

# Duranbah Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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.

Jason Ellem

Principal

### School contact details

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## 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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 Culture domain of the School Excellence Framework, staff felt that as a school we were functioning strongly in the Delivering areas of the evaluation. Staff feel there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities, and that positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

In the Teaching domain, our staff reflected that as a school we relate to the Sustaining and Growing level in 4 out of the 5 areas. We felt that our collaborative practices are strong and that there is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

In the Leading domain, our staff felt that in 2 of the 4 areas, we relate to the Sustaining and Growing level, whilst in the remaining 2 we are in the delivering level. All staff felt that at our school, we believe that leadership development is central to school capacity building.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Our school continued to focus on quality learning programs for our students, informed by rigorous assessment practices.

Through our collaboration with external expertise such as our Instructional Leader in the Early Action for Success program, we were able to build upon our student tracking processes and utilise this data effectively. Students were able to identify their own personal progress by aligning with the Literacy and Numeracy Continuums.

We were able to provide the processes and adjustments needed for effective support for students with identified learning needs. This was done in collaboration with parents and students.

In conjunction with the S8 network of schools, we were able to deliver new curriculum effectively with redeveloped scope and sequence documents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	19,178	Student tracking data collated. L3 data collated and utilised for Kindergarten and Year 1 students. Aboriginal student's data demonstrates similarity to non-Aboriginal student's. Student's individual learning needs identified through Personal Learning Plans clearly catered for in all facets of teaching and learning programs.

### Next Steps

Continuation of student progress tracking processes.

Ongoing updates of teaching and learning programs.

## 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

The implementation of Future Focused pedagogies and practices has become increasingly evident on a more regular basis in all classrooms at Duranbah Public School. Teachers are continuing to develop in confidence and competence when facilitating Future Focused perspectives in their teaching and learning experiences, both in and out of the classroom. Engagement with a range of professional learning experiences in collaboration with the S8 Community of Schools group is reflected in teaching and learning programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Nil.	Students are explicitly taught how to look beyond the classroom throughout their learning. They are provided with opportunities to relate with external sources, explore preferred methods to demonstrate their learning and challenge themselves with new and broader experiences.
.Teachers are incorporating future focused practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices	Nil.	All aspects of teaching and learning incorporate the practices of future focussed pedagogy. Students learn using interpersonal skills, research, mentoring and reflection, with ICT embedded throughout.

### Next Steps

New strategic directions will be developed with stakeholders. There will be no further isolated work on this strategic direction in 2018–20 outside meeting the needs of individual staff who identify this as priority in their Professional Development Plan. All students will be encouraged to continue being deep thinking, innovative, resourceful and creative life-long learners.

### 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

Our teachers and students have been provided with numerous opportunities to enhance their leadership capacity through our active involvement in a variety of programs, interactions and opportunities.

As members of the S8 Community of Schools group, in addition to L3 networks, Positive Behaviour 4 Learning start up meetings and professional learning opportunities with our Instructional Leader, our staff have benefitted and developed further their personal leadership skills and the capacity to enhance those of our students.

Our students have been involved in opportunities such as GRIP, the T5 enrichment program and also the chance to lead through practices such as buddy reading and assembly leadership.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strategic direction teams are working collaboratively and providing opportunities for all staff to actively contribute to the professional learning of colleagues.	Nil.	Feedback from S8 survey indicates all staff are benefiting from the collaboration amongst the community of schools.
Staff are accessing professional learning/support from a variety of sources, including formal and informal collegial relationships.	5, 094	All staff continued their regular involvement with the S8 Community of Schools group. They worked collaboratively in stage teams and this allowed them to share best practice and expertise. They developed units of work, participated in classroom observations and set up Google Drives to share resources. Staff also successfully participated in Early Action for Success workshops and the Leading Educators Across the Planet (LEAP) Conference.

