

Dorrigo Public School Annual Report



2018



7316

Introduction

The Annual Report for **2018** 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

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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 2018 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 continued to administer the funding for the 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 at the beginning of this year. Due to losing a few volunteers early in the semester, we had to cut our canteen days to two days each week. 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, catering for a bike club and a Christmas function for a Farmer's organisation. The P&C also continued with our traditional Mother's Day and Father's day stalls.

Due to the great fundraising in 2018 the P&C was able to commit \$5000 to support learning for our students. These funds will be spent to provide every student with individual learning texts and every class with iPad learning. The addition of iPad learning is a wonderful initiative undertaken by our DPS staff and we are proud to support it. The P&C also contributed funds towards the Big Day Out excursion at the end of the year.

2018 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 additional opportunities that may otherwise not have been available.

Stefanie Eppler

P&C President

School background

School vision statement

At Dorrigo Public School we equip students with the tools to be successful, confident, creative individuals. We are inclusive of all and work in strong partnership with our community. Our staff is innovative and dynamic providing leadership that inspires learning and prepares children to lead rewarding and productive lives.

School context

Dorrigo Public School is situated in the heart of the beautiful Dorrigo Plateau on the Mid–North Coast of New South Wales. The school is classified at TP2 and the Family Occupation Education Index (FOEI) for 2018 is 119.

The current enrolment is 96 students organised into 5 classes. 10% of our students identify as Aboriginal. Our students live in the township of Dorrigo as well as outlying communities including Megan, North Dorrigo, Deervale, Tyringham and Ebor.

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

The staff structure at Dorrigo Public School includes a Teaching Principal, an Assistant Principal and two 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.

The physical, cultural and environmental qualities of Dorrigo Public School provide a supportive atmosphere in which children can learn. A motivation to 'Strive for Excellence' results from quality teaching and learning, broadened cultural perspectives, competence in literacy and numeracy, and encouragement of creativity. Our programs promote self–esteem and 'risk taking' in a caring and secure environment with value placed on self–discipline. The established concept of our school community will be further enhanced through participation and communication in decision–making on a partner basis. Working together, the school and community are partners in education. Dorrigo Public School is also a proud and active member of the Bellinger Dorrigo Learning Community contributing to, utilising and supporting the educational talents and expertise of our local Public 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, Learning Culture, Curriculum, Assessment, Reporting and Student Performance Measures were again assessed as being Delivering. Growth is evident in our school wellbeing programs resulting in the element of Wellbeing improving from Delivering to Sustaining and Growing.

In the domain of Teaching, Effective Classroom Practice, Data Skills and Use and Learning and Development all remained at Delivering. With staff becoming more familiar with the NSW Professional Standards for Teachers the element of Professional Standards increased to Sustaining and Growing.

In the domain of Leading, Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes all remained at the Sustaining and Growing level.

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

Teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create a stimulating, challenging yet supportive environment for teachers which uses research to underpin quality practice. We understand the need for a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

Our teachers create an environment where all students experience success in their learning. Our staff collaboratively plan, program and promote high expectations across the school and the wider community.

The use of the new Learning Progressions, as a trial school for the Centre for Education Statistics and Evaluation, has allowed for whole school progress tracking practices to inform teaching and learning. The use of a range of data including, stage assessments, NAPLAN and L3 has allowed staff to reflect, plan and implement effective models of differentiation across the school.

