2009 Annual School Report
Duranbah Public School

NSW Public Schools – Leading the way
Messages

Principal's message

It is with pleasure that I submit the Annual Report 2009. The annual school report reflects self evaluation processes undertaken within Duranbah Public throughout 2009 and summarises some of our priorities and achievements for the year.

This school remains a school for all children. We welcome and embrace every child regardless of socio-economic, cultural or religious background.

Duranbah Public school is a small caring school which prides itself on its strong sense of community. Beautiful gardens and grounds nestled in the rainforest provide an attractive back drop to quality educational programs that strive for every child to reach their highest potential.

The school is committed to developing competent, responsible and enthusiastic students by providing relevant and challenging learning activities. Our aim is to encourage independent learning, self-esteem, tolerance and self-discipline in a safe and harmonious environment. A dedicated and caring staff values quality educational programs, student welfare, parent and community participation and open communication. Students are encouraged to participate in a wide range of cultural and sporting activities, which enable them to interact with other students in the district.

The school has an active Parents & Citizens group. Both the staff and I have enjoyed working with them to achieve good outcomes for the students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sandy Ellis
P&C message

The P&C have been involved in a number of successful fundraising and school improvement programs throughout 2009.

The P&C continues to work closely with staff and students at the school to ensure that all students achieve their best. Members are involved in decision making and fund-raising.

In 2009 members were involved in deciding how to expend Building the Education Revolution (BER) funding. After much discussion, a library home-base was built. The P&C were instrumental in having the building's location moved to save the maximum number of koala habitat trees and having the fixed equipment moved in a satisfactory manner.

We were also involved in the decisions to spend the Primary Schools for the 21st Century (C21) funds to make the Moreton Bay Fig tree safe, pave the driveway, replace the gate and erect a new sign. The logo for the sign was designed by Shannon Cleary; parent of two students at the school. It features our unique location between the sea and Mt Warning and our emblems.

The P&C provided funding for the primary camp, prize books for the annual presentation and the purchase of a shade tent for sports carnivals.

As always we were involved in catering for International Day, the end of year presentation and running the canteen.

Being a member of the P&C and being involved in school activities gives you a much better understanding of how your child is doing at school. We also try to have at least one or two social activities each year to get to know each other informally.

Sheryl Phillips
P&C President

Student representative's message

Our school has worked hard to complete a variety of student leadership initiatives. This year we have met regularly to plan student led projects for the school and broader community. These included:

- raising money for the Bushfire Appeal;
- Halloween Day;
- badge selling for ANZAC Day, Remembrance Day and Legacy;
- MES Day (dressing up as a medieval character, entertainer or sports star);
- marching on ANZAC day;
- joining with Friends of the Koala to try to save habitat trees;
• initiating and implementing a recycling program; and
• establishing a food garden.

We also took responsibility for organising and running assemblies, meeting and welcoming visitors, caring for younger students and performing the acknowledgement of country at assemblies and other important events. We organised an end of year dinner for the significant adults in our school life. It was lots of fun.

A highlight of our year was attending the Young Leaders’ Conference in Brisbane to hear influential young Australians speak. What an inspiration! We have loved the opportunity to be leaders of our school and recommend it to next years’ leaders.

Jed Bevern, Claire Jensen, Meg Phillips and Celene Wallis.

Student Leaders 2009

School context

Student information

At the end of 2009 there were 34 children enrolled at Duranbah. The school is divided into two multi-stage classes. Kindergarten to year two had 16 students. Years three to six had 18 students. There were 14 girls and 20 boys.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
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<td>Male</td>
<td>18</td>
<td>20</td>
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<td>Female</td>
<td>15</td>
<td>16</td>
<td>23</td>
<td>12</td>
<td>14</td>
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</table>

Note: Class size data are as provided by schools in the annual class size audit.

