Duranbah Public School

Annual Report

2018

1801

Introduction

The Annual Report for **2018** 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

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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 embed the values of accountability within all members and stakeholders of our school community in all aspects of school success. 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

Our school participated in external validation on 04/09/2018 . In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. This summary synthesises the annotated information provided in the body of evidence.

The process for preparing the school's external validation was done as a whole teaching staff. The principal and another staff member attended relevant training and liaised with the Principal, School Leadership to select the appropriate process for our school. Teaching staff were delegated an evidence set that reflected their school responsibilities and a template was created. Teachers had ownership, carriage and responsibility of their evidence set including the artefact, the annotation and the appropriate appendices. Staff worked collegially together throughout the process and collegially decided upon the appropriate level for each of the elements of the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the Learning domain, the elements of Learning Culture, Wellbeing and Reporting were considered in the Sustaining and Growing level, whilst the elements of Curruiculum, Assessment, and Student Performance Measures were at Delivering..

LEARNING CULTURE; A wide range of programs implemented in the school are designed to both engage and support student learning, demonstrating a staff commitment to developing and maintaining an effective learning culture. Positive behaviours and attitudes are promoted and reinforced through several of the above initiatives and student attendance data reflects community satisfaction in the school's current direction and ethos.

WELLBEING; Staff support student wellbeing through professional development, interaction with parents, resource allocation and the provision of a wide range of high quality extra curricula programs. The links between student wellbeing and success are clearly understood by staff who strive to further develop initiatives to increase student physical, cognitive and social development.

CURRICULUM; The school's delivery of curriculum is supported by partnerships with a significant number of community groups, comprehensive technological, staff and general school resources, transition programs as well as extensive quality school initiatives. These are evidenced and supported by the whole school

ASSESSMENT; Formative and summative assessment create opportunities for students to receive feedback on their learning. Teachers use reliable assessments to capture information about student learning. Assessment informs the adaptions of practice to meet the needs of students.

REPORTING; Regular student reporting is conducted, supported by both formal and informal interview structures. These reflect assessment processes based on external and internal data and are enhanced by staff collaboration. The school solicits feedback on it's reporting from parents.

STUDENT PERFORMANCE MEASURES; The school uses internal as well as external assessments to track student progress against syllabus outcomes. Results need to be taken in context due to small cohort numbers.

Future Directions:

Continued development of the school's development of quality Literacy and Numeracy teaching and learning programs

Regular revisiting of student assessment and reporting processes to ensure consistency across the school.

Increase parent involvement in school based programs through the development of support rosters and promoting the spreading of responsibility for these programs.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

All of the elements of the Teaching domain were considered to be at the Sustaining and Growing level except the element of Data Skills and Use which was in Delivering.

EFFECTIVE CLASSROOM PRACTICE; The school's experienced and talented staff develop and maintain constructive, stimulating and rewarding classrooms. This is enabled through reflective and collaborative programming, effective use of school resources, focused learning support programs, targeted professional development and the development of

supportive and respectful staff student relationships.

DATA SKILLS AND USE; School staff regularly review assessment data to determine school areas of focus and direction including school planning, the tracking of student learning, and staff development. The application of data to conduct student reporting has also been regularly refined and evaluated with reporting formats modified according to need.

PROFESSIONAL STANDARDS; The school's staff maintain a high degree of professionalism in the carrying out of their many roles and responsibilities. They regularly work on programs outside the normal scope of their classrooms and often support the learning of staff and students from other schools.

LEARNING AND DEVELOPMENT; As an experienced and capable entity, the school's staff are actively involved in planning and implementing their own professional development. Professional learning opportunities are accessed across a variety of mediums with the establishment and strengthening of the local "S8" Alliance of local small schools a successful example of this process.

Future Directions:

Development and implementation of strategies to support the successful adaption of students to NAPLAN online testing procedures.

Strengthening of the "S8" Alliance Small Schools Network, the Coastal Learning Community and other professional networks as a medium for providing professional development opportunities.

Re–evaluation of school programs following increases to RAM funding e.g. higher levels of learning support.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

In the Leading domain, Educational Leadership was considered at the Sustaining and Growing level, School Planning, implementation and Reporting was considered at the Delivering level and School Resources and Management Practices and Processes were considered at the Excelling level.

EDUCATIONAL LEADERSHIP; Teaching and non–teaching staff proactively seek to improve their performance with a collective view to whole–school improvement. A culture of high expectations permeates all aspects of leadership and program delivery. The school regularly solicits and addresses feedback on school performance from all stakeholders.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING; The school's planning and reporting structure and focus is reflective of the interests and priorities of the whole school community and has led to the development and maintenance of a range of quality learning initiatives. Parents are regularly provided with opportunities to take part in sessions involving transparent forms of information dissemination and feel involved and empowered in school decision making processes.

SCHOOL RESOURCES; The school has developed and acquired a range of high quality classroom, personnel and playground assets and resources. This has been enabled through the support of an active P&C, close monitoring of financial management and the increase of the school's general operating funds as a result of increasing allocations.

MANAGEMENT PRACTICES AND PROCESSES; The school evaluates it's administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community. Management practices are responsive to school community feedback and there is a whole–school approach to improving service delivery and customer satisfaction.

Future Directions;

Increased staff involvement in the wider school planning and evaluation processes.
Improving evidence gathering processes to assist in future reporting cycles.

Strategic Direction 1

Student Learning and Wellbeing

Purpose

Excellent schools have a strategic and planned approach to develop whole school well–being processes. These processes support the well–being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self–directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self–direct and articulate their learning.

Overall summary of progress

Our school productively began it's focus on whole school wellbeing processes. Through our collaboration with external expertise such as the Positive Behaviour for Learning Consultant, our Early Action for Success Instructional Leader and our School Counsellor, we were able to ascertain the perspectives of the students, our school community and our staff, in relation to where our school was currently and where we wanted it to go.

Through meetings, surveys, working groups and workshops, we were able to plan the context for our school's implementation of the PB4L framework. We were able to begin the explicit teaching of the localised expectations, including the collection of necessary ongoing data and the creation of the resources to ensure effective introduction of the framework.

Our school was able to plan and undergo the assessment and tracking of student progress in the Literacy and Numeracy continuums. This was achieved through close consultation and ongoing professional learning with our Early Action for Success Instructional Leader.

Our school was able to successfully provide the processes and adjustments needed for effective support for students with identified learning needs. This was done in collaboration with students, parents, external supports and agencies and was effectively shared with staff to ensure identified needs were consistently met in all areas of our school.

In conjunction with the S8 network of schools and the professional Learning Coordinator for these schools, we were able to successfully implement new curriculum needs, including 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
School is 'Excelling' (SEF/Wellbeing) through self–assessment or External Validation processes.	5527	School was validated at the Sustaining and Growing level through the External Validation process.
Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.		PB4L observation noted student learning preferences, school satisfaction and student attitudes to learning. Student attendance remained strong. Data collection through students reflection as part of PB4L demonstrated growth towards adhering to school behavioural and learning expectations.
Classroom observation and teacher self–reflection demonstrate whole school improvement in pedagogy, leading to measurable student improvement.		Classroom observations through PDP processes and class learning programs reflect effective alignment with L3 framework. PLAN and PLAN2 data demonstrate strong growth among student cohort.

Next Steps

Continuation of student tracking processes.

Ongoing updates of teaching and learning programs.

Strategic Direction 2

Excellent and Effective Teaching

Purpose

Highly skilled and passionate teachers are an integral part of improving student's learning outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for teachers, which uses research to underpin quality pedagogical practices. We understand the need for genuine, collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. Furthermore we understand that effective professional learning and mentoring is crucial to developing teacher capacity.

Overall summary of progress

Our school has established a number of different mentoring and coaching relationships through various networks.

Internally, we have intra–staff mentoring relationships set up to provide productive for the development of teaching and learning programs, pedagogical knowledge classroom management practices and reflection opportunities. Continued engagement in the L3 program has provided ongoing development of best–practice strategies in our school context. Engagement with our Early Action for Success Instructional leader provided access to updated teaching, learning and assessment procedures. Ongoing liaison and professional dialogue with our S8 Stage leaders has provided access to the development of effective planning, moderating and new syllabus implementation. Staff engagement with the S8 Professional Learning coordinator has streamlined access and engagement with current and appropriate professional learning. Engagement with the Tweed Community of Small Schools has provided development in best–practice for the teaching and learning of Mathematics in Small Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular staff evaluation and feedback of professional learning, coaching and mentoring indicated increased engagement, understanding and capacity for all staff.	5527	Staff identified individual professional goals as part of their PDP processes. These goals were provided for with school's Professional Learning allocation. Staff felt empowered to deliver high quality Teaching and learning programs.
Staff teams regularly and systematically collaborate using student data to improve teacher practice and student outcomes. As a result, all students demonstrate expected growth across the literacy and numeracy progressions. Students not achieving these expectations have been explicitly supported with learning interventions.		Mentoring opportunities provided staff with skills and understandings. Student growth data was collated and analysed to ascertain achievement and progress. Students with identified growth issues were provided with access to appropriate learning support.
The school is deemed to be excelling through the self–assessment or External Validation process in the area of Effective Practice and Learning and Development.		Both Effective Practice and learning and development were validated at the 'Sustaining and Growing' level of the School Excellence Framework.

