Dorrigo Public School

2019 Annual Report

7316

Introduction

The Annual Report for 2019 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.

School contact details

Dorrigo Public School
Hickory St
Dorrigo, 2453
www.dorrigo-p.schools.nsw.edu.au
dorrigo-p.school@det.nsw.edu.au
6657 2097

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All students will achieve at or above expected level on the Literacy Learning Progressions for the elements of Understanding Texts and Creating Texts.

Individual students who do not achieve these benchmarks have learning interventions in place.

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 benchmarcks have learning interventions in place.

Progress towards achieving improvement measures

Process 1: Implementation of whole school student progress tracking practices to inform teaching and learning programs. (Learning Progressions, PLAN 2 and Bump It Up monitoring)

Evaluation	Funds Expended (Resources)
100% of students have data entered in PLAN 2 for the Creating Texts and Quantifying Number elements of the Learning Progressions. Teachers are using this data to differentiate learning programs and form grouping structures within classrooms. This data also assists with the development of Individual Learning Plans, students goals and learning intentions. All teachers are involved in the Community of Practice Writing Project. Teachers have engaged with two learning sprints designed to improve the use of rich vocabulary in writing. Each teacher monitored a focus group of students throughout the sprint, collecting pre and post writing samples to determine growth. All classrooms have word walls and 'Bump It Up' walls which include graded writing samples for student and teacher reference. Assessment data indicates an increased use of rich vocabulary in writing although a focus on the use on specific tier 2 words is still required. Working with our partner school for this project has enabled the sharing of ideas and resources and a collaborative approach to a common goal of both schools. A Microsoft Teams drive was used to facilitate the sharing of resources, ideas and learning sprint plans between schools. Plans are underway for this project to continue into 2020.	PLAN 2 Community of Practice Teams Drive for sharing of sprint plans and resources between schools.

Process 2: Participation in high quality professional learning to inform and guide current teaching practices (L3, STEM and COP)

Evaluation	Funds Expended (Resources)
All teachers are involved in the Community of Practice Writing Project and are collaborating with our partner school to share resources and teaching ideas. Teachers from both schools have engaged with two learning sprints designed to improve the use of rich vocabulary in writing. Professional learning opportunities have been available to all staff with a specialist Literacy consultant providing vocabulary professional learning to the COP group. This PL was then presented back at each school during staff	Course costs Casual relief

Progress towards achieving improvement measures	
meetings. Working with our partner school for this project has enabled the sharing of ideas and resources and a collaborative approach to a common goal of both schools. A Microsoft Teams drive was used to facilitate the sharing of resources, ideas and learning sprint plans between schools. Plans are underway for this project to continue into 2020.	

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'.

Improvement Measures

Survey data indicates an increase in student engagement, self direction and resilience.

The school is deemed to be 'Excelling' in the wellbeing domain in the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. Students will understand how to behave intelligently when confronted with problems. (Habits of Mind)

Evaluation	Funds Expended (Resources)
During 2019, our school had planned to implement Habits of Mind, including training for staff and students. Habits of Mind was not implemented due to time constraints.	Time to develop and analyse survey.

Process 2: Delivery of health promotion and prevention programs which aim to reduce the incidence of mental health issues in children by empowering them with self–awareness and giving them the knowledge, understanding and strategies they need to look after their own physical, social, mental, emotional and spiritual health and wellbeing.

Evaluation	Funds Expended (Resources)
This year our School Chaplains delivered a confidence building and presentation skills program titled "Buzz Fun" to 100% of Stage 2 students. This program was well received with all students delivering their final presentation with increased confidence and ease. Feedback from parents and teachers indicates evidence of improved confidence at school assemblies and large group activities.	School Chaplaincy Program

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$14,058	The Aboriginal background loading was used toward employing a full–time temporary teacher to support literacy and numeracy plans across the school. A Student Learning and Support Officer was also employed to support individualised student learning.
Low level adjustment for disability	$45,250	The Low level adjustment for disability funding was used toward employing a full–time temporary teacher to support literacy and numeracy plans across the school.
Quality Teaching, Successful Students (QTSS)	0.174 FTE– $18,568	The QTSS funding was used toward employing a full–time temporary teacher to support literacy and numeracy plans across the school.
Socio–economic background	$79,881	The Socio economic background loading was used toward employing a full–time temporary teacher to support literacy and numeracy plans across the school. A Student Learning and Support Officer was also employed to support individualised student learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	58	49	53	56
Girls	52	41	47	47

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.4	92.3	93.5	88.5
1	90.7	93.5	83.8	94.1
2	92.8	91.2	91.6	90.7
3	91.3	92.8	90.1	90.6
4	90.5	95.9	89.6	95
5	93.5	91.5	93	89.2
6	86.4	90.1	85.4	92.7
All Years	90.5	93	90.3	91.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.51
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	225,674
Revenue	1,289,195
Appropriation	1,241,599
Sale of Goods and Services	2,815
Grants and contributions	42,985
Investment income	1,796
Expenses	-1,315,181
Employee related	-1,175,213
Operating expenses	-139,968
Surplus / deficit for the year	-25,986

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	13,916
Equity Total	139,179
Equity - Aboriginal	14,058
Equity - Socio-economic	79,881
Equity - Language	0
Equity - Disability	45,240
Base Total	845,466
Base - Per Capita	23,464
Base - Location	23,386
Base - Other	798,617
Other Total	40,527
Grand Total	1,039,089

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
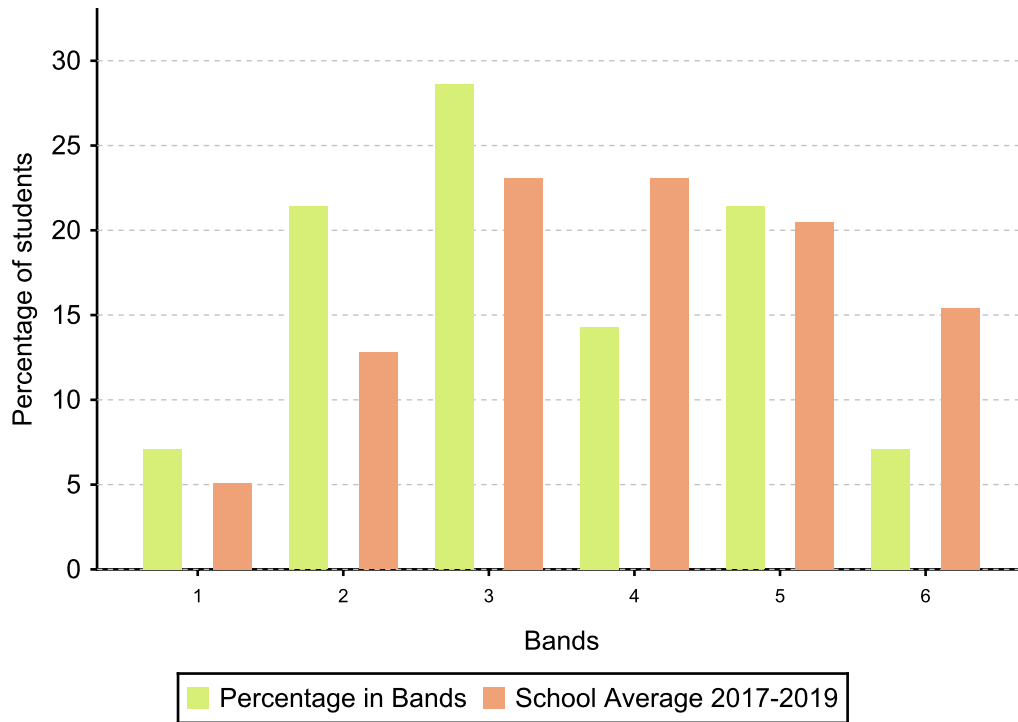
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
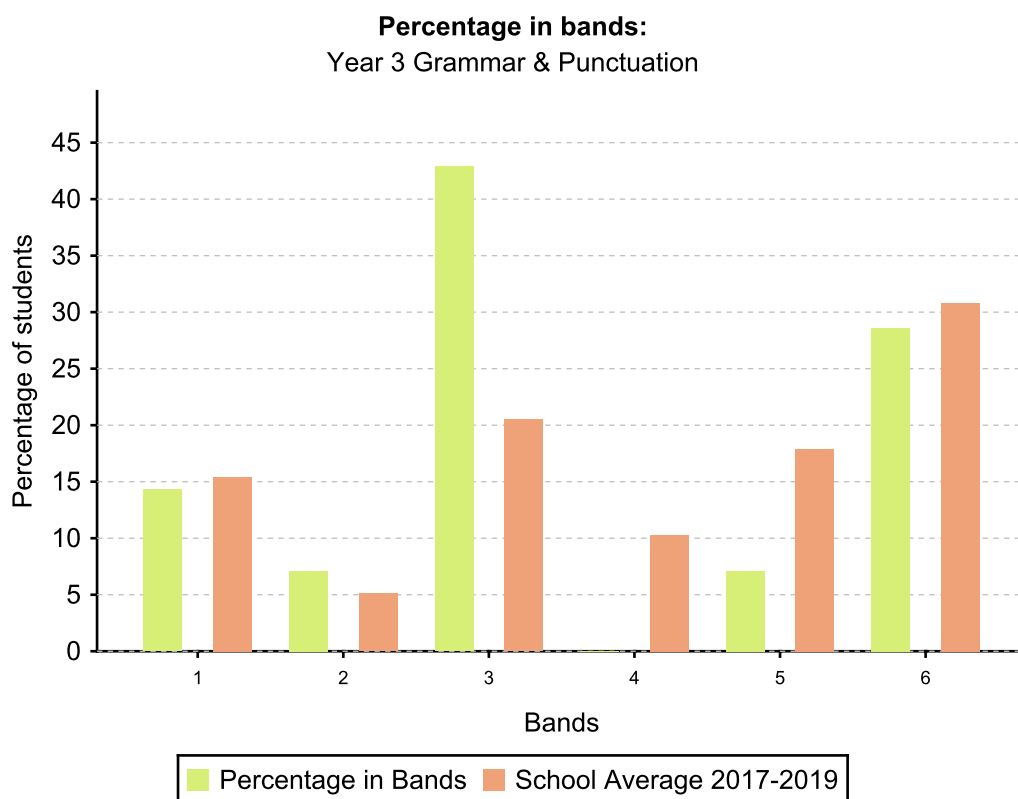
Band	1	2	3	4	5	6
Percentage of students	14.3	7.1	42.9	0.0	7.1	28.6
School avg 2017-2019	15.4	5.1	20.5	10.3	17.9	30.8

