**School context statement**

Dundurrabin Public School is situated in a beautiful bushland setting 33km north-west of Dorrigo on the Armidale to Grafton Road.

Dundurrabin Public School is a caring and supportive learning environment catering for the needs of all students. The school focuses on delivering quality programs aimed at improving the literacy and numeracy outcomes for all students. We strive to optimise the opportunities for all students to achieve curriculum outcomes and personal goals to form a solid foundation for lifelong learning.

We strive to have our parents, teachers and community members actively involved in our students learning, resulting in positive school and community partnerships.

**Principal’s message**

2014 has been a busy year for Dundurrabin Public School and I’d like to thank everyone for supporting our school and sharing in the many successes over the year. Our school has a friendly supportive atmosphere where students are provided with quality learning experiences.

The school maintained its focus on developing strong literacy and numeracy skills and provided excellent opportunities to develop and nurture all talents and abilities.

We have had many successes this year including: winning the Clarence Valley Council Environmental Sustainability Award for the schools category, renewing our Waterwise accreditation, receiving a successful grant application of $3000 to contribute to the NAIDOC on the Plateau celebrations within the Dorrigo Community of Schools, the implementation of 10 iPads into our school curriculum, being involved in several combined small schools days, the continuation of our very popular Stephanie Alexander Kitchen Garden Program, an array of first places and highly commended certificates for our entries of student work, vegetables and cooking items in the recent Dorrigo Show and most of all, witnessing our students’ make progress and develop their knowledge and understanding across the Key Learning Areas.

As a learning community we cherish the positive relationship we have with our parents and community members, whether it being an active P&C member, volunteering for school programs or assisting with transport or odd jobs. We thank you all for your support this year.

I’d also like to thank the wonderful staff here at our school. They are dedicated, hardworking and are all here for the same reason; to see that the students they support receive the best education we can possibly give them.

Leah Keough
Principal

**P&C message**

The Dundurrabin Public School P&C made numerous contributions toward the school and its students over 2014. We undertook numerous fundraising activities, including catering for the small schools gathering hosted by Dundurrabin Public School and for a group of cyclists who stopped by our school on their tour. We also raised money through sales via toy catalogues, numerous raffles and donations from community members.

With money raised, the P&C were able to cover the transport expenses for various school excursions through the year and make several purchases and contributions. These included, transport for swimming lessons and combined schools events, accident insurance for the students, funds for four students to attend the Student Leadership Conference, a dehydrator for the school kitchen, kitchen ingredients, tea towels and tablecloths, books for the students for their end of year presentation and classroom maths resources. We also made a financial contribution to the Dorrigo and Guy Fawkes Agricultural Society and funded a sausage sizzle at the Christmas Carols evening hosted by the school. Our major yearly fundraiser, catering for the Tyringham Campdraft, was unfortunately cancelled but we were still able to raise
significant funds and can feel proud of our contributions to the school.

Charlene McKevitt
Dundurrabin PS P&C

Student representatives’ message
2014 has been a fantastic year for the students at Dundurrabin Public School.

Early in Term 1 we, as school captains, attended an overnight excursion to Brisbane to learn about being responsible leaders. One highlight on this trip was seeing the children’s book author, Andy Griffiths.

The students at our school this year have been fortunate to participate in many activities including, School Swimming Scheme, NAIDOC on The Plateau, a Heart Day at Ebor Public School, our whole school overnight excursion to Thalgarrah Environmental Education Centre, Milo Cricket and an Easter Hat Parade.

We are really lucky to have a great small school where everyone cares for each other. We will all miss lunch time play in our mud cubby and on the trampoline.

Bonnie Radcliffe, Scott Weedon and Jack Horwood
2014 School Captains

Student information
Student enrolment profile

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Student attendance profile

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State DEC

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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</tbody>
</table>

Management of non-attendance
Our attendance data improved significantly this year. Some students did have extended periods of absences due to sickness, family circumstances and changeover to home schooling.

Rolls are marked by the class teacher daily. The school principal considers student attendance when reviewing student progress. At times, support is sought from the Home School Liaison Officer to ensure good attendance.

Term attendance awards are presented to students with high rates of attendance, and special activities are promoted in our weekly newsletter. This year we had an increase in attendance from 83.1% in 2013 to 92.8%.

