Our school at a glance

Students
Durrumbul’s student enrolment at the end of 2011 was 84 students – 52 boys and 32 girls.

The focus on engagement in quality learning opportunities across the curriculum continued, with activities planned to motivate students to participate in all key learning areas.

The school’s ethos of inclusiveness; and the celebration of each student’s personal and academic achievements as a community; remained a priority.

In 2011, allowing students a ‘voice’ about school was provided through the introduction of restorative practices, incident reporting and determination of future overnight excursion policy for the 2012-2014 planning period.

Staff
Students enjoyed variety in our teaching staff this year, with Mrs Long and Mrs Gillette taking leave at different times during the year and Mrs Reichart relieving in a larger school for a semester.

Mr Belleville, a long-term temporary teacher, again contributed significantly to our school through teaching Year 3/4/5 and learning Indonesian which he taught at Wilsons Creek School.

Mrs Pritchard completed the first year of Reading Recovery training, working with students from three schools throughout the year. She also began her professional learning as a Support Teacher Learning to assist classroom teachers with individual programs for students.

Mrs Davis relieved as the principal of Newrybar Public School in Semester 1 before returning to Durrumbul to teach Kinder in Semester 2.

Our relieving School Administrative Manager, Mrs Marilyn Phelps continued full-time for 2011 – and Mrs Gaye Lansley provided additional assistance in the office one day each week.

Our teachers’ aides – Elaine and Margaurite – helped teachers support the learning of all students by working with individuals, small groups and those with special needs.

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

Significant programs and initiatives
Our school stands on the traditional lands of the Bundjalung nation. We shared Harmony Day with Cabbage Tree Island Public School with every student working in small groups to create messages of peace that were photographed for collation in a DVD.

To support students with hearing impairment, the school purchased a Redcat amplification system and were very grateful for the support of the Quota Club of Brunswick Heads for reimbursing the purchase price.

Multicultural education activities included a unit of work on Indonesian culture as an integral component of the Becoming Asia Literate: Grants to Schools program. The grant was used to train three teachers with the aid of a mentor in the Indonesian language to provide a language program to Stage 2 and 3 students at Durrumbul, Wilsons Creek and Coorabell Public Schools. A day celebrating the diversity of Indonesian culture and language learning was held with other participating schools and we were joined by
students from most of the six small schools in our
collegiate.
The Reading Recovery program provided half an
hour each day for four students in Year 1 to
receive individual instruction to achieve success
in reading and writing.

Our annual visit with Happy Healthy Harold
Students with a disability have been supported
through Integration funding allocations for
teachers’ aides, supplementary school funds and
provision of individualised learning plans.
The school actively promoted respect and
responsibility through its Buddies program and
joined veterans in the ANZAC March organised by
the Mullumbimby Ex-Servicemen’s Club, with
students laying a wreath on the cenotaph.

Student achievement in 2011

Literacy – NAPLAN Year 3
There were 12 students in Year 3 who completed
all aspects of the National Assessment Program,
plus another who completed all aspects except
writing.
75% of students were placed in Skill Bands 4 and
5 and 6 for writing, 85% were placed in Skill
Bands 4, 5 and 6 for spelling and 60% for reading.

Literacy – NAPLAN Year 5
There were 22 of the 23 students in Year 5 who
completed all aspects of the literacy testing. 87%
of students were placed in Bands 5, 6, 7 or 8 in
the aspects of reading and writing and 95%
achieved Skill Band 5, 6, 7 or 8 in the strand of
grammar and punctuation.

Numeracy – NAPLAN Year 3
In the aspect of Number, Patterns and Algebra
70% of the 13 students attempting the test were
placed in Skill Bands 4 or 6. 62% of students were
placed in Skill Bands 4, 5 or 6 for Measurement,
Data, Space and Geometry.

Numeracy – NAPLAN Year 5
Of the 23 students who completed the testing,
70% of students were placed in Skill Bands 5, 6, 7
and 8 for the Number, Patterns and Algebra
strand. In the Measurement and Data strand,
78% of students were placed in Bands 5, 6, 7 and
8.

Messages

Principal’s message
The 2011 academic school year provided an
opportunity for staff, students and community to
plan for the 2012-2014 period to ensure the
school continues to meet the needs of its
students and maintain its focus on learning.
A 2012 – 2014 strategic plan has been completed
with a focus on the key areas of improving
student learning outcomes; improving literacy
and numeracy teaching and learning; maintaining
and promoting a positive school culture; and
implementing Aboriginal Education strategies.
During Semester 2, our community welcomed Mr
Wil Constable to relieve as the principal of
Durrumbul, as the result of the professional
learning opportunity provided to me as relieving
principal at a much larger school, Murwillambah
Public School.

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.

Anne Reichart, Principal

P & C message
The P&C at Durrumbul Primary is an ever-growing
group of volunteers, dedicated to being of service
and support to the school and its community.
Monthly meetings follow a clear agenda that
allows everyone to contribute equally.
Hosting community events and various fundraising activities are an integral part of the P&C. None of these would be successful without the support and enthusiasm of our teachers and entire community. This year’s ‘Welcome Everyone’ barbecue in February was fantastic. New and old families came together in celebration and harmony.

This last year we said goodbye to hosting the annual inter-school cross country. While it was sad to see it go after so many years, it has opened the door to other new and exciting possibilities - from cake stalls at the local Mullumbimby markets, to sausage sizzles at our local Mitre 10. The Durrumbul P&C is going strong.

Our canteen plays a great role in our school. It not only provides a focus on healthy diet for the children, it is a place where parents and carers can meet and get to know each other, and the children, in a relaxed, friendly environment. The canteen runs an extra day once a month and those profits are allocated to ensuring each child attends the December swimming program.

The P&C has many exciting new projects on the horizon for 2012, all aimed toward enriching our children’s school experience and deepening our bond as a community.

Cate Devereux, P&C President

Student representative’s message

This year has been a tremendous learning experience for both students and teachers. Many things changed throughout the year with some of our teachers taking leave, having different fundraisers and we welcomed Mr Constable, who came from Brunswick Heads Public School to relieve as the principal of our school.

Years 3, 4 and 5 each had an opportunity to go on an adventurous excursion. Year 5 went to Meebunn-bia, which was a great outdoors experience for all of us. Year 3/4 camped overnight at Minyon Falls.

Our bi-annual end of year concert was a great success and paid tribute to one of our teachers, Mrs Long. Year 6 farewelled the year with a hangi – a memorable way to end primary school.

We hope that 2012 will be just as much fun and a great learning experience when Mrs Reichart returns.

Sara Santos (Yr 5) and Leilani Mitai-Link (Yr 5)

School context

Student information

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

Student enrolment profile
Student attendance profile

Management of non-attendance

Non-attendance at school is discussed with the child’s carers initially with assistance provided where possible to facilitate attendance, before being referred to the Home School Liaison Officer.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1</td>
<td>K</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>2</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>4</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>5</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>6</td>
<td>11</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011, the following classes were established: Kindergarten/Year 1, Year 2/3, Year 4/5 and Year 5/6. Extra literacy support was provided for a number of students in Years 1/2/3 through the Moving Along 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

<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>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>On request</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>1.506</td>
</tr>
<tr>
<td>Total</td>
<td>6.642</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Durrumbul has one Indigenous member of staff.

Staff retention

Mrs Long, Mrs Davis and Ms Rudman took extended leave during 2011 and they were replaced by two of our regular casuals to ensure continuity of learning programs and to ensure our warm and happy learning environment was maintained.

Our school’s principal gained valuable professional learning by relieving in a larger school. Mr Constable, an Assistant Principal at Brunswick Heads Public School, relieved as principal of Durrumbul in Semester 2.

Mrs Davis also undertook professional learning in the first semester of 2011 by relieving as the principal of another small school, Newrybar Public School.