Teachers have engaged in quality professional learning to inform their practice and a shared school-wide responsibility for learning is growing across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All students will achieve at or above expected level on the Literacy Learning Progressions for the elements of Understanding Texts and Creating Texts.</p> <p>Individual students who do not achieve these benchmarks have learning interventions in place.</p>	<p>Additional support teacher Term 1</p> <p>Additional SLSO hours</p> <p>L3 Training and casual relief</p>	<p>100% students K–6 are tracked using the Literacy Learning Progressions / PLAN 2 for the elements of Phonological Awareness, Phonic Knowledge and Word Recognition, Understanding Texts and Creating Texts.</p> <p>L3 Kinder training and implementation for Kindergarten teacher</p> <p>All teaching and learning programs are data based and differentiation is evident.</p> <p>Students who do not achieve benchmarks receive differentiation through Individual Learning Plans.</p> <p>Learning and Support teacher delivers intensive programs that are differentiated for identified students.</p> <p>100% of Aboriginal students have Aboriginal learning plans in place.</p>
<p>All students will achieve at or above expected level on the Numeracy Learning Progressions for the elements of Quantifying Numbers, Additive Strategies and Patterning.</p> <p>Individual students who do not achieve these benchmarks have learning interventions in place.</p>	<p>Additional support teacher Term 1</p> <p>Additional SLSO hours</p>	<p>100% of students K–6 are tracked using the Numeracy Learning Progressions / PLAN 2 for the elements of Quantifying Numbers, Additive Strategies, Number Patterns and Algebraic Thinking.</p> <p>School based assessments including SENA and stage assessments used to inform teacher planning.</p> <p>Students who do not achieve benchmarks receive differentiation through Individual Learning Plans.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will achieve at or above expected level on the Numeracy Learning Progressions for the elements of Quantifying Numbers, Additive Strategies and Patterning. Individual students who do not achieve these benchmarks have learning interventions in place.		Successful partnership with STEM academy. STEM evident school-wide. 100% of Aboriginal students have Aboriginal learning plans in place.

Next Steps

L3 program will continue to be taught in Kindergarten and implemented in Stage 1.

Investigate a reading intervention/program for Stage 2 and 3.

Continue to develop STEM initiatives across the school.

Continue to differentiate programs for all students.

Monitor student progress using PLAN 2.



Strategic Direction 2

Learning

Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning surrounding 'what works best'.

Overall summary of progress

We are working towards having a planned approach to developing well being processes that support all students. Students are regularly engaging in goal setting and reflection activities and we continue to regularly engage our wider community in our learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data indicates an increase in student engagement, self direction and resilience.	School Chaplaincy Program– \$10,000 pa.	TTFM student survey data indicates an increase in the percentage of students with positive behaviour at school, students who are interested and motivated and students who try hard to succeed in their learning.
The school is deemed to be 'Excelling' in the wellbeing domain in the School Excellence Framework.	Nil	For the 2017 School Excellence Framework the school self assessment result for wellbeing was Delivering, In 2018 the self assessment indicated growth in the domain of wellbeing with an overall assessment of Sustaining and Growing.

Next Steps

Delivery of self-empowerment lessons to Stage 2 students via our School Chaplaincy program.

Continue to develop a whole of school inclusive framework to support well being.

Investigate Habits of Mind Professional Learning to be delivered to teaching staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10,717	Funding provided additional SLSO hours to address ALP requirements and classroom adjustments.
Low level adjustment for disability	\$12,225	Funding provided additional SLSO hours to support students with specific learning needs.
Quality Teaching, Successful Students (QTSS)	0.161 FTE	Funding provided additional staffing to support students with specific learning needs.
Socio-economic background	\$75,929	Funding provided additional staffing to support students with specific learning needs.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	73	58	49	53
Girls	55	52	41	47

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	91.4	92.3	93.5
1	92.1	90.7	93.5	83.8
2	90.3	92.8	91.2	91.6
3	88.4	91.3	92.8	90.1
4	92.5	90.5	95.9	89.6
5	90.9	93.5	91.5	93
6	91.1	86.4	90.1	85.4
All Years	91.4	90.5	93	90.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance patterns of all students are closely monitored at Dorrigo Public School because we believe that to be successful, students need to be present and engaged in their learning. When required, the Home School Liaison Officer is engaged alongside DoE policy to monitor and review non-attendance. All class rolls are monitored electronically and are completed by 10am, each day.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.57
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Currently no staff identify as Aboriginal.

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

Staff at Dorrigo Public School are dedicated to continually improve their practice through engaging in quality professional learning. All learning undertaken this year related to Professional Development Plans and the school's strategic directions.

