

Dural Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Dural 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.

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Message from the principal

Each year I continue to be extremely proud of the staff and students and their amazingly outstanding successes. This has been achieved through continual refinement and application of teaching and learning strategies that are being implemented by Dural Public School to ensure that current and engaging learning practices are available for all students, so that they can reach their optimal potential.

The school continued success is underpinned by the school plan 2018–2020. The Strategic Directions are:

Empowerment

Quality Teaching

Communication

All staff are very motivated, enthusiastic and passionate about education and work collaboratively in teams to provide an engaging and inclusive environment where all students are given numerous opportunities to achieve their personal best in all activities that are undertaken. Students are very motivated and value education and they enthusiastically participate in a myriad of opportunities that extend, engage and captivate their passions, interests and creative minds. We have the upmost support from our parent body, Dural P&C and the local community.

We continually develop and enhance our skills and programs to deliver key learning areas to all students and to cater for all levels of development. Programs are constantly updated in a collaborate teaching environment to deliver creative and critical learning, problem solving programs which prepares them for the future with the skills that they will enable them to be active and contributing members of the community.

The extensive grounds of Dural Public School create a very warm, welcoming, inviting and exciting place to learn. We have the most amazing art work that highlights our students creativity with the life size structures of a cow, calf, goat, pig, possum, kangaroo and tortoise. The front of the administration block and the side wall of Block F is a wall of tiles that the children have created, a place of creative and engaging learning.

I look forward to another very successful, exciting and innovative year that continues to highlight the brilliant learning programs that provide exceptional educational learning opportunities for all our students.

School background

School vision statement

Dural Public School is committed to the pursuit of excellence through provision of high quality educational programs for every child and adult at our school. Staff and the community work together to achieve a dedicated commitment to nurture, inspire and challenge students to find the joy in learning and to build upon their understanding to help make sense of the world around them.

In the beginning years it is developing confidence to enable them to be known and understood and their potential developed. As the students progress, it means knowing that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources to equip them for future success and wellbeing.

As a school, our collective goals is to provide a rich educational environment that supports the consistent development and improvement of student outcomes.

School context

Dural public School is an innovative and dynamic school that creates a positive and engaging environment encouraging all learners to 'Strive for Success'.

The school offers outstanding academic results; an abundance of extra-curricular activities that include debating and public speaking, robotics, Scope IT, dance, drama, choirs, school bands, string ensembles, recorder, buddy reading program, peer support, student representative council, environment group, gardening group and chess; an invigorating and challenging physical education and sporting program, gross motor, Fundamental Movement Skills. We cater for expertise with school PSSA and knock-out competitions. We have an exciting visual arts program run by a specialist teacher that culminates with an art show. A library program that supports technology and research strategies. We have a very strong Student Welfare Policy that incorporates Positive Behaviour of Engaging Learners (PBL) and we have a zero tolerance to bullying.

We have the latest technology to engage student learning across the curriculum with touch screen LCD's in all classrooms, iPads, and laptops. We now have two computer labs.

Our school offers enrichment programs for Kindergarten to Year 6; Support Teacher Learning and English as an Additional Language/Dialect.

The school runs outstanding orientation programs for Kindergarten and the opportunity Classes for Year 5 and Year 6. and Transition from Year 6 to Year 7.

Our school has beautiful grounds, extensive equipment to support all learning programs and a very strong link with the Dural P&C, parents and the local community.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1

Empowerment

Purpose

To provide meaningful and purposeful opportunities to inspire, empower and engage learners in an environment that promotes creativity and innovation. At Dural Public School, our student centred focus will empower students with transferrable skills to support them in achieving their full potential as successful learners, confident and creative individuals and active and informed citizens.

Improvement Measures

- All teaching programs show evidence of differentiation in all learning areas, including opportunities for children to use their critical, creative and higher order thinking skills.
- Use of digital programming tools across stages and within the Executive team.
- Student engagement and motivation survey data from the Tell Them From Me Survey.

Overall summary of progress

Progress indicates that additional purchases of laptops and iPads for students has supported students learning and reaching their learning outcomes. Ongoing professional learning in stage and whole school groupings to meet the needs of all staff at their level of expertise.

Inclusion of the Melbourne Declaration and the goals that have set at Dural Public School are ensuring that we are preparing our students in becoming successful life long learners as is evidence in the CCT projects, school performances and outstanding progress in all Key Learning Areas.

A focus on Well Being and professional learning for all staff will ensure that staff are supporting students in their ongoing learning journey.

Progress towards achieving improvement measures

Process 1: Develop and expand learning and ICT resources that support quality teaching and learning through technology in all KLAs.

Collaboratively plan and differentiate programming using the Quality Teaching Framework, PBL/Design Thinking and CCT.

Providing all students with the opportunity to participate in extra-curricular activities and innovative programs with local schools and networks.

Evaluation	Funds Expended (Resources)
Refer to Strategic Direction 1 Milestones	Cost of 20 new iPads. Cost of PL for Science syllabus.

Next Steps

Supporting staff with using digital tools for collaborative programming, including sharing programming files using Google Drive and/or Microsoft SharePoint.

Transition from paper based programs to online programming and documenting using Microsoft Teams at a stage and whole school level.

Implement the "Design and Production" units in Science and evaluate their impact on student learning.

Develop inquiry units with a Design Thinking and Project Based Learning focus, including continuing the whole school journey of Critical and Creative Thinking projects.

Strategic Direction 2

Quality teaching and Learning

Purpose

Building capacity through professional learning and development ensures Dural staff are engaged in ongoing, relevant and evidence based teaching and learning practices.

Improvement Measures

- Peer observations for PDPs will target formative assessment strategies
 - Teaching and learning programs will include formative assessment data
 - Program feedback from supervisors will target assessment strategies
 - Evidence of professional learning in quality assessment will be documented in staff learning journals
 - Increased proportion of students in the top 2 bands for writing, literature and numeracy
- All teachers will collaboratively and expertly analyse system and school based data.

Overall summary of progress

The results of the staff survey that indicated that Formative Assessment is a priority ensured that the year was spent on numerous professional sessions in both stage and whole school sessions.

Ongoing stage and whole school data will inform future learning. Evidence and data that has been collected is showing that students should be moving into the two top bands in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Teachers are supported in using feedback to enable students to meet literacy and numeracy benchmarks.

On going evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching.

Provide all staff with the opportunity to participate in the development of quality assessment and reporting processes and practices.

Analyse and utilise NAPLAN data to identify key students for improvement in academic growth.

Develop staff capacity through evidence-based practice including learning intentions, feedback and responsive data analysis.

Evaluation	Funds Expended (Resources)
Refer to the Milestones for Strategic Direction 2, Quality Teaching.	Bank of Learning Intentions on the faculty drive. Booklet of strategies learnt throughout the year provided to staff and placed on the faculty drive.

Next Steps

To continue to implement Formative Assessment as it is part of a two year cycle of implementation.. Explicit teaching and data will indicate areas to be further developed. Student data will show their own goals and future directions for their ongoing learning.

Ongoing purchasing of resources and extensive professional learning for all staff will ensure that our goal is achieved. Data from Learning and Support Team will indicate those students who will require support and showing growth at their individual level of readiness.

NAPLAN data should indicate that teaching and programming changes are meeting student outcomes

Strategic Direction 3

Communication

Purpose

To develop and implement a whole school approach to wellbeing incorporating the elements of the wellbeing framework, providing students with opportunities to succeed, connect and thrive.

Improvement Measures

- Improved level of student wellbeing and engagement.
- Consistent social skills program across K–6.
- Staff, student and parent survey on PBEL program.
- Increase in positive recognition that students receive.
- PBEL data collected from pre and post surveys.
- Decrease in negative behaviour data.
- 100% commitment from staff members to utilise the positive rewards program outlined in the school PBEL program in both classroom and playground.

Overall summary of progress

Changes in the playground and in the classroom were directly the implementation from the data from the surveys that were extensively carried out throughout the school.

Social skills programs were implemented K–6 and changes to equipment use in the playground was also implemented.

Ongoing data from surveys will show the effective change or areas that need to be reviewed.

Progress towards achieving improvement measures

Process 1: Provide all staff with the opportunity to participate in professional learning centred on the wellbeing framework.

Teachers are supported in implementing wellbeing strategies in daily classroom practice.

Analyse and utilise survey data to evaluate and improve the whole school PBEL program.

Consistent exchange of student welfare data across the school to improve teacher collaboration, student knowledge and community connection.

Evaluation	Funds Expended (Resources)
Good feedback and Sentral data on student improved playground behaviour with less incidents referred to timeout .	
Higher quality of equipment to be purchased for next year.	

Next Steps

We are in the implementation stage of changes and it will take three years to reflect the positive growth trend pattern. Changes are being implemented slowly and with constant adjustments so that all staff and students have a very clear and solid understanding of the changes and the reasons why.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Books for the library. Funding Sources: • Aboriginal background loading (\$663.00)	Students are empowered with the knowledge that is delivered in all Key learning Areas.
English language proficiency	Funding Sources: • English language proficiency (\$53 917.00)	Professional learning for teaching staff and SLSO. Focus on students in Early Stage 1, Stage 1 and Stage 2.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$97 146.00)	Additional SLSO employed to support identified students by class teacher and the Learning and Support Team.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$76 302.00)	All executive are released 1 day per fortnight, on a Friday. This time is used to help support staff, implementation of teaching programs. Professional learning opportunities as an executive. This time is beneficial to our school as we do not have off class executive. We have been able to implement so many programs across the school and our school has become more effective in being able to improve student outcomes. As an executive team we are able to meet more productively and have a greater impact on our learning community.
Socio-economic background	Funding Sources: • Socio-economic background (\$11 953.00)	This money enables us to support students and families for resources, school excursions, camps, uniforms and to ensure that all students have exactly the same learning opportunities.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$28 260.00)	This money was allocated to Miss Brown and Miss Hainke. It was used for their additional release, team teaching, professional learning. The time was also used to spend with their mentor to work on building teaching capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	221	211	225	223
Girls	205	220	210	215

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	96.2	94.9	93.4
1	94.8	95.9	94.2	94.5
2	94.5	94.6	95.2	94
3	94.5	95.2	94.2	94
4	92.9	94.4	94.5	94.2
5	96.2	96	96	94.3
6	91.8	94	93.1	93
All Years	94.1	95.2	94.5	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.13
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	319,586
Revenue	3,900,913
Appropriation	3,418,590
Sale of Goods and Services	20,363
Grants and contributions	458,092
Investment income	3,768
Other revenue	100
Expenses	-3,790,732
Employee related	-3,068,006
Operating expenses	-722,726
Surplus / deficit for the year	110,181

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	49,422
Equity Total	163,679
Equity - Aboriginal	663
Equity - Socio-economic	11,953
Equity - Language	53,917
Equity - Disability	97,146
Base Total	2,912,135
Base - Per Capita	102,068
Base - Location	0
Base - Other	2,810,067
Other Total	188,726
Grand Total	3,313,962

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 Dural Public School used the 'Tell Them From Me Survey.' The survey allows us to have an insight to guide our school plan and to help identify school improvement initiatives.

Students:

Student Outcome and School Climate Survey.

We surveyed 164 students in the school who completed the survey between 08 April 2019 and 12 April 2019.. Students in Years 4,5 and 6 completed the Student Outcomes and School Climate Survey.

43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenges.

33% of students were confident of their skills but did not find classes challenging.

17% of students were not confident of their skills and found English or maths challenging.

7% of students lacked confidence in their skills and did not feel they were challenged.

Parents:

Partners in Learning Parent Survey

The 'Partners in Learning' survey is based on a comprehensive questionnaire covering several aspects of parents' perception of their children's experiences at home and at school.

Results were based on data from 42 respondents at Dural Public School who completed the Parent Survey between 16 September and 25 October 2019.

73% of parents felt welcomed at school

68% of parents stated that they were well informed about their child.

62% of parents supported learning from home.

73% of parents stated that the school supported their child's learning.

80% of parents stated that the school supports positive behaviour.

76% of parents stated that the school is safe.

69% of parents stated that the school was inclusive of all students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.