Next Steps

Continue engagement with appropriate consultants and external supporting agencies.

Continue to create and work within established mentoring and collaborative groups and networks.

Continue to facilitate staff identification of individual professional goals as part of the PDP processes.

Strategic Direction 3

Whole School Improvement

Purpose

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self–sustaining and self–improving community that will continue to support the highest levels of learning.

Overall summary of progress

Our school facilitates an ongoing process of professional goal setting, evaluative and developmental practices, as well as a number of collaborative professional partnerships.

Our teaching and non–teaching Performance and Development Process provides systematic practices in goal setting and professional achievement, supported by a culture of personal best and accountability.

Internally, we have intra–staff mentoring relationships set up to provide productive for the development of teaching and learning programs, pedagogical knowledge classroom management practices and reflection opportunities. Continued engagement in the L3 program has provided ongoing development of best–practice strategies in our school context. Engagement with our Early Action for Success Instructional leader provided access to updated teaching, learning and assessment procedures.

Externally ongoing liaison and professional dialogue with our S8 Stage leaders has provided access to the development of effective planning, moderating and new syllabus implementation. Staff engagement with the S8 Professional Learning coordinator has streamlined access and engagement with current and appropriate professional learning. Engagement with the Tweed Community of Small Schools has provided development in best–practice for the teaching and learning of Mathematics in Small Schools.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school/ network meetings.	5527	Staff regularly engage with a variety of partnerships, personnel and mentoring structures.

Next Steps

Continue productive connections with appropriate professionals.

Continue systematic approach to individual professional goal setting and reflection.

Continue to consider student needs in relation to professional development.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	10106	All students have Personalised Learning Plans, which have been developed in conjunction with students, their families and teaching staff. Additional assistance from the Learning and Support Teacher strengthened the quality of teaching and learning for Aboriginal students.
Low level adjustment for disability	4736	Student Learning and Support Officers were employed to provide greater access to curriculum for targeted students with identified learning needs.
Quality Teaching, Successful Students (QTSS)	4789	Staff were released to assess and update progress for all students, using systematic tracking processes.
Socio–economic background	31595	Staff participated in professional learning experiences which enabled them to provide a rich and engaging curriculum for all students. Learning and Support staff were employed to enable the assessment, support and tracking of all students, including those with identified learning needs.
Support for beginning teachers	13786	Beginning teaching staff were provided with mentoring opportunities to support their development of efficient and effective planning, delivery and evaluation of quality teaching and learning programs.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	15	12	22	29
Girls	11	13	19	23

Our 2018 school population continued the trend of the previous two years by increasing steadily as predicted. The 2018 population increased 28% on 2017 numbers. It is anticipated that this growth will increase slightly then stabilise in the near future.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	90.1	90.4	93.4
1	95.1	93.8	89.7	93.1
2	88.2	100	92.2	87.9
3	93.4	95.4	94.9	95.6
4	90.3	93.8	92.8	90.6
5	95.9	92.2	94.7	88.4
6	85.6	97.3	84.6	85.6
All Years	91.4	94.1	91.7	90
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Our school student population maintains a consistent pattern of attendance. Students with problematic patterns are referred as per departmental policy to HSLO and attendance patterns are then systematically monitored. Such systems have meant that these attendance rates for these students have increased.

Having a large portion of the school from a home–

schooling background has meant that attendance patterns are at times inconsistent. Particular familial issues also impact significantly on the whole school attendance rates. When such issues have arisen, families have been supported through interagency collaboration, which in turn have increased the targeted patterns.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.93
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Duranbah Public School had no staff that identify as Indigenous in 2018.