Percentage in bands:
Year 3 Reading
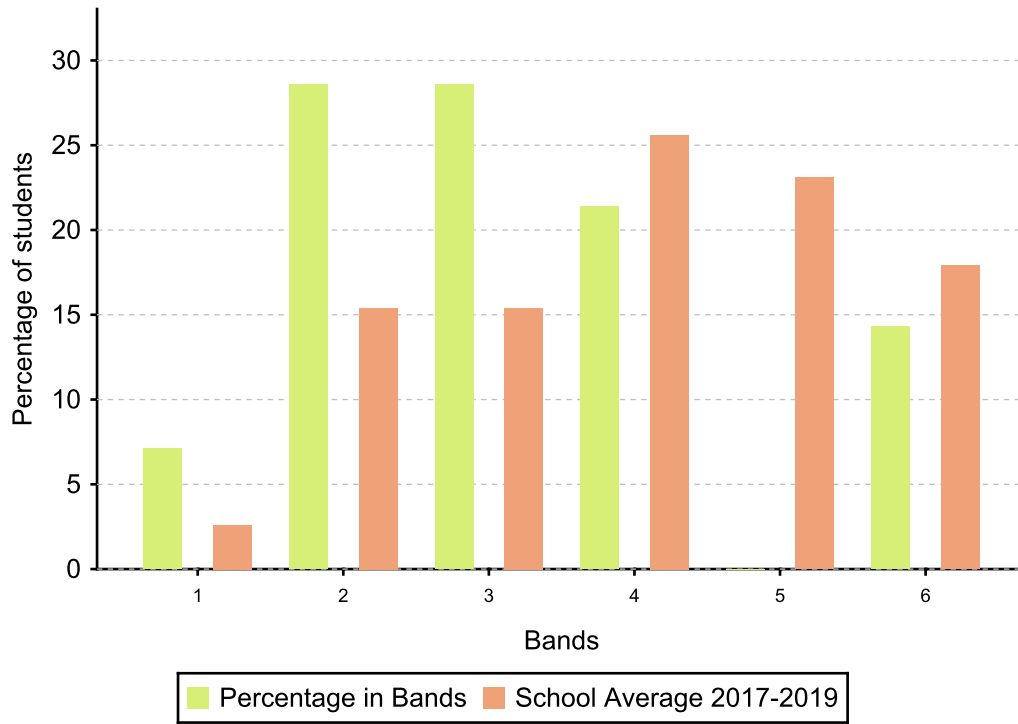
Band	1	2	3	4	5	6
Percentage of students	7.1	28.6	28.6	21.4	0.0	14.3
School avg 2017-2019	2.6	15.4	15.4	25.6	23.1	17.9

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	7.1	21.4	28.6	14.3	21.4	7.1
School avg 2017-2019	5.1	12.8	23.1	23.1	20.5	15.4

Percentage in bands:
Year 3 Writing
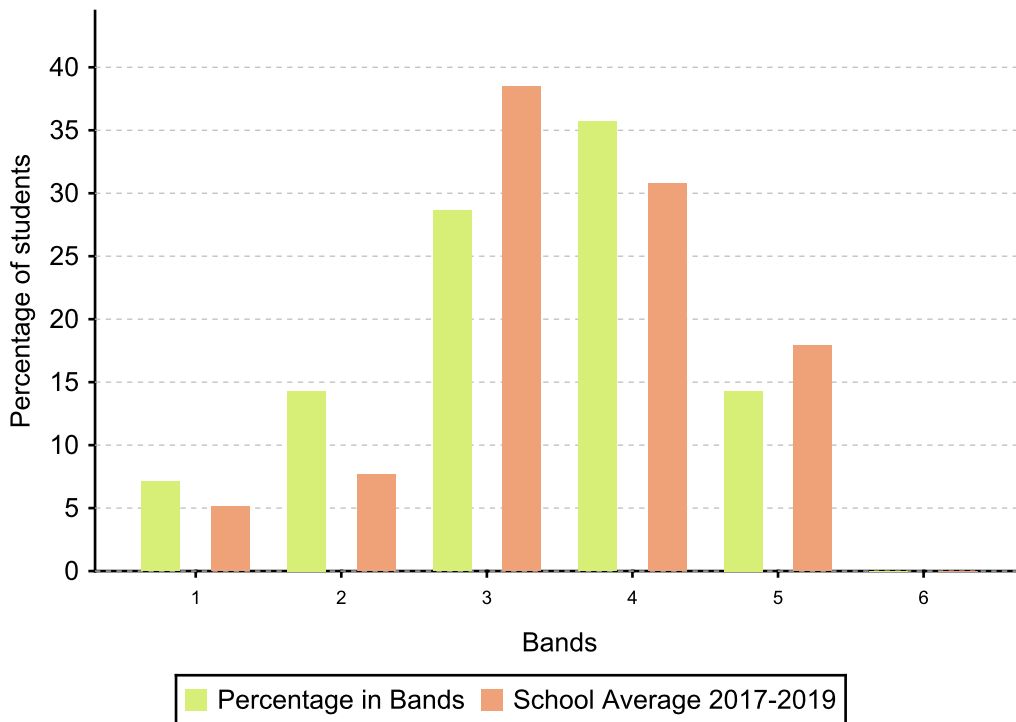
Band	1	2	3	4	5	6
Percentage of students	7.1	14.3	28.6	35.7	14.3	0.0
School avg 2017-2019	5.1	7.7	38.5	30.8	17.9	0

Percentage in bands:
Year 5 Grammar & Punctuation
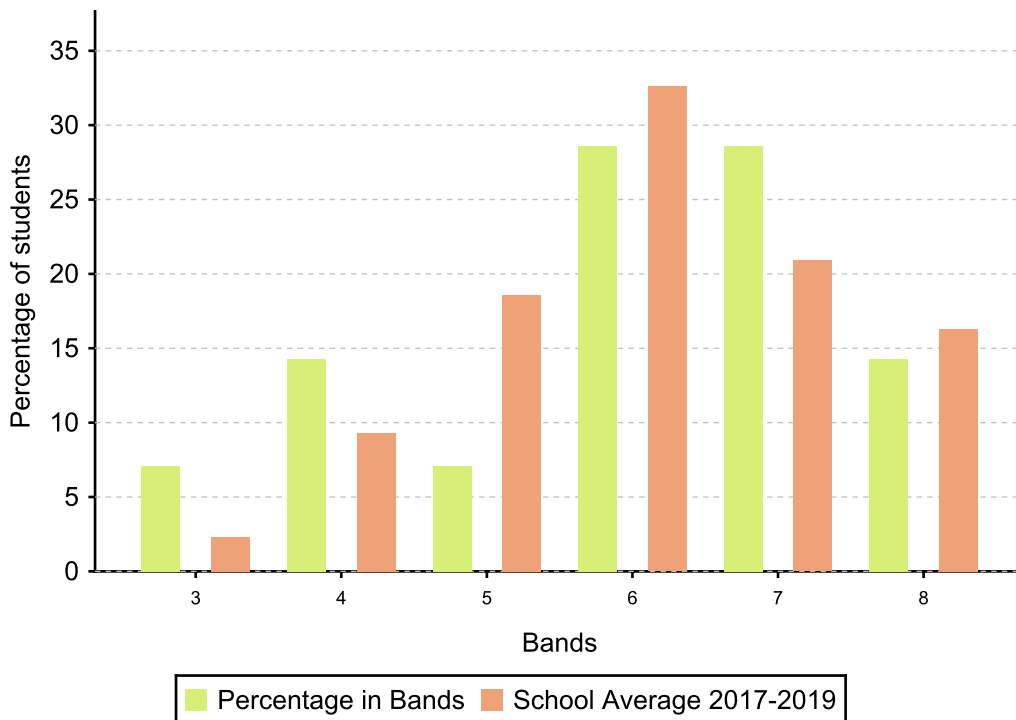
Band	3	4	5	6	7	8
Percentage of students	7.1	14.3	7.1	28.6	28.6	14.3
School avg 2017-2019	2.3	9.3	18.6	32.6	20.9	16.3

Percentage in bands:
Year 5 Reading
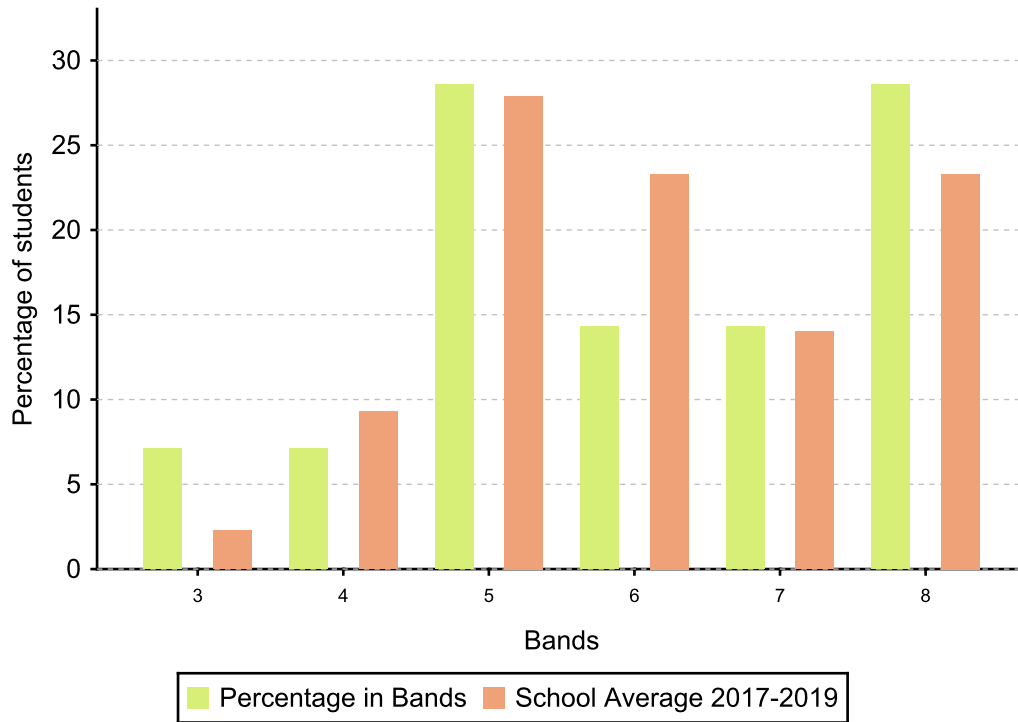
Band	3	4	5	6	7	8
Percentage of students	7.1	7.1	28.6	14.3	14.3	28.6
School avg 2017-2019	2.3	9.3	27.9	23.3	14	23.3

