

2020 Annual Report

Duranbah Public School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Our school successfully continued its focus on whole school wellbeing processes. Through our continued engagement with the Positive Behaviour for learning program, our effective and efficient Learning and Support program and the student voice provided through our Student leadership activities, 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 Progressions. 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 S6 and Tweed Community of Small Schools networks and the professional Learning Coordinator for these schools, we were able to successfully implement new curriculum needs, including redeveloped scope and sequence documents.

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 engagement in programs such as Positive Behaviour for Learning, Magic Minds and the student voice provided in the student leadership programs, 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 S6 network of schools, the Tweed Community of Small 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)
Sharing and mentoring of best practice pedagogy.	Early Action for Success \$66934
Ongoing tracking of student progress.	

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (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>Literacy & numeracy \$5836</p> <p>Professional learning allocation \$7414</p>

Next Steps

Reflect upon achievements and growth in this area and evaluate how these may evolve in next School Improvement Plan.

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 S6 Stage leaders has provided access to the development of effective planning, moderating and new syllabus implementation. Staff engagement with the S6 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.	Professional learning allocation \$7414
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.	S6 Professional learning Coordinator \$5255

Next Steps

Reflect upon growth, achievement and relevance of initiatives in preparation of next School Improvement Plan.

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 S6 Stage leaders has provided access to the development of effective planning, moderating and new syllabus implementation. Staff engagement with the S6 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.	Professional learning allocation \$7414 S6 Professional learning Coordinator \$5255

Next Steps

Reflect upon growth, achievement and relevance of initiatives in preparation of next School Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background allocation \$3639	<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	Low level adjustment Disability \$7189	Student Learning and Support Officers were employed to provide greater access to curriculum for targeted students with identified learning needs.
Quality Teaching, Successful Students (QTSS)	QTSS \$10720	Staff were released to assess and update progress for all students, using systematic tracking processes.
Socio-economic background	Low level adjustment disability- staffing equity \$21877	<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>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	22	29	30	31
Girls	19	23	27	29

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.4	93.4	92.5	95.6
1	89.7	93.1	93.6	94.1
2	92.2	87.9	89.6	95.7
3	94.9	95.6	87.1	85.8
4	92.8	90.6	93.6	91.3
5	94.7	88.4	94.2	89.4
6	84.6	85.6	85	96.8
All Years	91.7	90	89.9	93
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

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)	2.39
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	38,902
Revenue	1,011,809
Appropriation	964,813
Sale of Goods and Services	4,156
Grants and contributions	42,165
Investment income	109
Other revenue	565
Expenses	-1,043,493
Employee related	-965,245
Operating expenses	-78,249
Surplus / deficit for the year	-31,685
Closing Balance	7,217

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.

	2020 Approved SBA (\$)
Targeted Total	149,968
Equity Total	39,952
Equity - Aboriginal	3,639
Equity - Socio-economic	7,247
Equity - Language	0
Equity - Disability	29,066
Base Total	667,253
Base - Per Capita	13,709
Base - Location	1,213
Base - Other	652,331
Other Total	96,731
Grand Total	953,904

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 to access the school data.

2020 NAPLAN

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

Following a rigorous survey of the parent and carer community, the responses showed:

*88% felt that their child's well being was absolutely catered for and that their child was able to continue learning successfully on their return.

*88% felt that the school maintained high expectations and continuous improvement.

*96% felt that positive, respectful relationships are evident between staff and students.

*88% felt that teaching and learning programs cater for individual needs effectively.

*96% felt that the school was responsive to feedback from the school community.

*80% felt that the extra-curricula experiences provided by the school provided a quality experience for their children.

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.