

Dural Public School Annual Report



2018



1799

Introduction

The Annual Report for **2018** 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.

Ms Milly Stone

Principal

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Message from the Principal

It is with great pride that I continue to be extremely proud of all the students outstanding successes. This has been achieved through the development and ongoing application of learning strategies that are being implemented by the school to ensure that quality and engaging learning practices are available for all the students, so that they can reach their full potential.

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

1. Empowerment
2. Quality Teaching
3. Communication

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

We are developing and enhancing our skills and programs to deliver quality key learning areas to all students and to cater for all levels of development. Programs are constantly updated in a collaborative teaching environment to deliver creative and critical learning, problem solving programs that is preparing them for the future and the learning that they will require to be active and contributing members of the community.

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

I look forward to another very successful, exciting and innovative year that will highlight the amazing learning programs that provides exceptional educational opportunities for all students.

Ms Milly Stone

Principal

School background

School vision statement

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

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

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domains of Learning, Teaching and Leading the school is constantly surveying staff and students and having collegial dialogue to improve on teaching strategies and delivery. As an executive team we are constantly listening to staff and supporting them with professional development.

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. As we are undergoing External Validation this year we will complete our SEF survey just before we undergo E.V.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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.

Overall summary of progress

Progress has indicated that the additional purchase of 40 laptops for Stage 3 have been purchased and this has supported student learning and that students have successfully reached their learning outcomes. This will continue throughout the 2018–2020 school plan. Ongoing professional learning for all staff in either a stage based or whole school approach.

Review of the the Melbourne Declaration and the goals that have been set at Dural Public School are ensuring that we are preparing our students in becoming successful learners as is evidenced in their CCT projects, school performances and outstanding progress in all KLAs.

Professional learning for all staff in the area of Well being to support students on their learning journey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teaching programs show evidence of differentiation in all learning areas, including opportunities for children to use their critical, creative and higher order thinking skills. Student engagement and motivation survey data.	\$15,000	<p>Students were able to show CCT programs and displays.</p> <p>Students were able to differentiate their learning in all KLAs. Teacher professional learning.</p>

Next Steps

To continue CCT in all classrooms and for ongoing professional learning for all staff. Continue collecting samples of students work as evidence to show growth. Teaching programs to show differentiation for all learning so that student outcomes can be reached.

The continuation of Jolly Phonics in Early Stage 1, Stage 1, Stage 2 and now moving into Stage 3. Resources are constantly being sourced and professional learning for staff as required. It is also part of the Kindergarten Orientation program where parents are given professional learning in why we use the Jolly Phonics Program. continue implementation of the Seven Steps to Writing and professional learning to continue. Resources have also been purchased to implement this program effectively.

Progress has been evidenced in the growth of students moving into the two top bands in literacy and numeracy.

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.

Overall summary of progress

A survey of staff has indicated that Formative Assessment is a need for professional development and this has started a two year learning journey for students and staff. This has started with professional learning and understanding of Formative Assessment and how it drives teaching programs.

The peer observations have focused on Formative Assessment strategies and data is being collected and collated to inform future learning. Progress will be evidenced with a continued growth of students moving into the two top bands in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Peer observations for PDPs will target formative assessment strategiesTeaching and learning programs will include formative assessment dataProgram feedback from supervisors will target assessment strategiesEvidence of professional learning in quality assessment will be documented in staff learning journalsIncreased 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.	\$8,000.	This has purchased resources and professional learning.

Next Steps

The continued implementation of Formative Assessment. This will be achieved through work in stage meetings and whole school professional learning. Explicit teaching and systematic collection and collation of data to see growth or areas to be further developed. Data from students on their own goals and visual learning results.. Ongoing refinement of teaching strategies.

Purchasing of resources and extensive professional learning for all staff. The data from the Learning and Support Team to indicate that students who require support have shown growth at their own readiness level.

Progress in NAPLAN indicates that students are moving into the top two bands, which indicates that teaching and programming are meeting student outcomes.

Strategic Direction 3

Communication

Purpose

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

Overall summary of progress

Student wellbeing and engagement has been the focus for the three year school plan. Data from parents, staff and students indicated that they needed to be an update on the current PBL program. There were areas that needed to be refined for staff and students.

Students were surveyed about the playground and in conjunction with the students and staff new changes will be implemented in the playground at the commencement of 2019. This will include social skills programs K–6 to support the wellbeing framework.

This is going to take the three years to successfully implement change and ongoing surveys and data will show this.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Improved level of student wellbeing and engagement.• Staff, student and parent survey on PBEL program.• Consistent social skills program across K–6.• 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.	\$5,000.	

Next Steps

This is going to take three years to successfully implement change and ongoing surveys and data will reflect this positive growth trend pattern. This will include professional learning. It is important that the changes are implemented slowly and effectively so that 100% of staff and students are fully committed and have a very good and clear understanding of change and the reasons why.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,476	Resources purchased for students and professional learning for staff.
English language proficiency	\$61,677	Students in Early Stage 1 and Stage 1 and Stage 2 have been identified and support has enabled students to reach their full potential. Money was spent on SLSO, teaching staff and professional learning and resources.
Low level adjustment for disability	\$93,742	This money was spent on SLSO to support identified students. Professional learning for staff and students to support students. Resources purchased to support students.
Quality Teaching, Successful Students (QTSS)	\$75,690	All executive are released every second Friday to support staff and implement teaching programs. Professional learning as an executive. Once a term we also meet for school planning and organisation. This time is so vital for the effective running of the school.
Socio-economic background	\$13,137	This money is used to support students and families for school resources, school excursions, camps, and school uniforms.
Support for beginning teachers	\$6,893	This money was allocated to Miss Dreyer and her teacher mentor. It was used for professional learning, team teaching time and work with her teacher mentor to work on building teaching capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	217	221	211	225
Girls	211	205	220	210

The student numbers at Dural Public School have grown but for the past few years have remained constant, even though there is no new development in the area. The enrolment numbers for this year are 435. These numbers vary from 2 or 3 either way. A trend at Dural is that there is negligible student movement throughout the school year.

However we are starting to see that children are becoming more mobile as parents occupations are taking them out of the area, state or Australia. This type of movement is now becoming more of the trend.

However we find that if a student moves we always seem to gain a student to replace them. This is the reason that our numbers have remained constant over the past few years. Projected development within the area will be that numbers in the future will increase slowly.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	95	96.2	94.9
1	94.4	94.8	95.9	94.2
2	95.8	94.5	94.6	95.2
3	94.4	94.5	95.2	94.2
4	94.4	92.9	94.4	94.5
5	95.1	96.2	96	96
6	94.9	91.8	94	93.1
All Years	94.7	94.1	95.2	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Dural Public School attendance is vital to ensure optimum learning opportunities for all students. It is imperative that schools, in partnership with parents, are responsible for promoting regular attendance of students. While parents are legally responsible for the regular attendance of their children, school and office staff, as part of their duty of care monitor part or whole day absences routinely.

How non-attendance at Dural Public School is monitored:

- Explicit monitoring practices using SENTRAL. Parents are contacted by both the classroom teacher and the office to follow up unexplained absences.
- Parents are constantly reminded by newsletter and by the Dural App to send an explanation of why the child was absent within 7 days. Most absent notes are sent to the school via the Dural App.
- Parents are contacted on the third day of non-attendance by the School Administrative Office (SAO)
- Interview with the parents by either the principal or in consultation with the Home School Liaison Officer (HSLO).
- Early intervention by the L&S Teacher.

Class sizes

Class	Total
KP	18
KO	18
K_1S	20
1M	22
1N	22
2M	22
2C	25
3/4R	31
3M	27
4F	26
4B	27
5D	27
5B	30
5L	28
6H	30
6D	29
6B	29

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.14
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

At Dural Public School we do not have any Aboriginal representation in our workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Dural Public School has invested a great deal of professional learning on the teaching standards, This underpins their peer mentoring as part of their PDP plans and as part of their professional learning. As a staff we have thoroughly unpacked the School Excellence Framework (SEFV2) and have a very sound understanding of the elements and how it affects their planning and teaching. This is inclusive of all students who require support and those who require extension. This goal is constantly monitored and supported in stage and whole school professional learning. A continued focus will be on effective differentiation for all students and a big focus for 2019 will be on Formative Assessment. This is a two year implementation for both staff and students. to embed practices that are meaningful and reflect the teaching at Dural Public School

The SEF is embedded in all our teaching practices and was the driving document that formed our School Plan 2018–2020.