Percentage in bands:
Year 5 Spelling
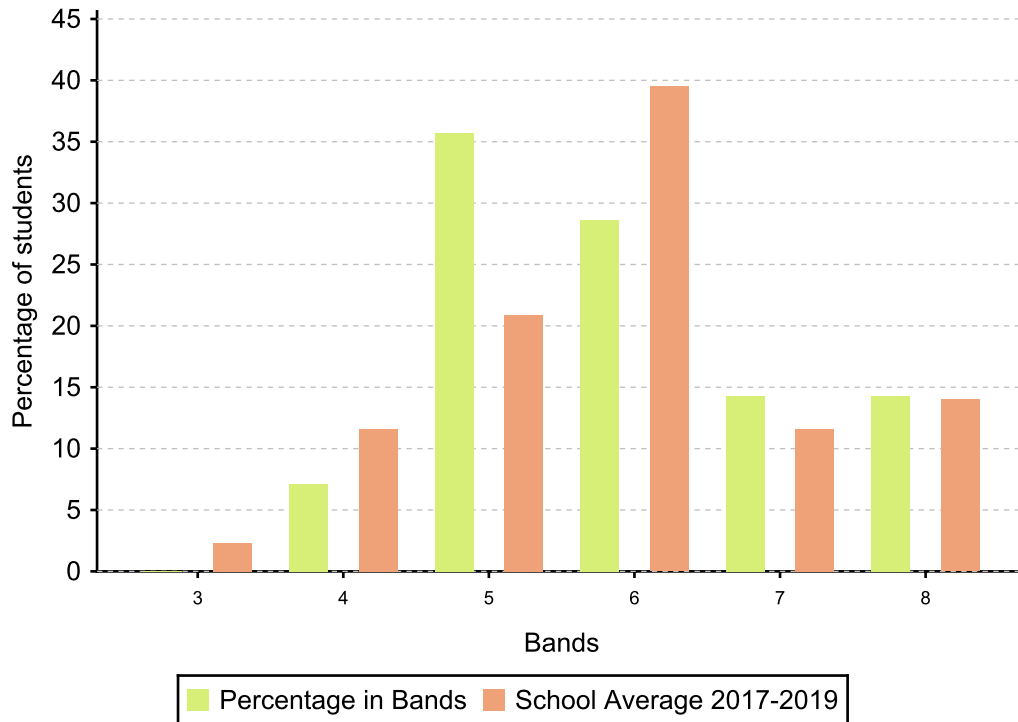
Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	35.7	28.6	14.3	14.3
School avg 2017-2019	2.3	11.6	20.9	39.5	11.6	14

Percentage in bands:
Year 5 Writing
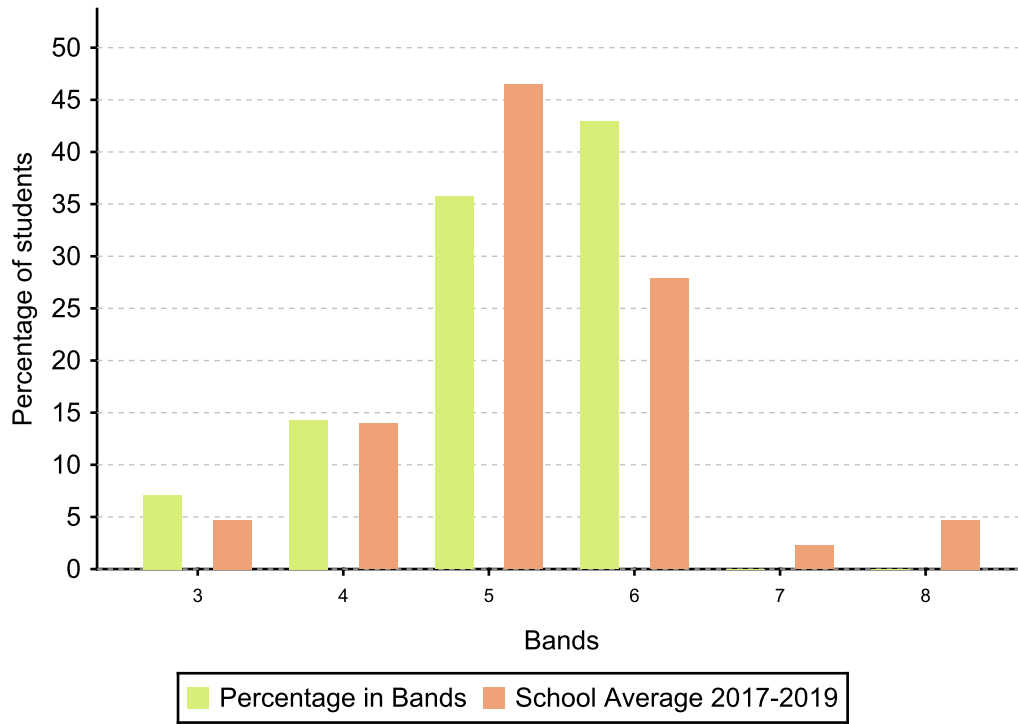
Band	3	4	5	6	7	8
Percentage of students	7.1	14.3	35.7	42.9	0.0	0.0
School avg 2017-2019	4.7	14	46.5	27.9	2.3	4.7

Percentage in bands:
Year 3 Numeracy
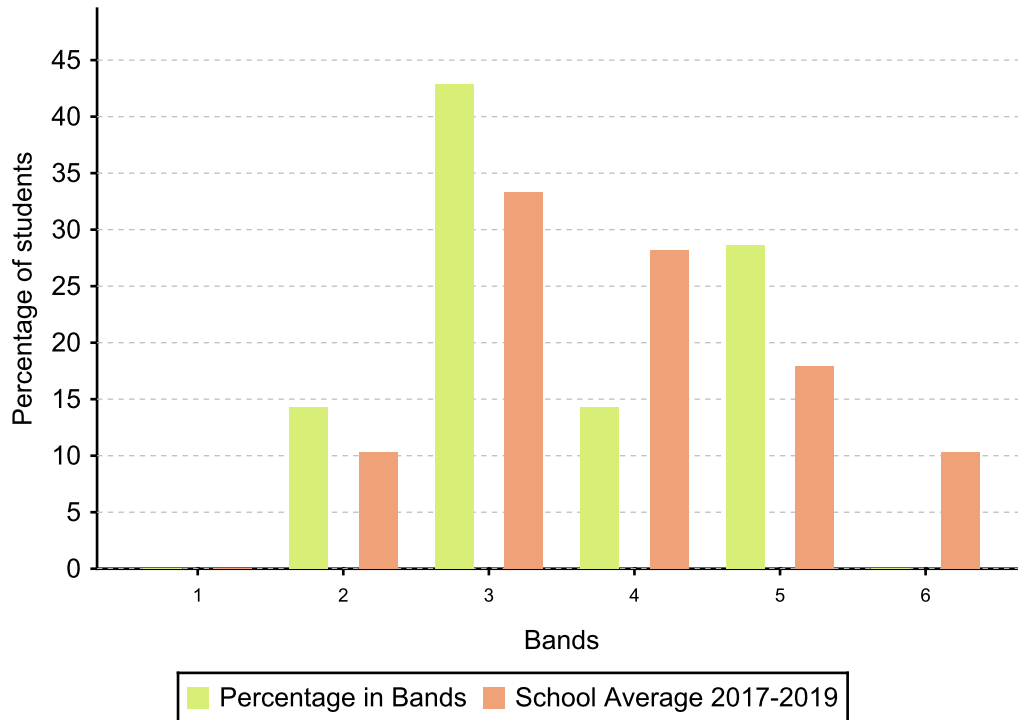
Band	1	2	3	4	5	6
Percentage of students	0.0	14.3	42.9	14.3	28.6	0.0
School avg 2017-2019	0	10.3	33.3	28.2	17.9	10.3

