

2021 Annual Report

Dorrigo Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Easter Hat Parade

School vision

At Dorrigo Public School every child is known, valued and cared for. We want the best for our students. Our teachers are committed to nurturing, guiding, inspiring and challenging students through the provision of high quality, relevant educational opportunities. Every student and every teacher will improve every year. As students progress, they are well supported to become confident and creative individuals, equipped with the personal attributes for future success and wellbeing.

School context

Dorrigo Public School, with a current enrolment of 95 students, is situated in the heart of the beautiful Dorrigo Plateau on the Mid-North Coast of New South Wales. Our Aboriginal student population is 10% of the total school enrolment and we embrace the Gumbaynggirr culture in our school through a dedicated Aboriginal language program. The school currently operates five small classes led by a teaching principal.

The school is well resourced and has a family occupation index of 120, which indicates that our school community is slightly disadvantaged compared to others in the state.

Our school fosters a culture of high expectations and our learning programs are personalised, supporting a diverse range of learners. We value our links and partnerships with the local community and pride ourselves on the array of opportunities we provide to our students including, sporting, cultural and academic pursuits.

In order to maximise student learning outcomes and to build strong foundations for academic success, we are committed to refining teaching in line with current evidence based practice. All staff focus on a consistent whole school approach to the collection of data to inform teaching practice and are responsive to the learning needs of all students. A strong focus on positive wellbeing and attendance is evident as we support all students to become respectful, responsible learners who strive for excellence.



Woodwork for Tuesday afternoon Interest Groups.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

At Dorrigo Public School there is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students in reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning
- Effective classroom practice

Resources allocated to this strategic direction

Literacy and numeracy: \$11,585.00

Summary of progress

Our focus for 2021 was on the use of effective evidence based teaching methods and the use of differentiation strategies to support personalised learning for all students.

Although a new assessment schedule has not yet been finalised, all teachers are trialling a variety of the new DoE assessment tasks in preparation for a new schedule to be implemented in 2022. A strong focus on consistent teacher judgement and data triangulation is evident through the use of school based assessment tasks, NAPLAN, Check In Assessments and Essential Assessment platforms. These thorough assessment practices effectively support all teachers in curriculum differentiation and personalised learning for all students. Teacher programs and classroom observations indicate a greater focus on needs based teaching through student groupings and individual learning plans.

Strategic timetabling enabled a greater focus on staff collaboration across the school. Teacher mentoring, planning time, resource sharing, data tracking practices and professional learning are a focus for collaborative planning times. All Teacher Performance and Development Plans detailed a commitment to increasing teacher capacity of effective evidence based literacy and numeracy practices. Teachers have engaged in this professional learning and will further develop this initiative in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Reading will be equal to or greater than the baseline. This equates to at least 8 students.	NAPLAN data indicates that 39.5% of students are in the top two bands for reading indicating minimal change from baseline data.
The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Numeracy will be equal to or greater than the baseline. This equates to at least 4 students.	NAPLAN data indicates that 64.58% of students are in the top two bands for numeracy indicating growth from baseline data.
The number of students achieving expected growth from Year 3 to 5 NAPLAN Reading will be equal or greater than the baseline. This equates to at least 7 students.	The percentage of students achieving expected growth in reading increased to 67% indicating achievement of the baseline target.
The number of students achieving	The percentage of students achieving expected growth in numeracy

<p>expected growth from Year 3 to 5 NAPLAN Numeracy will be equal or greater than the baseline. This equates to at least 6 students.</p>	<p>increased to 58% indicating achievement of the baseline target.</p>
<p>School Excellence Framework</p> <p>In the element of Curriculum in the Learning Domain we maintain a SEF self assessment of Delivering.</p> <p>In the element of Effective Classroom Practice in the Teaching Domain we maintain a SEF self assessment of sustaining and growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</p>



Data collection using chocolate.

Strategic Direction 2: Collaboration and data informed practice

Purpose

At Dorrigo Public School there are explicit systems for collaboration and feedback to sustain quality teaching practice. Student assessment data is regularly used school-wide to identify achievements and progress, in order to reflect on effectiveness and inform future school directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative practice
- Data informed practice

Resources allocated to this strategic direction

Professional learning: \$9,200.00

Summary of progress

Our focus for 2021 was on effective collaborative teacher practices and the use of student assessment data to inform teacher practice.

