

2022 Annual Report

Dorrigo Public School



7316

Introduction

The Annual Report for 2022 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

Dorrigo Public School

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6657 2097



Dorrigo Staff: J Watters, A Mills, L Sinclair, J Bond, T Rohdes, K Hudson, D Young, L Carey, L Amnsor, J Schwartz, D Everingham, N Brady.

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 85 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 small classes in Years K, 1/2, Year 3, 4/5 and Year 4/5/6 led by a teaching principal.

The school is well resourced and has a family occupation index of 117, 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.



School Captains Byron Wilson-Baker, Sylvie Creenaune, Vice Captains Declan Young and Kaitlyn Duck.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support: \$105,207.00

Low level adjustment for disability: \$49,646.40

Professional learning: \$7,482.44

Socio-economic background: \$70,353.35

Aboriginal background: \$9,076.62

Per capita: \$23,246.54

Location: \$23,403.29

AP Curriculum & Instruction: \$30,114.20

Summary of progress

The focus for 2022 was the implementation of effective evidence-based teaching practices to personalise student learning needs and the use of systematic assessment schedule for tracking student progress.

A whole school evidence based assessment schedule and external assessment tracking system were developed and implemented allowing for teacher judgement to inform planning and differentiation for student learning. Individual learning needs of students were supported through the introduction of the InitiaLit Program and support from the Learning Support Teacher. Five classroom teachers were trained to deliver the InitiaLit Program and the data showed that students in Kindergarten to Year 3 displayed growth and success.

The Assistant Principal Curriculum Instructional Leader (APCI) supported classroom teachers with Professional Learning, analysing data and collaborating on Literacy and Numeracy programs.

During Semester 2 all teaching staff with support from the Assistant Principal Curriculum Instructional Leader (APCI) participated in the enacting phase of Curriculum Reform Professional Learning for the new K-2 English and mathematics syllabus implementation in 2023.

The Collaborative Support Unique Settings (CSUS) Project focusing on Writing commenced in Term 3. Classroom teachers participated in the introduction to the project. This project will continue in 2023. Professional Learning for classroom teachers in 2023 will focus on the development of sentence structure in students' writing.

Professional Learning and teaching and learning programs were impacted by staff and students contracting COVID 19 and influenza, a lack of casual teachers to cover sick leave, road closures and flooding.

Next Steps:

- The Collaborative Support Unique Settings (CSUS) Project will continue in 2023 with staff engaged in professional learning focusing on sentence development, analysing student data, knowledge of syllabus content and the daily delivery of whole school writing.
- During 2023 the school will have a more intense focus on Literacy and Numeracy. K-2 classroom teachers will be engaged in the delivery of the new English and mathematics syllabus in 2023.
- Years 3 to Year 6 classroom teachers will continue to be involved in the enact phase for the delivery of the New English and mathematics syllabus 2024.

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
<p>System Negotiated Top Two Bands Target</p> <p>The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Reading will increase from the baseline by 5%. This equates to at least 10 students.</p>	<p>NAPLAN data of 18.8% of students are in the top two bands for reading indicating the target was not met.</p>
<p>The number of students achieving in the top 2 bands in Year 3 and 5 NAPLAN Numeracy will increase from the baseline by 7%. This equates to at least 6 students.</p>	<p>NAPLAN data indicates that 5.5% of students are in the top two bands for numeracy indicating the target was not met</p>
<p>The number of students achieving expected growth from Year 3 to 5 NAPLAN Reading will increase from the baseline by 2%. This equates to at least 7 students.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>The number of students achieving expected growth from Year 3 to 5 NAPLAN Numeracy will increase from the baseline by 3%. This equates to at least 6 students.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>School Excellence Framework</p> <p>In the element of Curriculum in the Learning Domain we are sustaining and growing as per the SEF self-assessment.</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>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 effective classroom practice.</p>



Book Wee 2022.

Strategic Direction 2: Collaboration and data informed practice 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: \$2,000.00

QTSS release: \$17,927.68

Summary of progress

The focus areas for 2022 were collaborative teacher practices and the use of data to inform and provide feedback for teachers.

The Assistant Principal Curriculum Instructional Leader (APCI) and a classroom teacher participated in Quality Teaching Rounds professional learning strengthening the understanding of the Quality Teaching Model in the school. Opportunities to meet as a group for sessions depended upon finding several casual teachers. The APCI and classroom teacher developed an understanding of the Quality Teaching process sharing with staff explicit teaching and assessment processes.

CSUS Writing Theory of Action: Staff collaboratively developed knowledge and skills to explicitly assess, teach and plan quality learning experiences in writing.

The classroom teachers working with the Assistant Principal Curriculum Instructional Leader (APCI) developed consistent, evidence-based data information for PLAN 2. Monitoring student progress against the progressions enabled informed planning and future support needs for students. Classroom teachers were able to analyse student data to plan for differentiated learning.

Next Steps:

- Continue with the implementation of the Collaborative Support Unique Settings (CSUS) project started Semester 2 this year. Classroom teachers will continue to build their capacity to provide teaching and learning experiences in writing.
- Assistant Principal Curriculum Instructional Leader (APCI) will continue to work collaboratively with classroom teachers analysing evidence based data to inform planning and differentiated learning.

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
Establish collaborative practices through the processes of quality teaching rounds across the whole school to develop a culture of shared understanding and responsibility for improvement.	The Assistant Principal Curriculum Instructional Leader (APCI) and a classroom teacher strengthened their understanding of the Quality Teaching Rounds through participation in professional learning with the Quality Teaching Academy Foundation Workshop online.

School Excellence Framework

In the element of Learning and Development in the Teaching Domain we are excelling as per the SEF self assessment.

In the element of Data Skills and Use in the Teaching Domain we are sustaining and growing as per the SEF self assessment

In the element of Educational Leadership in the Leading Domain we are 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.



Dorrigo Public School students attending Dorrigo ANZAC Service



Declan Young receiving 'The Dorrigo Soldier' during the Dorrigo ANZAC Service.

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 (Wellbeing)
- Improving Attendance

Resources allocated to this strategic direction

Summary of progress

The continued focus for 2022 has been the Positive Behaviour for Learning (PBL) program and supporting student attendance in accordance with the Dorrigo Public School Welfare and Behaviour Framework Policy document.

In 2022 PBL was the focus for the whole school. Classroom teachers followed a scope and sequence to deliver explicit lessons on respect, responsibility and excellence. Term 3 playground data and staff observations indicated poor behaviour and that the follow-up consequences were not altering student behaviour patterns. Changes in consequences for unacceptable behaviour were made to support students to reflect and develop resilience.

The Dorrigo Public School Welfare Framework was updated in late Term 4 ready for the implementation of the Department of Education Student Behaviour K-12 Inclusive, Engaging and Respectful Schools Policies in 2023.

The Department of Education and the school expects that all students should come to school every day. The school community value and support student attendance. Most parents are aware of their responsibility supporting student attendance and the procedures for reporting absences. The introduction of the School Stream App allowed for parents to inform the school daily of a student's absence. Student attendance this year was impacted by students testing positive to COVID 19 and influenza multiple times.

Next Step:

- Continue to reflect on Dorrigo Public School Welfare Framework and implement changes to support student wellbeing.
- Continue to work with the school community to value and support student attendance.

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
Attendance Target Increase the percentage of students attending school to 90% of the time by 10% from baseline (2019).	The number of students attending greater than 90% of the time or more has decreased from 67.6% (2019) to 40.7% (2022).
Wellbeing Target Increase student wellbeing by 6% from the baseline (Tell Them From Me 2019).	Tell Them From Me data indicates 59% of students report a positive sense of wellbeing at Dorrigo Public School.

SEF Elements

In the element of Wellbeing in the Learning Domain we maintain Sustaining and Growing in the themes of *A Planned Approach to Wellbeing and Behaviour*.

In the element of Learning Culture in the Learning Domain we maintain Sustaining and Growing in the theme of Attendance.

Self-Assessment against the School Excellence Framework shows the theme "A Planned Approach to Wellbeing" to be sustaining and growing.

Self-Assessment against the School Excellence Framework shows the theme of "Behaviour" to be sustaining and growing.

Self-Assessment against the School Excellence Framework shows the theme of "Attendance" to be sustaining and growing.



Students participating in Mastermind. 2022



Mr Wayne Burley organising the Burley Ball Games. 2022



Colour Fun Run 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$105,207.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dorrigo 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"> • Reading <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 the following impact: Smaller class groupings for literacy and numeracy. Effective, evidenced based teaching practices differentiating literacy and numeracy. Students identified and supported through intervention with Learning Support Teacher. Teacher support and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning Support Officers to support students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$70,353.35</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"> • Numeracy <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 implementation. <p>The allocation of this funding has resulted in the following impact: Smaller class groupings for literacy and numeracy. Effective, evidenced based teaching practices differentiating literacy and numeracy. Students identified and supported through intervention with Learning Support Teacher. Teacher support and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching staff in 2023.</p>
<p>Aboriginal background</p> <p>\$9,076.62</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>

<p>Aboriginal background</p> <p>\$9,076.62</p>	<ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Smaller class groupings for literacy and numeracy. Effective, evidenced based teaching practices differentiating literacy and numeracy Students identified and working from personalised learning plans. Teacher support and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching staff in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$49,646.40</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> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Smaller class groupings for literacy and numeracy. Effective, evidence based teaching practices differentiating literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching staff in 2023.</p>
<p>Location</p> <p>\$23,403.29</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"> • Numeracy <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 the following impact: Smaller class groupings for literacy and numeracy. Effective, evidenced based teaching practices differentiating literacy and numeracy Students identified and supported through intervention with Learning Support Teacher. Teacher support and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Location</p> <p>\$23,403.29</p>	<p>Continue to employ additional teaching staff in 2023.</p>
<p>Professional learning</p> <p>\$9,482.44</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 Dorriggo 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"> • Numeracy • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Fund professional learning and engage specialist staff to provide opportunities for teaching staff. Professional learning includes InitialLit Literacy Program, Quality Teaching Rounds Model, Curriculum Reform. <p>The allocation of this funding has resulted in the following impact: Staff upskilled in the delivery of effective evidence based teaching practices. Staff collaborate to share and evaluate new learning. Teaching programs adjusted to reflect new learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to align future professional learning to effective evidence based practices and the new syllabus.</p>
<p>QTSS release</p> <p>\$17,927.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dorriggo 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staff employed to support classroom teachers to collaborate at stage level in the implementation of literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: Smaller class groupings for literacy and numeracy. Effective, evidenced based teaching practices differentiating literacy and numeracy Students identified and supported through intervention with Learning Support Teacher. Teacher support and collaboration for effective data analysis and future planning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching staff in 2023.</p>
<p>COVID ILSP</p> <p>\$54,280.00</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 2022.</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>