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Percentage in bands:

Year 5 Numeracy
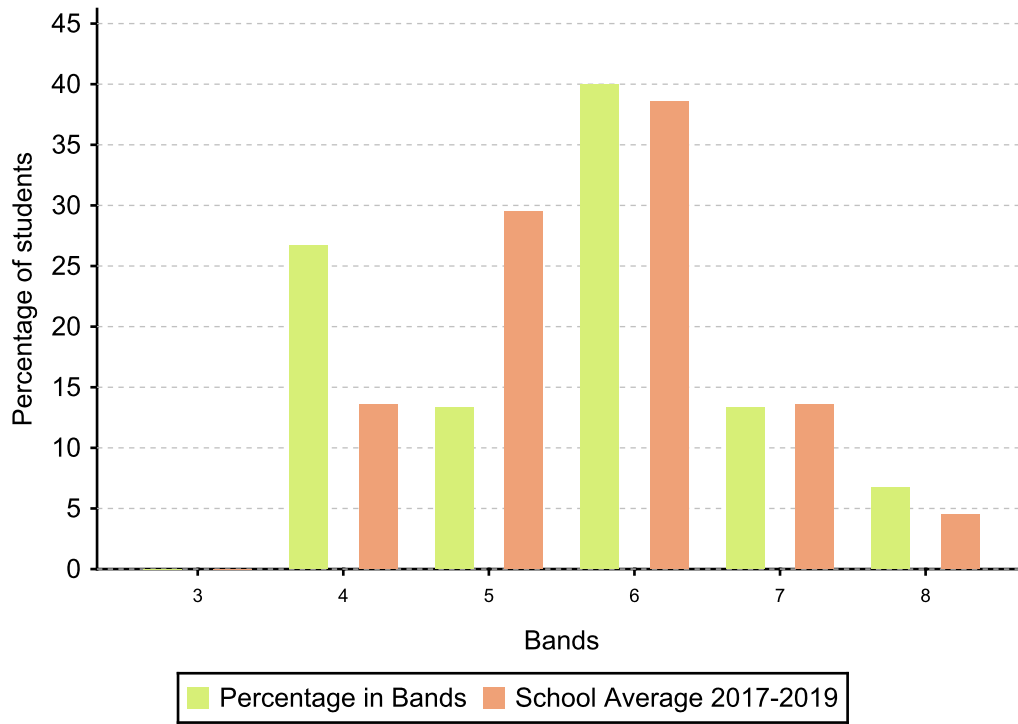
Band	3	4	5	6	7	8
Percentage of students	0.0	26.7	13.3	40.0	13.3	6.7
School avg 2017-2019	0	13.6	29.5	38.6	13.6	4.5

Parent/caregiver, student, teacher satisfaction

Our school participated in the Tell Them From Me survey to help us capture the views of parents and students.

The Tell Them From Me Parent Survey presents results using a ten–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position. From the parent responses received we can conclude the following;

Parents feel welcome received a score of 8.2, Parents are informed received a score of 7.6, Parents support learning at home received a score of 6.4, School supports learning received a score of 7.3, School supports positive behaviour received a score of 8.1, Safety at school received a score of 7.7 and Inclusive school received a score of 6.8.

In the Tell Them From Me Student Survey the results are presented as average percentages. We can conclude the following;

92% of students surveyed believe that schooling is useful in their everyday life and will have a strong bearing on their future.

85% of students surveyed have friends at school they can trust and who can encourage them to make positive choices.

52% of students surveyed complete homework with a positive attitude and in a timely manner.

66% of students surveyed feel accepted and valued by their peers and by others at the school.

Dorrigo Public School 7316 (2019)

Dorrigo Public School 7316 (2019)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.