

Duri Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Duri 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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School background

School vision statement

At Duri Public School we are committed to developing students who are successful, innovative and productive learners who draw upon deeply embedded skills in literacy, numeracy and technology. Our school motto is 'Tolerance, Self-Discipline, Independence'. This is our belief in academic work, sporting successes and personal growth.

We will create a dynamic learning environment where students are provided with academic, cultural and sporting opportunities. We embrace change and believe in leadership for every staff member and student.

All staff ensure that our students are equipped with 21st century skills which will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

School context

Duri Public School is a small rural school situated 20 kms from Tamworth.

The school community has the benefit of being located close to a regional centre which promotes opportunities for physical and human resources to support the education of our students.

Duri Public School is committed to providing a shared learning approach with other small schools in the Tamworth Small Schools cluster and as part of the Winanga–Li Learning alliance.

The staff is experienced, professional and committed to providing quality educational programs to meet all students needs. The school provides a range of opportunities to extend learning experiences so that our students can achieve in a variety of academic, sporting, cultural and social activities.

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

Strategic Direction 1

Transparent and comparable assessment and reporting of Literacy and Numeracy.

Purpose

Within the Winanga–li Learning Alliance we value assessment and reporting. Through consistent and valid teacher judgement of student learning we aim to ensure that quality teaching and quality learning takes place in all classrooms, improving student outcomes and meeting the needs of diverse learners.

Improvement Measures

Every students' position on the literacy and numeracy continuum/ learning progressions is known and every student will meet or exceed expected growth as determined by the learning alliance and intervention plans are used and evident.

Targeted students are achieving the top two band in reading and numeracy (2020)

Progress towards achieving improvement measures

Process 1: Assessment

Collaboratively strengthening assessment systems and protocols to collect and analyse data on student learning to differentiate practice

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p>Are we using Assessment rubrics to develop better understandings of student performance and teaching strategy improvements?</p> <p>Are all teachers using data effectively by mapping some elements of progressions to programming and teaching to improve learning?</p> <p>Data: Learning Alliance Learning Inquiry on sentence structure (3–6) and text structure (K–2). Students mapped pre and post assessment. All schools data shared on Google 365.</p> <p>Analysis: The school alliance has, through this year, developed a deep understanding that writing rubrics needed to be refined to reflect strategies being taught. Using Rubrics that focused on writing as a whole, as indicated by the data were measuring too much information.</p> <p>Rubrics aligned to criteria and agreed targeted teaching resulted in a deeper understanding of student progress.</p> <p>Pre and post assessment data is displayed on a data wall. This has led to deep conversations between staff about student growth and movement through this thread of the progression.</p> <p>Students self assess on a one column continuum provided with the assessment. This led to interesting conversations about whether they had actually met the criteria and how they could move to the next level.</p> <p>Implications: We need to do this to ensure we meet our target?</p> <p>*Parents engaged in learning opportunities about assessment through parent information sessions, newsletter information, PLP meetings and interviews. This is evidenced through parent surveys.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

*Ensuring one column rubric pre and post assessment tasks are included in each English unit written collaboratively by the alliance.

Strategic Direction 2

Productive Learning Environment between school communities.

Purpose

Given the unique contexts we draw on the diverse strengths of staff to build capacity within schools and drive professional learning to collaboratively enhance student outcomes across the learning alliance.

Improvement Measures

All staff professional learning transcripts reflect increased number of professional learning as evidenced in all teaching programs.

Progress towards achieving improvement measures

Process 1: Strategic Schools

Draw on staff expertise and professional learning to enhance teacher capacity to drive evidence based practice around teaching and learning across the Learning alliance. This is evidenced in walk throughs, lesson observations and teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p>How do we know our learning alliance is effective and productive?</p> <p>How do we know that teachers are practicing what is learnt at Professional Learning?</p> <p>Do staff feel their teaching has been supported through feedback from program evaluation and lesson observations?</p> <p>Are all students engaged in the learning during STEM sessions? Did staff feel they were up skilled during the STEM sessions?</p> <p>Data: Student surveys, teacher surveys, programs with appropriate adjustments evident, program feedback, lesson observation written feedback, Staff Development Day minutes, Units of work written collaboratively (Science and English), timetables inter-school events to support learning initiatives, shared use of Office 365 with activity/ contributions evident on the drive</p> <p>Analysis:</p> <p>There is evidence that teachers are changing their practice as a result of the professional learning . This is evident in observation, discussion and programs. Teachers are more frequently using annotations to indicate adjustments in programs resulting in teaching and learning being better differentiated.</p> <p>There is strong evidence to support an increasing understanding of data literacy. Staff are articulating the language of data and its use to direct and guide future planning. Program annotations now include links to differentiated learning observations of skills and knowledge. This is leading to programs that demonstrate individualised support for students in reaching learning goals.</p> <p>The Winanga-Li Alliance received the HTB Harris award for excellent collaborative practise. This evidence supports the initiative as 'developing cultural change in a community of schools by creating a productive learning environment between schools' .</p>	

Progress towards achieving improvement measures

Implications:

*The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning. Staff are confident in leading initiatives throughout the Alliance. Students are provided with rich opportunities to grow academically and socially.

*Relative to Premiers Priority and School Targets of increasing students to top 2 bands in reading and numeracy, Duri PS will have an intensive focus on Numeracy as Literacy is already tracking well in Naplan Data.

Strategic Direction 3

Future Focused Learning

Purpose

At Duri Public School we believe that we need to prepare our students for success in an ever changing technologically based future. As such creativity, critical thinking, problem solving, decision making, communication and collaboration will be at the core of all teaching and learning. Effective use of ICT will be an integral component of learning these skills and of student engagement.

Improvement Measures

All staff embed future focused learning into classroom practise through Quality Teaching practises. This will be evidenced in programs, classroom observations, student work samples, e-portfolios and attendance at Professional learning.

In the classroom on average we have a score of 4.5 on LPSSA scale for engagement, higher order thinking and student direction. (Quality Teaching– A Classroom Practise Guide)

Progress towards achieving improvement measures

Process 1: Digital Technologies

***Aligning Processes and Practices** with the Digital Technologies focus– scope and sequences, lesson observation feedback forms and protocols, lesson walk throughs, program feedback forms, graphic organisers.

***Purchasing resources** to support the Future Focused Learning Direction– Flexible seating furniture, STEAM resources, increase number of iPads/laptops to enable access for all students.

***Professional Learning** to ensure effective implementation– Revise knowledge of the optimal use of technology in each Key Learning Areas , revise Quality Teaching in NSW Public Schools document and practice.

Evaluation	Funds Expended (Resources)
<p>Questions: Is Future focused learning practice evident in teaching programs?</p> <p>Have we purchased adequate resources to support Future Focused Learning?</p> <p>Have staff had adequate Professional learning to ensure they can adequately implement Future Focused Learning?</p> <p>Data: Scope & sequence, lesson observations, programs, written program feedback, STEM student, parent and teacher feedback, Professional Learning timetable, professional Learning journals, purchase of technology and seating options</p> <p>Analysis: There is some evidence to indicate that we are effectively embedding Future Focused Learning techniques into our Key Learning Areas. This journey has just begun and as technology grows and changes we will grow and change with it.</p> <p>The alliance developed a Science Committee that met regularly to initiate professional learning opportunities for staff leading to increased knowledge of using STEM in the classroom to support learning. The committee provided STEM focused learning opportunities for students utilising external expertise to broaden knowledge. The committee co-wrote science units of work to be implemented across the community of schools. Survey and survey analysis</p> <p>Units of work have been implemented successfully.</p>	

Progress towards achieving improvement measures

Implications: Teachers will have the knowledge and skills to embed future focused learning skills into their lessons.

Assessment (pre and post) will be added to units for full implementation. This will be done in 2020. Schools have been allocated Terms to write Science units for 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Smart technology purchased</p> <p>Access support for students at compulsory curriculum based excursions</p> <p>Targeted interventions</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$27 016.00) 	<p>Question: What has been the difference for our Aboriginal students as a result of our funding?</p> <p>Analysis:</p> <p>Attendance– Attendance of Aboriginal students averages at 88.046%. This data compares well with previous years attendance rates. Individual attendance is monitored and followed up where necessary.</p> <p>Transport– subsidising transport (bus) to various events to enable attendance by all students</p> <p>Access: supporting students to attend curriculum based excursions. Together with P&C school excursion costs were greatly reduced for all students.</p> <p>Individual Support– Multilit and Quicksmart interventions for targeted students</p> <p>Whole School Initiatives: Supporting NAIDOC celebrations, Harmony and Down Syndrome Day</p>
Low level adjustment for disability	<p>SLSOx4 Employed to support improved outcomes– with Integration funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$17 666.00) Integration Funding (\$157 634.00) 	<p>Question: Has LAST support improved student results?</p> <p>Analysis:</p> <p>LAST employed to work with students requiring support– 1/2 day per week. Targeted students displaying growth in basic literacy and numeracy skills as evidenced in class assessments.</p> <p>Targeted students with disability are receiving support from SLSO to implement Professional Learning Plans set by class teacher. These students are making progress toward their individual learning goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$5 869.00) 	<p>Question: Are additional Professional Learning opportunities evident in programs and classroom practice?</p> <p>Analysis:</p> <p>Employment of casual teachers to ensure professional learning opportunities are available for all staff. Staff report back on these opportunities and new learning is visible in programs and lesson observations.</p> <p>Additional office days for teaching Principal when required</p>
Socio–economic background	<p>Additional teacher 2 days per week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic 	<p>Question: Has an additional teacher on the 3–6 class been supportive of student learning?</p> <p>Analysis:</p>

<p>Socio-economic background</p>	<p>background (\$22 531.00)</p>	<p>Employing additional teacher for 2 days a week to enable appropriate groupings and differentiation in senior class</p> <p>Support– topping up SLSO that is primarily funded by Integration funding to a full load</p> <p>Teaching resources– purchasing a variety of resources to support student engagement in teaching and learning</p> <p>NAPLAN results are indicating growth for students</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	19	18	15	16
Girls	22	21	21	21

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	94.1	94.5	87.1
1	96	91	87.1	92.8
2	87.7	94.5	93	85.3
3	94.6	93.7	95.4	85.7
4	98.9	100	89.2	91.1
5	94.1	91.4	97.4	90.5
6	94.5	91.3	94.3	94.6
All Years	93.1	92.8	92.9	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)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	39,664
Revenue	741,524
Appropriation	699,492
Sale of Goods and Services	1,913
Grants and contributions	25,427
Investment income	541
Other revenue	14,152
Expenses	-679,554
Employee related	-578,464
Operating expenses	-101,089
Surplus / deficit for the year	61,970

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	91,415
Equity Total	67,213
Equity - Aboriginal	27,016
Equity - Socio-economic	22,531
Equity - Language	0
Equity - Disability	17,666
Base Total	477,561
Base - Per Capita	8,447
Base - Location	1,341
Base - Other	467,773
Other Total	16,042
Grand Total	652,231

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Students and parents were surveyed in 2019 with the following questions. As our numbers are low (37 students) the results have been left as a raw score rather than converted to a percentage.

K-6 STUDENTS– surveyed on involvement in a Learning Alliance.

The results are:

Do you like joining with other schools for learning experiences? Nineteen students reported that they did and 4 students did not.

Are the activities interesting? Twenty students agreed that yes they were and 2 did not agree.

Have you made any friends in the other schools? Fifteen students answered yes and seven said no they had not.

Conclusion: Students like learning and collaborating with other small schools within our alliance. They are extending their social circle and creating a larger network which will be particularly worthwhile when they attend High School.

K-6 STUDENTS– surveyed on learning about Science.

The results are:

I usually do well in Science? Ten agreed a lot, nine agreed a little and three disagreed.

I would like to do more Science in school. Eleven agreed a lot, nine agreed a little and three disagreed.

I like Science. Nineteen agreed a lot two agreed a little five disagreed a little and one disagreed a lot.

I am just not good at Science. Two agreed a lot, four agreed a little, four disagreed a little and eleven disagreed a lot.

I do a Science experiment or investigation. Eight said at least once a week, two said once or twice a month, six said a few times a year and four said never.

I work with students in a small group on a science experiment or investigation. Three said at least once a week, seven said once or twice a month, ten said a few times a year and two said never.

I use a computer in Science lessons. Seventeen said at least once a week, two said once or twice a month, three said rarely.

Conclusion: Students generally value, enjoy and are engaged in Science activities. They can see that Science as a career path is valid and exciting.

PARENTS/CARERS– surveyed on Science.

The results are:

My child is interested in Science. All parents who responded agreed.

My child talks about what they have learnt in Science at home. All parents who responded agreed.

My child has adequate opportunity to learn about Science and Technology at school. Three of four who responded to survey agreed.

My child is interested in a future studying or working in Science and Technology. All those who responded agreed.

My child enjoys joining with the other schools for learning experiences. Five yes and one no.

Conclusion: Parents and carers generally believe that learning experiences in the area of Science and Technology are valuable. They also value the opportunity for their children to work within an alliance of schools.

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.