2009 Annual School Report
Dorrigo Public School

NSW Public Schools – Leading the way
Messages

Principal's message

In speaking to our students, parents and community about the great things that happen at our school very few people mention our explicit teaching in Literacy, Numeracy or Technology but our results tell us we have achieved excellent outcomes in these areas. Our community does however highlight all the interesting additional adventures they have experienced as learners, tutors, helpers and supporters of learning in our school.

Our school community has enjoyed learning about the French language and culture, developing their gymnastics skills, competing in the Premier’s Spelling, Reading and Sport Challenges and finding out about their world and exploring their local community through our integrated learning units. Experiences beyond the local area also feature prominently including performing at the Sydney Opera House and visiting Canberra.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Cheryl Banks

P&C message

Our P&C continues to provide support for various school events and Programs. During 2009 our P&C contributed funds towards:

- A gymnastics program for all students
- A portable shade shelter for outdoor events
- A visit from Gumbayngirr elders and the Rainbow Serpent
- A Bush Dance
- Student insurance for all students
- Regional and State student representation

2009 was also the year that saw our canteen close due to a decrease in available volunteers. Whilst this may affect P&C income in the short-term, members are already brainstorming for alternate income streams. One such stream already created is the Community Saver reward System with our local credit union.

P&C also continued administration of the School Chaplaincy Program which has been extended to 2011.

Michael Meacham P&C President

Student council's message

During 2009 our Student Council met regularly to share ideas and organise events for our school. Our regular events like the Talent Quests, Socials and Sport Competitions were all very popular and allowed us to raise money for our school charity, Stewart House. We fundraise for Stewart House because they get all their funds from the students and teachers in Public Schools and students from our school visit Stewart House each year.

A new event for the Student Council this year was the Art Fun Day which was really popular and a great success.

Sara-Louise Turnbull, Sam Harber, Catherine Burley, Amos Colburn Student Representatives

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In 2009 we had 171 students with almost equal numbers of girls and boys. Enrolment numbers have remained relatively stable for some years.
Student attendance profile

Regular school attendance is important to our school community as it supports outcomes attainment for our students. 2009 attendance rates were slightly below the State and region due to an increase in justified sick leave.

Student attendance rates

Management of non-attendance

Student attendance is monitored regularly with explanations sought from parents for unexplained absences. Our Learning Support Team considers student attendance issues and strategies to ensure students attend school on every school day. Students requiring further assistance can be referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

Our school was organised into seven Stage Classes with students placed in smaller learning groups within the class groups. Students worked in a variety of structures depending on the activity type and their learning needs including smaller ability groups, class groups, Stage groups and across Stage groups.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. There are currently no indigenous staff members.

Teacher of Reading Recovery was a new position in our school this year and included individual support for Year 1 students and training for staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.894</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income $  
Balance brought forward  98 489.74
Global funds  134 232.99
Tied funds  69 782.16
School & community sources  66 158.20
Interest  3 511.99
Trust receipts  31 422.86
Canteen  0.00
Total income  403 597.94

Expenditure
Teaching & learning  
Key learning areas  14 459.63
Excursions  39 828.32
Extracurricular dissections  23 974.19
Library  3 554.96
Training & development  1 113.10
Tied funds  92 162.68
Casual relief teachers  20 844.94
Administration & office  33 789.55
School-operated canteen  0.00
Utilities  29 438.91
Maintenance  22 141.71
Trust accounts  32 214.01
Capital programs  10 000.00
Total expenditure  323 522.00
Balance carried forward  80 075.94

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Innovative programs available to our students this year included French, Gymnastics, Recorder and Woodwork.

Achievements

Arts

2009 was the year of Dorriwood, the whole school musical with a stage part for every student. With a script written by Stage 3 the whole community applauded the efforts of staff and students to provide an original, entertaining performance.

Our recorder ensemble played at the Festival of Instrumental music at the Sydney Opera House, Presentation Day, local Carols by Candlelight and Come and See Our School Days.

Our Tournament of Minds Team trained with Dorrigo High School and represented our school at the District Tournament.

Locally our students joined the community to celebrate the Dorrigo Folk and Bluegrass Festival and Australia Day Celebrations.

Sport

As well as school carnivals our students participated in PSSA Carnivals in swimming, cross country and athletics. Our Shubert 7’s Rugby League Team were District Champions and Daniel Smith represented our school at the All Schools Equestrian Challenge.

Our District Age Champions in Athletics were Olivia Shadforth and Caitlyn Everingham. Harrison Darley was our State representative for Swimming and Sara-Louise Turnbull in football.

Other

Following school and district competitions for the Premiers Spelling Bee, Nadia Holden was selected to Represent the North Coast at the State Spelling Bee receiving national press coverage for her efforts.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

In Reading our school average mark was below both the state and Like School Group (LSG) averages. However, there were no students in Band 1 and 50% of students were in the top three Bands. Inferential comprehension has been identified as our area for improvement in reading.
In writing our school average mark was closer to the LSG with all students in Band 3 or above with an over-representation in Bands 3 and 4.

Similarly, in grammar and punctuation our school average mark exceeded both State and LSG averages with 80% of students in the top 3 Bands.

Spelling has been a focus area for our school and our school average mark exceeded both the State and LSG with no students in Band 1 and 90% of our students in the top 3 Bands.
Numeracy – NAPLAN Year 3

In numeracy our school average mark exceeded both State and LSG averages with no students in Band 1 and 67% of our Year 3 students in the top 3 Bands.

Percentage of students in bands: Year 3 numeracy

![Bar chart showing percentage of students in bands for Year 3 numeracy](chart.png)

Literacy – NAPLAN Year 5

Our Year 5 reading results showed our school average mark to be below both the State and LSG average however there were more students in the higher Bands, Bands 7 and 8 than our school average.

In writing our school average mark was equal to both the State and LSG averages with 60% of our students in the top 3 Bands.

Percentage of students in bands: Year 5 reading

![Bar chart showing percentage of students in bands for Year 5 reading](chart.png)

Percentage of students in bands: Year 5 writing

![Bar chart showing percentage of students in bands for Year 5 writing](chart.png)

In both spelling and grammar and punctuation this cohort of students performed below both the State and LSG average mark. However a significant proportion of students, 54% in spelling and 65% in grammar and punctuation achieved results in the top 3 Bands, Bands 6, 7 and 8.
Numeracy – NAPLAN Year 5

For this group of students the school average was below the State and LSG average mark. However, there were no students in Band 3 and 83% of students were in the top 4 Bands.

Progress in literacy

Average progress in reading shows an improvement on our 2005-2007 data but still remains below both the State and LSG average mark. In writing however the same comparison shows our school progress to exceed both State and LSG averages.
Progress in numeracy
In comparison to our 2005-2007 progress rates we have increased our performance in the 2007-2009 period to a level in excess of both the State and LSG growth rates.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>97</td>
<td>100</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Reading Recovery was a new program in our school this year which included specialist training for our staff and individual reading support for students in their second year at school. Eight of our students participated in the Reading Recovery Program with a 100% success rate.

Aboriginal education
Local elders visited our school with their Rainbow Serpent to share culture and tradition with our students during our NAIDOC activities. An Aboriginal perspective is also included in classroom programs across the six Key Learning Areas and the three learning Stages.

Multicultural education
A growing and changing population of students with English as a Second Language (ESL) backgrounds has provided many practical opportunities for students to understand the cultures, languages and traditions of other people. Our LOTE lessons in French have also contributed to the high levels of understanding, tolerance and inclusion shown by our students.
Respect and responsibility

Treating others with respect, care and concern is one of our school rules which is demonstrated by students in all areas of their school lives and taught in all classrooms. Being responsible for one’s actions is taught through school rules and programs and rewarded with responsibilities through our Leadership Programs including Student Council, Class Leaders, Seniors, House Captain and School Captain Roles.

Other programs

Our School Chaplaincy Program managed by our P&C provided support to students from across the school this year. Twenty-seven students received social skills support through our Woodwork, Kitchen Gardening and Seasons Programs. All Stage 3 students had the opportunity to develop their communication, trust and cooperation skills on the Ropes Course at Cascade Environmental Centre.

Progress on 2009 targets

Target 1

*Improve the literacy standards of all students, so that all students meet or exceed National Benchmarks in Writing through quality teaching and learning.*

Strategies to achieve this target included:
- Staff training in writing strategies, text types, application of student spelling knowledge and Quality Teaching Framework.
- Modelled and guided writing practice.

Our achievements include:
- Fifty percent of students achieving age appropriate Spelling outcomes in standardised tests.
- Worksamples indicating all students are beginning to demonstrate Stage specific criteria in their writing.
- NAPLAN results indicate higher level criteria performance with school growth exceeding State and Like School Group averages.

Target 2

*Raise the numeracy standards of all students so that school NAPLAN results meet or exceed state averages in Number.*

Strategies to achieve this target included:
- New resources trialled, implemented and evaluated.
- Tables and number facts focus to develop mental strategies.
- Drill and practice incorporated into daily class lessons.
- Monitored homework with drill and practice incorporated.

Our achievements include:
- Worksamples demonstrate Stage outcome achievement, with scaffolding for integrated students.
- NAPLAN results for Years 3 & 5 are above state average in numeracy with all students reaching National Benchmarks.
- Student observation and class records indicate accurate calculations, recall of facts and homework from over 50% of students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Teaching and Human Society and It’s Environment (HSIE).

Educational and management practice

Deliberately incorporating aspects of the Quality Teaching Framework has improved teaching across all Key Learning Areas enhancing the variety and effectiveness of our teaching practices.

Background

Analysis of the effective strategies used in our school and learning from each other using the Lesson Study approach has increased teacher capacity to engage our students to achieve Stage appropriate outcomes.

Findings and conclusions

Participation in the Self Nominated Project – Writing – with other schools in the Bellinger Dorrigo Learning Community increased our access to Professional Development. Parents and staff identified explicit teaching in spelling as a contributor to improvements in grammar and punctuation in student writing. This is confirmed by our NAPLAN data. Hands on Maths activities were sighted by staff as contributing to increased understanding and mathematical thinking skills.

Future directions

Increased access to technology through the Connected Classroom Project will enhance learning for all members of our school community, as will our inclusion in the National School Partnerships Program in 2011.
Curriculum
Human Society and It's Environment (HSIE) is taught at our school using a Connected Outcome Group (COGs) approach. The learning program is organised around a topic or theme on a two year cycle.

Background
COGs were trialled and adapted over three years to develop a school program which utilised local resources, built on student experience and developed knowledge and skills in science, geography, history, art and drama. Our LOTE program has focused on French language and culture.

Findings and conclusions
Parents reported high levels of interest and engagement from their children and were able to name the most interesting topics and detail the strategies they believed were most effective. Students and staff reported they have refined their searching skills for internet based information and are learning to use and meet criteria for the compilation of information.

Future directions
Themes or topics will be continually reviewed to meet local needs. As our capacity to utilise digital resources increases so will our access to current sources and the information they provide.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Our school community acknowledges that we have daily literacy and numeracy sessions which are targeted to meet the specific learning needs of our students but it is the “other” things that make their school experiences so positive.

The whole school performance Dorriwood combined the music, drama, public speaking and creative arts talents of our community to present a production written by students for a cast of 170 performers.

Other highlights included visits by local guests and walking excursions to local places, our LOTE and Recorder Groups, the range of sporting opportunities and our approachable staff.

Our positive school tone and high level of parent support with classroom activities, special events and transport complete our school community’s positive view of our school.

Professional learning
Staff Professional Learning across a range of areas as outlined in our School Plan included Numerical Literacy and Problem Solving, Strategies and Skills for teaching Students with Special Needs, Criteria Writing and the Use of New Technologies, Integration of Technology Across KLAs, Improving Writing Outcomes K-6 and Numeracy in Stages 2-4. The average expenditure on Professional Learning was $846.25 per teacher.

Professional learning included in School Staff Development days covered compulsory training in First Aide, Anaphylaxis, Child Protection and additional training in Technology, Mental Computation and review of HSIE.
School development 2009 – 2011

Targets for 2010

In 2010 our school will align its work with the Regional and State endeavours to continually improve student outcomes in literacy, numeracy and technology.

Target 1

Improve the percentage of students achieving National Benchmarks to 100% in Years 3 and 5 in 2010 by:

Improving students’ Writing skills through quality teaching and learning;

Implementing structured Guided Reading sessions including explicit teaching of comprehension skills with 80% of students achieving Stage Reading Levels.

Strategies to achieve this target include:

- Quality professional learning
- Modelled and guided writing practice.
- Modelled and Guided Reading incorporating Reading Recovery strategies in Stages 1 & 2
- Premier’s Reading Challenge participation

Our success will be measured by:

- NAPLAN results indicating higher level criteria performance in writing and comprehension.
- Best Start data informs Early Stage 1 Program and outcomes attainment.
- Year end Reading Levels achieved
- Home Reading records and awards.

Target 2

Raise the numeracy standards of all Year 3 and 5 students so that school NAPLAN results meet or exceed state averages in the top 3 bands through:

- explicit teaching and learning in number for all students.
- focused staff training and development in Mental Computation.

Strategies to achieve this target include:

- NAPLAN data review.
- Learning Community Project in Numeracy.
- Tables and number facts - focused effort to develop mental strategies.
- Drill and practice incorporated into daily class lessons. Focused learning in Mental Computation.
- Monitored homework activities.

Our success will be measured by:

- Worksamples demonstrating outcomes achievement, with scaffolding for integrated students.
- Mathletics levels achieved in Stage 2
- NAPLAN results for Years 3 & 5 at or above state average in number.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Cheryl Banks principal
Elisabet Kovacevic assistant principal
Sue Phelps assistant principal
Michael Meacham P&C president

School contact information

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School Code: 7316

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: