

# 2020 Annual Report

## Dural Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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Every year I continue to be so incredibly proud of the staff and students and their amazing successes. Throughout the COVID-19 pandemic, the staff continued to provide outstanding learning opportunities for all the students during their remote learning. The staff adapted to the many challenges that they encountered and continued to provide excellent teaching resources for both students and parents. When the children returned to school, staff provided many experiences to ensure that school was a very safe, happy and engaging learning environment. The parent/carers were incredibly supportive throughout the whole of 2020.

This is the final year of our school plan 2018-2020. The three Strategic Directions are:

Empowerment Quality Teaching Communication

The school has now begun implementing processes for our new Strategic Improvement Plan (SIP) 2021-2024. We will use information for our SIP using the goals from our External Validation in 2019, our Self Assessment against the School Excellence Framework (SEF) in 2020 and through our Situational Analysis in 2020. This work will continue throughout the year.

Staff are very motivated, enthusiastic and passionate about education and look forward to implementing the SIP 2021-2024 to ensure that they are providing the best learning opportunities so that all students achieve their personal best. Students are motivated and value education and they enthusiastically participate in a myriad of opportunities that extend, engage and captivate their passions, interests and creative minds.

Staff continually develop and enhance their teaching skills through professional learning, via face-to-face or online learning environments. Staff continually change their teaching programs through a collaborative and sharing model so that learning environments are one that deliver creative and critical learning, problem solving and challenging academic programs which prepares students for the future with the skills that will enable them to be active and contributing members of the community.

I look forward to another very successful, exciting and innovative year, even through the challenges of COVID-19, Dural Public School will continue to highlight the brilliant learning and teaching programs that provide exceptional educational learning opportunities for all our students.

## 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 annual art show. A library program that supports 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, 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. 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>

For more information about the School Excellence Framework, please contact Dural Public School.

## 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 key 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. The Executive Team will then be able to support their stages with digital programs.
- Student engagement and motivation survey data from the 'Tell Them From Me' Survey.

#### Overall summary of progress

The need to replace and upgrade our technology fleet has been supported with survey data. Dural P&C have allocated \$25,000 for purchase of additional laptops and the school will also match this amount to increase our aging fleet in 2021.

#### 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)
HPGE Policy implemented across the school. Inclusion of HPGE adjustments within the Dural Adjustment Form for NCCD/Learning Support records. Refer to all Strategic Direction Milestones.	Stage 3 Robotics \$370 Subscriptions \$200  K-3 Robotics \$50  Laptops \$25,000

#### Next Steps

The need to replace and upgrade our technology fleet. Students coming into Year 3 and Year 5 were identified as needing additional technology to support them for Online NAPLAN platform, particularly Year 5 writing as this is a typing activity as well as a writing activity.

Whole school assessment platform. We are introducing a new platform that requires teachers to have access to more technology within their classrooms. Purchasing of more laptops and iPads are a goal in 2020 and 2021.

## 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

Resources have been purchased to support Formative Assessment in the classrooms.

Analyses of Check-in Data was used to drive our SIP plan for 2021-2024. A data wall was created using the Check-in data for Years 3 and 5 and the NAPLAN data from 2019. Staff were then able to visualise growth of students and this information was vital in helping to identify students for COVID support in 2021..

Continued professional learning in progressions, Plan 2, NAPLAN data and SCOUT.

### 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 Milestones for Strategic Direction 2	Formative Assessment Stamps \$200 Progressions PL for Staff Nirimba Office  PL \$2,500 on Formative Assessment

### Next Steps

Due to COVID-19, the professional learning for Formative Assessment will continue in 2021.

An adapted Semester 1 report was designed to meet the changes in teaching practises due to remote learning as a result of COVID-19.

Ongoing professional learning and support for staff in the development of quality assessment and reporting processes and practises.

## 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

Ongoing changes to playground practises and procedures has been supported with the Wellbeing Framework. Information from SENTRAL data has indicated improved playground behaviour and incidents. since effective changes have been put in place.

Using information from the Tell Them From Me survey has directed our planning for further changes and refinements.. A focus area is student wellbeing. This is a reflection of the upheaval that was caused by the COVID-19n pandemic.

To support the students with mental health issues, the staff were going to undergo professional learning in the program called Got it! However, due to COVID-19 NSW Health staff were unable to come onto school grounds. This will now run in 2021.

#### 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)
Got It" funding and program of professional learning, delivered by NSW Health staff, held over to 2021. This is due to COVID-19 and restrictions. With new playground procedures, playground incidents have decreased.	Tied Funding from NSW Health to implement the 'Got It' Program \$7,000.

#### Next Steps

We are in the first year of a three year plan of implementation. Effective change will be implemented slowly, to have positive outcomes. This explicit planning and implementation will ensure that staff and students have a very clear understanding of the changes and the data that supports the changes.

With the restrictions of COVID-19 being eased in 2021, the purchase of numerous good quality equipment will be able to go ahead.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Additional books for the school library.</p> <p>Aboriginal flags purchased.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$679.00)</li> </ul>	<p>Students empowered with knowledge obtained in perspectives that are covered in all key learning areas.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$55 506.00)</li> </ul>	<p>Support for students, with a focus on Early Stage 1 and Stage 2 students.</p> <p>Professional learning for staff and SLSO.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$101 608.00)</li> </ul>	<p>Employment of three (3) SLSO staff on permanent part-time contracts. They are utilised in all K-6 classes, dependent on the need of the students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$78 538.00)</li> </ul>	<p>All executive are released 1 day per fortnight. (Friday). This time is used by the executives to help support staff with implementing teaching programs, professional learning on either a stage based or a whole school level.</p> <p>This time is invaluable as we do not have executive that are off class so this time is used to implement so many programs and provide professional learning on a individual basis, that would other wise not happen.</p> <p>As an executive team. we are able to meet more often and productively, which has a greater impact on our learning community.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$12 057.00)</li> </ul>	<p>This money is used to support students and families for resources, school excursions and over night camps. It also provides uniforms and any other resources to ensure that all the students at Dural Public School have exactly the same learning opportunities.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$4 343.00)</li> </ul>	<p>This year we had three beginning teachers, Miss McElroy, Miss Airey and Miss Fisher</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	211	225	223	211
Girls	220	210	215	205

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	94.9	93.4	95.5
1	95.9	94.2	94.5	93.5
2	94.6	95.2	94	93.4
3	95.2	94.2	94	94.9
4	94.4	94.5	94.2	94.5
5	96	96	94.3	96.7
6	94	93.1	93	93.7
All Years	95.2	94.5	93.9	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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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)	14.09
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	429,767
<b>Revenue</b>	3,740,920
Appropriation	3,458,832
Sale of Goods and Services	21,538
Grants and contributions	259,141
Investment income	1,409
<b>Expenses</b>	-3,709,824
Employee related	-3,089,781
Operating expenses	-620,043
<b>Surplus / deficit for the year</b>	31,095
<b>Closing Balance</b>	460,863

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	113,690
<b>Equity Total</b>	169,931
Equity - Aboriginal	679
Equity - Socio-economic	12,057
Equity - Language	55,506
Equity - Disability	101,688
<b>Base Total</b>	2,876,857
Base - Per Capita	105,341
Base - Location	0
Base - Other	2,771,516
<b>Other Total</b>	168,925
<b>Grand Total</b>	3,329,402

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me Survey - Students

### Student Outcomes and School Climate

36% of students had score in the desirable quadrant with high skills and high challenge.

37% of students were confident of their skills but did not find classes challenging.

19% of students found English and mathematics challenging.

8% of students lacked confidence in their skills and felt they were not challenged.

### Effective Learning Time

80% of students participated in school sports.

50% of students participated in extracurricular activities.

72% of students had a positive sense of belonging.

87% of students had positive relationships.

88% of students valued schooling outcomes.

90% of students had positive behaviours at school.

63% of students were motivated and interested.

15% of students said they were bullied.

77% of students had positive teacher-student relationships.

## Parent Survey

Parents were surveyed. The responses from parents indicated that

### 1. Improvement priorities for Dural Public School

Literacy and numeracy 59.7% was the most important and then followed by

Student Wellbeing -48.6%; CCT - 43.1%; Digital technologies - 36.1%; Science and Design - 26.4%; Reports and Assessments 25.%; Physical activity and Health - 20.8%;

Extra Curricular opportunities - 19.4%; History and Geography - 12.5%

### 2. Whole school communication

Dural School App - 40.1%; Emailed Newsletter - 32.1%; ClassDojo App - 32.2%; School Website - 3%.

### 3. Preferred class communication

ClassDojo App -75.5%; Email - 12.5%; Edmodo - 4%; School Website - 3%; Dural School App - 1%.

### 4. Communication with class teacher

ClassDojo App - 66.7%; Email - 40.3%; Phone Call - 20.8%

### 6. Information about the School Improvement Plan

Newsletter - 87.5%; ClassDojo , including SchoolDojo App - 72.2%; School Website - 40.2%

### 7. Inclusion in the development of the School Improvement Plan

Short Surveys at the end of each term - 90.2%; Parent Focus Group - 22.2%; P&C Meetings 9.7%.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.