

Duranbah Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Duranbah 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 school 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.

Chris Pritchard

Principal

School contact details

Duranbah Public School

105 Duranbah Rd

Duranbah, 2487

www.duranbah-p.schools.nsw.edu.au

duranbah-p.School@det.nsw.edu.au

6677 7221

Message from the Principal

I am extremely proud of the achievements of our students this year and the efforts of our dedicated staff. Our school has implemented high quality learning experiences for our students, underpinned by quality teaching and learning programs, delivered by a highly motivated and dedicated staff. Our school is a member of the S8 Community of Schools and the Coastal Learning Community which has allowed students and staff to work closely with other schools. Staff have been involved in collaborative planning, sharing and professional learning, while students have been involved in a number of shared educational experiences, which has positively impacted student learning. The school continues to implement and manage the numerous educational reforms to provide the best possible student learning outcomes. The community is highly supportive of the school and is actively engaged in many of its activities.

Chris Pritchard

Principal

School background

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion future focused learning, strengthening our community for the future.

School context

Established in 1892, Duranbah Public School is a central part of the local community and has a proud history. Our mission is to foster learning for life through a multi-age setting. Parents are valued as partners in the education of their children. Our school is committed to the provision of teaching and learning programs of the highest standard for the benefit of each individual. We are committed to developing competent, responsible and enthusiastic students by providing relevant and challenging learning activities. Our aim is to encourage independent learning, self-esteem, leadership, tolerance and self-discipline in a safe and harmonious environment. A dedicated and caring staff values quality educational programs, student welfare, positive parent and community participation and open communication. Students are encouraged to participate in a wide range of cultural and sporting activities, which enables them to interact with students from other schools, developing their social competency. Our Motto: Learning for Life

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework which 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.

In the Learning domain the school continues to develop a strong and productive learning culture across the school community and an environment of trust and respect catering for all learners. Individual learning needs of all students are understood and accommodated through a differentiated curriculum in multi-aged classrooms. The school uses performance data and ongoing assessment strategies to monitor progress and inform planning. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Students with high learning needs are quickly identified and their learning supported with individual learning plans and additional support from the Learning and Support Teacher and Student Learning Support Officer.

The school works collaboratively with eight other small schools (S8) to improve and enhance classroom practice. Sharing best practice through lesson study observations across schools has been a key factor in identifying and implementing effective teaching practice. Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Professional learning activities have been aligned with the school plan and individual needs identified in Performance and Development Plans. Teachers have also collaboratively participated in professional learning with S8 schools using the Australian Professional Standards for Teachers to inform their practice. Teachers are committed to their ongoing development as members of the teaching profession.

The school is committed to the development of leadership skills in staff and students. The school community is positive about educational provision and is committed to the school's strategic directions and practices to achieve educational priorities. The school has productive relationships with external agencies such as Southern Cross University and strong links with communities of schools through the S8 small schools group and the Coastal Learning Community. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Staff enhance their leadership capacity through active involvement in strategic direction teams within the S8 group. Student leadership is developed and supported through leadership training and opportunities to take on various student leadership roles.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop strong foundations in curriculum and assessment

Purpose

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

Overall summary of progress

Strong foundations in curriculum and assessment have been developed through a collegial approach across the S8 network of schools. This network has engaged in professional learning at 5 staff development days, each of which had a curriculum component.

The S8 leadership team monitored and reviewed progress and made adjustments to the milestones regularly. Our school reviews the milestones once a term and then meets 6 times a year with the leadership team to evaluate our progress. As a result of our rigorous self-assessment practices we are able to make adjustments regularly which in turn have resulted in a positive impact on classroom practice.

As such the S8 team can report that:

Teachers have embraced the PDP process by identifying and setting goals that are meaningful to them and by taking responsibility for managing the process themselves. This increased level of ownership of professional learning has created a more positive environment and allowed teachers to improve in areas that are significant to them.

Teachers and students are working collaboratively on learning continuums to improve assessment practice and encourage students to take responsibility for their own progress.

Teaching programs reflect that teachers have embraced the English, Mathematics and Science syllabus documents and have changed their teaching practice accordingly.

All teachers have engaged in professional learning on the History syllabus. Teachers across the S8 schools collegially engage in formal and informal professional learning opportunities and apply that learning in their daily classroom practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of students achieving at or beyond appropriate cluster level for year group using PLAN data. Representation in the top three skill bands of Aboriginal students is similar to that of the total school population. Teaching and learning programs and practices clearly reflect the implementation of personal professional learning plan.	Students actively involved in driving their own learning through the development of an understanding of curriculum expectations and outcomes and by tracking their own progress against learning continuums. Additional support for Aboriginal students has shown a significant progress towards achieving representation in the top three skill bands. Teachers further develop capabilities for teaching and assessing the NSW syllabus by engaging in personalised and S8 professional development opportunities	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

As next year is the final year of the 3 year plan the school will continue to build on the achievements so far by focusing on achieving its milestones for 2017, teachers will consolidate the skills developed in curriculum and assessment during 2016.

In 2017 the S8 team will:

Engage in ongoing effective professional dialogue and reflection between leaders and their staff.

Review the milestones against the school plan once a term as a leadership team.

Implement the History syllabus and work on outcome based units collaboratively.

Fully engage in the PDP process and revisit the professional learning undertaken in 2015/16 to ensure staff have a clear understanding of the process



Strategic Direction 2

Create a high-performing and dynamic future focused learning environment.

Purpose

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Students have developed an understanding what constitutes Future Focused Learning and the skills involved in order to achieve our purpose to develop deep thinking, innovative, resourceful and creative life-long learners. It is an ongoing learning journey for both staff and students. The understanding of Future Focused Learning as not being solely the use of technology, but technology being a tool which supports Future Focused Learning has been important. The school has made excellent progress towards achieving its goals and Future Focused Learning skills are evident in all teaching / learning programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are insightful life-long learners who will continue to learn outside the formal school day as evidenced by a balance of technology enhanced formative and summative assessments that measure student mastery of future focused skills	Students have explored with their teachers what a future focused learning classroom may look like and what are future focused learning skills. Students have displayed evidence of a variety of future focused learning methods. Staff have explored methods of evaluating future focused learning skills and collaboratively shared. Schools existing ICT capability used to support future focused learning as well as the purchase of 5 ipads.	\$5000
.Teachers are incorporating future focused practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices	Evidence of future focused learning skills implemented in teaching and learning programs Staff have participated in professional learning communities that have enabled them to collaborate, share best practice and integrate future focused skills into classroom practice. Future focused learning space in K/1/2 classroom operational.	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

The school has purchased a variety of robotics resources with the view of providing students with an avenue to develop and apply future focused learning skills, as the school continues to develop itself as a high-performing and dynamic future focused learning environment

Strategic Direction 3

Strengthen teaching and leadership capacity.

Purpose

To lead learning by guiding self– reflection, self–improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life –long learning.

Overall summary of progress

The Performance and Development Framework has driven teachers and leaders to demonstrate personal responsibility for maintaining and developing their professional standards. Our S8 strategic team has met to plan and lead collaborative professional learning sessions modelling the process of the Performance and Development cycle across the eight schools in our community of small schools. Identifying expertise within staff to further develop our professional community has been a key factor of our drive towards growth and excelling. All teachers have participated in PL using the Australian Professional Standards for Teachers to inform their practice. Teachers have demonstrated commitment to their ongoing development as members of the teaching profession. Teachers and leaders have participated in class observations, providing and receiving constructive feedback to improve their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Strategic direction teams are working collaboratively and providing opportunities for all staff to actively contribute to the professional learning of colleagues.	Strategic Direction Groups meet twice per term to access professional learning and strengthen group focus. Leaders facilitate active contribution to strategic direction teams through the sharing of professional knowledge within own school and across the S8 group of schools.	Human resources used, no dollar amount allocated, time allocations instead.
Staff are accessing professional learning/support from a variety of sources, including formal and informal collegial relationships.	100% of staff actively participating in sharing of expertise and best practice across KLAs – both within own schools and as part of S8 collegiate. Strategic direction teams are meeting regularly and are effective catalysts for continuous improvement in teaching practice, resulting in a positive impact on student learning.	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

Staff have engaged in the Professional Development Framework to identify areas for their own learning and development. Systems for collaboration, classroom observations and modelling effective feedback and practice will drive ongoing school wide improvement. The introduction of stage leadership positions across the S8 schools will allow teachers to actively develop their leadership skills.