<p>COVID ILSP</p> <p>\$54,280.00</p>	<ul style="list-style-type: none"> • employment of teachers and educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Small group withdrawal occurring 3 days per week for identified students. Teacher collaboration and data analysis to identify student learning needs. Improved outcomes and progress made for targeted students. Interventions for some students making minimal progress.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a COVID ISLP teacher for small group tuition in 2023.</p>
<p>Per capita</p> <p>\$23,246.54</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of essential school supplies. <p>The allocation of this funding has resulted in the following impact: Efficient school day to day school operations.</p> <p>After evaluation, the next steps to support our students will be: Continue to supply basic school needs and resources to the school community.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</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"> • Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APCI to build capacity of classroom teachers to deliver targeted, evidence based literacy and numeracy programs. • Lead professional learning opportunities for literacy and numeracy to support delivery of the new curriculum. <p>The allocation of this funding has resulted in the following impact: Continued implementation of literacy and numeracy targeted focus areas. Collaboration of analysis of student assessment and data to support the delivery of teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Continue professional learning and support for classroom teachers to support Literacy and Numeracy, assessment, and data analysis.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	56	57	54	53
Girls	47	35	38	35

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.5	96.4	84.1	85.9
1	94.1	87.5	88.6	84.8
2	90.7	95.1	79.8	84.2
3	90.6	92.3	89.6	73.9
4	95.0	92.7	89.2	87.1
5	89.2	93.6	83.1	84.7
6	92.7	88.4	86.7	84.8
All Years	91.8	92.5	86.1	84.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



K- 1 and Mrs Hudson



Year 6 and Mr Bond

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



NAIDOC Day Art 2022



Year 2/3 and Mrs Carey

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	151,130
Revenue	1,400,276
Appropriation	1,363,254
Sale of Goods and Services	3,901
Grants and contributions	30,923
Investment income	2,198
Expenses	-1,282,671
Employee related	-1,132,596
Operating expenses	-150,074
Surplus / deficit for the year	117,605
Closing Balance	268,736

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.



Year 1/2 and Mrs Brady

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	105,207
Equity Total	129,076
Equity - Aboriginal	9,077
Equity - Socio-economic	70,353
Equity - Language	0
Equity - Disability	49,646
Base Total	883,931
Base - Per Capita	23,247
Base - Location	23,403
Base - Other	837,281
Other Total	99,629
Grand Total	1,217,843

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.



Year 3/4 and Mrs Amnsor

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.



Students competing in the Soccer Small Schools Knockout Competition.



Dorrigo Public students representing the school at the Dylan Edwards Gala Day.



Students representing the school at District Athletic Carnival.

Parent/caregiver, student, teacher satisfaction

In 2022 the school undertook the Tell them From Me (TTFM) student survey. Together with the TTFM student survey families, parents and carers were involved in meetings and discussions about the school. Additionally, phone calls and informal contact provided feedback about our learning programs, school programs and activities.

Students in Years 4, 5 and 6 participated in the Tell Them from Me (TTFM) Survey and the results the school displayed were below the NSW Government Norm for a sense of belonging, expectation for success and advocacy at school. However, responses for expectation of success overall was 80% for Years 4, 5 and 6. The responses varied in each area. Results for expectation of success were 90% for Year 4 students, 88% for Year 5 students and Year 6 responses were 71%. Overall, 80% for all three years. Students responses in sense of belonging and advocacy at school were lower than expectations for success.

The School Representative Council (SRC) provides student voice about school programs, student activities and the opportunity for student fundraising. Students are elected to represent each class for a semester. The SRC allows for all students to develop and strengthen leadership skills.

This year parents did not complete the TTFM survey however parent meetings such as P & C meetings, provided opportunities for discussion and varied on feeling welcome, opportunities for students, and how the school communicates with families, parents and carers. Parents also valued the Seesaw app and Google classroom to communicate with their child's teacher. Discussion was positive with changes to communicating with teachers and suggestions for newsletters, Facebook and the School Stream App.



Chelsea Young, Zarli Dawes and Cody Sisson receiving PBL Awards 2022

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.



Year 5/6, Mr Bond and Mrs Rhodes