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>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>20,025.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>80,061.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28,236.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58,837.46</td>
</tr>
<tr>
<td>Interest</td>
<td>1,952.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,024.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>192,137.02</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>11,605.21</td>
</tr>
<tr>
<td>Excursions</td>
<td>8,587.04</td>
</tr>
<tr>
<td>Extracurricular sessions</td>
<td>53,606.71</td>
</tr>
<tr>
<td>Library</td>
<td>766.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,688.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30,108.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17,220.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23,709.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10,486.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,512.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,816.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1,992.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>171,119.58</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>21,017.44</td>
</tr>
</tbody>
</table>

The P&C held voluntary school contributions for 2011 at $60 per child or $100 per family.

A full copy of the school’s 2011 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 2011

Achievements

Arts
2011 saw the bi-annual whole school performance conclude the performing arts activities for Durrumbul’s students, with a high energy production themed around the life of one of the school’s long-serving staff, Mrs Long. Students performed songs and danced to specially selected music that characterised events in Mrs Long’s life, celebrated her achievements as an outstanding educator and recognised her contribution to the development of literacy skills for our students. Music, dance and drama programs throughout the year developed students skills in the performing arts in preparation for the performance. Students also had an opportunity to participate in the Lighthouse Valley Learning Community Dance Festival, a new initiative made possible by a seeding grant obtained through the Regional Performing Arts consultant. K-6 students performed in 3 separate dance items suited to their age and maturity. This dance opportunity will now become a bi-annual event – with a combined performance by Brunswick Valley Schools, ValleyFest, performed in alternate years. Durrumbul also hosted the inaugural implementation of ArtSmart workshops for its talented Stage 3 artists and those from neighbouring small schools. This 3-day event, led by Jamie Hoyle, provided students with an opportunity to learn and experiment with new techniques as they created extraordinary artworks. The workshop was so highly valued, it will become an annual event and, for Durrumbul students, include separate Y4/5/6 workshops twice per year.

Ishka with her ArtSmart creation

Visual arts was taught each week by Ms Sharp who provided an extensive variety of learning experiences across the grades and encouraged students to enter their works in art competitions. Current exhibitions were often used as the basis of a lesson. These included Operation Art and the Les Peterkin Portraiture Prize. Students explored the use of negative and positive space to create a balanced artwork using the principles of design including, line, colour, texture and form. Media ranged from paper, coloured pencils, aquarelle
crayons and paint to a variety of craft supplies, working in both 2D and 3D.

Languages Other Than English - Indonesian

Durrumbul Public School successfully applied for a grant under the Becoming Asia Literate: Grants to Schools program in conjunction with Wilsons Creek and Coorabell Public Schools. The objectives of the project within our schools was to:

* Introduce students to the Indonesian language so they are able to hold a basic conversation in the senior primary years.
* Increase Stage 2 and 3 students’ awareness, understanding and appreciation of the diversity of Indonesian culture.
* Support the transition of students from primary to secondary school in the Indonesian language.
* Increase classroom teacher confidence, knowledge and skills in the pedagogy of teaching Indonesian language through in-class observation, participation and guided team-teaching with a proficient Indonesian teacher/mentor.
* Update the cluster schools’ Indonesian teaching/learning resources.

The opportunity to learn about another language and culture while working, sharing and learning with other teachers from different schools who have other perspectives was widely appreciated by the three teachers. It allowed the teachers to share and learn from their experiences, enriching the professional learning and also the experiences provided for the students.

Their mentor was pleased to observe each teacher’s progress in acquiring and understanding Bahasa Indonesia and appreciated the enthusiasm and commitment displayed by each in developing their language skills and classroom pedagogy.

As a result, the enthusiasm and joy children gain from learning another language has been a feature of the project. The students’ acquisition of language is evident in all lessons with classroom teachers observing students’ use of Bahasa Indonesian.

Students have particularly enjoyed the weekly lessons that have included language, cooking and playing Indonesian instruments - ungkling and gamelan. In addition, the combined schools’ Indonesian Day was thoroughly enjoyed by all. Teachers who trained in Bahasa Indonesian report increased confidence to teach primary level language skills from any culture. Teachers felt the experience would allow them to generalise their skills and understanding of the acquisition of languages other than English.

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 these 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

There were 12 students in Year 3 who completed all aspects of the NAPLAN testing, plus another who completed all aspects except writing.

75% of students were placed in Skill Bands 4 and 5 and 6 for writing. 85% were placed in Skill Bands 4, 5 and 6 for spelling and 60% for reading.

Areas of strength include: locating directly stated information, correct selection of grammatical terms to complete simple and complex sentences and use of features associated with a persuasive text.

Areas needing further development include: inferential comprehension, use of sentence level punctuation, spelling and use of devices to engage and persuade the reader when writing persuasive texts.
Numeracy – NAPLAN Year 3

In the aspect of Number, Patterns and Algebra 70% of the 13 students attempting the test were placed in Skill Bands 4 or 6. 62% of students were placed in Skill Bands 4, 5 or 6 for Measurement, Data, Space and Geometry.

Areas of strength include: working with coins and using arrays.

Areas needing further development include: working with fractions, number patterns and interpreting graphs.

Literacy – NAPLAN Year 5

There were 22 of the 23 students in Year 5 who completed all aspects of the literacy testing. 87% of students were placed in Bands 5, 6, 7 or 8 in the aspects of reading and writing and 95% achieved Skill Band 5, 6, 7 or 8 in the strand of grammar and punctuation.

Areas of strength include: locating the main idea of a text, correct selection of grammar to complete a variety of sentence types, writing persuasive texts that engage and convince the reader and use of paragraphs.

Areas needing further development include: inferential comprehension, use of punctuation in direct speech, spelling and use of modality in persuasive texts.
Numeracy – NAPLAN Year 5

Of the 23 students who completed the testing, 70% of students were placed in Skill Bands 5, 6, 7 and 8 for the Number, Patterns and Algebra strand. In the Measurement and Data strand, 78% of students were placed in Bands 5, 6, 7 and 8.

Areas of strength include: choosing the correct operation to complete calculations, using coordinates to locate position and 2D shapes.

Areas needing further development include: decimal number patterns, working with 3D objects and interpreting data in a table.
Progress in literacy
Students in Year 5 have showed growth above state average in reading and spelling in the 2009-2011 period due to a persistent focus on explicit teaching and targeted learning programs that meet students’ assessed needs to overcome difficulties.

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.

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

Progress in numeracy
Implementation of relevant, sequential and explicit numeracy programs based on diagnostic testing enabled students to achieve at an increasing growth rate, although growth was below state average.

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

Significant programs and initiatives
Aboriginal education
Durrumbul’s students were joined by students from Cabbage Tree Island and Coorabell Public Schools to continue the relationship established between the schools through the 2010 Artists in Schools program at two events.

The first was a combined excursion to Ballina Art Gallery to view the murals created by the students in their art project, which were on exhibition to the public.

Last Wednesday, Years 4/5/6 met with Coorabell and Cabbage Tree Island students at the Northern Rivers Community Gallery in Ballina to see the unique murals the three schools had painted with Sam and Charly. Afterwards, we went to Missingham Park to have lunch and then we went to Ballina Tenpin Bowl to go bowling. When we arrived we were given our bowling shoes and then Mrs Reichant sent pairs of students into
different groups on the lanes. Bowling was really fun! They put on special lights to make our shoes glow. We had a great day!

By Sam, Cozmo and Reuben

The second event was Harmony Day, celebrated at Durrumbul again in 2011. Durrumbul pre-schoolers and K/1/2 students from the three schools enjoyed an inspiring, entertaining, singing, music and movement performance by Michael Turner and this was followed by a short games session.

Years 3 to 6 divided into mixed school groups and participated in a range of activities – including kitemaking, cooking with a school mate - Shai, an Indigenous meditation, making Israeli flags and Spanish dance. The students and staff deeply appreciated the contributions made by parents of Durrumbul students to making the day successful.

Multicultural education

Each year, students at Durrumbul learn about the culture and features of a continent or country. In 2011, our study area was Indonesia with students participating in learning activities that explored the geography, language, food and culture of Indonesia.

A cultural day was held with students from other small schools, adding additional - and authentic - cultural aspects of Indonesia through badminton, kakek(dance), taste testing Indonesian food, language activities on the interactive whiteboard, unkling singing and music.

Respect and responsibility

Our school’s ethos is “treated as an equal, valued as an individual”. Students are encouraged to show respect for others, for themselves and for their environment.

Our school was proudly represented by 14 students at the ANZAC Day Service in Mullumbimby and by others who attended dawn services in the local area.

The school’s commitment to fostering positive relationships continued, with students participating in Buddy Groups to promote a sense of belonging, cohesion between different age groups and improve interpersonal relationships.

Students were introduced to communication circles and activities focused on values such as respect, participation, humility, loyalty and acceptance.

Student Representative Council activities focused on raising awareness and supporting others by fundraising for the Queensland Flood Appeal through ‘Maroon Day’ and the Cancer Council.

Other programs

Moving Along Program

‘Moving Along’ at Durrumbul provides an opportunity for a small group of pupils participating in Individual Learning Programs (ILP) to work through a series of lessons which are focused on their needs with an experienced classroom teacher.

The program was taught in Semester 1 by Mrs Carolyn Chatt and then continued with Mrs Brigitte Pritchard teaching the group in Semester 2. Targeted lessons focused on letter formation, punctuation, spelling and reading.

Reading Recovery

Mrs Pritchard completed the first year of training as a Reading Recovery Teacher in 2011 with the program being implemented at Durrumbul in Semester 1.

Reading Recovery provided an opportunity to work intensively for thirty minutes each day one-on-one with Mrs Pritchard. Each lesson includes familiar reading, writing and introduction and reading of a new book. On average, students increased twelve reading levels over the course of the program.

![Camping at Minyon Falls](image)
Progress on 2011 targets

Target 1
To have all Y3 students achieve in Skill Band 3 or above, and all students in Y5 achieve in Skill Band 5 or above in spelling.

Our achievements include:

- 85% of Year 3 students achieved in Skill Band 3 or above; and 94.5% of students in Year 5 achieved in Skill Band 5 or above.
- 65% of Year 5 students attempting the spelling aspect of NAPLAN equalled or exceeded the average state growth; and achieved 9 points higher than the state average.
- Implementation of targeted spelling programs for students in Years 3-6 based on diagnostic testing.
- An average improvement in spelling age of 11.87 months across Years 1-5, with the greatest increase of 18.6 months achieved by Year 5.

Target 2
To improve students’ inferential reading comprehension skills.

Our achievements include:

- Completion of the Focus on Reading 3-6 professional learning program by Stage 2 and 3 teachers.
- Explicit teaching of strategies to improve inferential comprehension skills in Stage 2 and 3 classes.
- Item analysis of 2010/2011 NAPLAN data for the aspect of reading, indicates 100% growth in the number of inferential comprehension items considered a strength from 8 in 2010 to 16 in 2011.

Target 3
To improve students’ skills in selecting appropriate strategies to find solutions in numeracy.

Our achievements include:

- Explicit teaching of problem-solving strategies such as: finding a pattern; drawing a picture; guessing and checking; working backwards and creating a table.
- Explicit teaching of deconstructing problems.
- 38.1% of students achieving at, or above expected growth rates (compared to 30.8% in 2010).

Target 4
To improve teachers’ skills to integrate the use of the Connected Classroom, SMART Notebook and interactive Whiteboards (IWBs)

Our achievements include:

- An introduction to Notebook software, care and maintenance of IWBs and projectors, plus use of videoconference facilities (Connected Classroom) was provided to all teachers at a Staff Development Day in Term 1.
- Exploration of the Teaching and Learning Exchange and specific education websites to gain an understanding of the learning objects available for use within the classroom to support learning.
- Identification of opportunities to integrate the technology into classroom practice and implementation within class learning programs.

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 2011 our school carried out evaluations of the school’s discipline plan and excursion policy.

Educational and management practice
Discipline Plan

Background
The school’s discipline plan has been in place, and largely unchanged, since 2008. The underlying philosophy of this plan includes that students will accept responsibility for their behaviour.

To assist the goal of having students accept responsibility for their behaviour, restorative justice practices were trialled with staff attending professional learning about the background, research and processes of restorative justice and a parent meeting held to introduce the concept
to parents. Buddy group activities were modified to include talking circles, behaviour tasks modified to include restorative thinking and the questions within the restorative process were used to ensure procedural fairness for students involved in incidents.
In Semester 2, a trial was also commenced of student reporting of incidents to gather data relating to types of behaviour that concerned them within the school.
Analysis of ‘B slips’ issued by teachers for incidents within the classrooms and playground was also undertaken to identify whether classroom management strategies need further development and whether additional supervision was required in the playground.
Analysis of behaviour tasks for more serious incidents or repeated inappropriate behaviour – normally sent home to parents – was also undertaken to identify whether students’ acknowledged why their behaviour was not acceptable.

Findings and conclusions
Students responded positively to talking circles and welcomed the opportunity to express their opinions. Initially, students had difficulty with the question ‘What were you thinking when it happened?’ rather than ‘What were you feeling?’ Following restorative processes involves a great deal of time but students felt they had been listened to and incidents were able to be resolved.

Behaviour tasks completed independently indicate most students think they made a poor choice because they were ‘in trouble’ rather than acknowledging why the behaviour was inappropriate.

Analysis of the student reporting data indicates: physical contact such as pushing was a concern of students; along with teasing/making fun of someone/making offensive remarks.

More than 90% of the student reports relate to playground incidents.

Analysis of all 2011 ‘B slips’ revealed 30 were issued for classroom behaviour, 24 for playground behaviour and 20 for transition times such as at end of play. This is an average of less than 2 per week.

Future directions

* Continue the use of talking circles as an introduction to Buddy groups and increase their use within the classroom to discuss issues or celebrate successes.


* Discuss student responses given on behaviour tasks to assist students to identify why the behaviour was inappropriate and identify positive strategies to assist them to modify their behaviour.

* Increase teacher supervision of playground areas, especially at transition times – and investigate all reports made by students.

Curriculum

Excursion Policy

Background

During 2010, a major excursion to support the curriculum was undertaken by 40 students in Years 4, 5 and 6. Parents of these students, supported by the P&C, undertook extensive fundraising to reduce the costs of this educational experience.

To support all K-6 students in 2010, the P&C contributed significantly to the cost of transport for students to participate in the Special Swimming Program.

Many families experience difficulty in paying for major excursions when they have more than one child participating. An ‘Excursion Fund’ was created by the P&C in 2011 to support excursions.

With the assistance of parents, an overnight camping experience was enjoyed by students in Years 3 and 4 during 2011. Late in the year, Year 5 attended a three-day Meebunn-bia camp.

The past policy of a major excursion every two years for senior students was reviewed with students in Years 1 to 5, in addition to staff considering the grades to participate in an overnight excursion.

Findings and conclusions

There is agreement by staff that the existing policy of overnight excursions for Years 2-6 continue, with Kinder and Year 1 participating in full or part-day excursions. The existing policy of all excursions supporting student learning in key
learning areas should remain and staff retained the belief that students should not participate in the same overnight excursion twice on their learning journey at Durrumbul between Years 2 and 6.

100% of Years 3-5 students indicated a preference for a 3-year cycle of excursions, rotating through a major excursion (such as Sydney or Canberra), an adventure camp activity and a three-day ‘local’ excursion (such as Stradbroke Island).

100% of all Years 1-2 students indicated a preference for an overnight excursion each year for their age group to venues such as Dorrroughby or the Sunshine Coast.

The P&C supported the equitable use of funds raised for the ‘Excursion Fund’.