Feedback from teachers and leaders across the eight schools in the S8 community of schools identified the following future directions:

Regularly reviewing and utilising the APST, linking these more closely with evidence and PDPs.

Continuing to engage in regular professional dialogue with colleagues to ensure it becomes part of everyday dialogue.

Matching professional learning to the APST and identifying 'gaps'.

Locating suitable professional learning.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students show progress against continuums. Provision of additional support for Aboriginal students in numeracy and literacy. Individual Learning Plans developed and SLSO employed.	\$6238
Low level adjustment for disability	Provision of additional support for targeted students in numeracy and literacy and social interactive skills. SLSO and LaST employed.	\$13070
Socio-economic background	Students show continued progress against continuums. Provision of additional support for targeted students in numeracy and literacy. SLSO and LaST employed.	\$43624



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	20	18	15	12
Girls	14	12	11	13

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	97.8	93.7	90.1
1	92.7	96.3	95.1	93.8
2	86.8	94.8	88.2	100
3	93.5	92.4	93.4	95.4
4	94	92.6	90.3	93.8
5	95.6	96.2	95.9	92.2
6	91.7	93.5	85.6	97.3
All Years	92.2	94.4	91.4	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Managed as per DEC attendance policy requirements.

Class sizes

Class	Total
K/1/2	12
3/4/5/6	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

The school currently has no indigenous people on staff but utilizes every opportunity to employ Aboriginal people.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Professional learning and teacher accreditation

Staff have adopted a model of personal responsibility for maintaining and developing their professional standards and accreditation.

Staff have undertaken significant amounts of professional learning this year in support of the schools strategic directions, the Performance and Development Framework and accreditation around the Australian Professional Standards for Teachers.

As a member of the S8 learning community professional learning has been undertaken with S8 staffs to support the strategic directions of strengthening teaching and leadership capacity and developing strong foundations in teaching and learning.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	80 571.41
Global funds	55 417.09
Tied funds	57 162.64
School & community sources	8 665.12
Interest	1 589.75
Trust receipts	610.25
Canteen	0.00
Total income	204 016.26
Expenditure	
Teaching & learning	
Key learning areas	26 714.50
Excursions	2 589.00
Extracurricular dissections	4 894.03
Library	2 587.52
Training & development	790.00
Tied funds	73 785.97
Short term relief	6 885.22
Administration & office	15 480.51
School-operated canteen	0.00
Utilities	6 053.96
Maintenance	4 017.08
Trust accounts	610.25
Capital programs	0.00
Total expenditure	144 408.04
Balance carried forward	59 608.22

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the

literacy and numeracy continuums>
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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.

As our school only has a small cohort of Year 3 and Year 5 students reporting on school performance would lead to identification of individual student's performance.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below

.All parents/caregivers surveyed agreed that:

They feel welcome in the school and that the school communicates effectively through a variety of means.

The school communicates student performance effectively through student reports and parent/teacher interviews

Parents/caregivers are encouraged to be actively involved in their child's education

The school has a safe and secure environment.

The school is always looking to improve what it does.

The school regularly praises and rewards student achievement through its PBL program.

Despite its small size the school provides a wide variety of experiences for students



Policy requirements

Aboriginal education

The school has used the funding received for this area to provide personalised learning and support to students with identified needs to improve their participation and engagement in learning and their learning outcomes. Aboriginal students in years 4–6 participate in the Yuli program, an initiative of the Coastal Learning Community, involving Kingscliff High School and its six feeder primary schools. The program provides educational, cultural and social activities for Aboriginal students.

Multicultural and anti-racism education

Multi-cultural perspectives are integrated across the curriculum. Tolerance and cultural diversity are promoted through the acknowledgment of special events and celebrations which are reflected in units of work studied by our students.

A class from TAFE Gold Coast came to school for a multicultural day to share their experiences as recent immigrants. Students participated in workshops to learn about different cultures and experience a wide variety of foods from a number of countries.

We encourage our students to develop the skills, knowledge and attitudes required to be part of a multicultural society.