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	80

Professional learning and teacher accreditation

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

Professional learning adheres to staff PDP's, which address the priorities of the school plan.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	94,977
Revenue	862,079
Appropriation	818,878
Sale of Goods and Services	6,585
Grants and Contributions	35,586
Gain and Loss	0
Other Revenue	0
Investment Income	1,030
Expenses	-899,124
Recurrent Expenses	-899,124
Employee Related	-785,291
Operating Expenses	-113,833
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-37,045
Balance Carried Forward	57,932

	2018 **Actual** ($)
Base Total	557,912
Base Per Capita	7,928
Base Location	1,498
Other Base	548,486
Equity Total	67,259
Equity Aboriginal	10,106
Equity Socio economic	31,595
Equity Language	0
Equity Disability	25,559
Targeted Total	61,955
Other Total	59,368
Grand Total	746,494

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.

Duranbah Public School's financial management processes are systematic and follow best practice. Following the approved Budget Allocation (SBAR), school teaching resources, staffing and utilities are planned according to past expenditure and most recent information. Regular meetings between the Administration Manager and the Principal ensure that resources and their planned allocation is closely tracked. Adjustments are made if necessary.

A large component of resource allocation supports three school programs identified by learning, community and student needs. These are the school music program, the school garden program and the school learning and support program. The effectiveness of these programs are closely monitored and evaluated for reasons of efficiency.

Financial summary equity funding

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

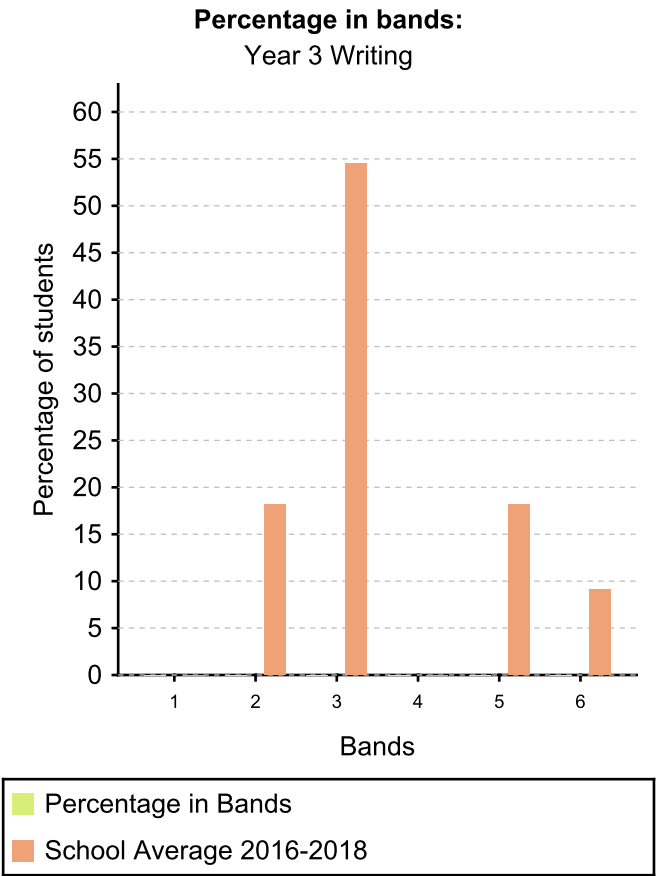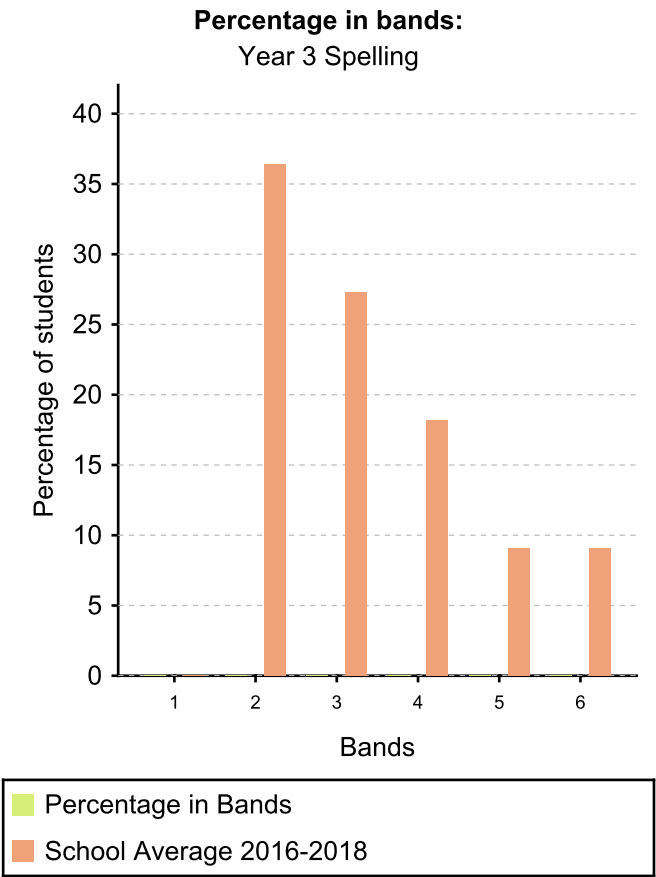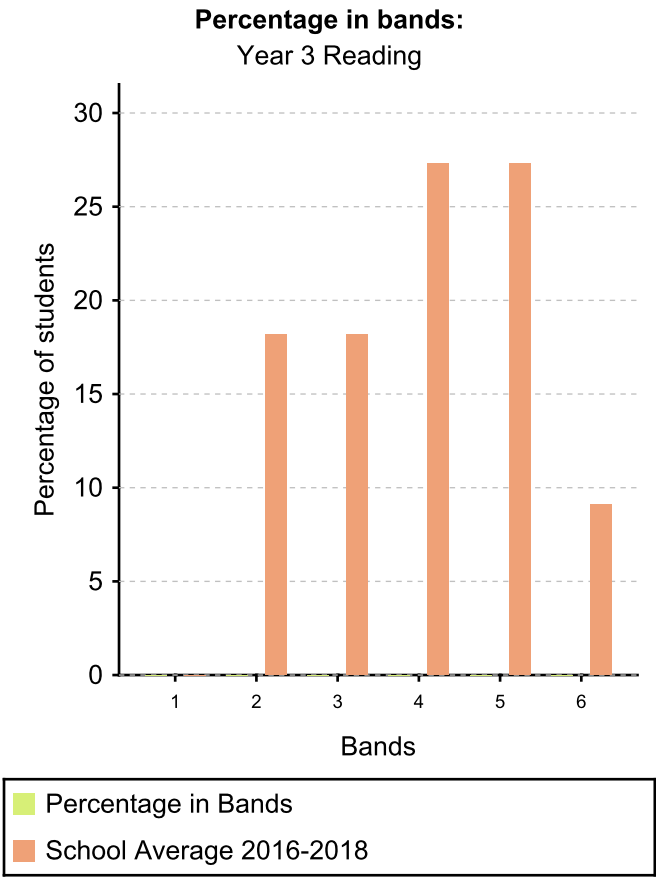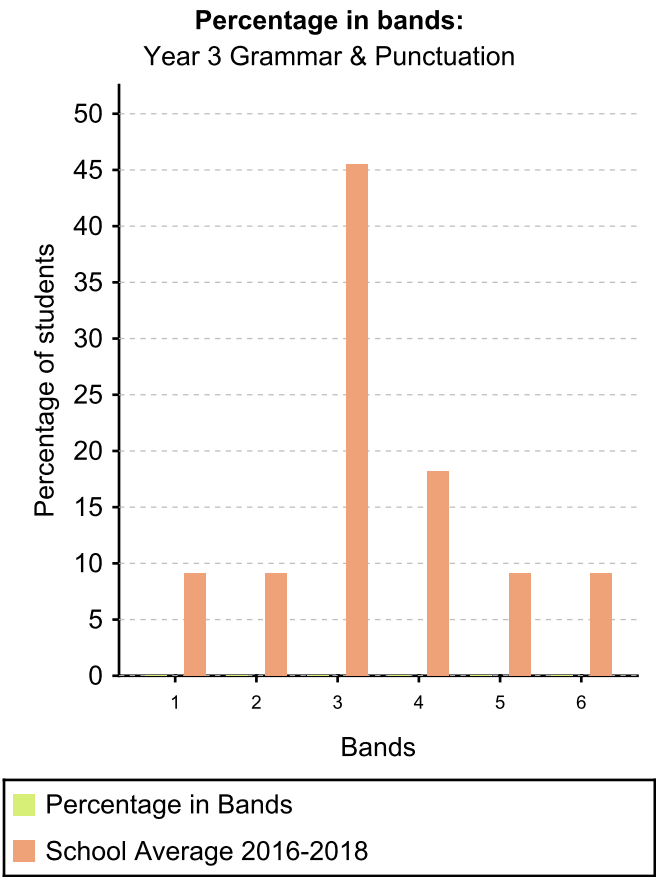# School performance

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.
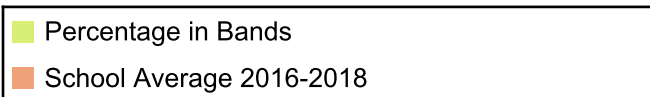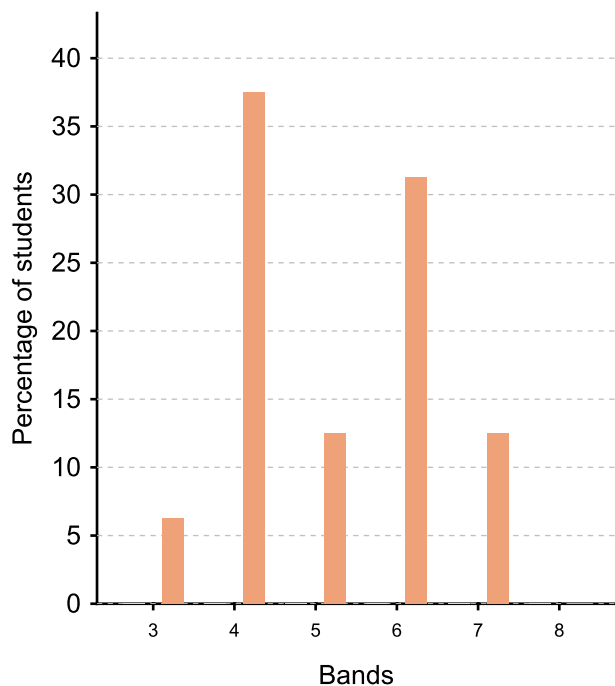
Year 3: Detailed reporting as a cohort is not available as there were less than 10 students who completed the assessment. Individual student results were analysed by staff.

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
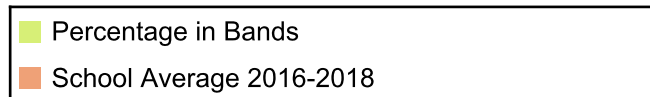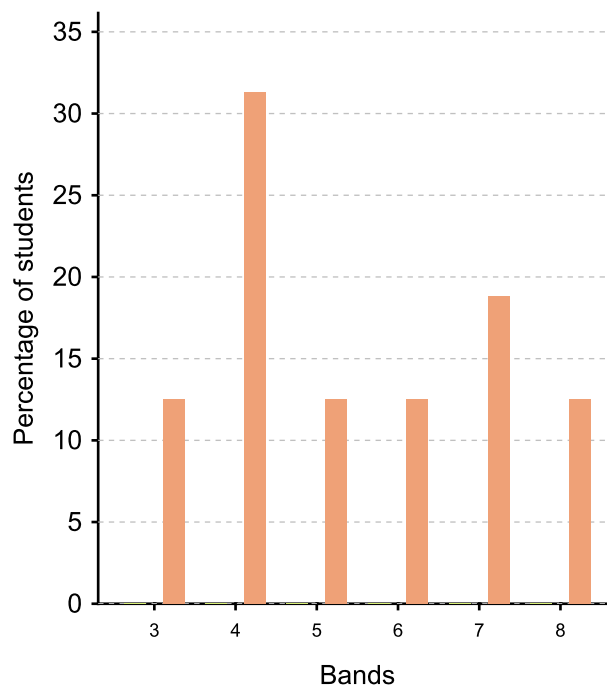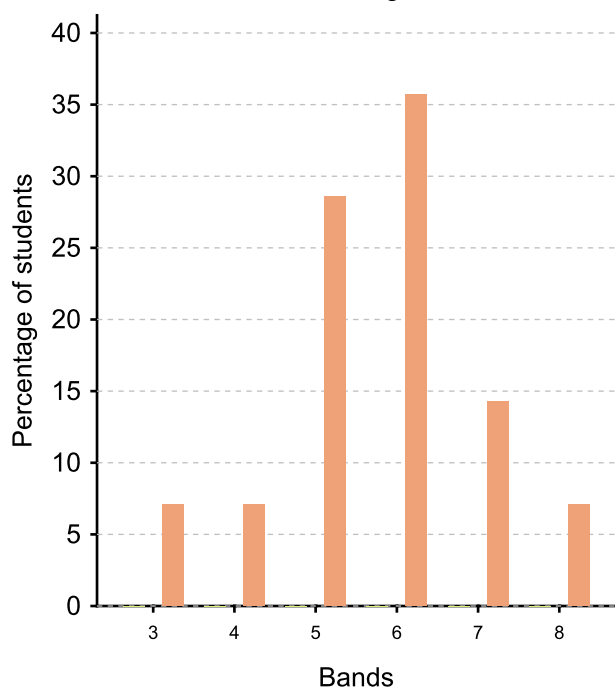
by staff.

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Spelling

- Percentage in Bands
- School Average 2016-2018
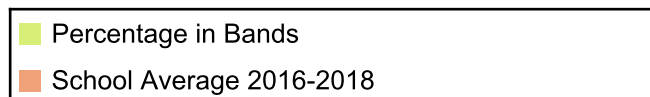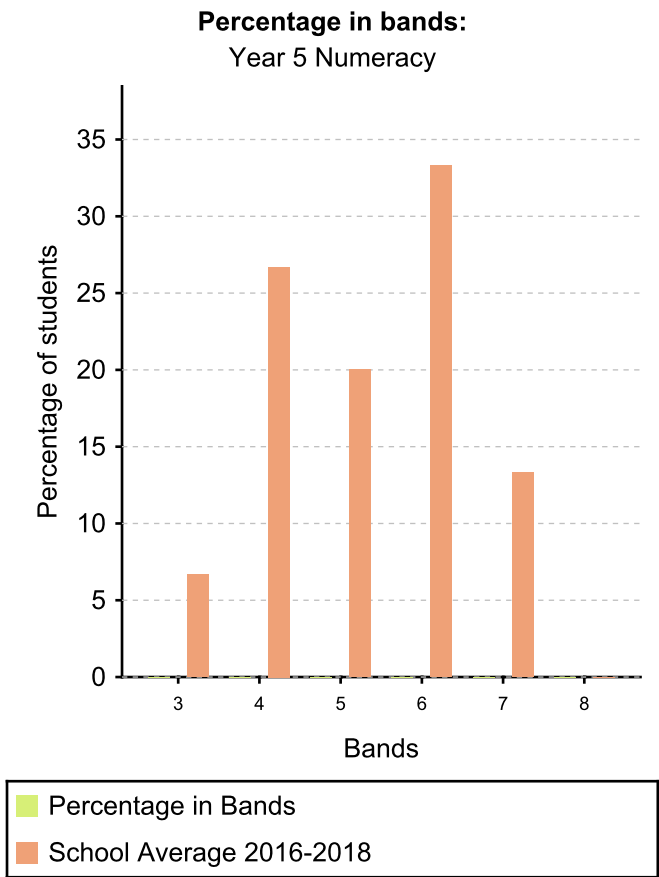
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Writing

- Percentage in Bands
- School Average 2016-2018

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Spelling

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading

Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Writing
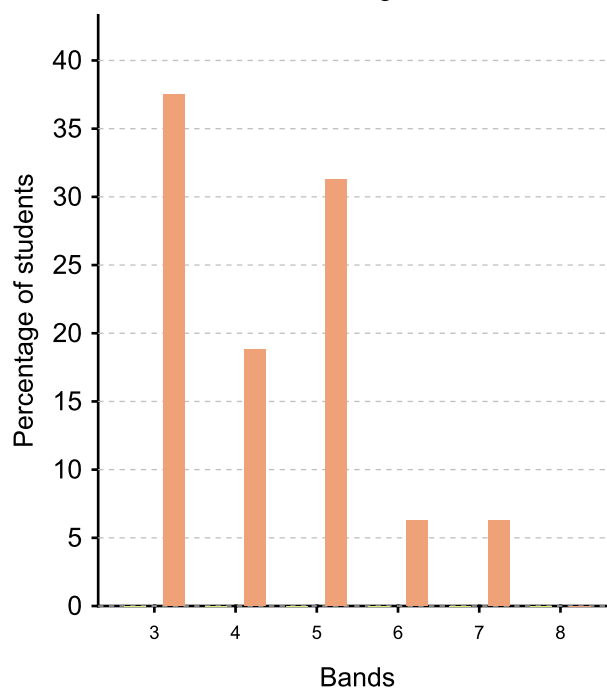
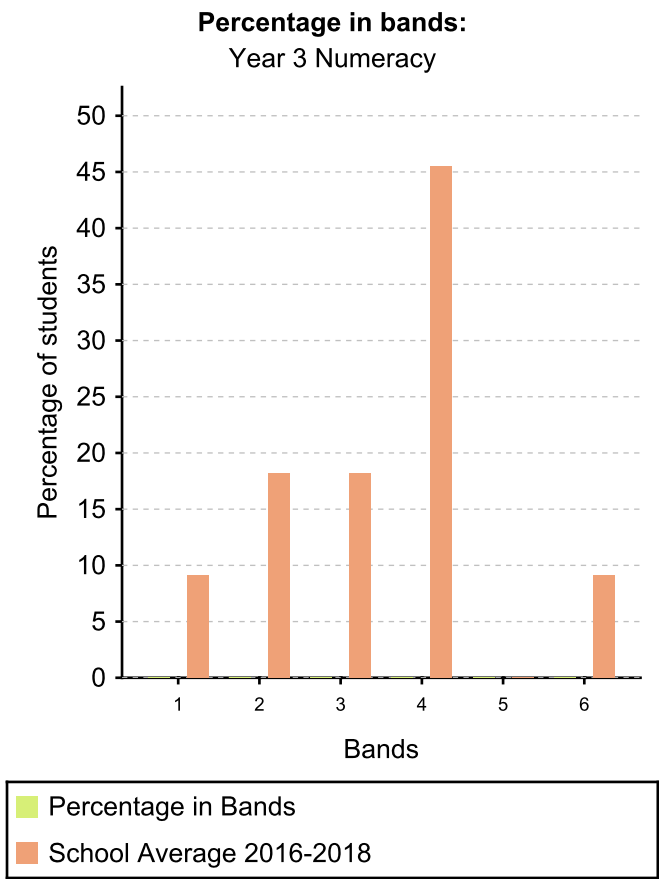Percentage of students (y-axis)
Bands (x-axis): 3, 4, 5, 6, 7, 8

- Percentage in Bands
- School Average 2016-2018

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.

Percentage in bands:
Year 3 Numeracy

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Numeracy

- Percentage in Bands
- School Average 2016-2018

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.

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.

Parent/caregiver, student, teacher satisfaction

As part of Parent focus groups formed for the process of External Validation, parents answered:

Management Practices and Processes

Do you feel the school is responsive to school community feedback?

P&C: All voices listened to and opinions respected

Personal experiences and issues listened to with respect and empathy

Kind and caring feeling in the school obvious school staff love what they do not just a job

Happy and confident with school's decisions

Always will be some community members not pleased with particular decisions, 80–20% ratio.

Do you feel there is a whole school approach to school improvement?

Unified feel throughout the whole school

Principal makes everyone feel inclusive and part of a team

Culture at the top filters down and DPS has a very good culture from the top

Assembly inclusive with parents, teachers and students

Feel very welcome family environment

School Resources

Do you feel the school is well resourced, and utilises these resources effectively? Any examples?

Yes…good human resources ratio:

Number of teachers to students

Music

Support staff (LAST and SLSO especially pleased)

Natural physical environment make for a happy safe place

Computers very well resourced

K/1/2 room very good with different learning areas

Exercise track

Parent involvement in canteen and Passion Projects

All resources used very effectively

No art could improve

School Planning and Implementation and Reporting

Do you feel the school has a 'vision' and a planned 'direction'? What is your understanding of these?

Definitely feel the change in vision and direction. EXCELLENT.

Happy children are learning children which is a direction of the school

Music program possible language program

Agree with vision shared ethos 'Learning for Life.' The school is living the talk.

Can feel the vision

Reporting

Do you feel the school's reporting systems are understandable and provide the information that you value?

School reports–happy generally

Tick boxes mean nothing

General comment valued

Parent /Teacher interviews valuable with the report

Like the boxes that show effort in a subject

Like to see reporting that shows improvement and change

When a child sees a low grade they need to see effort. Feel it's more important

Check University Competition reporting showing grade of a student compared to other class standards

Issues are addressed consistently during the semester not only after reports

Parents have access to talk with teachers most times

Policy requirements

Aboriginal education

The school 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 outcomes. Aboriginal students in years 4–6 participate in the Yuli program, which supports indigenous students and culture, and the school facilitates these outcomes by promoting the activities of the program with staff and financial support for the participating students.

Multicultural and anti-racism education

Mutli–Cultural aspects are integrated across the curriculum. Tolerance and cultural diversity are promoted through the acknowledgement of special events and celebrations within these units of work.

The school facilitates a major excursion each 3 years to Norfolk Island to allow students to become immersed in a new and different culture. They learn a new language, different cultural practices and the unique history of the Island.

The school facilitates a Multicultural Day where International Students from TAFE Gold Coast visit the school to organise workshops, cultural experiences and foods from a variety of countries.