

# Dundurrabin Public School

## Annual Report



2017



1788

## Introduction

The Annual Report for **2017** is provided to the community of **Dundurrabin 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.

Katrina Sangster

Principal

### School contact details

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## School background

### School vision statement

At Dundurrabin Public School we strive to create a strong, dynamic learning culture that encourages high expectations for success and for every student to have freedom, choice and greater options in an ever changing world.

### School context

Dundurrabin Public School is a isolated rural small school situated in a beautiful bushland setting 33km north–west of Dorrigo on the Armidale – Grafton Road. The school has a caring and supportive learning environment catering for the needs of all students while focusing on delivering quality literacy and numeracy programs.

The existing cohort of students is drawn from the Dundurrabin Village, Tyringham, Glenferneigh, Billys Creek and Megan with most travelling to and from school by bus. The expected enrolment for 2016 is 24 students and the average Family Occupation Education Index (FOEI) for 2014 and 2015 was 154.

The school is classified as TP1, with one full–time permanent Teaching Principal, a permanent part–time teacher for RFF and library and a School Administrative Manager working 6 days per fortnight. Through school funding and additional entitlements including LAST and EAfS, we currently operate two small classes comprising of a K–2 class and a 3–6 class.

Our school receives funding through the Resource Allocation Model (RAM) for remoteness and isolation/socio–economic background and low level adjustment for disability.

Significant programs include the Early Action for Success strategy for 2015–2016, the continuation of our Stephanie Alexander Kitchen Garden program and our focus on environmental sustainability. Our school is a proud member of the Bellingen/Dorrigo Learning Community of Schools, providing students with engaging cross–school activities and leadership opportunities.

Our 21st Century Learning environment is supported by a variety of creative learning spaces and quality teaching resources including a substantial library, iPads, and computer technologies.

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

In the domain of Learning our focus has been on Learning Culture, Wellbeing and Curriculum. Teaching staff continue to understand the importance of building educational inspiration among all students in order for them to be equipped to take responsibility for their ongoing learning. We have shown growth in some aspects of each element but overall in each element we were assessed as being at the Delivering stage. Staff cater for the diverse social and emotional needs of all students to support them to be successful with the ultimate goal for our school to have a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

In the domain of Teaching our focus has been on effective classroom practice and learning and development. All teaching staff entered into high quality professional learning to drive teaching of the KLA's across kindergarten to year 6. We were assessed as being at Delivering across all elements, though have shown growth in some aspects of each element.

In the domain of Leading we were again assessed as being at the Delivering stage. Our students continue to benefit from the school's engagement with parents and our wider community. Our teaching staff have all had input into planning

and evaluating the current School Plan as well as significant contributions to the 2018–2020 School Plan.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Dynamic Innovative Teaching Team

### Purpose

Ensuring learning for students is based on quality educational delivery, high expectations and the implementation of innovative and creative practices.

### Overall summary of progress

2017 marked the second year of implementation of the Early Action for Success strategy with a strong focus on Literacy improvement. Regular assessment, PLAN monitoring, and reading data indicates that 66%% of K–6 students are currently achieving at or above expected levels on the Literacy continuum for reading.

All teaching staff continued to work closely with our Instructional Leader on Literacy professional learning to ensure quality educational delivery and the implementation of innovative and creative practices. Teaching staff participated in quality professional learning in literacy with a strong focus on professional readings, the development of individual learning plans for all students, student learning goals and close monitoring of student achievement. These included L3 Kinder, EAfS conferences and adobe connects, National Learning Progressions and gifted and talented.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Grade appropriate achievement in the Reading Texts and Aspects of Writing clusters on the K–6 Literacy Continuum.</li> </ul>	<p>Student Learning and Support Officer 4 hours/week for three terms – \$4300 Low Level Adjustment for Disability</p> <p>Additional teacher 0.154 FTE \$9500 RAM Socio Economic</p> <p>L3Kinder professional learning relief \$4000 Professional Learning and RAM Socio Economic</p> <p>Early Action for Success conferences \$2000 Professional Learning</p> <p>Instructional Leader support \$4000 RAM Socio Economic</p>	<p>Collaborative practice have been enhanced through working with an Instructional Leader leading school based professional learning, lesson observations and professional readings.</p> <p>Regular assessment and close monitoring of student achievement using the Literacy Continuum and PLAN data as guided by EAfS principles. Consistent 5 weekly data collection of reading levels and close monitoring of writing for L3Kinder.</p> <p>66% of K–6 students are currently achieving at or above expected levels for reading.</p>
<ul style="list-style-type: none"> <li>Grade appropriate achievement in the Early Arithmetical Strategies and Place Value aspects on the K–6 Numeracy Continuum.</li> </ul>	<p>Student Learning and Support Officer 4 hours/week for three terms – \$4300 Low Level Adjustment for Disability</p> <p>Additional teacher 0.154 FTE \$9500 RAM Socio Economic</p> <p>L3Kinder professional learning relief \$4000 Professional Learning and RAM Socio Economic</p>	<p>Collaborative practice have been enhanced through working with an Instructional Leader leading school based professional learning, lesson observations and professional readings.</p> <p>Regular assessment and close monitoring of student achievement using the Numeracy Continuum and PLAN data as guided by EAfS principles.</p> <p>79% of K–6 students are currently achieving at or above expected levels in numeracy.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Grade appropriate achievement in the Early Arithmetical Strategies and Place Value aspects on the K–6 Numeracy Continuum.</li> </ul>	Early Action for Success conferences \$2000 Professional Learning  Instructional Leader support \$4000 RAM Socio Economic	Collaborative practice have been enhanced through working with an Instructional Leader leading school based professional learning, lesson observations and professional readings.  Regular assessment and close monitoring of student achievement using the Numeracy Continuum and PLAN data as guided by EAfS principles.  79% of K–6 students are currently achieving at or above expected levels in numeracy.
<ul style="list-style-type: none"> <li>100% of students working from ILP's</li> </ul>	Nil	Twice yearly 3 way meetings with parents and students.  All students have Individual Learning Plans and can identify personal learning goals.

## Next Steps

Our 2018–2020 School Plan will consist of two Strategic Directions, Strong Wellbeing and Dynamic Innovative Teaching Team. We will continue as an Early Action for Success school (Phase 2) 2017–2020 targeting K–3 students. This will include a planned model of instructional support, including lesson observations as well as professional learning for the K–2 teacher in L3Kinder OPL and L3Stage1.

Student progress and assessment data will be consistently tracked using the National Literacy and Numeracy Progressions and PLAN2. Whole school focus on improving writing and number sense K–6.

Teachers will work collaboratively with other teachers and the Sydney University STEM Teacher Academy to implement STEM across the school.

The continuation of school based Performance and Development Plans for all teaching staff, identifying professional learning goals and evidence of progress towards these goals.



## Strategic Direction 2

### Strong Well-being

#### Purpose

Our students have the right to be empowered to make positive choices, to be confident and emotionally strong. They need to be able to manage their emotional well-being and develop personal attributes such as honesty, resilience, empathy and respect for others.

#### Overall summary of progress

Rock and Water was implemented across the school with planned lessons each Friday alongside the Bounce Back program. It was delivered to K-2 and 3-6 each fortnight. Due to changes in staffing, the program was not consistently implemented.

Teachers and students also had the opportunity to take part in weekly mindfulness sessions delivered by a local tutor. These lessons were implemented during terms 1, 2 and 3. Teaching staff are able to continue mindfulness activities during term 4 using resources supplied by the tutor.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>A comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students as measured by the Wellbeing Framework.</li></ul>	\$1200 – Mindfulness sessions school based funds	Implementation of Rock and Water across the school.  Mindfulness sessions for all students during terms 1-3.

#### Next Steps

Strong Wellbeing will remain a Strategic Direction of the new 2018-2020 School Plan but will be expanded to include all aspects of wellbeing. Teachers will plan to personalise rich learning experiences to fully engage all students in their learning. Learning intentions/goals will be visible for writing and reflective practices will be effectively introduced across the school.

With strategic timetabling, teaching staff will continue to deliver fortnightly Rock and Water lessons to each class. Clear Minded for Life will continue along with the introduction of other evidence based programs such as iPlay across the school.



## Strategic Direction 3

### Community Partnerships

#### Purpose

Enhancing teacher quality and capacity in a culture where teachers actively pursue quality professional learning and leadership opportunities to drive best practice teaching across our community of schools.

#### Overall summary of progress

Learning Intentions and Success Criteria has been a whole school emphasise to guide student learning. Teachers and students continue to focus on learner qualities and all students are able to articulate the strategies they can use to help them learn.

Teachers continued to focus on explicitly articulating learning intentions and the success criteria needed in order to achieve success during lessons.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>School Excellence Framework –Increase in number of excelling descriptors met.</li></ul>	nil	The school is committed to the development of leadership skills in staff and students. Links exist between the CoS to support school programs.
<ul style="list-style-type: none"><li>Increase in understanding of and use of learner strategies by students.</li></ul>	nil	Learner qualities explicitly taught and referred to often in each class.  Growing confidence in students being able to articulate how they learn.
<ul style="list-style-type: none"><li>Increased use of effective feedback incorporating learning goals and success criteria in classrooms.</li></ul>	nil	Teachers work collaboratively with a focus on establishing learning goals, success criteria and effective feedback.

#### Next Steps

Learning goals and reflective practices will move and become part of our Strong Wellbeing Strategic Direction in the new 2018–2020 School Plan. We will work collaboratively with other small schools on writing with our Instructional Leader in 2018 and with Dorrigo teachers along with other primary schools as part of Sydney University STEM Teacher Academy. Both of these initiatives form part of Strategic Direction 2: Dynamic Innovative Teaching Team in the new 2018–2020 School Plan.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	\$23,113	<p>Employment of a part time teacher to support Literacy and Numeracy programs.</p> <p>Employment of a casual Kitchen Specialist to facilitate cooking lessons as part of our Stephanie Alexander Kitchen Garden program.</p> <p>Professional learning and Instructional Leader support for L3Kinder implementation.</p>
<b>Low level adjustment for disability</b>	\$4304	Employed a SLSO for 4 hours/week to provide intensive in class Literacy and Numeracy support.
<b>Sporting Schools</b>	\$1800 each term for terms 2, 3 and 4	<p>High levels of student participation in sporting programs delivered by experts.</p> <p>Hockey coaching for all students for 6 consecutive weeks.</p> <p>Game-On Rugby coaching sessions for all students for 4 weeks.</p> <p>Milo Into Cricket coaching for all students.</p> <p>Funded term 4 School Swimming and Water Safety Program including bus hire, pool entry and supervision.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	8	12	18	14
Girls	6	7	6	9

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	95.2	90.3	96.7
1	92.9		94.3	82.5
2	91.9	91.2	97.8	92.5
3		88.1	96.1	100
4	96.6	100	94.9	91.8
5	89.1	97.3	89.6	91
6	91.7	91.6	94.3	93.2
All Years	92.8	91.9	93.6	91.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94	94.1	94
3		94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.58
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

\*Full Time Equivalent

### 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	50

### Professional learning and teacher accreditation

Throughout 2017, staff at Dundurrabin Public School participated in an extensive range of professional learning activities. These professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and training days on a range of topics which related directly to each staff member's Professional development Plans and the school's strategic directions.

The School Administration Manager and Principal both undertook a significant amount of professional learning in preparation for the Learning and Business Management Reform (LMBR) which the school began operating in September.

Our substantive Teaching Principal is currently maintaining accreditation at Proficient level.

There are no permanent members of staff who are New Scheme Teachers working towards NSW Education

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>26,302</b>
Global funds	81,821
Tied funds	39,133
School & community sources	3,654
Interest	463
Trust receipts	11,479
Canteen	0
<b>Total Receipts</b>	<b>136,550</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	16,080
Excursions	799
Extracurricular dissections	4,345
Library	1,544
Training & Development	2,091
Tied Funds Payments	29,389
Short Term Relief	3,066
Administration & Office	26,379
Canteen Payments	0
Utilities	3,304
Maintenance	1,667
Trust Payments	11,479
Capital Programs	0
<b>Total Payments</b>	<b>100,142</b>
<b>Balance carried forward</b>	<b>62,710</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>68,781</b>
Appropriation	62,710
Sale of Goods and Services	35
Grants and Contributions	6,036
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-52,988</b>
Recurrent Expenses	-52,988
Employee Related	-30,213
Operating Expenses	-22,775
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>15,793</b>
<b>Balance Carried Forward</b>	<b>15,793</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	306,074
Base Per Capita	3,668
Base Location	16,222
Other Base	286,184
<b>Equity Total</b>	57,890
Equity Aboriginal	0
Equity Socio economic	33,271
Equity Language	0
Equity Disability	24,619
<b>Targeted Total</b>	0
<b>Other Total</b>	2,427
<b>Grand Total</b>	366,391

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

## 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.

However, due to our small cohort, results cannot be published.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of students, 100% of staff and 54% of families responded to our school satisfaction surveys for 2017. From the surveys completed:

100% of families value the unique programs and

opportunities we offer.

100% of families feel they can talk to their child's teacher about their concerns and that the school works with them to support their child's learning.

100% of families and 100% of staff feel the school takes parents opinions seriously.

91% of students feel safe at our school and 83 % students feel they have often been successful at school.



## Policy requirements

### Aboriginal education

All teaching and learning programs incorporate Aboriginal education. As a cross-curricular priority, it is acknowledged as an important aspect of the curriculum and is integrated in all key learning areas.

Gumbaynggirr language and culture lessons were introduced this year with planned weekly lessons delivered by a local Gumbaynggirr woman. Lessons included language, story telling, singing and visual arts. These lessons are planned to continue in 2018 to deepen each child's learning about the rich culture that is part of the land on which we walk.

As in previous years, our school combined with all schools on the Dorrigo Plateau for students to recognise and celebrate Aboriginal culture, customs, beliefs and traditions. This day is known as 'NAIDOC on The Plateau'.

Several community departments and organisations support the day including, NPWS, the local Lands Council, Cascade EEC and local members of our Indigenous community. Students participated in a variety of cultural activities including a smoking ceremony, traditional cooking lessons, dance lessons. Aboriginal games, craft and a taste of bush tucker for lunch. Staff also participated in a cultural awareness session on the day.



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

Multicultural perspectives are embedded within all Key Learning Areas. Our school is committed to developing learning activities that are culturally inclusive to develop an understanding and respect towards cultural, linguistic and religious differences.

All students participated in our Harmony Day celebration which had a strong focus on cultural cuisine. Parents and community members joined us for a Harmony Day where we enjoyed an Asian feast prepared by the students.

Students also participated in the Country Women's Association of NSW's 2017 International PowerPoint Presentation for Primary Schools in which we came second in the state. Students across the school contributed to the PowerPoint, researching all aspects of Nepalese culture and history. We also dedicated a cooking session to preparing and sharing a range of Nepalese cuisine.

Our school has a trained Anti-Racism Contact Officer (ARCO) who is available to support students, families and staff should the need arise.