The schools participation in the Quality Teaching Rounds project did not take place in 2021 due to the school being placed in the control group. To overcome this, in-school teacher professional learning was supported and a lift in overall teacher collaboration is evident. A strong whole school focus on the implementation of evidence based effective practices will continue in to 2022. A Professional Learning Community has been established among the Dorrigo Plateau Primary Schools and will be guided by the new Assistant Principal, Curriculum and Instruction position the schools share.

Effective data tracking methods continue to be developed across the school. Teacher competency with the learning progressions and PLAN 2 is increasing with the effective monitoring of student progress evident. The next steps for this initiative is to increase data literacy for school wide data analysis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The processes of quality teaching rounds is introduced across the school.	A delay in implementing the Quality Teaching Rounds project in 2021 have required this work to be postponed to 2022.
School Excellence Framework In the element of Learning and Development in the Teaching Domain we maintain sustaining and growing as per the SEF self assessment. In the element of Data Skills and Use in the Teaching Domain we maintain sustaining and growing as per the SEF self assessment. In the element of Educational Leadership in the Leading Domain we maintain sustaining and growing as per the SEF self assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of educational leadership.



Our new Friendship Bench - a 2021 Student Representative Council initiative.

Strategic Direction 3: Wellbeing and engagement

Purpose

Dorrigo Public School supports all students to become respectful, responsible learners who strive for excellence. There is a strategic and planned approach to develop and monitor whole school wellbeing processes that effectively support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Behaviour for Learning
- Improving attendance

Resources allocated to this strategic direction

Summary of progress

Our focus for 2021 was on continuing the school wide implementation of Positive Behaviour for Learning (PBL) and upskilling staff, students and parents in their roles and responsibility in supporting positive school attendance.

The school continued to successfully implement PBL across all classes and settings. PBL processes have been published in the updated student welfare framework policy document and a consistent approach to student welfare is evident. In 2022 the school will move into the tier 2 and 3 levels of PBL implementation in order to support the varied wellbeing needs of all students.

School staff worked together to ensure consistent and systematic attendance procedures were followed. The implementation of the 'Network Attendance Plan' and teacher professional learning contributed to a greater understanding of staff, student and parent roles and responsibilities in student attendance. Although the school made several gains in school attendance practices, our overall attendance data has decreased. This could be explained by the need for students to be absent from school for longer periods of time if they had cold or flu symptoms and required a COVID test.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieve baseline (2019) target of students attending school 90% of time.	The number of students attending greater than 90% of the time or more has decreased by 7.2%.
Achieve baseline (2019 Tell Them From Me) target for wellbeing.	Tell Them From Me data indicates that 67% of students report a positive sense of wellbeing (expectations for success, advocacy, and a sense of belonging). This is a decrease from the 2019 baseline of 79.5%.
In the element of Wellbeing in the Learning Domain we maintain sustaining and growing in the themes of <i>A Planned Approach to Wellbeing and Behaviour</i> . In the element of Learning Culture in the Learning Domain we maintain Sustaining and Growing in the theme of <i>Attendance</i> .	Self assessment against the School Excellence Framework shows the theme of <i>'A Planned Approach to Wellbeing'</i> to be excellent. Self assessment against the School Excellence Framework shows the theme of <i>'Behaviour'</i> to be sustaining and growing. Self assessment against the School Excellence Framework shows the theme of <i>'Attendance'</i> to be sustaining and growing.



STEM Filming Kit

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$65,244.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dorrigo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy differentiation. <p>The allocation of this funding has resulted in: Smaller class sizes where differentiated student groupings for literacy and numeracy are evident. Identified students working from personalised learning plans. Effective, evidence based teaching practices being implemented for literacy and numeracy. Teacher mentoring and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching staff in 2022.</p>
<p>Aboriginal background</p> <p>\$13,005.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dorrigo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Smaller class sizes where differentiated student groupings for literacy and numeracy are evident. Identified students working from personalised learning plans. Effective, evidence based teaching practices being implemented for literacy and numeracy. Teacher mentoring and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching staff in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$45,763.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dorrigo Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$45,763.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in: Intensive learning and support interventions in literacy and numeracy. Identified students working from personalised learning plans and/or Aboriginal Learning Plans. Effective, evidence based teaching practices being implemented for literacy and numeracy. Teacher mentoring and collaboration for effective data analysis and future planning. Parent Teacher goal setting meetings for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching staff for 2022.</p>
<p>Location</p> <p>\$22,086.00</p>	<p>The location funding allocation is provided to Dorrigo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy differentiation. <p>The allocation of this funding has resulted in: Smaller class sizes where differentiated student groupings for literacy and numeracy are evident. Identified students working from personalised learning plans. Effective, evidence based teaching practices being implemented for literacy and numeracy. Teacher mentoring and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching staff in 2022.</p>
<p>Professional learning</p> <p>\$9,200.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Dorrigo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engage specialist staff and/or fund online professional learning opportunities for teaching staff. Particular professional learning includes: Science of Reading, High Potential Gifted Education, Starting Strong, Working With Big Ideas.

<p>Professional learning</p> <p>\$9,200.00</p>	<p>The allocation of this funding has resulted in: Staff upskilled in effective evidence based teaching practices. Staff collaboration to share and evaluate new learning. Teaching programs adjusted to reflect new learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to align future professional learning to effective evidence based practices and the new syllabus.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Dorrigo Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional School Admin Officer employed 1 day / week to support Principal and School Admin Manager with administration tasks. <p>The allocation of this funding has resulted in: Principal and School Admin support, releasing principal for instructional leadership. Upskilling, and capacity building of new admin staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to support administrative staff and principal.</p>
<p>Literacy and numeracy</p> <p>\$11,585.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dorrigo Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Teacher engagement in targeted professional learning and collaborative activities to support explicit, evidence based literacy and numeracy teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the school will continue with its focus on targeted Literacy and Numeracy professional learning for all teaching staff.</p>
<p>QTSS release</p> <p>\$16,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dorrigo Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>QTSS release</p> <p>\$16,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom / whole school setting. • Targeted students are provided with evidence-based interventions to increase learning outcomes. <p>The allocation of this funding has resulted in: Intensive learning and support interventions in literacy and numeracy. Identified students working from personalised learning plans and/or Aboriginal Learning Plans. Effective, evidence based teaching practices being implemented for literacy and numeracy. Teacher mentoring and collaboration for effective data analysis and future planning. Parent Teacher goal setting meetings for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional teaching staff in 2022.</p>
<p>COVID ILSP</p> <p>\$67,849.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: Small group withdrawal practices occurring 3 days / week for identified students. Teacher collaboration and data analysis to identify student learning needs. Improved outcomes and progress made for targeted students. Interventions in place where students have made minimal progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a COVID ILSP teacher for small group tuition in 2022.</p>
<p>Integration funding support</p> <p>\$98,064.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dorriggo Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Successful school transitions for students with additional needs. Teacher and classroom support for classes with students with additional</p>

Integration funding support

\$98,064.00

needs.

Successful implementation of student individualised learning plans, wellbeing plans, part day attendance plans and risk assessments. Welfare support for identified students and classes.

After evaluation, the next steps to support our students with this funding will be:

Continue to employ School Learning Support Officers to support students with additional learning needs.



Burley Ball Games

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	53	56	57	54
Girls	47	47	35	38

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	88.5	96.4	84.1
1	83.8	94.1	87.5	88.6
2	91.6	90.7	95.1	79.8
3	90.1	90.6	92.3	89.6
4	89.6	95	92.7	89.2
5	93	89.2	93.6	83.1
6	85.4	92.7	88.4	86.7
All Years	90.3	91.8	92.5	86.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Presentation Assembly 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	272,756
Revenue	1,270,509
Appropriation	1,254,441
Sale of Goods and Services	3,283
Grants and contributions	11,757
Investment income	228
Other revenue	800
Expenses	-1,330,531
Employee related	-1,228,677
Operating expenses	-101,854
Surplus / deficit for the year	-60,022
Closing Balance	212,734

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.



Student Marchers for ANZAC Day 2021

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	128,047
Equity Total	124,068
Equity - Aboriginal	13,060
Equity - Socio-economic	65,244
Equity - Language	0
Equity - Disability	45,764
Base Total	875,079
Base - Per Capita	22,680
Base - Location	22,741
Base - Other	829,658
Other Total	57,528
Grand Total	1,184,722

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.



Gymnastics Fun

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.



Planting strawberries- delicious!

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 Tell Them From Me survey, Dorrigo Public School scored very close to the state average in areas such as "Inclusive School", "Parents Feel Welcome" and "Parents are Informed".

When students completed the Tell Them From Me survey, Dorrigo Public School scored very close to the state average in areas such as "Positive Learning Culture" and "Expectations for Success". Approximately 70% of students are proud of their school.

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 schools situational analysis and school improvement plan for 2021-2024.



Year 6 2021 - looking smart in their Year 6 jackets.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



