• Information nights held to promote the understanding of parents in the usage of technology.
• Introduce and use the Orana Connected Learning Community learning site.
• Learning focus for all staff on technology.

Target 4 – Aboriginal Education
• Average progress for Year 5 Aboriginal students in overall Literacy is equal to or better than the schools average.

Outcomes
• Teaching and Learning strategies developed through the writing of Personal Learning Plans for all Aboriginal children.
• Teaching of the Wiradjuri language in Kindergarten and Stage 3 classes.
• Increased numbers of Aboriginal children in the top 2 skill bands of NAPLAN.
• Increased opportunities for parental engagement in supporting their children’s learning.
• Installation of 10 Hearing Life systems to assist learning with hearing and Otis Media related issues.

Target 5 – Teacher Quality
• Have 25% of the staff working at the Transforming Uses Level of Grappling’s Technology and Learning Spectrum.
• Accreditation of 4 new scheme teachers by the end of 2010.

Outcomes
• Teachers will know the characteristics of students and the implications on their teaching.
• Teachers will critically reflect on their own practice and commit to their own professional learning.
• Teachers will develop knowledge and understanding of the Quality Teaching Model as it applies to classroom and assessment practice.
• Executive engaged in Professional leadership accreditation.
• Roles and responsibilities of executive team written based on Leading and Managing the School.
• Improved learning outcomes for students through development of explicit teaching programs.

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.

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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: