

2020 Annual Report

Dorrigo Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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 benchmarks 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)
<p>PLAN 2 is used across the school to track student progress against the NSW Learning Progressions. All teachers update PLAN 2 at the end of each school term. Student progress is monitored against the Quantifying Number and Creating Texts elements. The Learning and Support Teacher team assisted teachers in data collection and analysis in order to update PLAN 2 and develop Individualised Learning Plans for identified students.</p> <p>The Individualised Learning Plans developed for identified students and communicated home to parents. Differentiation to teaching and learning programs evident for all classes. All teachers use student grouping methods and support from the Learning and Support Teacher to facilitate differentiated programs. A Project Based Learning group was formed to facilitate extension in Literacy for identified students.</p>	<p>Learning and Support Teacher- Increase in hours</p> <p>0.997- School entitlement (P/T teacher, LAST, Lib, QTSS) + \$328 operational funding</p>

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

Evaluation	Funds Expended (Resources)
<p>All teacher PDPs include goals to improve teacher practice. Particular professional learning undertaken by teachers included L3, STEM, Talk Moves, Visible Learning and Feedback. Our school was part of a Community of Practice with a similar school to share and collaborate in order to improve teacher knowledge of the learning progressions documents. Face to face collaborations were disrupted due to the COVID-19 home learning period. A TEAMS drive was initiated by both schools as an accessible format for sharing learning and resources.</p>	<p>STEM Project- 2 teachers \$4000</p> <p>L3- Course costs \$3000</p> <p>L3 Casual relief \$4000</p> <p>Community of Practice casual relief \$3000</p>



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)
<p>Positive Behaviour for Learning implementation on track. Community consultation sought for logo selection and design and school values. All areas expectations, classroom matrices, and non-classroom matrices are all developed and being explicitly taught. New awards in place, including weekly awards, free and frequents and longer term goal awards. Regular newsletter communication and snip-its as well as Facebook posts to inform community. School welfare framework has been updated to reflect changes.</p> <p>A consistent approach to behaviour management and student welfare is observed across the school.</p> <p>The 2020 Tell Them From Me surveys were impacted by the COVID - 19 home learning period. In 2019, 77% of students surveyed report feeling high advocacy and high expectations at school and 75% have high expectations for success.</p> <p>The school is deemed to be sustaining and growing from the 2020 self-assessment of the School Excellence Framework.</p>	<p>PBL Tier 1 Universal Prevention Professional Learning.</p> <p>PL provided by AP- PBL- Whole school</p> <p>Logo costs- \$600</p> <p>Raffle Barrel- \$400</p> <p>Resources- \$1000</p>

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)
<p>Due to the COVID - 19 home learning period and restriction to visitors in the school, this project was delayed for 2020 and did not take place.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,444	Additional staff member to facilitate and support individualised learning, intensive literacy and numeracy programs across the school, welfare supports for staff and students and the facilitation of a variety of additional extra-curricular learning opportunities.
Low level adjustment for disability	\$12 128	Additional staff member to facilitate and support individualised learning, intensive literacy and numeracy programs across the school, welfare supports for staff and students and the facilitation of a variety of additional extra-curricular learning opportunities.
Quality Teaching, Successful Students (QTSS)	0.161 / \$17 611	Additional staff member to facilitate and support individualised learning, intensive literacy and numeracy programs across the school, welfare supports for staff and students and the facilitation of a variety of additional extra-curricular learning opportunities.
Socio-economic background	\$73 720	Additional staff member to facilitate and support individualised learning, intensive literacy and numeracy programs across the school, welfare supports for staff and students and the facilitation of a variety of additional extra-curricular learning opportunities.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	53	56	57
Girls	41	47	47	35

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	93.5	88.5	96.4
1	93.5	83.8	94.1	87.5
2	91.2	91.6	90.7	95.1
3	92.8	90.1	90.6	92.3
4	95.9	89.6	95	92.7
5	91.5	93	89.2	93.6
6	90.1	85.4	92.7	88.4
All Years	93	90.3	91.8	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3.5
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	199,688
Revenue	1,244,857
Appropriation	1,229,634
Sale of Goods and Services	4,070
Grants and contributions	10,581
Investment income	572
Expenses	-1,171,789
Employee related	-1,014,437
Operating expenses	-157,353
Surplus / deficit for the year	73,068
Closing Balance	272,756

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.

	2020 Approved SBA (\$)
Targeted Total	90,514
Equity Total	136,077
Equity - Aboriginal	17,414
Equity - Socio-economic	73,720
Equity - Language	0
Equity - Disability	44,944
Base Total	882,814
Base - Per Capita	24,772
Base - Location	24,183
Base - Other	833,859
Other Total	55,168
Grand Total	1,164,573

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Our school participates in a variety of surveys to help us capture the views and opinions of students, parents and teachers.

From the parent survey, the majority of families surveyed feel that the school always sets high expectations, the teachers and principal respond positively to problems, they know how their child is doing in his/her learning, their child is making good progress and is improving student learning outcomes and feel that every student is known, valued and cared for.

When students completed the Tell Them From Me survey, Dorrigo Public School scored above state average in areas such as "Advocacy at School" and "Expectations for Success".

Teachers are competent and collaborative in their approach to teaching and learning. All staff show dedication and innovation in their practice and feel valued in their workplace.

Results from each survey were used to guide our school's situational analysis and school improvement plan for 2021-2024.



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.

