School context statement

Our small, vibrant school is set amongst the trees, six kilometres west of Mullumbimby on the North Coast. The school has two class groups that cater for students of all abilities from diverse cultural backgrounds. Durrumbul uniquely blends a whole-child focus with a public school education. The flexibility of learning within our literacy and numeracy programs allows us to break into 3 smaller groups and each child to develop at their own pace. Our enrichment programs develop self-esteem and the full potential of each child. These programs include creative arts, multimedia technology, team sports, environment programs and multicultural activities. We start most days with fun movement programs that incorporate games skills, dance or relaxation. Our caring staff, encourage our children to be co-operative, compassionate and respectful and help them to develop a strong sense of community. A strong, positive and responsive school culture celebrates each student’s achievements and underpins a culture of learning and a distinctive warm, friendly atmosphere. The school’s parent community plays an active role in determining and implementing the additional learning programs offered by the school and community participation in the school is highly valued.

Principal’s message

The response and support of Mr Belleville’s permanent appointment at Durrumbul Public School has been very pleasing. The community appreciated the position being filled as soon as it became available providing them with stability. Mr Belleville is looking forward to a bright and productive future for the Durrumbul Public School Community.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
The importance of and legal requirements of regular school attendance is highlighted in regular newsletter comments, P&C meetings, individual letters. Irregular school attendance is referred to the Home School Liaison Officer.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Counsellor On request</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.636</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members at Durrumbul Public School identify as Aboriginal.

**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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2014 funds were expended to facilitate teacher participation in professional learning activities that address, school, regional and personal learning goals.

Programs include:

- 2nd year of training in the L3 program
- Count Me in too
- Dance
- Preparing to implement the national curriculum,
- Participation in combined staff meetings with the Valley of Small Schools learning community

All other DEC mandated learning such as CPR, Emergency care and all other mandated updates.

**Beginning Teachers**

There are no permanent beginning teachers at Durrumbul Public School.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39350.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>59001.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34027.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13590.56</td>
</tr>
<tr>
<td>Interest</td>
<td>1199.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2944.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>110762.60</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 4124.44
- Excursions: 8890.31
- Extracurricular dissections: 10690.59

Library: 421.44

Training & development: 1688.06

Tied funds: 38014.00

Casual relief teachers: 8327.83

Administration & office: 27016.52

School-operated canteen: 0.00

Utilities: 10102.90

Maintenance: 5336.15

Trust accounts: 3336.60

Capital programs: 0.00

Total expenditure: 117948.61

**Balance carried forward**: 32164.08

A full copy of the school’s 2014 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 2014

Students at Durrumbul Public School consistently demonstrate a desire to learn, ability to succeed and engage in rich and meaningful learning tasks. Achievement is measured through external assessment i.e. NAPLAN and Best Start. In-school assessment measures student achievement in relation to the Numeracy and Literacy continuums and Syllabus documentation. This data informs teaching within the context of differentiating learning activities and developing individualised learning plans.

Academic achievements

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.

NAPLAN results should not be reported in a manner, which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average progress information should not be reported if results are available for less than 10 students.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Numeracy and Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

This data represents the successful implementation of a rigorous academic program of Durrumbul Public School. The data indicates the need for further investigation and reengagement in the area of spelling.

NAPLAN Year 5 - Numeracy and Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

This data indicates all year 5 students are performing at or above the minimum standard. The results indicate the successful implementation of teaching and learning programs and the positive engagement of students with their learning. The data indicates a need for teaching and learning programs to continue to extend student achievement.

Significant programs and initiatives – policy

In 2014 library resources were updated to ensure that suggested texts for the K-10 Syllabus were included.

The L3 program was supported with relevant resources such as readers and other learning aids.

Durrumbul Public School places strong emphasis on Indigenous perspectives across the curriculum. Students engage in learning activities that include identifying and celebrating indigenous cultures and identities.

The Durrumbul School community draws students from a diverse range of family cultural background. The rich cultural heritage of our school community has been the focus of regular learning activities. These activities have including
researching a particular culture, traditions, lifestyles and their relation to our community.

The strength of the personal development programs is reflected in the acceptance of the diverse nature of our community. Individuals are treated as an equal while accepted as an individual.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Community surveys
- Student self evaluation
- Participation feedback

School planning 2012-2014:

School priority 1

Improved student performance in Numeracy K-6

Outcomes from 2012–2014

A whole school approach to the use of the Numeracy and Literacy continuums was developed.

Evidence of achievement of outcomes in 2014:

- 100 % percent of students achieved the minimum national benchmarks in year 5.
- Student’s academic growth between years 3 and 5 significantly improved.

Strategies to achieve these outcomes in 2014:

- Structured and ongoing professional discussion and reflection focusing on and understanding each aspect of the continuum.
- Staff collected and analysed data relating to the continuums.
- Data analysis used to inform differentiated instruction

School priority 2

Develop a positive school culture.

Outcomes from 2012–2014


Evidence of achievement of outcomes in 2014:

- Significant reductions in referrals to the principal and suspensions.
- Referrals made to principal and support provided to students with needs.

Strategies to achieve these outcomes in 2014:


School priority 3

Increased student engagement

Outcomes from 2012–2014

Increased opportunities for self directed learning.

Evidence of achievement of outcomes in 2014:

- Student’s feedback indicates positive attitudes and high levels of engagement with Project Based Learning.
- Students identify their achievements and identify goals in relation to the continuums.

Strategies to achieve these outcomes in 2014:

- A collegial approach to developing, implementing and maintaining Project based learning.
- The use of “kids speak” versions of continuum aspect markers.
- A guided, modelled and independent approach to developing students to track themselves on the continuums.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Surveys and focus discussions indicated that adjustment to a smaller school population and class sizes was viewed as having a positive effect on individual experiences and outcomes.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Durrumbul is an active member of the Valley of Small Schools. The learning community will implement school plans with aligned purpose to:

- Provide all staff with an opportunity to identify understand and implement effective teaching practices focusing on evidence based data. Through VOSS collaboration teachers will improve student learning by developing, across stage learning and assessment activities that will be measured against the syllabus outcomes and the literacy continuum.

- Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and innovative practices will enable leaders to deliver quality essential learning for all teachers and students in schools within the learning community.

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.

Brev Belleville, Principal
Shelley Denney, Teacher
Sophie Macken, Teacher
Marilyn Phelps, SAM

School contact information

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Web: durrumbul-p.schools.nsw.edu.au
School Code: 1803

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