

# Dorrigo Public School Annual Report



2017



7316

## Introduction

The Annual Report for **2017** 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.

Leah Keough

Principal

### School contact details

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### Message from the Principal

This year our school has worked with the wider community to strengthen and grow the understanding that learning matters and to promote learning success, social well-being and responsibility in our students. Our school is a place that inspires creativity and teamwork. It is a school of which we should be proud. The learning and the creations of each year occur only because of the commitment and support of an outstanding staff, a trusting and hardworking community and a student body who are focused on effort and willing to give their best.

Learning is at the centre of what we do everyday. As a school community, we deserve to feel proud of our achievements this year. Addressing the needs and aspirations of our students is our core business and this year we have offered a well-rounded bank of academic, social, sporting and arts programs. Amongst the many achievements of our school this year some of the highlights include;

–The continuation of our Interest Groups program which offers students a choice for their Wednesday afternoon activity. This year we were pleased to introduce a variety of choices for all. Our community participation for interest groups continues to grow with each term.

–This year we entered a team of 7 students into the Social Sciences Tournament of Minds challenge, developing key problem solving and team work skills to complete a six week long term challenge.

–Our sporting opportunities continued with many students representing our school at carnivals and PSSA school sports as well as a strong school sport program supported by Sporting Schools funding.

–The music program with Dr Sheila Guymer has grown across the school with weekly lessons for each class, ukele and keyboard lessons for Interest Groups and the more recent assembly of two concert choirs.

–Many of our students ventured away from school for excursions to support their learning this year. Our Sydney excursion for Years 5/6 and our Stage 1 and 2 visits to Cascade Environmental Education Centre are some of the more recent.

–Our school chaplaincy program sees Vivian and Margot support our staff and students with friendship and resilience programs targeted at the overall wellbeing of our students.

–The school hosted a very successful Come and See My School Day to celebrate Education Week, as well as the very popular Grandparents Days. Both seeing large numbers of visitors join us.

–The P&C continued to work tirelessly to support our school, especially in the enhancement of resources. This key parent body is integral to the strong and productive connection the school has with the wider community.

It's fair to say that we offer a myriad of opportunities for our students to ensure they develop a love of learning and the confidence to strive for excellence. I feel confident that we can continue to provide the quality educational experiences and opportunities that will equip our students to face the future as productive, effective and caring citizens.

Leah Keough

Principal

### **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 2017 in a variety of ways. As per previous years, the P&C pays for the student injury insurance. This is a 24/7 insurance for students enrolled in our school. We also fund the merit award certificates and partly fund the Gymnastics program for all students, which appears to be very popular with the students as well as being important to their coordination and physical development.

The P&C also continued to administer the funding for the school's Chaplaincy program. Once again Vivian and Margo worked across our school providing valuable support to the students and staff.

The school canteen continues to be maintained purely on a voluntary basis. The canteen was open for three days each 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 special canteen days, seed raising pots and the Bunnings Barbeque. The P&C also continued with our traditional Mother's Day and Father's Day stalls.

Due to the great fundraising in 2017 the P&C was able to contribute to the purchase of the shade sail over the sandpit and iMath and Soundwaves student workbooks and learning programs.

2017 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. 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.

In the domain of Learning our focus has been on *Learning Culture, Wellbeing and Curriculum and Learning*. Our teaching staff continue to understand the importance of building educational aspiration among our students in order for them to be equipped to take responsibility of their ongoing learning. We have shown growth in the element of *Learning Culture* where we have increased from Delivering to Sustaining and Growing. *Wellbeing and Curriculum and Learning* were again assessed to be at the Delivering stage. All staff contributed to the development of the Dorrigo Public School Wellbeing Policy and Procedures and are making a consistent approach to incorporate positive wellbeing strategies to support student learning.