Future directions

* All overnight excursions will support, or extend, the units of work undertaken in the classroom.
* Students will participate in a variety of overnight excursions between Years 2 and 6.
* Kinder and Year 1 will participate in full-day or part-day excursions that support their classroom learning.
* The P&C will pay for transport of the whole school to the Special Swimming Scheme from funds raised through special canteen days.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

‘As a casual teacher, I really enjoy working at Durrumbul because the Principal and staff make me feel very welcome, the children are polite and respectful and the school has a warm, pleasant atmosphere.’ Paul Jones – Casual Teacher

‘Durrumbul is a great place to work. It has: a professional, supportive staff, well-organised routines established and timetables on display throughout the school, so vital for a casual teacher.’ Jen Shiels - Casual Teacher

‘I find working at Durrumbul to be a highly organised, professional environment. The support from the principal and staff members, whether they are permanent or casual, is wonderful and this contributes to a cohesive, happy working environment and hence, a supported and happy learning environment for its pupils.’ Brigitte Pritchard – Classroom Teacher

A survey of students across the grades provided a range of responses. Students ranked the following as ‘the best things’ about our school: teachers; everyone takes care of each other; the learning opportunities provided; excursions; sport; playground; friends; and events hosted by the SRC and community events.

Professional learning

In 2011 funds expended for teachers’ on-going professional learning are included within the Tied Funds dissection. Additional school funds were used to facilitate participation of teachers in activities that address school, regional and personal learning goals.

Professional development included participation in workshop sessions to ensure quality teaching within our classrooms and fortnightly training to support a new teacher in the Reading Recovery program, in addition to on-going professional learning for the Support Teacher Learning Assistance.

Two teachers from Durrumbul joined a teacher from Coorabell Public School to participate in 74 hours of professional learning with a mentor teacher to learn Indonesian language and culture. Stage 2 and 3 teachers completed the intensive Focus on Reading 3-6 professional learning program developing their knowledge of practical strategies to explicitly teach reading comprehension skills.

The whole staff attended a professional learning day to increase their knowledge of the Langford Tools through a combined Professional Learning Day with schools in our learning community.

In preparation for a co-ordinated Health/PE program to be trialled in 2012, one teacher attended the Live Life Well @ School professional learning, which will also be supported through a funding grant in 2012.

The 2012 Kindergarten teacher attended Best Start professional development to gain implementation strategies for the program.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014
Improved reading skills of students K-6.

2012 Targets to achieve this outcome include:
- To improve students’ literal comprehension skills in Stage 1.
- To improve students’ inferential comprehension skills in Stage 1, 2 and 3. (Second year of a two-year target).

Strategies to achieve these targets include:
- Explicit teaching of literal and inferential comprehension skills;
- Explicit teaching of strategies to locate directly stated information in texts and graphics;
- Professional learning by staff to develop teaching strategies for implementation in the classroom.

School priority 2

Outcome for 2012–2014
Improved student performance in Writing with a focus on Spelling and Grammar.

2012 Targets to achieve this outcome include:
To have all Y3 students achieve in Skill Band 3 or above, and all students in Y5 achieve in Skill Band 5 or above in spelling (second year of a two-year target).

Strategies to achieve these targets include:
- Explicit teaching of inferential comprehension skills;
- Professional learning by staff to develop strategies for implementation in the classroom, specifically Focus on Reading 3-6 for Stage 2 and 3 teachers.

School priority 3

Outcome for 2012–2014
Improved student performance in Numeracy K -6.

2012 Targets to achieve this outcome include:
To improve students’ skills in using fractions and decimals.
To improve students’ skills in the Patterns and Algebra strand of Maths.

Strategies to achieve these targets include:
- Explicit teaching of fractions and decimals;
- Explicit teaching of pattern identification for both numbers and shapes;
- Continued emphasis on development of instant recall of basic number facts;
- Explicit use of arrays and hands-on materials to investigate patterns.
- Benchmarking of students’ ability to recognise, manipulate and calculate with fractions and decimals;
- Professional learning by staff to enable implementation of explicit teaching.

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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