Student numbers remain fairly stable with more boys than girls in every year

Student attendance profile

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>School</td>
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<td>K</td>
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<td>97.6</td>
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<td>1</td>
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<td>95.0</td>
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<td>2</td>
<td></td>
<td>94.6</td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
<td>97.6</td>
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<tr>
<td>4</td>
<td></td>
<td>90.2</td>
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<tr>
<td>5</td>
<td></td>
<td>91.9</td>
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<td></td>
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<tr>
<td>6</td>
<td></td>
<td>96.8</td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>91.8</td>
<td>93.7</td>
<td>93.0</td>
<td>94.6</td>
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<tr>
<td>Region</td>
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<td>K</td>
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<td>92.5</td>
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<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>Total</td>
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<td>92.8</td>
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<tr>
<td>Total</td>
<td></td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>
During 2009 student attendance rates have improved. This can be attributed to improved communication with parents about the importance of attending school regularly.

Management of non-attendance

Parents are asked to keep the school informed of any absences. This can be a simple phone call or note to let us know that the child is ill or applying for leave for special circumstances. If a student is absent for three or more days, parents are phoned to enquire why the child is not attending. Parents of students with poorer attendance are interviewed and if improvements are not forthcoming, reports are made to the Home School Liaison Officer for further action.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>INFANTS</td>
<td>K</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Duranbah Public school consists of two multi-stage classes. At the time of the audit, the junior class had 16 students and the senior class had 18 students. Four mornings a week the Senior class divides into stage two and stage three groups. The Priority Schools Funding Program (PSFP) funds this program.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

The staff consists of a classroom teacher and a teaching principal who is responsible for release from face to face, stage two English and maths and support learning difficulties.

A casual teacher, who is also a qualified librarian, is responsible for the senior class.

During 2009 another teacher was employed to cover an extended period of leave after the principal was hit by a van closing the school gate. The teacher employed was familiar with the school routines and students.

A specialist science teacher taught the senior and junior class one hour a week.

Two part-time school administration managers, one special support learning officer and a part-time general assistant support the school.

Casual staff are employed to cover principal’s administration release, leave, professional learning or as the need arises.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>PSFP Supplementation</td>
<td>0.10</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.084</td>
</tr>
<tr>
<td>Primary Part-Time</td>
<td>.168</td>
</tr>
<tr>
<td>Release from face-to-face</td>
<td>.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

There are currently no indigenous people employed at the school, but the school endeavours to employ Aboriginal elders to enrich Aboriginal education programs.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66.66</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33.33</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>75 276.77</td>
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<tr>
<td>Global funds</td>
<td>58 830.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25 052.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9 156.42</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 023.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>979.35</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>171 319.57</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 304.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 311.98</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 026.31</td>
</tr>
<tr>
<td>Library</td>
<td>2 606.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 475.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>69 503.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 672.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25 281.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 951.45</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 969.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>979.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>144 083.56</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>27 236.01</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Students have frequent opportunities throughout the year to participate in creative activities. One of the strengths of a small school is that all students have the opportunity to perform at a local and district level.

During 2009 students were engaged in dance workshops with Miss Briony who helped develop a dance routine, “I Like It Loud” for the all students K-6 to perform at the Far North Coast Dance Festival and at the Stewart House Concert.

We were also fortunate to have visits from well known authors Alison James and Chris McKimmie to celebrate Book Week and Special Kev taking up residence in our school.

Meg Phillips won the the Tweed Shire Council student Australia Day essay completion.

We were able to participate in two video conferences. The first was with Emily Seebohm, an Olympic medallist and the other was with a student who was travelling in Turkey.

Claire Jensen won the national Books in Homes competition. Celene Wallis and Nathan Kane were both awarded prizes in the annual Les Peterkin Portrait Prize.

All students participated in an excellent performance of “Follow The Yellow Brick Road” and a medley of songs for the annual presentation which was enjoyed by all families.
Sport

Students at Duranbah Public School are encouraged to be active participants in a variety of sport and fitness activities. The school encourages good sportsmanship and fair play.

- Fitness activities are conducted daily to ensure participation, sportsmanship, skill development and fitness.
- The daily fitness program used the Investing In Our Schools funded fitness track.
- In 2009 students competed in swimming, ballgames, cross-country and athletics. Students represented the school in swimming and athletics at local, district and regional level.
- An Intensive Athletics program was run in terms two and three. A qualified athletics coach, Les Geary, was employed to teach skills in all areas of athletics both track and field. This program was extended to provide extra coaching for those students who demonstrated talent.
- All students participated in the ARL Joey League Program. The ARL Development Team visited our school for three sessions over three weeks. This program focuses on precise teaching of rugby league skills using a fun game approach. A good relationship has been formed with the coaches who have been excellent role models for our students.
- The primary class also participated in a lawn bowls program at the Condong Bowls Club. The highlight of this activity was the Gala Bowls day held at the club involving all schools who participated in the program.
- An Intensive Swimming program was conducted in Term four to promote water safety awareness and develop stroke development/refinement. All achieved certificates and showed developed in confidence and water safety awareness.
- The school also participated in the Live Life Well at School program. This program will continue into 2010.
- The primary school camp held at Lake Ainsworth also offered students the opportunity to try new physical activities such as canoeing, rock climbing, high ropes and bicycling.

Students at Duranbah Public School demonstrate sound levels of fitness and low levels of obesity contrary to national trends.

Other

Students at Duranbah Public School have been involved in a number of extra curricula and learning programs throughout the year.

- The Books in Homes Program sponsored by Materials Handling Finance provided nine books per student to take home and 150 books for the school library. Special
book presentations were made by role models these included Justine Elliot MHR, Carmel Atkinson and Darlene Akinstall. The school hosted our annual multicultural day.

- Students from Coolangatta TAFE visited the school to share information about their about their country and culture. This included 14 countries spanning four continents.

- Students participated in many fundraising and charitable activities these included Legacy, St Vincent de Paul, RSPCA and Stewart House.

- Carmel Atkinson, a teacher and volunteer at the school was nominated and received A director-General’s award for Service to Public Education.

- Students were selected as a pilot school in the Tweed Shire Council Waste Wise Schools Program. This was as a result of a student leader developed recycling program following a visit to the sustainable living centre.

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
All students in Year 3 sat for the NAPLAN Tests in reading, writing spelling, grammar and punctuation. As our cohort of students was less than ten, for privacy reasons, the graphs cannot be included.

Our students performed well. All students were in the top three bands for overall literacy. The school achieved the best results since 2006 for literacy and was significantly above the region and the state achievement.

Areas that need improvement are connecting information, identifying sequences of events, making inferences and spelling conventions.

Numeracy – NAPLAN Year 3
All students in Year 3 sat for the NAPLAN tests in number, patterns, algebra, measurement, space, data and geometry. As our cohort is less than ten, for privacy reasons our graphs cannot be included.

Areas for development include fractions and decimals, identifying faces on 3D shapes, area and time.

Literacy – NAPLAN Year 5
Seven students sat for the test in reading, language conventions and six students sat for the writing. As our cohort of students was less than ten, for privacy reasons, the graphs cannot be included.

Our results were very mixed, but we were below state and regional achievements. Students achieved better in grammar and punctuation than in writing, spelling and reading.

Areas for future development include paragraphing, audience, vocabulary, spelling, making inferences, locating information and indentifying the main idea.
Numeracy – NAPLAN Year 5

Six students sat for the NAPLAN tests in number, patterns, algebra, measurement, space, data and geometry. As our cohort is less than ten, for privacy reasons our graphs cannot be included.

Our results were very mixed, but we were below state and regional achievements. We performed better in questions on number, patterns and algebra than questions on measurement, space, data and geometry.

Areas for development include division, problem-solving, especially correctly reading the problem, perimeter and 3D shape.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>At and Above Minimum Standard</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<td><strong>Writing</strong></td>
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<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Punctuation and grammar</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>At and Above Minimum Standard</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Funding Program

PSFP has helped to improve literacy and numeracy outcomes for students. It has also enabled teachers to participate in quality professional learning programs that address improving outcomes in these areas. It was used to encourage parents to participate in decision making and learning how to assist students with work at home. Funding was allocated towards addressing two targets.

Target 1

To improve student outcomes in the fundamentals of reading, writing, talking, listening and mathematics.

Analysis of 2009 NAPLAN data and school assessment showed that the gap between students who were underachieving and those that needed extension was extreme. By dividing the class four mornings a week for literacy and numeracy into stage two and stage three groups all students had extra support during the optimum learning time.

