School context statement
Dorrigo Public School is adjacent to the World Heritage Listed Dorrigo National Park midway between Coffs Harbour on the coast and Armidale on the ranges. Our school is the largest primary school on the Dorrigo Plateau with 125 students organised into six classes in 2014. Our school was designed and built to meet the needs of the local climate and is complemented with extensive park like grounds.

Our diverse and supportive community encourages our students to uphold the school motto to Strive for Excellence. Learning is a focus for our school across all areas of educational, sporting and cultural endeavour.

Principal’s Message
During 2014 the school was supported with funding from National Partnerships which improved the educational opportunities, participation and learning outcomes for the students. With this funding and an increase in student numbers during the year, we were able to employ an additional class teacher and provide additional Learning and Support Teacher and School Learning Support Officer time. This enabled the school to continue to implement effective individual programs designed to maximise opportunities and improve outcomes for all students.

Dorrigo Public School continued to provide a wide range of educational experiences for all students. Staff and community members encouraged student participation in all aspects of school life such as sporting representation, cultural performances and participation in the University of New South Wales ICAS competitions and the inaugural Dorrigo Public School Public Speaking Competition.

During 2014 our students were active members of our local community participating in community events such as ANZAC Day and the Dorrigo Community Christmas Carols. In addition we continued to develop partnerships with local families and local businesses. I look forward to working with these community groups during 2015.

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.

Tanya Bajda – Principal

P&C Message
The Dorrigo Public School P&C Association has continued to lend its support and encouragement to the School community during 2014 in a variety of ways. As per previous years, the P&C partly funded the Gymnastics program for all students, which appears to be very popular with the students as well as being important to their coordination and physical development. The Musica Viva Program, which the P&C also financially supports, has continued in 2014. Thanks must also go to the teachers for supporting the program in the curriculum. The P&C is particularly proud to help financing the lighting and technology changes in the hall. Most of the parents and school community members would have noticed the changes at the assemblies.

The P&C also continued to administer the funding for the Schools chaplaincy program which continues to be a success and a valuable asset to the school and its students. We also donated some funds to the Mid North Coast PSSA to assist in the purchasing of ribbons for various athletics and swimming awards.

The school canteen continues to be maintained on a purely voluntary basis. The canteen was opened for three days a week this year due to a few more volunteers coming forward. The canteen remains the primary P&C fundraising source. However, there were a few other P&C fundraisers during the year including a ‘meet and greet’ sausage sizzle. The P&C also continued with our traditional Mother’s Day a Father’s Day Stalls. These were a great success financially, but more importantly they were a success in terms of raising the profile of the P&C and mobilizing parent support. The ‘grandparent day’ was a great success for the school, where the P&C and volunteers from the canteen helped with the catering.
The P&C also assisted with the organization of a fundraising trivia night at the Dorrigo High School, which was a fun night for everyone.

2014 has seen the P&C continue to help promote a positive and supportive learning environment for all students at Dorrigo Public School, as well as provide a few other opportunities that may otherwise not have been available.

Stefanie Eppler – P&C President 2015

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>87</td>
<td>89</td>
<td>86</td>
<td>77</td>
<td>68</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>82</td>
<td>79</td>
<td>71</td>
<td>60</td>
<td>64</td>
<td>53</td>
</tr>
</tbody>
</table>

Management of non-attendance
To manage non-attendance the school employs various strategies. These include daily roll marking and regular monitoring of attendance by the principal and the Learning Support Team, sending absentee notes home, parent phone calls and face to face meetings and utilising the services of the Home School Liaison Officer (HSLO).

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3.41</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
<tr>
<td>Total</td>
<td>7.931</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Dorrigo Public School had no employees who identified as Indigenous in 2014.

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>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

All staff had equitable access to a variety of professional learning experiences throughout the year. These included professional learning at regular staff meetings, training sessions on the new English and new Numeracy Syllabus, attendance at the PETAA English Training and Development Day and the Plateau Community of Schools joint Staff Development Day held at Dorrigo Public School.

Professional learning funds built staff capacity in various areas. The training and development attended helped the staff to work towards achieving the 2014 targets. Professional learning was conducted at Dorrigo Public School at staff meetings and staff development days, but also via Adobe Connect and off site at local venues. Some professional learning was directly related to specific targets, other learning assisted in the building of capacity across areas. The additional training and development opportunities that were provided for teachers requesting Professional Learning as part of their Individual Learning Plans included Learning and Support Teacher training, executive teacher workshops, sports coaching workshops, speech assistance training and Road Safety workshops.

All staff utilized the Australian Professional Teaching Standards as part of the ongoing Teachers Assessment and Review Schedule (TARS) Process. All staff provided evidence based on the Australian Professional Teaching Standards to demonstrate their proficiency at their annual TARS meeting.

At Dorrigo Public School we currently do not have any New Scheme Teachers.

Beginning Teachers

Dorrigo Public School did not have any permanent Beginning Teachers in 2014.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>150672.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>142878.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>203335.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41087.47</td>
</tr>
<tr>
<td>Interest</td>
<td>5697.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30928.07</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>574600.43</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 10105.56   |
| Excursions                 | 21814.09   |
| Extracurricular dissections| 20108.78   |
| Library                    | 2147.04    |
| Training & development     | 8983.39    |
| Tied funds                 | 141218.59  |
| Casual relief teachers     | 27421.58   |
| Administration & office    | 45030.30   |
| School-operated canteen    | 0.00       |
| Utilities                  | 47694.22   |
| Maintenance                | 20583.21   |
| Trust accounts             | 30704.06   |
| Capital programs           | 0.00       |
| Total expenditure          | 375810.82  |
| Balance carried forward    | 198789.61  |

A full copy of the school’s 2014 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 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au
Enter the school name in the Find a School and select GO to access the school data.

Other achievements

During 2014, Dorrigo Public School offered students the opportunity to participate in extra curricula activities such as Chess, Gardening, Sketching, Choir, Guitar and Drumming.

As a member of the Bellinger Dorrigo Learning Community our Year 6 students attended a Leadership Day at Bellingen Public School and a select group of Year 6 Leaders attended the National Leadership Conference in Brisbane.

Arts

In addition to performing at weekly assemblies, our students had the opportunity to participate in a range of musical and artistic events. These included becoming members of the Choir, Guitar and Drumming Groups which performed at the Dorrigo Country Women’s Association, a welcome barbeque for the new Anglican Bishop in The Glade Rainforest and the local Dorrigo Community Christmas Carols. All students participated in the preparation and attendance of two Musica Viva Concerts and a performance by the Sydney Girls High School Orchestra and Concert Band.

Sport

Our students participated in Swimming, Athletics and Cross Country Carnivals with many talented performers going on to represent our school at District carnivals.

Our students also participated in the PSSA netball and soccer competitions and the local Rugby 7s competition and the Girls in League Gala Day.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Dorrigo Public School hosted NAIDOC on the Plateau in 2014. Students from the Dorrigo Plateau Community of Schools and Coffs Harbour joined with parents and community members to celebrate and explore Aboriginal culture. Students participated in a wide range of cultural, artistic and physical activities. Participants were also able to taste a variety of bush tucker and watched a performance of Indigenous Music.

Aboriginal background

In addition, the school was able to support the achievement of Aboriginal student outcomes by providing additional Learning and Support Teacher time to cater for small group work. Students in peer groups researched ‘interest’ areas, strengthening their Literacy skills, and also participated in the MultiLit program.

In class programs also incorporated across Key Learning Area Aboriginal perspectives. This was
particularly event in the Indigenous History focus area included in the Stage 2 Literacy Unit.

Multicultural education and anti-racism

Harmony Day celebrations provided all K-6 students with the opportunity to learn from staff, community members and peers about other cultures. Students participated in a range of multicultural games and completed craft projects based on a French theme. All classes participated in French language and culture lessons as part of the school Release from Face to Face program.

In addition, the school utilized our trained Anti-Racism Contact Officer to provide support for staff and students when needed.

Socio-economic background

This funding enabled the school to focus on small class sizes and provide additional Learning and Support Teacher time and School Learning Officer time to all classes (See below).

Learning and Support

To address identified student needs, staff used stage outcomes and structured small learning groups to teach Literacy and Numeracy. Class teachers were able to individualise learning plans for each student in the school and provide them with appropriate support.

Regular Learning and Support Team meetings were held involving the Principal, Assistant Principal, Learning and Support Teacher and the School Counsellor. Class teachers filled in Learning Support Team request forms to ask for additional support either in their classrooms, for small groups of students or for additional individual student support.

In addition, the MultiLit program was implemented by the LaST and SLSO with individual students to address specific needs. These small learning groups continued to promote a culture of explicit instruction and high expectations.

Other significant initiatives

Dorrigo Public School continued to participate in the National School Chaplaincy Program. This program supported our Drumming Group, Gardening Club, Seasons Program, Bush Skills Program and visits to community groups within the Dorrigo Area.

The school also was successful in gaining funding as part of the Live Life Well and Crunch and Sip Initiatives. Staff members were able to revise the school Personal Development, Health and Physical Education Scope and Sequence, access a range of nutrition and healthy lifestyles resources and gain funding to help with the planting of natives and additional vegetable gardens.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. During 2014, the methodology used by the school evaluation team to conduct the annual evaluation included:

- Interviews conducted with members of the school community including
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Surveys
- Anecdotal comments and observations made at school events
- Classroom observation and
- Analysis of student achievement data, including NAPLAN analysis using SMART.
School planning 2012-2014:

School priority 1
Raise the Literacy standards of all students so that the school results meet or exceed state averages.

2014 Spelling Target:
At least 50% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Spelling in 2014.

Outcomes from 2012–2014
In NAPLAN Spelling in 2014, 59.1% of Year 5 students achieved greater than or equal to expected growth.

Evidence of achievement of outcomes in 2014:
- NAPLAN SMART Data
- Class teaching and Learning Programs and Assessment results

Strategies to achieve these outcomes in 2014
Personalised Learning Plans (PLPs) developed and implemented for identified students which helped student achievement.

MultiLit program implementation was effective in supporting student performance growth of students with identified learning difficulties.

School Learning Support Officer (SLSO) and LaST employed to support literacy learning in classrooms was evident in student results K-6.

School priority 2
Raise the Literacy standards of all students so that the school results meet or exceed state averages.

2014 Grammar and Punctuation Target:
At least 50% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation in 2014.

Outcomes from 2012–2014
In NAPLAN Grammar and Punctuation in 2014, 40.9 % of Year 5 students achieved greater than or equal to expected growth.

Evidence of progress towards outcomes in 2014:
- NAPLAN SMART Data
- Class teaching and Learning Programs and Assessment results

Strategies to achieve these outcomes in 2014:
Explicit teaching in Grammar and Punctuation supported by Teacher Leaders.
(Other strategies as above).

School priority 3
Raise the Numeracy standards of all students so that the school results meet or exceed state averages.

2014 Numeracy Target:
At least 50% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Numeracy in 2014.

Outcomes from 2012–2014
In NAPLAN Numeracy in 2014 63.6% of Year 5 students achieved less than expected growth with 36.4% of students achieving greater than or equal to expected growth.

Evidence of progress towards outcomes in 2014:
- NAPLAN SMART data
- Class teaching and Learning Programs and Assessment results

Strategies to achieve these outcomes in 2014:
Further Professional Learning –K-6 Numeracy Continuum needed to promote professional dialogue and planning to facilitate effective programs and student groupings for enhanced learning.
Further support for Teacher Leader to help staff track all students on the K-6 Numeracy Continuum to facilitate needs based learning groups K-6.

Provide additional opportunities for Teacher Leaders to model and develop drill and practice activities in mental computation during regular staff meetings, stage meetings and within team teaching situations.

Tracking and monitoring of student progress at planned intervals would facilitate more timely intervention.

NAPLAN data review to lead collaborative planning led by Teacher Leaders.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. A range of their responses are presented below.

Students

Things we do well:

- Play sport, art, even when it rains we can stay inside
- We all help other people with other things. We all learn a lot of things that are important to us. We also offer people a chance to go to choir and guitar.
- We do gymnastics, French, art and the teachers teach me
- We run assemblies well. Good education. We have a lot of room to do things.
- Dorrigo Public School is good at maintaining good behaviour of students
- Dorrigo Public School has great education, wonderful teachers, a large play area, great sandpit, bottom – bottom playground and top playground.
- I strongly believe that everything we do here at Dorrigo Public School we do it well.
- The school does well in keeping us safe and the rules keep us out of trouble.

- You teach the kids really well and the excursions are really good and fun.
- Teachers do well at making students understand subjects and lessons. Students do well at communicating to other students.

Things we could do better:

- I think that we should have a science day.
- Get more equipment, mufti day, kayaking day
- Cooking, swimming, more science, horse riding, physics, sewing, wood work, metal work, more technology
- I strongly believe that we are a great school and we do everything great here
- The school could give you more sports options and have football and soccer posts at the school. The school could do more science with us.
- More exciting art, more sport choices, better school uniforms

Teachers / Staff

Things we do well:

- We offer our students many sporting and extra curriculum activities ie, drumming, choir, guitar, sketching.
- Caring and supportive environment for students to achieve.
- Use of IWBs to engage students in their learning. Using Technology in Programs to improve student outcomes.
- Assessments – to plan learning activities and review learning outcomes. Individual programs to improve learning outcomes for targeted students.
- Whole school activities – Sports Carnivals, Mastermind, NAIDOC Day, Drama performance.
- Standards knowledge.
- Acknowledge achievements.
- Common goal focused around students.
- Support for learning (LaST, ALP, IEP).
- Consistent behaviour management and reward system for whole school.
Things we could do better:

- Encourage more parental helpers in the classroom.
- Continue to place students on Continuum – English / Maths.
- Greater use of school resources / space to cater for specific learning objectives.
- Woodwork room – specialist activities. Specialised teaching across stages and classes utilising staff and community expertise.
- More comprehensive CAPA / Music program (performance based).
- Educational Excursions – local area.

Parents / Community Members

Things we do well:

- Internal activities, visiting groups and talent. Front office is always exceptional. Teachers always available for chats etc. Good communication!
- Great interaction with parents and wider community, eg Grandparents Day etc
- The variety of activities the children can be a part of. Activities involving community members.
- Interact with the community well
- I’m very happy with the school. It offers a broad range of exposure to the arts, sport and education.
- Providing access to additional programs / performance to help reinforce / introduce various curriculum areas eg gymnastics, musical performance, Healthy Harold etc

Things we could do better:

- Try to engage the parents and wider community even more, for example a ‘school fete day’. Provide more outdoor fixed equipment.
- I think we can always do more to prevent / address bullying. I want to know if my children perpetrate or are victimised.
- Promoting confidence and esteem is always good.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

During 2014, consultation occurred with students, staff, parents and community members to develop an understanding of where the school is at, and what the school community would like the school to focus on over the next three years.

Through discussion at staff meetings and P&C meetings, anecdotal discussions with students and sending home surveys, it was determined build on strengths of school and focus on three strategic directions:

- Wellbeing
- Quality Teaching
- Engagement

These strategic directions will incorporate the new Educational Reforms including Local Schools Local Decisions, Every Student Every School, Great Teaching Inspired Learning and the Performance and Development Framework.
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.

Tanya Bajda - Principal
Suzanne Phelps – Assistant Principal
June Pitkin – Learning and Support Teacher
Stefanie Eppler – P&C President

School contact information

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Fax: 6657 2430

Email: dorrigo-p.school@det.nsw.edu.au
Web: www.dorrigo-p.school.nsw.edu.au
School Code: 7316

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