At Dural we have a number of New Scheme Teachers and they are in the process of gaining or have gained accreditation. In 2018, we had two staff who were successful in gaining accreditation and two who are maintaining accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	19,311
Revenue	3,819,640
Appropriation	3,249,971
Sale of Goods and Services	34,382
Grants and Contributions	537,481
Gain and Loss	0
Other Revenue	0
Investment Income	-2,194
Expenses	-3,519,365
Recurrent Expenses	-3,519,365
Employee Related	-2,868,164
Operating Expenses	-651,201
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	300,275
Balance Carried Forward	319,586

Dural Public School is now operating fully using SAP. As a school and staff we have focused on implementing and fully understanding the system. In July of this year we rolled over to HR component of SAP.

We ensure that we meet the Department of Education's policy and finances requirements at all times. When ever we are unsure of any process we always contact EdConnect on 1800 32 32 32.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,875,885
Base Per Capita	83,342
Base Location	0
Other Base	2,792,543
Equity Total	171,033
Equity Aboriginal	2,476
Equity Socio economic	13,137
Equity Language	61,677
Equity Disability	93,742
Targeted Total	70,380
Other Total	77,573
Grand Total	3,194,870

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

In 2018, Dural Public School completed their NAPLAN on line. This meant that the Year 3 students completed all aspects of NAPLAN on line except for the writing activity as this was hand written.

The Year 5 students completed all aspects of NAPLAN on line, including their written task.

NAPLAN online went very well and we had minimal issues. Any issues that we had were resolved immediately. The staff went through professional learning especially the staff on Years 3 and 5 who administered the tests under the guidance of the IT support and other staff who were trained.

The Year 3 and Year 5 students completed all Numeracy aspects of NAPLAN on line.

NAPLAN online went very well and we had minimal issues. Any issues that we had were resolved immediately. The staff went through professional learning especially the staff on Years 3 and Years 5 who administered the tests under the guidance of the IT teacher, support staff and principal who were trained.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.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.

Our Aboriginal students are working in the top bands at Dural Public School.

Parent/caregiver, student, teacher satisfaction

In 2018, Dural Public School once again sought the opinion of staff, parents and student about the school and the changes that have been implemented. All staff and students completed the survey and 50% of parents/carers responded.

Parents:

93% stated that Dural was an excellent school and children enjoyed coming to school;

92% stated that the school was a very safe place;

96% stated that contacting the classroom teacher as very easy and the response time was very quick;

90% stated that class Dojo was a great tool to show parents what was happening in the classroom. Also Edmodo was another great tool.;

85% stated that the improvement and increase in technology devices was good but there needed to be more in Stage 2 and Stage 3.

Students:

94% of students said that they really liked school;

90% said they were learning;

92% said that teachers tried to make learning engaging.

94% said they enjoyed CCT;

90% said they really liked all the programs the school offered

Staff:

90% stated that Dural was a great place to work;

92% believed that their work was important to the school;

98% stated that collaborative and cooperative programming was essential;

100% said they were aware of the School Plan;

90% stated that their work is truly appreciated by all the executive.

Policy requirements

Aboriginal education

Aboriginal Education is embedded in all Key Learning Areas. Units of work have been developed and refined and are included in the scope and sequence of the History Syllabus. This was implemented as part of the new History Syllabus. We always acknowledge our past

at every school assembly and at every school function.

We are developing units of work that focus on the Aboriginal people who have a rich heritage in the Dural area. We understand that we have a great deal to learn from them in regards to our country and its heritage. We highlight the many contributions of our contemporary Aboriginal people who continue to share their culture, heritage, belief, values and traditions. The school has built a Yearning Circle, this is a method of sharing the rich heritage that the Aboriginal people have handed down to us. This is an integral part of the History syllabus and our school program.

Multicultural and anti-racism education

At Dural Public School we implement the Multicultural Education Policy. We value the extensive range of our very diverse population and embrace all that it has to offer. It is embedded into all areas of our teaching curriculum and it is part of our well being. It is such an inclusive part of the school life at Dural Public School. as we are very fortunate to have such a diverse range of cultures that are represented and recognised as part of Dural Public School. Our school policies, practices and teaching programs are consistent with our school policy.

Programs that are taught at our school allow all students to identify as Australians with a democratic multicultural society. This ensures teaching practices that value the backgrounds, history language and culture of all the students. This very harmonious and positive approach promotes tolerance, acceptance and intercultural understanding.

The English and Additional Language/Dialect (EAL/D) Teacher, programs individual programs and works with the class teacher to assist all students whose first language is not English. The programs are designed to support children in all areas of the curriculum. All these programs give students an insight in to the Australian way of life and also helps them to understand the world around them.