Two major Professional Learning and Teacher Development focuses for 2018 were STEM (Science, Technology, Engineering and Maths) approaches for the whole school and the Language, Learning and Literacy (L3) pedagogy for Kindergarten. The STEM teacher development saw our school accepted into the STEM Teacher Enrichment Academy through the University of Sydney. This program has enabled a whole school approach to STEM, proving highly engaging to students and the wider school community. The L3 initiative has enabled an early intervention approach to reading and writing in Kindergarten. L3 Kinder will continue in 2019 and our Stage 1 teacher will also be trained in this teaching approach.

Mandatory compliance courses in the Code of Conduct, Cardio-Pulmonary Resuscitation and Child Protection through to a range of curriculum and welfare based courses were also undertaken by staff. These courses enable staff to refresh their understandings and gain further knowledge and understanding of current teaching methods.

During 2018, three of our temporary teaching staff were successful in completing their NESA accreditation. All teaching staff are now maintaining their accreditation in line with DoE policy requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	146,295
Revenue	1,348,337
Appropriation	1,298,585
Sale of Goods and Services	2,681
Grants and Contributions	45,166
Gain and Loss	0
Other Revenue	0
Investment Income	1,905
Expenses	-1,268,958
Recurrent Expenses	-1,268,958
Employee Related	-1,115,991
Operating Expenses	-152,967
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	79,379
Balance Carried Forward	225,674

Dorrigo Public School has a school budget committee comprising the Principal, the SAM, and the P & C President. This group meets approximately once per term to monitor the current year's budget – income and expenditure, including planned projects. Budgets are prepared by the Principal with the support of the SAM.

Uncommitted funds carried forward into 2019, from 2018, will be targeted toward employing additional temporary teachers during 2019 and the renewal of more Interactive Smart Boards across the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	967,623
Base Per Capita	17,403
Base Location	21,482
Other Base	928,738
Equity Total	130,105
Equity Aboriginal	10,717
Equity Socio economic	75,929
Equity Language	0
Equity Disability	43,459
Targeted Total	32,535
Other Total	49,658
Grand Total	1,179,921

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.

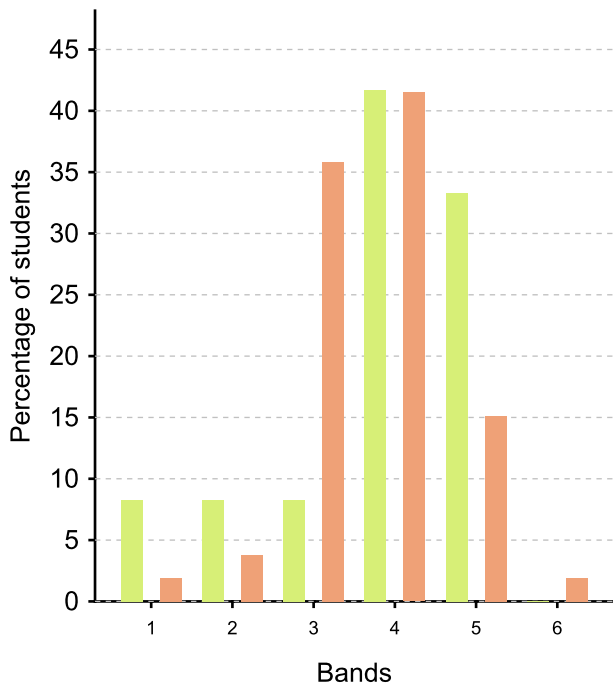
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

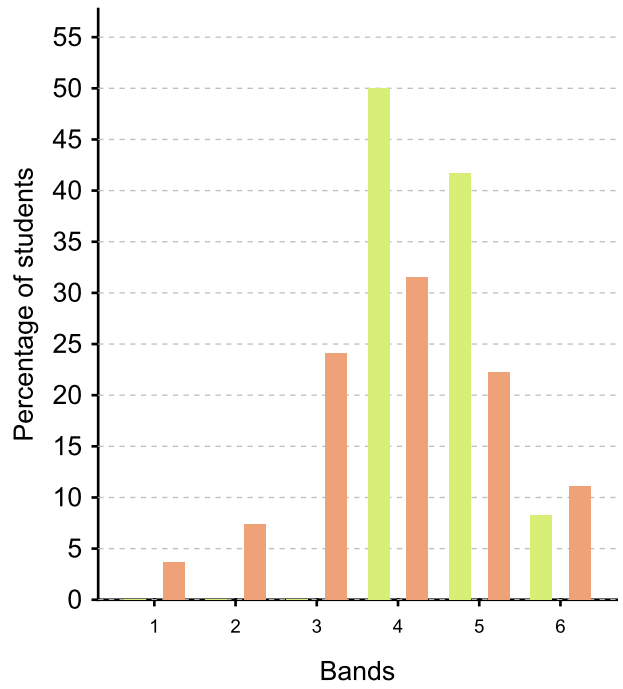
50% of Year 3 students achieved at or above state average in NAPLAN Reading.

Students in Year 5 demonstrated significantly above average growth in reading between Years 3 and 5.

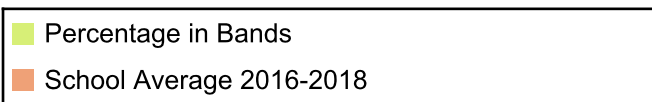
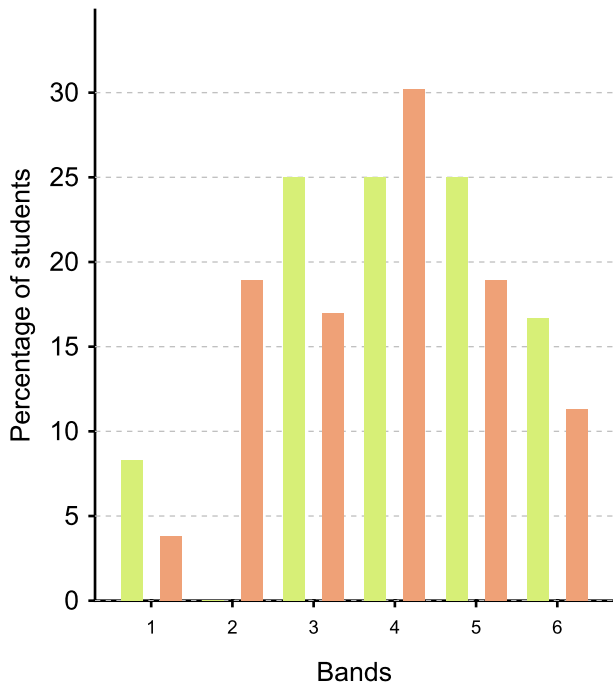
Percentage in bands:
Year 3 Writing



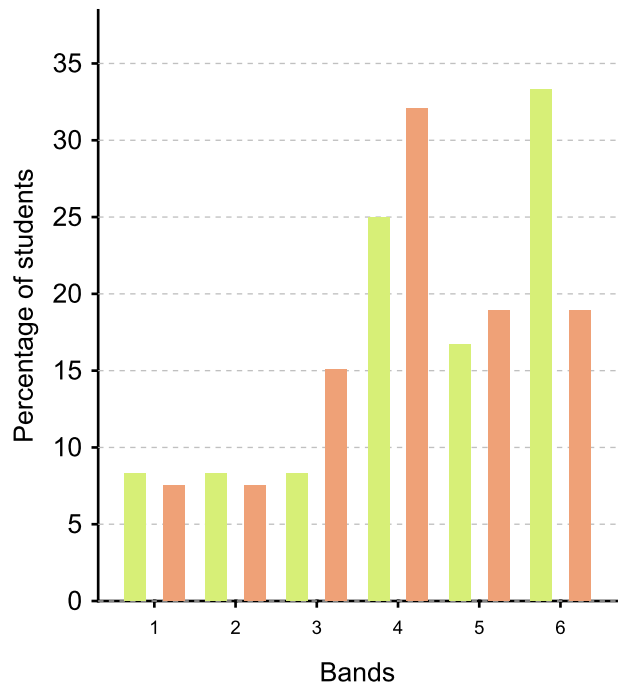
Percentage in bands:
Year 3 Reading



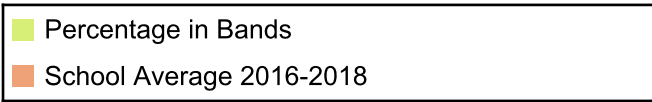
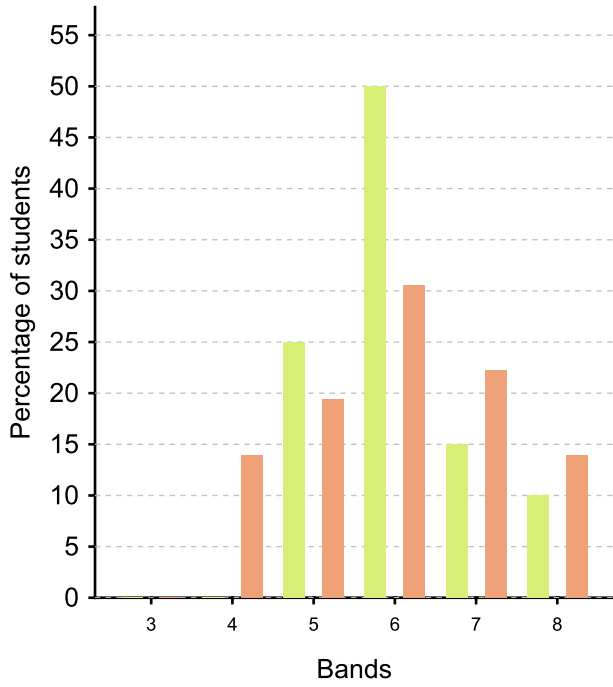
Percentage in bands:
Year 3 Spelling



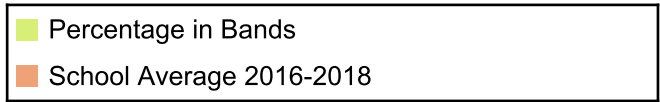
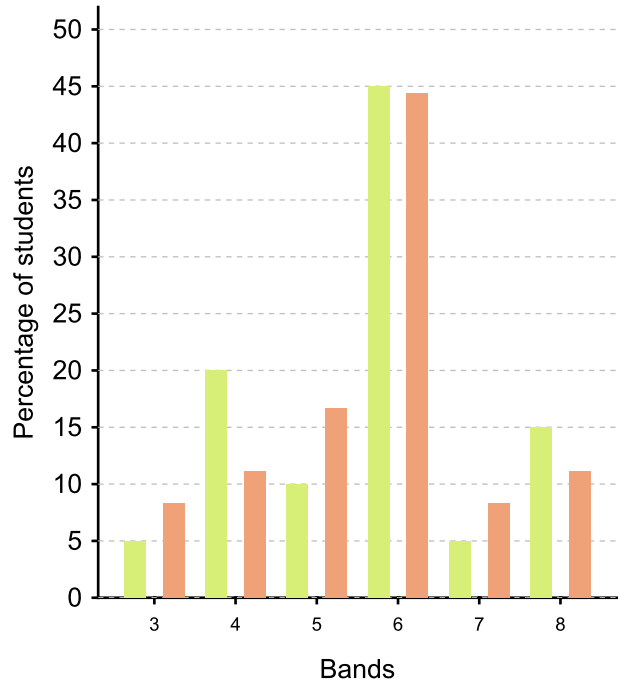
Percentage in bands:
Year 3 Grammar & Punctuation



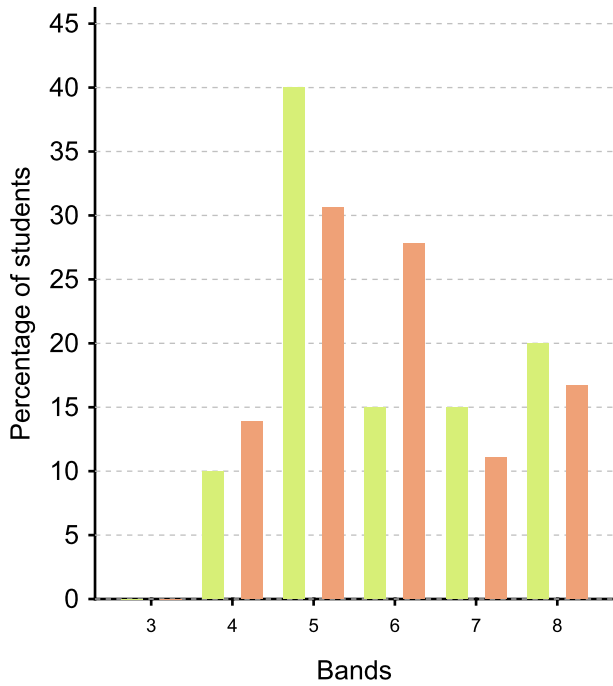
Percentage in bands:
Year 5 Grammar & Punctuation



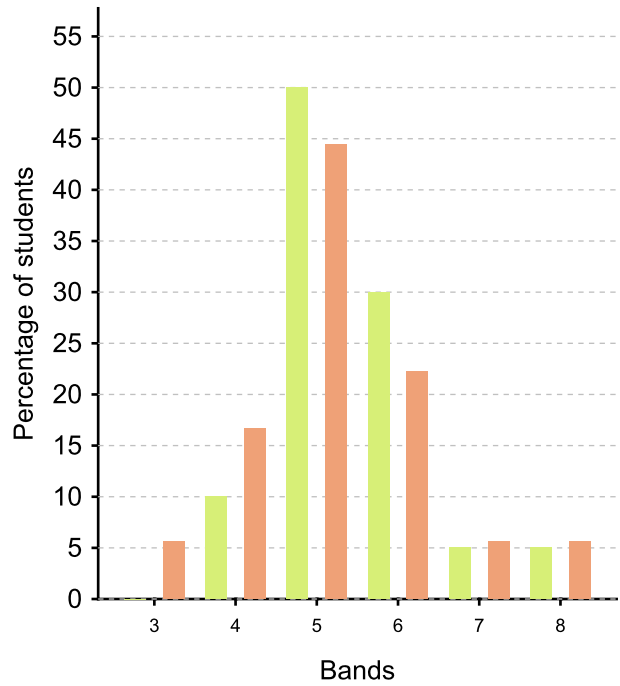
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



50% of Year 3 students achieved at or above state average in NAPLAN Numeracy.

47% of Year 5 students achieved at or above state average in NAPLAN Numeracy.

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

The school is investing resources into the improvement of Literacy in the early years with the implementation of Language, Learning and Literacy (L3) for Kindergarten. During 2019 our Kindergarten teacher will continue to train in L3 and our Stage 1 teacher will begin training in L3.



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 parents, students and teachers. All parents were also given the opportunity to submit a short, 3 question school satisfaction survey.

A disappointing response was received for the parent Tell Them From Me survey with only 2 families completing the survey, making the data invalid.

From the School Satisfaction Survey sent home to all families, a total of 17 surveys were returned. From these surveys we can conclude the following;

64% of families surveyed feel that the learning needs of their child/ren are being catered for. 29% of parents responded as unsure.

88% of families surveyed agree that our school is continually looking for ways to improve.

88% of families surveyed also indicate that their child/ren feels safe at our school.

In the Teacher Tell Them From Me Survey each 'Dimension' 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

Teacher Collaboration 7.8, Leadership 7.1, Learning Culture 8.0, Teaching Strategies 7.9, Data Informs Practice 7.8, Inclusive School 8.2, Technology 6.7, Parent Involvement 6.8, Challenging and Visible Goals 7.5, Planned Learning Opportunities 7.6, Quality Feedback 7.3 and Overcoming Obstacles to Learning 7.7.

In the Tell Them From Me Student Survey the results are presented as average percentages. Of the students surveyed 65% have a positive sense of belonging, 86% value schooling outcomes, 78% have developed positive relationships at school and 75% try hard to succeed in their learning.



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 One, we continued 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. Unfortunately these lessons were unable to continue for the duration of the year due to the unavailability of a local tutor.

Our school combined with all schools on the Dorrigo 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.