In the Teaching domain we have shown growth in 3 out of 6 elements, including *Collaborative Practice, Learning and Development and Professional Standards* with each one growing from Delivering to Sustaining and Growing. All teaching staff entered into high quality professional learning to drive exceptional teaching across all Key Learning Areas, Kindergarten to Year 6. One specific example includes utilising a local expert from a neighboring school to support our staff with gifted and talented education including identification methods and high quality teaching pedagogy.

In the domain of Leading, *Leadership, School Planning, Implementation and Reporting and Management Practices and Processes* were again assessed as being at the Delivering stage. Growth was evident for *School Resources*, moving from Delivering to Sustaining and Growing. Our students continue to benefit from the schools engagement with parents and our wider school 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.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

### 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 wellbeing 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. All staff had input and 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)	Funds Expended (Resources)	Progress achieved this year
A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students as measured by the Wellbeing Framework.	School Chaplaincy funding held by P&C.  \$10 000	Integration of a whole school mindfulness curriculum.  Revised wellbeing procedures to support all staff and students.  Implementation of additional wellbeing programs for identified students through the school chaplaincy program– <i>In Real Life</i> and <i>Boys In The Bush</i> .

#### Next Steps

Wellbeing will remain a predominant focus of the new 2018–2020 School Plan. Student wellbeing initiatives will continue to be delivered by our school chaplaincy program and teaching staff will work on a whole school approach to Habits of Mind.



## 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 teaching staff continued the use of Learning Intentions and Success Criteria to guide student learning. Most classes are using Data Walls to track progress of students.

The teaching staff have consolidated their understanding of the PDP process, identifying 2–3 annual goals to address their professional learning and to support our School Plan and Strategic Directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence based goal setting for all staff based on Australian Professional Standards for Teachers, as documented in all Performance and Development Plans	Teacher relief– \$1000	All teaching staff have quality PDP documents that incorporate the Australian Professional Standards for Teachers.  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.
All teachers use learning intentions to help provide explicit, timely feedback to students on how they achieve.	Nil	Teachers work collaboratively 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.

#### Next Steps

Our 2018–2020 School Plan will consist of two Strategic Directions, Learning and Teaching. Our plan is to shift our focus to several Professional Learning opportunities at the cutting edge of teaching. Specific programs include L3 Kinder training for our Kindergarten teacher and involvement in the STEM Enrichment Academy with the Sydney University for our Stage 2 and 3 teachers.

Student progress and assessment data will be consistently tracked with the new NSW Learning Progressions and PLAN 2 as our school will take part in the CESE Learning Progressions trial for 2018.



## 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 our school. The staff and community have addressed this by providing weekly Interest Groups, a whole school music program and numerous opportunities for the community to engage with our school and students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school builds meaningful partnerships with parents, families and local businesses and community organisations to improve opportunities and outcomes for students.	Nil	Parents and community members have the opportunity to engage in a wide range of school-related activities including NAIDOC on the Plateau, Grandparents Day, Come and See My School Day, Gumbaynggirr language lessons and Interest Groups resulting in increased participation of community members in various aspects of school life.
Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.	Nil	The school identified expertise within its staff and used this to further develop our professional community.  Teachers worked beyond their classrooms to contribute to broader school programs.

#### Next Steps

Our focus on community engagement and Interest Groups are embedded in our school programs and activities. Interest Groups will continue to incorporate a significant amount of community involvement and will cater for all students Kindergarten to Year 6. We will take advantage of opportunities to positively promote our school to the wider community and regularly engage our community in school events.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14 290	Teacher relief  Individual Learning Plans established for all Aboriginal students.
<b>Low level adjustment for disability</b>	\$41 893	Employ a Student Learning Support Officer (SLSO) for 4 hours/day, 4 days/week for Term 2, 3 and 4 to support student learning  Teacher relief
<b>Quality Teaching, Successful Students (QTSS)</b>	\$8 837  Entitlement– 0.087	The QTSS entitlement was used to supplement our LAST and RFF teachers to 2 days / week for the year.
<b>Socio–economic background</b>	\$81 456	Employ a full time temporary teacher to assemble a 5th class. Smaller class sizes support instructional leadership and the implementation of whole school programs.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	71	73	58	49
Girls	53	55	52	41

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	95.2	91.4	92.3
1	90.4	92.1	90.7	93.5
2	92.9	90.3	92.8	91.2
3	97.5	88.4	91.3	92.8
4	92.5	92.5	90.5	95.9
5	93.1	90.9	93.5	91.5
6	94.7	91.1	86.4	90.1
All Years	93.3	91.4	90.5	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	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 composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	2.42
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

\*Full Time Equivalent

During 2017, the substantive school principal undertook the role of Relieving Principal at Macksville Public School. Therefore the principal position at Dorrigo Public School was undertaken by Leah Keough.

### 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	0

## Workforce information

### Professional learning and teacher accreditation

Staff from Dorrigo Public School completed numerous Professional Learning courses during 2017 which related to Professional Development Plans and the school's strategic directions. They ranged from mandatory compliance courses in the Code of Conduct, Cardio-Pulmonary Resuscitation and Child Protection through to a range of curriculum and welfare based courses. These courses enable staff to refresh their understandings and gain further knowledge and understanding of current teaching methods.

The Student Administration Manager and Principal also undertook a significant amount of training in preparation for the Learning and Business Management Reform (LMBR) which the school began operating in September.

We currently have 1 beginning teacher who is seeking accreditation with NESAs (formerly BOSTES) and two teachers maintaining accreditation.

## 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.

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	254,000
Appropriation	241,301
Sale of Goods and Services	548
Grants and Contributions	11,999
Gain and Loss	0
Other Revenue	0
Investment Income	152
<b>Expenses</b>	-107,705
Recurrent Expenses	-107,705
Employee Related	-52,973
Operating Expenses	-54,732
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	146,295
<b>Balance Carried Forward</b>	146,295

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>	800,940
Base Per Capita	16,811
Base Location	23,869
Other Base	760,260
<b>Equity Total</b>	137,639
Equity Aboriginal	14,290
Equity Socio economic	81,456
Equity Language	0
Equity Disability	41,893
<b>Targeted Total</b>	26,950
<b>Other Total</b>	9,432
<b>Grand Total</b>	974,961

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. Due to our small Year 5 cohort in 2017, we can not publish their results.

The school has demonstrated an increase in expected student growth in Spelling from Year 3 to Year 5 from 2012 to 2017 as evidenced by NAPLAN results. 34.8% of students had greater than or equal expected growth in Spelling in 2012. This increased to 44.4% in 2017.

The school has demonstrated an increase in expected student growth in Grammar and Punctuation from Year 3 to Year 5 from 2012 to 2017 as evidenced by NAPLAN results. 43.5% of students had greater than or equal expected growth in Grammar and Punctuation in 2012. This increased to 66.7% in 2017.

**Percentage in Bands:**

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	23.1	0.0	7.7	7.7	30.8	30.8
School avg 2015-2017	7.7	3.6	9.7	18.0	15.0	12.6

**Percentage in Bands:**

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	15.4	7.7	30.8	30.8
School avg 2015-2017	2.3	7.4	17.8	14.1	13.7	11.4

**Percentage in Bands:**

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	15.4	30.8	15.4	23.1
School avg 2015-2017	1.2	14.7	9.9	21.0	11.1	8.9

**Percentage in Bands:**

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	76.9	15.4	7.7	0.0
School avg 2015-2017	0.0	1.2	35.2	23.0	6.1	1.2

**Percentage in Bands:**

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	4.3	5.8	2.9	5.8	5.8	8.7

**Percentage in Bands:**

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	1.4	5.6	9.7	4.2	8.3	4.2

**Percentage in Bands:**

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	4.3	2.9	8.7	8.7	2.9	5.8

**Percentage in Bands:**

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	11.6	11.6	8.7	1.5	0.0

The school has demonstrated an increase in expected student growth in Numeracy from Year 3 to Year 5 from 2012 to 2017 as evidenced by NAPLAN results. 56.5% of students had greater than or equal expected growth in Numeracy in 2012. This increased to 66.7% in 2017.

**Percentage in Bands:**

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	30.8	30.8	7.7	23.1
School avg 2015-2017	0.0	8.5	25.7	18.6	4.9	8.9

**Percentage in Bands:**

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	8.3	5.6	8.3	8.3	2.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school. This year our school participated in the Tell Them From Me survey to help us capture the views of students and parents. All parents were also invited to meet with the school principal in a community consultation meeting to discuss and evaluate current school programs and the school vision for 2018 onwards.

Disappointingly, there was minimal parent input into both the Tell Them From Me Survey and the Community Consultation meeting.

Most students in Years 4, 5 and 6 completed the Tell Them From Me Survey and all students from Kindergarten to Year 6 completed the School Satisfaction survey.

In the Tell Them From Me Parent Survey each area is given an averaged score of the multiple questions asked. A ten point scale is used with 0= disagree and 10= strong agreement. The results are– *Parents feel welcome 7.2, Parents are informed 6.1, Parents support learning at home 4.6, School supports learning 6.3, School supports positive behavior 7.7.* It should be noted that not all categories provided feedback due to too few parent responses.

In the Tell Them From Me Student Survey the results are presented as average percentages. Of the students surveyed the results are– 77% of students feel accepted and valued by their peers and by others at their school, 94% of students have friends at school they can trust and who encourage them to make positive choices, 94% of students believe that schooling is useful in their everyday life and will have a strong bearing for the future, 90% of students try hard to succeed in their learning, 79% of students are interested and motivated in their learning, 25% of students were not confident in their skills and found English, Maths or Science challenging and 8% of students lacked confidence in their skills and did not feel they were challenged.

In preparation for our new school plan for 2018–2020, we surveyed all students about how they felt about the current school programs. Generally the results were positive with most students enjoying the varied opportunities at our school. 85% of students enjoy Interest Groups, 78% are positive about Gymnastics, 95% of students enjoy the sporting programs and 79% of students aspire to the leadership opportunities we provide.

Specific feedback regarding future plans indicated the desire to implement language lessons for all students (as well as Gumbaynggirr Language) and to build upon our Peer Support/Buddies programs. Improving what we do at Dorriggo Public School is an ongoing process. Success is evident through the positive partnerships between our school and our wider community as we continue to "Strive for Excellence".



## Policy requirements

### Aboriginal education

All teaching and learning programs acknowledge Aboriginal education. 100% of our Aboriginal students have an Individual Learning Plan developed with input from the school, family and student.

During Semester Two, we introduced Gumbaynggirr language and culture lessons for all classes. Weekly lessons were delivered by a local Aboriginal tutor who engaged the students using singing and story telling. We anticipate these lessons will continue during 2018 to further enhance our dedication to Aboriginal education throughout the curriculum.

Our school combined with all schools on the Dorriggo Plateau to celebrate NAIDOC Week with our annual NAIDOC on the Plateau event. This day enables all students and staff the opportunity to recognise and celebrate Aboriginal culture, customs, beliefs and traditions.

Several community organisations support this day including the National Parks and Wildlife Service, Lands Council, Cascade Environmental Education Centre and members of our local Indigenous community. Students participated in a variety of cultural activities including a smoking ceremony, traditional cooking, dance lessons, Aboriginal games and crafts and even a taste of bush tucker.



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

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

Each year we recognise the significance of our diverse nation by celebrating Harmony Day. It is an opportunity for the school community to embrace cultural diversity and to share what we have in common; celebrating, accepting and respecting diversity.

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