Workforce information
At Dundurrabin Public School we have one permanent full-time Teaching Principal and one temporary full-time classroom Teacher/Librarian. We employed a temporary Student Learning Support Officer on a part-time basis to support identified students. Our Student Administration Manager has an allocation of 2.5 days a week and worked an additional 1.5 days per week as our Community Liaison Officer. In addition to these positions we employed a Kitchen Specialist once a week to support the Stephanie Alexander Kitchen Garden program.
Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>1.68</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
There are no permanent members of staff who identify as Aboriginal.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014, staff at Dundurrabin Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe Connect sessions and training days on a range of topics.

Much of the professional learning was completed online outside school hours. These included:

- Your school and the new Science Syllabus K-6 - Adobe Connect
- Sounds for Literacy workshop
- Boys and Literacy workshop
- Kids and Mental Health Initiative
- SMART Data Analysis
- Educational Services Update
- Mandatory compliance training including: First Aid, e-Emergency Care, CPR, Child Protection Update, Code of Conduct and Anaphylaxis
- Principal’s Conference
- Brokerage Training for Principal’s
- TAFE- Microsoft Excel 2010- Intermediate
- SASS Information Expo Forum
- Strategic Financial Management
- Core Financial Literacy

Our Teaching Principal is currently maintaining accreditation at Proficient level.

There are no members of staff who are New Scheme Teachers working towards BoSTES accreditation.

Beginning Teachers

There are no permanent members of staff identified as Beginning Teachers.
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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$57,442.34</td>
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<tr>
<td>Global funds</td>
<td>$50,465.19</td>
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<tr>
<td>Tied funds</td>
<td>$95,220.69</td>
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<tr>
<td>School &amp; community sources</td>
<td>$52,70.65</td>
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<tr>
<td>Interest</td>
<td>$2,227.05</td>
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<tr>
<td>Trust receipts</td>
<td>$334.30</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$210,960.22</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning   |            |
| Key learning areas    | $16,222.60 |
| Excursions            | $1,632.60  |
| Extracurricular dissections | $7,158.26 |
| Library               | $1,918.63  |
| Training & development| $15,38.05  |
| Tied funds            | $61,498.11 |
| Casual relief teachers| $2,974.63  |
| Administration & office| $29,659.02 |
| School-operated canteen| $0.00     |
| Utilities             | $7,333.38  |
| Maintenance           | $6,487.94  |
| Trust accounts        | $334.30    |
| Capital programs      | $0.00      |
| **Total expenditure**  | $136,757.52|

Balance carried forward  $742,022.70

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C Association. 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.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). However, due to the small cohort, results cannot be published.

Other achievements

Arts

This year students were offered a variety of opportunities to engage in the arts. Our achievements include:

- Visiting the Dorrigo Gazette Theatre to watch Dorrigo High School’s production - Jungle Fantasy.
- Attending Hernani Public School for a visiting theatrical performance - Bully No More!
- Presenting a variety of performances at our end of term assemblies.
- All students made outstanding drama performances at our end of year production - Flattica.

Sport

Our school’s sporting achievements and other opportunities include:

- Small Schools Swimming and Water Safety Program at Dorrigo Pool in partnership with Hernani Public School – engages all students in vital swimming skills.
- Finlayson Sports Day at Chandler Public School provided an opportunity for all students to participate in a range of athletic events with other small schools.
- All students participated in the Premier’s Sporting Challenge. Students track the amount of physical activity they complete each week for 10 weeks and are rewarded for their efforts.
• Whole school participation in the In2 Cricket Skills Program, delivered at school by a local cricket coach for four consecutive weeks.

• Stage 2 and 3 attended the Jack Newton Wombat Golf Tournament held at Dorrigo Golf Course. Our team ranked 2\textsuperscript{nd} overall and competed at the next level at Urunga, finishing up in 4\textsuperscript{th} position.

• Whole school attendance to the Small Schools Athletics Carnival at Urunga. Several students were selected to represent the Small Schools Athletics team at the Zone PSSA Athletics Carnival.

• A group of students participated in the Milo T20 Cricket Blast. An enjoyable day of non-competitive cricket.

Environmental education
This year our school continued its focus on environmental sustainability. Early in term 2 we were awarded the winning school in the schools category of the Clarence Valley Council’s Environmental Sustainability Awards.

The award committee was particularly impressed with our commitment to the Stephanie Alexander Kitchen Garden Program, recycling habits, composting procedures, energy saving practices and our focus on incorporating sustainability education across all Key Learning Areas.

Stephanie Alexander Kitchen Garden
This year was the fourth year we have been a part of the fabulous program. All students are involved each week in a 40 minute garden lesson (Growing), followed by picking produce (Harvesting), then an hour long cooking lesson (Preparing), and finally sitting down to enjoy the meal together (Sharing).

This weekly program is an invaluable way to integrate classroom teaching into real life and an engaging way for students to learn valuable life skills.

Live Life Well @ School
Our school has been implementing the Live Life Well @ School program this year to take a whole of school approach to the nutrition and physical activity of our children. This has included:

School Community Partnerships:

• The school newsletter promotes healthy eating, physical activity and limiting small screen recreation;

• Parents are invited to participate in healthy food preparation or sports events and
• Encouraging active transport.

School Ethos & Environment:
• We have promoted nutrition campaigns such as “Fruit & Veg Month”;
• There is an edible garden;
• Sports equipment is available at recess and lunch and
• Healthy food is provided through the SAKG Program and at school functions.

Teaching & Learning:
• Students learn about healthy eating and physical activity;
• Students participate in hands on nutrition learning experiences;
• Food or PE related topics are linked across the KLAs;
• Students are involved in 120 minutes of physical activity a week and
• Fundamental Movement Skills are taught across all years.

Significant programs and initiatives – Policy and equity funding

Aboriginal education
All teaching and learning programs incorporate Aboriginal education. It is acknowledged as an important part of the curriculum.

As in past years, our school combined with all schools on the Dorrigo Plateau for students to recognise and celebrate Aboriginal culture, customs, beliefs and traditions. This annual event is known as ‘NAIDOC on The Plateau’.

A number of community departments and organisations support the day including, NPWS, the local Land Council, Indigenous students from Grafton HS, Cascade EEC and local members of the Indigenous community. Students participated in a variety of cultural activities including a smoking ceremony, traditional cooking, dance, Aboriginal games and a taste of bush tucker at lunch.

Multicultural education and anti-racism
Multicultural perspectives are embedded within all Key Learning Areas. Our school is committed to developing learning activities that are culturally inclusive to develop an understanding and respect towards cultural, linguistic and religious differences.

All students participated in our Harmony Day activities which had a strong focus on cultural cuisine. Parents and community members joined us for a Harmony Day lunch where we enjoyed different traditional foods from Indonesia.

Aboriginal background
To improve the learning outcomes for Aboriginal students, the Aboriginal background funding received through the Resource Allocation Model (RAM) was used to employ a part-time Student Learning and Support Officer (SLSO).

The employment of an SLSO enhanced individual learning opportunities as identified in student personalised learning plans and increased student’s participation and engagement in learning opportunities.

Socio-economic background
Socio-economic funding received through the Resource Allocation Model was used to employ a teacher for an additional 2.5 days per week in order to individualise student learning and maximize learning opportunities. A surplus of these funds was planned in order to add to the 2015 funding to continue employing the second teacher.

Learning and Support
Learning and support funding was used to employ a temporary part-time Student Learning and Support Officer to support identified students.
Early Action for Success

Our school has been selected to participate in the Early Action for Success small and isolated schools strategy from 2015. Schools were prioritised to take part in the strategy based on an Index of Need. The Index of Need was developed by the High Performance Unit using Best Start Kindergarten Assessment data, NAPLAN data and school contextual characteristics.

It involves the identification of student’s level of attainment in literacy and numeracy and tailoring a specific program of learning to that child’s needs.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews conducted with members of the school community, including the P&C forum;
- Analysis of school programs, plans, policies and the school budget;
- Student, staff and parent surveys;
- Classroom observations and
- Analysis of student assessment data including school based assessments and NAPLAN SMART data.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

- Increase the percentage of students in K-6 who are achieving the grade appropriate level in the writing and vocabulary knowledge clusters on the Literacy Continuum from 28% to 40% by the end of term 4, 2014.
- Increase the percentage of students in K-6 who are achieving the grade appropriate level in the Early Arithmetical Strategies and Place Value aspects on the Numeracy Continuum from 72% to 80% by the end of term 4, 2014.

Outcomes from 2012–2014

- Increased levels of literacy and numeracy achievement for every student.
- Increased levels of reading and language development for every student.
- Increased levels of ability and confidence in the use of ICT learning tools for both teachers and students.

Evidence of achievement of outcomes in 2014:

- School based writing and vocabulary assessments indicate that 60.5% of students K-6 are working at their grade appropriate cluster on the Literacy Continuum.
- School based mathematics assessments indicate that 87.5% of students K-6 are working at their grade appropriate aspect on the Numeracy Continuum.

Strategies to achieve these outcomes in 2014:

- All teaching staff accessed face-to-face and online training to prepare for the implementation of the new English and Mathematics syllabus documents this year.
- All students were benchmarked and tracked on the Literacy and Numeracy Continuums in Semester One and Two enabling the implementation of individualised learning.
• Teaching staff identified areas of need for new resources to be purchased to support targeted literacy and numeracy development.

• Intervention strategies from CMIT and speech therapy support were used to facilitate learning for identified students.

• Pre and post assessments conducted using Benchmarking RR, SENA, South Australian Spelling, whole school writing samples and Probe Reading Comprehension to measure growth and guide future teaching.

• Participation in online learning programs including, Mathletics, Study Ladder, Reading Eggs, Spellodrome, the PM eCollection and regular use of iPads to facilitate student engagement.

• Quality teaching experiences used for every student with particular attention to personalized learning.

• A rigorous continuum of learning from P-12 which provides for every student with particular emphasis on transition points.

• Improved social and emotional wellbeing and skills for life for every student.

Evidence of achievement of outcomes in 2014:

• The community partnerships survey was completed and it is evident that community partnerships have strengthened to 5 out of 7 partnership dimensions at sustaining level in 2014.

• 100% of student’s have a negotiated personalised learning plan. These are developed for students by teachers in consultation with parents and students during three way meetings held each semester.

• Semester One attendance data showed an increase from 81% in 2013 to 92.8% in 2014. Overall, our yearly attendance data has significantly improved, increasing from 83.1% in 2013 to 92.8% this year.

Strategies to achieve these outcomes in 2014:

• Employment of a Community Liaison Officer to support families and coordinate activities.

• Development of effective communication in a two-way exchange between families and school.

• Support materials to connect learning at school and at home were distributed to new families following a parent information session.

• School actively participated in Dorrigo Bellingen Community of Schools activities.

• Term attendance awards were presented to students with high rates of attendance.

• Special activities were promoted in our weekly newsletter and on our school notice board to engage families and encourage regular attendance.

School priority 2

Engagement and Retention

• Increase community partnerships as indicated on the school assessment tool from 4 out of 7 partnership dimensions achieved at sustaining level in 2013 to 5 out of 7 in 2014.

• Increase Semester One attendance data from 81% in 2013 to 90% in 2014.

Outcomes from 2012–2014

• School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Curriculum

Human Society and Its Environment- HSIE

Background

In 2016 our school will implement the new History Syllabus. For this reason the curriculum area of HSIE was chosen to be evaluated this year. Staff, students and parents were surveyed.

100% of staff and students completed the survey and 45% of parents returned their surveys.

Findings and conclusions

From the surveys completed:

• All parents agree that HSIE is an important subject and feel their child enjoys learning about topics in HSIE.
• 50% of parents agree that their child/ren has developed new knowledge and skills in HSIE and 100% of parents mostly agree that they are well informed about their child/rens progress in HSIE.
• 50% of students enjoy learning new topics in HSIE and 85% of students enjoy learning about the environment and their heritage.

Future Directions

Continue with existing programs for 2015. Ensure parents are well informed of their child’s progress through PLP meetings and student reports and encourage student engagement.

Educational management practice

School Management

Background

Our core business is to meet the diverse learning needs of our students. Staff, students and parents completed a school management survey to provide feedback to the school.

100% of students and staff participated in the survey and 45% of parents returned their surveys.

Findings and conclusions

From the surveys completed:

• 100% of parents, staff and students feel our school has a good reputation.
• 100% of parents feel their involvement is valued and encouraged and 80% of parents feel comfortable about contacting the school.
• 91% of students feel they are rewarded adequately for their achievement.

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.

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.

Leah Keough – Teaching Principal
Katrina Sangster - K-2 Teacher and Librarian
Melissa Harrison - School Administrative Manager
Charlene McKevitt – P&C Secretary
School contact information

Dundurrabin Public School
70 Mount Street, Dundurrabin NSW
Ph: (02)6657 8133
Fax: (02) 6657 8051
School Code: 1788
Email: dundurrabi-p.school@det.nsw.edu.au

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: