

# Dorrigo Public School Annual Report



2016



7316

## Introduction

The Annual Report for **2016** is provided to the community of **Dorrigo Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tanya Bajda

Principal

### School contact details

Dorrigo Public School

Hickory St

Dorrigo, 2453

[www.dorrigo-p.schools.nsw.edu.au](http://www.dorrigo-p.schools.nsw.edu.au)

[dorrigo-p.School@det.nsw.edu.au](mailto:dorrigo-p.School@det.nsw.edu.au)

6657 2097

### Message from the Principal

Dorrigo Public School's success is underpinned by three key elements that promote quality teaching and learning programs for our students.

Firstly we have a highly dedicated staff who work collaboratively to provide quality learning experiences for all of our students. Secondly our students are keen and motivated to participate in all school activities. Thirdly, we have great support from our Parent and Citizens Association and our local community.

During annual self-assessment and review meetings and analysis of surveys involving staff, the Parents and Citizens Association and students, the following key features of our achievements for Dorrigo Public School in 2016 were identified:

The strong Wellbeing focus incorporating positive psychology principles is having a great impact across the school.

Classroom teachers encouraging students to use Visible Learning strategies is promoting individual student achievement and student self-regulation.

Providing extracurricular activities for students including 'Interest Groups' is promoting student engagement, but also parent and community participation in school life.

### Message from the school community

The Dorrigo Public School P&C Association has continued to lend its support and encouragement to the school community during 2016 in a variety of ways. As per previous years, the P&C partly funded the Gymnastics program for all students, which appears to be very popular with the students as well as being important for their coordination and physical development. The Musica Viva Program, which the P&C also financially supports, has continued in 2016. Thanks must also go to the teachers for supporting the program in the curriculum.

The P&C also continued to administer the funding for the School's Chaplaincy Program.

The school canteen continues to be maintained on a purely voluntary basis. The canteen was open for three days a week this year due to the hard work of the volunteers. The canteen remains the primary P&C fundraising source. However, there were a few other P&C fundraisers during the year including a 'Meet and Greet' sausage sizzle, the

completion and sale of our cookbook and a Bunnings BBQ. The P&C also continued with our traditional Mother's Day and Father's Day Stalls. The biggest fundraiser for the year was our Potato Fest. We hope to make it bigger and better in 2017.

2016 has seen the P&C continue to help promote a positive and supportive learning environment for all students at Dorrigo Public School as well as a few other opportunities that may otherwise not have been available.

Stefanie Eppler P&C President

## School background

### School vision statement

At Dorrigo Public School we strive to develop globally aware, motivated, 21st Century Learners who achieve high quality outcomes and display confidence, independence and resilience within the school and community. We provide an inclusive education delivered by a professional teaching team.

### School context

Dorrigo Public School is a TP2 school located on the Dorrigo Plateau on the Mid North Coast of NSW.

The school currently has 100 students organised into 5 classes. 9% of our students are Aboriginal. Our students live in the township of Dorrigo as well as outlying communities and rural properties.

We have a Teaching Principal, an Assistant Principal and three permanent classroom teachers. In addition we have one temporary classroom teacher, a part time Learning and Support Teacher, School Learning Support Officer, Teacher Librarian and an RFF teacher.

In addition to our academic learning focus, the school offers a range of extra curricular opportunities including choir, cooking, gardening, photography and woodwork. We also offer a weekly gymnastics program for all K–6 students during Term 2 and Term 3 of each year.

Dorrigo Public School is a proud member of the Dorrigo/ Bellinger Community of Schools and the Dorrigo Plateau Community of Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning we are mostly **Delivering** with an exception of **Sustaining and Growing** in Learning Culture. Our evidence shows that at Dorrigo Public School we are committed to the continued growth of all students.

In the domain of Teaching Dorrigo Public School has demonstrated elements in **Sustaining and Growing**, with Effective Classroom Practise sitting in **Delivering** and Data Skills and Use as Working Towards Delivering. We know that our teachers will strive and commit to a continued understanding of teaching pedagogy around evidence based teaching strategies.

In the domain of Leading, Dorrigo Public School is Delivering. Our belief that all teachers lead, is demonstrated in the effective distribution of leadership across the school. All of our teachers have opportunities to develop school policy documents, lead art based performances and run sport events

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Wellbeing

#### Purpose

Dorrigo Public School is committed to working collaboratively to foster the development of nurturing adults who make a positive contribution to society. We believe in the importance of providing students with strategies to manage their own well being but also those which help to build and maintain positive relationships with others.

#### Overall summary of progress

With community consultation and the introduction of the Department of Education's New Wellbeing Framework, Dorrigo Public School determined that one of the School Strategic Direction Priority Areas be Wellbeing. After a year of focusing on 'Tools for Learning' (2015), it was decided to incorporate teaching Positive Learner Behaviours during the 'Visible Learning' sessions and to approach *Behaviour, Discipline and Character Education* by using positive psychology principles. This year staff developed a comprehensive Dorrigo Public School Wellbeing / Behaviour Management Policy document which has guided Wellbeing Procedures at our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.	<ul style="list-style-type: none"><li>• Consistent approach incorporating positive psychology and wellbeing strategies ( including implementation of our school Kindness Honour Board).</li><li>• Development of Dorrigo PS Wellbeing Policy and Procedures.</li></ul>	<ul style="list-style-type: none"><li>• QTSS Allocation</li></ul>

#### Next Steps

- Continued implementation and ongoing evaluation of Dorrigo Public School Wellbeing Policy and Procedures
- Specific implementation of Mindfulness curriculum across the school.
- Develop Mindfulness skills including emotion regulation, attention control and self awareness.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Understanding and implementing the most effective teaching methods sustains quality teaching practices and creates learning opportunities that are responsive, inclusive and connected to student worlds.

#### Overall summary of progress

Our Dorrigo Plateau Community of Schools have been working together focusing on Excellence in Teaching and Excellence in Learning. An identified priority area our schools have been looking at has been the use of Learning Intentions and Success Criteria to guide student learning with a specific focus on Writing. Classes are beginning to use Data Walls to track progress of students, particularly in Writing.

During 2016, the teachers at Dorrigo PS have been consolidating their understanding of the PDP process. Teaching teams have been allocated additional release time to work together collaboratively to address staff professional learning goals and also the Dorrigo Public School Strategic Directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans	<ul style="list-style-type: none"><li>All teaching staff have quality PDP documents that incorporate the Australian Professional Standards for Teachers.</li><li>The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.</li></ul>	<ul style="list-style-type: none"><li>QTSS Staffing Allocation</li><li>\$ 3 600 – Community of Schools Grant</li></ul>
All teachers use learning intentions to help provide explicit, timely feedback to students on how they achieve.	<ul style="list-style-type: none"><li>Teachers collaborate within and across schools to ensure consistency of curriculum delivery. These strategies have included moderation opportunities and streamlined assessment schedules. This has resulted in differentiation and consistency of teacher judgement.</li></ul>	<ul style="list-style-type: none"><li>Community of Schools Grant</li><li>\$ 24 521– Equity Funding Location Allowance</li><li>\$ 11 920 – Literacy and Numeracy</li></ul>

#### Next Steps

- Continue focus on evidence based goal setting for all teaching staff.
- Continue to develop a comprehensive whole school structure around implementation of curriculum aligned with Dorrigo Public School assessment schedule and term overviews.
- Focus on strong data collection to guide student and school improvement with assessments used to guide moderation sessions specifically in the area of Writing, but also moving into Reading and Numeracy.
- Continue Instructional Leadership within the school and enhance Professional Learning Communities across the Community of Schools.
- Continue evaluation and revision curriculum Scope and Sequence documents.

## Strategic Direction 3

### Engagement

#### Purpose

Dorrigo Public School is committed to promoting deep, authentic student engagement to foster a life long love of learning. We value the strengths of our local community and believe that all have a part to play in the development of our students.

#### Overall summary of progress

Through the community consultation process, it was determined that providing our students with a range of extracurricular opportunities is an important factor in the education of students at Dorrigo Public School. One way in which the staff and community have addressed this, is by providing the opportunity for Year 3 – 6 students to participate in weekly Interest Groups. Activities include Art, Circus Skills, Cooking, Gardening, Photography and STEM.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.	<ul style="list-style-type: none"><li>• Parents and community members have the opportunity to engage in a wide range of school-related activities.</li><li>• Increased participation of community members in various aspects of school life.</li></ul>	<ul style="list-style-type: none"><li>• Community Engagement Funds</li></ul>
Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.	<ul style="list-style-type: none"><li>• The school identified expertise within its staff and used this to further develop our professional community.</li><li>• Teachers worked beyond their classrooms to contribute to broader school programs.</li></ul>	<ul style="list-style-type: none"><li>• Equity Funding Location Allowance</li></ul>

#### Next Steps

- Continue to implement Interest Groups, accessing more community resources to support these groups and involve K-2 students in Interest Group activities.
- Continue to provide extra curricular activities for students, including a 'Have a go show' – Talent quest and a Principal's Writing Competition.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students had an Individual Learning Plan and demonstrated continued growth along the Learning Continuums. Provided additional Learning and Support Officer time to support achievement of student outcomes.	\$ 11 633 – Equity Loading Aboriginal Background
<b>Low level adjustment for disability</b>	Provided Learning and Support Teacher time, Learning and Support Officer time and classroom teacher time to support achievement of student outcomes.	\$17 093 – Equity Loading Low Level Adjustment for Disabilities  Learning and Support Teacher Staffing Allocation
<b>Quality Teaching, Successful Students (QTSS)</b>	All teachers actively participated in supervision meetings during which their PDP goals were discussed, achievement strategies were developed and curriculum implementation ( including differentiation of learning) was monitored.	QTSS Staffing Allocation
<b>Socio–economic background</b>	Provided Executive with additional time to focus on Instructional Leadership with focus being on School Improvement ( External Validation), staff PDP goals, staff collaboration and feedback and curriculum implementation including the development of Scope and Sequence documents and Assessment Schedules.	\$ 32 808 – Equity Loading Socio Economic Background



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	67	71	73	58
Girls	64	53	55	52

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	94.6	95.2	91.4
1	90.8	90.4	92.1	90.7
2	94.8	92.9	90.3	92.8
3	92.6	97.5	88.4	91.3
4	94.2	92.5	92.5	90.5
5	94.4	93.1	90.9	93.5
6	94.8	94.7	91.1	86.4
All Years	93.8	93.3	91.4	90.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

\*Full Time Equivalent

In 2016 Dorrigo Public School had no employees who identified as Indigenous.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

All staff had equitable access to a variety of Professional Learning experiences throughout the year. These included professional learning at regular staff meetings, attendance at the Staff Development Days and the Plateau Community of Schools collaborative Professional Learning Sessions. In addition, staff participated in Professional Learning hosted by external providers such as Headspace ( Mental Health and Wellbeing) and Bill Rogers ( Behaviour Management Strategies).

During 2016 executive staff supported one staff member in the submission of their Proficient Teacher Accreditation documentation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>148 034.80</b>
Global funds	180 089.81
Tied funds	103 918.68
School & community sources	31 609.27
Interest	3 015.47
Trust receipts	5 484.56
Canteen	0.00
<b>Total income</b>	<b>472 152.59</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 245.51
Excursions	18 441.28
Extracurricular dissections	16 183.63
Library	2 442.80
Training & development	2 010.25
Tied funds	130 819.62
Short term relief	33 208.65
Administration & office	58 629.34
School-operated canteen	0.00
Utilities	40 142.87
Maintenance	13 412.41
Trust accounts	7 834.25
Capital programs	0.00
<b>Total expenditure</b>	<b>339 370.61</b>
<b>Balance carried forward</b>	<b>132 781.98</b>

# School performance

## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN Bands in Reading and Numeracy.

The percentage of Year 3 students in the top two bands has increased for spelling and decreased for reading and numeracy.

The percentage of Year 5 students in the top two bands has increased for writing and grammar and punctuation and decreased for reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sort the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents believe the school encourages positive and respectful behaviour and that the school invites them to be involved in school activities.
- Some parents stated that they would like to be more informed of their child's progress and see more community members involved in school music and art activities.
- The majority of students believe that the teachers provide interesting activities to help them learn and that they are given lots of different opportunities to do well.
- Some students stated that they would like to do more sport and have more excursions.
- Staff members believe that the school has a supportive and positive learning environment with committed staff and a strong sense of collegiality.
- Some staff members stated they would like more professional learning, particularly to help when teaching 21st Century Learning Skills.



## Policy requirements

### Aboriginal education

During 2016 Individual Learning Plans were developed and implemented for all Aboriginal students in consultation with students, teachers and parents based on student interest and need. Analysis of SMART Data showed that there was an increase in the performance of Aboriginal students from 2015 – 2016 in the areas of Reading, Writing, Grammar and Punctuation and Numeracy.

The annual NAIDOC on the Plateau Celebrations provided over 300 students from six local schools with the opportunity to develop deeper understandings of Aboriginal histories, cultures and languages. Students participated in a range of workshops including those presented by staff from the Dorrigo Lands Council, Dorrigo National Parks and Wildlife Service and the Grafton Gallery. This successful day had the support of many local Aboriginal and Non Aboriginal Community Groups including the Bellingen Shire Council.

In addition, all class programs incorporated Aboriginal Perspectives across all Key Learning Areas.



## **Multicultural and anti-racism education**

Harmony Day celebrations provided all K–6 students with the opportunity to learn from staff, community members and peers about other cultures. Students participated in a range of multicultural games and completed craft projects based on a MultiCultural theme. All classes participated in French language and culture lessons as part of the school Release from Face to Face program. In addition, all teachers incorporated Multicultural Perspectives into their class learning programs.

The school utilized our trained Anti–Racism Contact Officer to provide support for staff and students when needed.