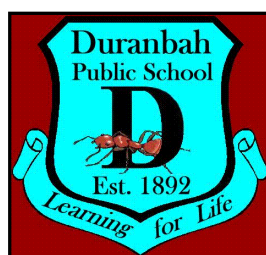


Duranbah Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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 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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

School is 'Excelling' (SEF/Wellbeing) through self-assessment or External Validation processes.

Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.

Classroom observation and teacher self-reflection demonstrate whole school improvement in pedagogy, leading to measurable student improvement.

Overall summary of progress

Our school successfully continued its 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 review and update the guidelines and expectations for our school's implementation of the PB4L 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

Process 1: Best Practice Assessment

Use research to develop consistent, school wide processes to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
Continuation of student tracking processes.	\$55,930 – EAfS
Ongoing updates of teaching and learning programs.	

Process 2: Self-directed, resilient, engaged learners

Develop a whole school approach to support students to become self-directed learners, resulting in measurable improvement in engagement and learning outcomes.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Classroom observations through PDP processes and class learning programs reflect effective alignment with L3 framework.</p> <p>Continuation of student tracking processes.</p> <p>Ongoing updates of teaching and learning programs.</p> <p>PB4L observation noted student learning preferences, school satisfaction and student attitudes to learning. Student attendance remained strong.</p> <p>Data collection through students reflection as part of PB4L demonstrated growth towards adhering to school behavioural and learning expectations.</p>	<p>\$7,367 – Professional learning funding</p> <p>\$5,836 – Literacy and Numeracy funding</p>

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.

Improvement Measures

Regular staff evaluation and feedback of professional learning, coaching and mentoring indicated increased engagement, understanding and capacity for all staff.

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.

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.

Overall summary of progress

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

Systematically we have utilised the staff Performance and Development Plan process to ascertain the needs of Teaching and Non-Teaching staff and align them with our School Directions.

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

Process 1: High impact classroom practice

All teachers demonstrate high impact evidence based effective lesson planning, explicit teaching and provide timely, meaningful feedback to all students.

Evaluation	Funds Expended (Resources)
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.	\$4,900 – Professional Learning Coordinator role
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.	\$7,367 – School allocated Professional Learning funding

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.

Improvement Measures

Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school/ network meetings.

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

Process 1: Performance management and development

The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.

Evaluation	Funds Expended (Resources)
Staff regularly engage with a variety of partnerships, personnel and mentoring structures.	School allocated professional learning funding.

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	\$7,579	<p>All students have Personalised Learning Plans, which have been developed in conjunction with students, their families and teaching staff.</p> <p>Additional assistance from the Learning and Support Teacher strengthened the quality of teaching and learning for Aboriginal students.</p>
Low level adjustment for disability	\$26,079	<p>Student Learning and Support Officers were employed to provide greater access to curriculum for targeted students with identified learning needs.</p>
Quality Teaching, Successful Students (QTSS)	\$9,071	<p>Staff were released to assess and update progress for all students, using systematic tracking processes.</p>
Socio-economic background	\$15,840	<p>Staff participated in professional learning experiences which enabled them to provide a rich and engaging curriculum for all students.</p> <p>Learning and Support staff were employed to enable the assessment, support and tracking of all students, including those with identified learning needs.</p>
Support for beginning teachers	\$0.00	No funding allocated.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	22	29	30
Girls	13	19	23	27

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.1	90.4	93.4	92.5
1	93.8	89.7	93.1	93.6
2	100	92.2	87.9	89.6
3	95.4	94.9	95.6	87.1
4	93.8	92.8	90.6	93.6
5	92.2	94.7	88.4	94.2
6	97.3	84.6	85.6	85
All Years	94.1	91.7	90	89.9
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
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	57,932
Revenue	1,011,927
Appropriation	953,048
Sale of Goods and Services	3,459
Grants and contributions	55,228
Investment income	191
Expenses	-1,030,957
Employee related	-937,056
Operating expenses	-93,901
Surplus / deficit for the year	-19,030

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	123,251
Equity Total	51,817
Equity - Aboriginal	7,579
Equity - Socio-economic	15,840
Equity - Language	0
Equity - Disability	28,398
Base Total	640,006
Base - Per Capita	12,201
Base - Location	1,348
Base - Other	626,456
Other Total	90,671
Grand Total	905,745

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, the school sought the opinions of parents, students and teachers about the school throughout the year at staff meetings and as a part of the PDP process, student forums, P&C meetings and through the use of surveys. In all cases, all stakeholders at Duranbah PS feel the school is moving in a very positive direction.

100% of surveyed respondents indicated they felt that the School's explicit values taught throughout all aspects of teaching and learning reflected the community's values.

76% felt that they understood the school's vision and agreed with it's directions.

86% felt that the school was well resourced and utilises resources effectively.

Staff are all 100% committed to improving opportunities for students and ensuring the success of every program that is run here.

Students surveyed indicated deep satisfaction in the amount of opportunities available for them to participate in.





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.