#### Next Steps

Student leaders will continue to work with Principal towards school goals and priorities. Teachers will continue to have an opportunity to develop leadership skills in a team environment as part of the S8 team groups. Students will have further opportunities to develop personal and leadership capacities through explicit programs such as QUEST, 007 (Boys Ed) and CARGO (Girls Ed) programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	6, 238	All students have Personalised Learning Plans (PLPs), which have been developed in conjunction with the students, their families, their support / caseworkers and teaching staff. Additional assistance from the Learning and Support Teacher strengthened the quality of teaching and learning for Aboriginal students.
<b>Low level adjustment for disability</b>	13, 070	A teacher's aide was employed to work with students in areas of need, providing greater access to curriculum for identified students.
<b>Socio-economic background</b>	43, 624	Staff participated in L3 professional learning, namely Early Stage 1 and Stage 1. Students participated in a writers workshop which focused on viewing, representing and writing. As a part of the Science / STEM curriculum, the school held an incursion. Students from low socio-economic backgrounds were offered economic support to participate in different curriculum opportunities.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	18	15	12	22
Girls	12	11	13	19

Our enrolment figures increased considerably in 2017, increasing 64% on 2016, and 58% on 2015. With current enrolment data, it is anticipated that these figures will continue to increase slightly in the near future.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	93.7	90.1	90.4
1	96.3	95.1	93.8	89.7
2	94.8	88.2	100	92.2
3	92.4	93.4	95.4	94.9
4	92.6	90.3	93.8	92.8
5	96.2	95.9	92.2	94.7
6	93.5	85.6	97.3	84.6
All Years	94.4	91.4	94.1	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Our attendance data has followed a consistent pattern over the past 4 years, and this has continued in 2017. A small number of families have largely contributed to our data being below state average, and we have worked closely with these families to improve their attendance rates. We have a significant number of students who transition in and out of home schooling, which also affects our data.

We have regular visits from our HSLO to assist our families to keep on track with school attendance, and information on attendance requirements.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Duranbah Public School had no indigenous staff in 2017.

### 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 S8staffs to support the strategic directions of strengthening teaching and leadership capacity and developing strong foundations in teaching and learning.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>59,608</b>
Global funds	62,441
Tied funds	118,989
School & community sources	11,289
Interest	890
Trust receipts	458
Canteen	0
<b>Total Receipts</b>	<b>194,067</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	8,104
Excursions	1,146
Extracurricular dissections	5,061
Library	1,033
Training & Development	4,815
Tied Funds Payments	75,902
Short Term Relief	6,093
Administration & Office	6,679
Canteen Payments	0
Utilities	5,162
Maintenance	3,869
Trust Payments	192
Capital Programs	0
<b>Total Payments</b>	<b>118,055</b>
<b>Balance carried forward</b>	<b>135,620</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>150,486</b>
Appropriation	141,662
Sale of Goods and Services	846
Grants and Contributions	7,886
Gain and Loss	0
Other Revenue	0
Investment Income	92
<b>Expenses</b>	<b>-55,509</b>
Recurrent Expenses	-55,509
Employee Related	-45,093
Operating Expenses	-10,416
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>94,977</b>
<b>Balance Carried Forward</b>	<b>94,977</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	414,992
Base Per Capita	3,821
Base Location	1,664
Other Base	409,507
<b>Equity Total</b>	64,164
Equity Aboriginal	6,238
Equity Socio economic	43,624
Equity Language	1,233
Equity Disability	13,070
<b>Targeted Total</b>	12,940
<b>Other Total</b>	54,247
<b>Grand Total</b>	546,343

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

### 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: Detailed reporting as a cohort is not available as there were less than 10 students who completed the assessment. Individual student results were analysed by staff.

Year 5: Detailed reporting as a cohort is not available as there were less than 10 students who completed the assessment. Individual student results were analysed by staff.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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.

### Other school programs

Our school coordinated a number of special school programs aimed at broadening our students experiences and catering for their enrichment needs.

Our gardening program provided the opportunity for students to learn about the growing, maintenance and harvesting of edible and non-edible plants in our school garden. Students work in small groups with an employed SLSO on a regular basis.

Our music program provided the opportunity for students to learn the techniques and methods of guitar, ukulele and keyboard playing and performing.