Teachers undertook professional development in Getting Ahead in Literacy, Moving On in Literacy and Best Start. This led to a significant change in teacher behaviour.

Resources were purchased to implement the new teaching strategies. These included many hands-on and visual resources to support numeracy and literacy learning.

Aboriginal education

Aboriginal perspectives are integrated across all key learning areas. This practice has encouraged discussion which has given students a broader understanding and respect for Aboriginal history and culture.

Acknowledgement of Country at all formal school functions focuses attention on the traditional custodians of the surrounding lands.
Russell Corowa performed Welcome to Country on important occasions.

Student participated in the Sea of Hands Project to celebrate NAIDOC week.

Multicultural education

Tolerance and cultural diversity are promoted through the acknowledgment of special events and celebrations which are reflected in units of work studied by our students.

A class from TAFE Gold Coast came to school for a day to share their experiences as recent immigrants. Students participated in workshops to learn about six different cultures.

We encourage our students to develop the skills, knowledge and attitudes required to be part of a multicultural society.

Multi-cultural perspectives are integrated across the curriculum.

Respect and responsibility

The nine values of DET underpin our student welfare policy and all school education programs. They are seen as the core of every interaction within our school community and school program.

- In term 1 Year 6 students attended the Young Leaders’ conference in Brisbane, where they were addressed by young achievers who were able to describe their journeys to attain their dreams.

- Students at Duranbah are encouraged to raise money for various charities. This year they have raised money for Stewart House, Kingshaven Nursing Home, Legacy and the bushfire appeal.

- Once again our giving tree was strongly supported. Students buy presents for anonymous children and place them under the tree. These are distributed by St Vincent de Paul.

- Each morning the flag is raised and students quote the following oath: “In our hands lies the future of this great land. If we all work together doing our best for the common good, there is no limit to what we can achieve.”

- Students are participating in values lessons each week and are taught a new value each week. This is reinforced in assemblies and class work.

Progress on 2009 targets

Target 1

To improve student outcomes in literacy: reading comprehension and aspects of writing.

Our achievements include:

- Student results in Year 3 NAPLAN results in literacy were above state, regional and like school averages in reading and significantly above state and regional averages in writing and grammar, spelling and punctuation.

- The growth rate of 50% of year 5 students achieved expected improvement in scores in reading and language.

- Teachers have a better understanding of writing assessment criteria. This is demonstrated by assessment rubrics.

- 70% students in K-2 with difficulties in reading all achieved growth of between 6 and 22 benchmark levels using the PM benchmarking kit.

Target 2

To continue to improve student outcomes in numeracy.

Our achievements include:

- The regional scope and sequence was implemented across the school;

- NAPLAN results for year three were above regional and commensurate with state level;

- Students could use correct mathematical language in COGs units and in their mathematics journals;

- 75% students achieved expected grade outcomes as measured by Maths Plus assessment tasks (primary) and Smartkiddies assessment tasks; and
Target 3
To improve student engagement by using technology to learn: develop student skills in digital media.

- All students created a PowerPoint presentation.
- Primary students learnt to manipulate digital images and include them in documents and projects.
- Primary students have all learnt the basic functions of a digital video camera and are starting to use story boards to develop video projects.
- All students are confident with using whiteboard technology.
- Students participated in two video conferences using Skype technology.
- Students participated in two video conferences using Skype technology.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of:

Educational and management practice
Background – Student Welfare
To assess the effectiveness of the school’s welfare program and to guide future planning and direction parents, staff and students were given the opportunity to respond to a survey.

Findings and conclusions
Analysis of the results showed that the majority of respondents were very supportive of the current school welfare program at Duranbah Public School. Aspects which elicited the most positive responses included:

- All parents agreed that the school hands out adequate merit awards to students.
- 100% of parents agreed the school responds efficiently when their child is sick or injured at school.
- Staff feel they handle student discipline, positive reinforcement and student health issues effectively and efficiently.
- Most students agreed that teachers treat them fairly.
- The majority of students agreed that the teachers help them when they have a problem at school.
- 91% of parents agreed that the school handles discipline issues efficiently and effectively.
- All parents agreed that the school treats them and their children with respect and courtesy.

Future directions
An overwhelming majority of the Duranbah Public School Community agreed that the current student welfare program is effective. The school will continue to monitor, review and make changes to its welfare procedures when necessary to ensure that it provides the best learning environment for all stakeholders involved. In 2010, the school will continue its focus on student positive reinforcement through its merit system.

Curriculum

Technology

Background
As part of the ongoing evaluation of the teaching and learning program, Technology was evaluated in 2009. The methodology used for this assessment included teacher assessment of student outcomes, oral surveys of staff, students and parents.

Findings and conclusions
An analysis of parent, staff and student responses indicated that:

- Most parents believe technology is an effective learning tool which helps students to find and present information.
100% students enjoy using technology in lessons and believe it helps them to learn new concepts better.

68% students feel more confident using email and the internet facility to research information.

Most primary students believe they can use the Word and Power Point programmes confidently to present information.

Staff members strongly believe that using the interactive whiteboard enables better modelling and more explicit teaching of new concepts.

Staff members strongly believe that employing a specialist IT support person has ensured that the school’s computer system is working efficiently and this has increased the integration of technology into lessons.

Future directions

- Develop an improved scope and sequence for ICT skills,
- Develop skills in the following areas – using digital storytelling, PowerPoint, Notebook software.
- Organise technology workshops for parents.
- Technology upgrades and maintenance is regularly done so that the system works well.
- Continue to provide professional learning opportunities which involve the use of the interactive smartboard in teaching and learning activities.

Professional learning

Teacher professional learning is vital to ensure that teachers are keep up to date with current pedagogy and curriculum content. All teachers at Duranbah Public School are enthusiastic lifelong learners. DET gives the school funding to support teacher professional learning. The school supplements this with funds from PSFP and the school global budget. This funding supports the achievement of targets set out in the school management plan. Staff also engages in professional reading and online discussion groups and forums.

During 2009 staff participated in Moving On in Literacy, Getting Ahead in Literacy and Getting Ahead in Numeracy. Vicki Myler also initiated and implemented a small schools networking group for Early Stage One.

All staff participated in the Quality teaching in Numeracy Small Schools’ project which provided the opportunity to engage in lesson study of maths lessons between schools.

School development 2009 – 2011

Targets for 2010

Target 1
Improved student achievement in Writing and Comprehension.

Strategies to achieve this target include:

- Stage 3 teacher to participate in professional learning in Accelerated Literacy;
- Using Accelerated Literacy strategies to improve comprehension and writing
- Other teachers to participate in Effective Literacy Strategies in the Early Years and Effective Literacy strategies in the Middle Years;
- All teachers participating in training in using the IWB in literacy lessons;
Using small group strategies in literacy lessons to deliver a differentiated curriculum; and
Continue collegial network sharing to increase professional dialogue across schools.

Our success will be measured by:
- Students demonstrate improved literal, inferential and interpretive comprehension as measured by From Assessment to Programming tasks and reading box assessment.
- Student annotated writing samples using NAPLAN criteria show that 80% are achieving expected stage outcomes.
- Teacher programs evidencing deeper understanding deeper knowledge of the process of writing.
- 60% of year 3 students and 67% of year 5 achieving NAPLAN results commensurate with State levels.
- Improved student achievement in the Number and measurement Strands

Target 2

Improved student achievement in the number and measurement Strands in mathematics.

Strategies to achieve this target include:
- Providing small group instruction in numeracy;
- Continue to use regional scope and sequence to ensure a consistent approach across school;
- Purchase online resources to enhance the teaching of mathematics using the IWB;
- Implementation of Quality Teaching strategies for small group instruction; and
- Explicit teaching of mathematical language

Our success will be measured by:
- 80% student outcomes match or exceed syllabus outcomes using Maths Plus Outcomes Tasks;
- Teacher programs evidencing the document in programs;
- Teacher self evaluation using QT matrix included in TARS process; and
- Teacher observation of evidence of substantive communication during group work.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: