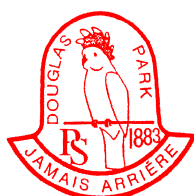


Douglas Park Public School

Annual Report



2016



1770

Introduction

The Annual Report for 2016 is provided to the community of Douglas Park 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.

Robyn Tomlin

Principal

School contact details

Douglas Park Public School

111 Camden Rd

Douglas Park, 2569

www.douglaspk-p.schools.nsw.edu.au

douglaspk-p.School@det.nsw.edu.au

4632 7261

Message from the Principal

During 2016, Douglas Park Public School continued to provide a range of high quality programs across the curriculum. With dedicated staff and a very supportive school community, all of the students were engaged in motivating learning programs. 2016 was the second year of the implementation of the three year plan emphasising high quality teaching, engaging innovative learning and student well-being and resilience. Professional learning for teachers in the areas of formative assessment, mathematics and writing was a priority as well as training in the implementation of the new geography syllabus. The Resource Allocation Model provided additional funding for extra learning support, extension opportunities and the provision of stimulating programs and resources across the school. Students continued to excel in a range of activities, representing in a range of sports as well as public speaking and debating. In the creative arts, the school performed at the Camden High School showcase with other feeder schools. A highlight of the year was the whole school musical performance. During 2016, the physical development of the school grounds continued to progress. The new grassed area in the playground was completed and an extension to the existing outdoor covered area was erected with support from the Illawarra Coal Community Grant scheme. The P&C has worked tirelessly in fundraising and have contributed funds for literacy and numeracy programs, increased technology and a replacement shelter for the school playground equipment. I congratulate and thank all of the students, staff, parents and community members for their wonderful contribution to Douglas Park Public School during 2016. The pride in the school is immense and the outstanding teamwork is evident in the significant achievements and progress that the school has made. The students at Douglas Park Public School are polite, enthusiastic and hard-working. They are wonderful ambassadors for the school.

Robyn Tomlin

School background

School vision statement

Our vision at Douglas Park Public School is to prepare and educate students for life. We are committed to providing a quality education for the whole child.

Our school is a vibrant and caring learning community with high expectations for all. We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team. In this way, our students will grow into active, responsible citizens who contribute positively to the community.

Students will have access to experiences that develop 21st century learning skills. As a school community, we will implement a challenging, fulfilling curriculum and cater for the learning and social needs of each individual child.

In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and positive interactions with others and the environment.

We are committed to equity for all where we show compassion, respect, understanding and inclusiveness regardless of background or ability. We will encourage our students to learn to solve problems, take responsibility for their actions, develop resilience and care for one another.

School context

Douglas Park Public School is a small school set in a lovely, rural environment at the foot of the Razorback Mountain range in NSW. Our school offers outstanding opportunities for student learning in a happy, caring and friendly atmosphere in which all students are able to achieve to the best of their individual abilities.

The school has dedicated, enthusiastic teachers. Our classroom programs have a strong academic focus and we also have an excellent tradition of success in sport and the creative arts.

Our school greatly values the role of parents and caregivers in the education of their children. We encourage all parents to become involved in the life of the school. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school maintains close links with Camden High School and our local Douglas Park pre-school. Our school benefits from working together as a strong collegial group with two other small schools at Cawdor Public School and Mount Hunter Public School.

The essence of our school is reflected by our school motto:

JAMAIS ARRIERE 'Look to the future'.

Our school community proudly exemplifies our school values of Be Safe, Be Kind, Be Cooperative and Show Respect.

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 domain of Learning, the focus has been on using assessment information in order to plan effectively for each individual student's needs. Ongoing data evidence has been regularly collected and analysed. This has included Naplan, PLAN (Planning Literacy and Numeracy) and class based assessments. A focus on formative assessment has been a priority for all classes to ensure clear learning intentions are evident and relevant feedback has been available to all students. Learning adjustments have been developed for students with specific needs and personalised learning plans for Aboriginal students have also been created in partnership with parents and caregivers. An emphasis on sentence construction in writing and mental strategies in mathematics has occurred in all classes to improve fundamental skills for all students. A positive learning culture has been supported with the implementation of specific wellbeing programs and engaging, innovative learning experiences supported with relevant resources across the curriculum.

In the domain of Teaching, our major focus has been on the development of quality teaching practice for all teachers. Three shared professional goals were formulated in the areas of writing, mathematics and formative assessment. Professional learning sessions were developed around these goals to assess work samples as well as regular collegial classroom observations and feedback sessions for all teachers. This allowed for collaborative practice and sharing of expertise which was also enhanced through a small schools' network with Mount Hunter and Cawdor Public Schools. Developing knowledge of new curriculum has also been a priority, particularly in relation to the Geography syllabus implementation and consolidation of other new syllabuses. Clear scope and sequences, regular program reviews, analysis of data and high expectations has been an essential aspect of this domain and resulted in increased levels of engagement and learning.

In the domain of Leading, an emphasis on planning relevant professional learning, closely related to the school strategic directions, school milestones and teacher goals has been a priority. Development of an understanding of the School Excellence framework for all teachers led by the executive staff has enabled staff to develop the skills to effectively self-assess and gather relevant evidence. Ensuring the staff continue to develop their understanding of the Professional Teaching Standards and accreditation processes has been important, particularly as the school has undergone significant staffing changes and two beginning teachers have recently commenced at the school. The management processes involved in budgeting of the Resource Allocation Model has ensured relevant resources, extra teaching expertise and support for student learning has been well utilised. As well, many opportunities for shared leadership by the teaching and administration staff at meetings, school development days and in the implementation of new school initiatives has been central to the development of effective leadership practices in our school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High quality teaching.

Purpose

To develop professional learning which emphasises leadership, shared teaching expertise and a collaborative culture to continue to improve skills in excellent teaching practice, the effective implementation of curriculum and using assessment data to understand and cater for all students' learning needs within each classroom.

Overall summary of progress

The development of high quality teaching through professional learning was a key focus in 2016 with all staff having performance and development plans focusing on their own professional needs and those related to the school's strategic directions using the Professional Standards for teachers. Teaching staff were supported with mentoring and classroom observations, cooperative planning, implementation of new syllabuses, moderation of assessment tasks and visits to other schools to view best practice. Staff continued to gain an understanding of the School Excellence Framework to reflect on practice and consider the impact of collected evidence. Teachers used the Literacy and Numeracy continuums to assess, track and plan for differentiated learning, collaboratively assessed samples of writing and analysed internal and external data (Naplan). The development of formative assessment processes was a priority in all classes and regularly shared at professional learning sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% or more of students progress two or more clusters (K–2) and one or more clusters (3–6).	All teachers have collected data each term. Staff analysis of collected data has indicated that improvement is evident. 90% or more of students have shown expected progress on literacy and numeracy clusters.	Planning Literacy and Numeracy (PLAN) \$5157.58
90% or more of Year 5 attained or exceeded expected Naplan reading and numeracy growth targets.	Improved results in Reading growth targets were evident with an average scaled score of 78.9 compared to a NSW DoE score of 79.6. However, further improvement in mathematics is required with an average scaled score of 55.0 compared to a DoE of 92.6. A significant improvement was in Grammar and Punctuation with an average scaled score of 106.0 compared to a DoE average score of 78.4.	Professional Learning Funds \$4650.00
Positive trends in the number of students attaining proficiency levels in Year 3 and 5 Naplan data.	In Naplan, increased proficiency rates were evident in reading and writing for both Year Three and Year Five students with results close to the state average. In Numeracy, Year Three proficiency rates were close to state average but were below in Year Five. This was also the case in spelling but in Grammar and Punctuation both cohorts had above state average proficiency rates. Overall, positive trends are evident compared to previous years.	Professional Learning Funds \$4650.00
100% of teachers use the Professional Teaching Standards to guide and evaluate their practice.	Teachers completed "Tell them from Me" surveys which indicated high levels of satisfaction with professional learning. Professional learning on the new syllabuses has been consolidated and aligned carefully with school scope and sequences resulting in high levels of teacher confidence. The new Geography syllabus was given particular emphasis with several staff attending and leading professional learning sessions.	Quality Teaching Successful Students (QTSS) 0.05 allocation of one and a quarter hours per week.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers use the Professional Teaching Standards to guide and evaluate their practice.	<p>One teacher has gained Proficiency accreditation with two others using the Standards for Maintenance of their accreditation.</p> <p>All teachers have focused on formative assessment as a shared goal in 2016 and have concentrated on specific criteria and feedback.</p>	Quality Teaching Successful Students (QTSS) 0.05 allocation of one and a quarter hours per week.

Next Steps

- * Further development of Professional Standards for teachers, particularly in alignment with Performance and Development goals.
- * Further development of classroom observations and staff mentoring to continue to improve Quality Teaching.
- * Targeted support to assist students to attain or exceed growth targets in literacy and numeracy
- * Targeted support and explicit teaching to increase proficiency levels in literacy and numeracy.
- * Increased teacher understanding and use of formative assessment practices.
- * Increased knowledge and use of the Literacy and Numeracy continuums to collect and analyse data.
- * Development of further understanding and use of the School Excellence Framework.



Strategic Direction 2

Student engagement and innovative learning practices.

Purpose

To ensure personal learning excellence and success for each student and inspire curiosity and a love of learning through the provision of strong foundations in literacy and numeracy, the development of 21st century skills and a range of challenging, authentic learning experiences across the curriculum.

Overall summary of progress

Teachers developed their understanding of 21st century learning through professional learning in formative assessment and use of technology. A focus on inquiry occurred as teachers developed their knowledge and commenced teaching the new Geography syllabus. Across all key learning areas, our students had opportunities to be challenged and supported. In particular, Resource Allocation Model funds were used to employ temporary learning support teachers for individual and small group learning sessions in literacy and numeracy as well as cultural studies and individual support for Aboriginal students. Extension opportunities were offered in public speaking, debating, competitions, mathematics, environmental science and leadership. Parents and community members provided invaluable support for learning experiences throughout the year. Students, parents and teachers responded to Tell Them From Me surveys as an evaluation tool. A highlight of the year was a whole school performance which emphasised many opportunities for visual arts, drama, dance and music.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
High levels of student engagement as measured by 'Tell them from me' surveys.	High levels of engagement were evident in student responses in the 'Tell them from me surveys' in response to classroom participation and progress in class. Students felt well supported and involved in their learning. Parents and community members have been actively involved in the life of the school. Tell Them from Me Surveys indicate a high sense of satisfaction with the learning opportunities offered at the school this year.	Two temporary teachers for extra teaching support using socio-economic funding (\$55532.00) and English language proficiency funds (\$3365.00). An additional temporary teacher for Aboriginal student support (\$5108.00). Equity funds of \$5000 for resources and teacher relief as needed for excursions, activities and materials.
90% or more students will be at or above expected level compared to Stage work samples.	Teachers regularly met in stage groups to assess and analyse work samples in writing and mathematics. These were compared to stage outcomes using the literacy and numeracy continuum. 95% or more of students were at or above stage outcomes.	Planning Literacy and Numeracy funds \$5157.58
Adjustment or individual learning plans are created for all students with identified needs.	The equity funds have provided extra support for students through enhanced teacher and School Learning Support Officer assistance resulting in dedicated, individual attention based on ascertained need through ongoing assessments. All students with specific needs have had learning plans or adjustments developed for them this year.	Two part-time School Learning Support Officers employed (\$22862.00) using low level disability funds and integration funds.

Next Steps

* A Kindergarten to Year Six 'Sentence a Day' program will continue to be implemented in 2017 to improve students' abilities to construct well developed sentences.

- * Implementation of mathematical strategies which emphasise problem solving and a knowledge of mathematical vocabulary for students in each stage of learning. This will be a combined goal for all teachers in 2017. Included is further development of the Targeting Early Numeracy (TEN) strategies in Kindergarten to Year Two classrooms.
- * Continued development of the 'Read Each Day' program', including involvement of parents and the community.
- * Further resourcing of 21st century learning, including technology.
- * Specific small group extension activities to improve skills in English, Mathematics and Science.
- * Development of links with parents and the community to share expertise in innovative learning.
- * Continued targeted learning support using Resource Allocation Model funds for equity groups.
- * Continued teacher collaborative assessment of student work samples across the curriculum.
- * 2017 'Tell them from me surveys' for students, parents and teachers will be implemented.



Strategic Direction 3

Student wellbeing and resilience.

Purpose

To promote through excellence in leading, teaching and learning each student's personal strengths, confidence, self-belief and optimism leading to the development of positive relationships with others, responsibility for their own actions and the ability to cope in a range of social and learning situations.

Overall summary of progress

Continued implementation of the 'Mind Up' program occurred with students introduced to strategies to assist them with self-regulation. A successful parent workshop was held on "Friendship Skills" led by our Learning Support Team. Continued development of the Student Representative Council and student leadership opportunities occurred. Three sporting school grants during the year supported specialist coaches in athletics, tennis and gymnastics which benefited students across the school. As a 'Live Life Well' school, our healthy canteen, Sportathon, camping and excursion program, environmental Mud fun activities, Aboriginal cultural program, further development of a vegetable garden and the whole musical performance all had a significant impact on the promotion of student well being in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual surveys indicate parent and student satisfaction with well being programs and school culture.	Surveys indicate parent satisfaction is high with the opportunities for communication with the school and for their child's social well being at school. Students reported a high sense of belonging and positive relationships at school.	Per capita and location loading for student programs \$10383.80 Sporting School funds \$7500 Aboriginal Background funds \$5108.00
Increased opportunities for students are evident with positive feedback from students and parents.	High level of satisfaction for the wide range of opportunities offered to students across the school as reflected on student, teacher and parent 'Tell them from Me' surveys.	Socio-economic background funds for student assistance \$2000
Successful implementation of the Mind Up program with observations of improved student resilience.	Improved student capacity to demonstrate resilience through a whole school focus. Small social groups with the school counsellor were particularly valuable in integrating Mind Up with other social skills.	Socio-economic background funds for library resources for Mind Up program \$900.00
High attendance patterns.	Attendance patterns continue to be above state average. Excellent attendance awards were once again presented at the end of the year.	Socio-economic funds for Learning Support Team Funds \$2000
Decreased behaviour referrals.	Student behaviour is of a high standard with a positive playground climate and few behaviour referrals. A variety of activities and a wide playground area has resulted in a happy, relaxed play time. Regular discussion of school values occurred in classes and assemblies.	School Learning Support Officers using Equity Funding from Low Level Disability and Integration Funds for playground support. \$22862.00

Next Steps

- * Continued development of skills to develop resilience through play and the provision of challenging but supportive programs across the school.
- * Further student council initiatives to promote student decision making and support for one another.
- * Development of opportunities for student volunteering.
- * Opportunities for parents and community members to support students through shared expertise.
- * Support for parents through workshops and shared discussions.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Good progress in Naplan for Aboriginal students. One Year Six student chosen for Twgia project for talented students based on outstanding Naplan results. All students showed expected growth on numeracy and literacy continuums. Excellent participation and development of skills through cultural studies in a small group project. Students produced a book based on local Aboriginal culture and shared their project with their families and other students.	Aboriginal Background Funding \$5108.00
English language proficiency	All students showed expected progress on literacy and numeracy continuums as assessed by teachers across the year.	Temporary teacher for extra support, books and materials required for English language proficiency. \$3365.00
Low level adjustment for disability	All students have progressed the expected clusters as assessed on the literacy and numeracy continuums. Reduced number of students in lower Naplan bands.	School Learning Support Officers \$22862.80 • Low level adjustment for disability (\$12 479.00) • Per capita loading and location loading equity funds (\$10 383.00)
Quality Teaching, Successful Students (QTSS)	All teachers have had opportunities to observe other colleagues as part of the Performance and Development framework through the allocated time of Quality Teaching, Successful Students (QTSS).	0.05 teaching entitlement allocated time.
Socio-economic background	Collected classroom data has indicated that over 90% of students have made expected progress as assessed on the literacy and numeracy continuums. Overall results in Naplan have improved with increased proficiency rates in reading and mathematics and over 90% of students above minimum standards.	Employment of temporary teachers, school resources and student assistance as required. \$55 532.00
Support for beginning teachers	Two beginning teachers have been well supported through the Performance and Development process with the funds being utilised for professional learning, quality teaching observations through extra release and development of evidence for accreditation. One teacher gained accreditation at proficient level during term four.	Beginning Teaching Funds \$17 458.62
Sporting Schools Grants	Highly successful coaching programs in tennis, athletics and gymnastics with all students able to participate through sporting school grants. New equipment was also obtained through these grants allowing for further practice of skills for all stages of learning.	Sporting schools grants in tennis, athletics and gymnastics \$7500.00
Community Consultation	An excellent workshop attended by a wide range of community organisations with a range of ideas developed to enhance the learning of students and their involvement with the community. Further planning is	Community consultation funds \$4892.54



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	70	64	69	71
Girls	73	72	76	82

There has been a steady increase in enrolments, particularly in the past two years of Kindergarten enrolments. Enrolments are predicted to remain static in the foreseeable future.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	97.9	96.1	94.3
1	94.7	95.4	96.2	94.5
2	94.3	94.6	94.5	94.6
3	95.3	95.1	94.5	93.5
4	94.1	95.7	95.5	94
5	96.1	93.5	95.9	95.3
6	96.3	94.9	94	94
All Years	95.1	95.3	95.2	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance is monitored on a daily basis and through weekly computerised summary statements which are overseen by the Principal. Unexplained attendance results in verbal or written requests for explanations. Follow up by the Home School Liaison Officer occurs if non-attendance continues to be an issue. The importance of regular patterns of attendance is regularly reinforced through school communications, student reports and the school newsletter. Certificates

for excellent attendance are presented at the end of each year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration & Support Staff	1.81
Other Positions	0

*Full Time Equivalent

The school does not have any permanent or temporary Aboriginal staff in 2016. There is a non-teaching Principal and a teaching Assistant Principal as executive staff at the school. There are five other permanent teaching positions with a mixture of experienced and new beginning teachers on staff. The school also has one permanent School Administration Manager and a permanent part-time School Administration Officer, School Learning Support Officer and General Assistant. Other temporary teaching and non-teaching staff are employed to fill positions as required.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Quality professional learning was a priority in 2016. School development days were regularly shared with staff from Mount Hunter and Cawdor Public Schools with an emphasis on 21st century learning skills, formative assessment and an introduction to the new geography syllabus. All mandatory training was completed by permanent, part-time and temporary staff including topics such as child protection, code of conduct, anaphylaxis and cardio-pulmonary

resuscitation. Teachers were involved in setting goals using the Professional Standards for teachers, aligned with the Performance and Development framework. They attended a wide variety of professional learning courses, collaborative planning days and shared skills sessions with staff from other schools. PLAN (Planning Literacy and Numeracy) sessions were developed throughout the year to collect and analyse student data as well as regularly examine the literacy and numeracy continuums.

School executive staff attended training in school leadership and management, specifically in relation to educational reforms and Department of Education policies. Financial management courses were also attended by the school executive and school administration manager. The computer coordinator regularly attended courses to ensure up to date knowledge of technology information.

There are two permanent teachers maintaining accreditation at Proficient stages of the Australian Professional Standards for Teachers. One of these is a newly appointed teacher who gained Proficient accreditation in 2016.

The total school expenditure on teacher professional learning was \$11 797.06

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	84 748.42
Global funds	96 413.52
Tied funds	166 253.99
School & community sources	79 358.25
Interest	2 174.99
Trust receipts	5 079.95
Canteen	0.00
Total income	434 029.12
Expenditure	
Teaching & learning	
Key learning areas	11 944.62
Excursions	21 550.66
Extracurricular dissections	21 726.12
Library	2 123.82
Training & development	6 115.45
Tied funds	77 170.21
Short term relief	22 104.39
Administration & office	46 527.61
School-operated canteen	0.00
Utilities	14 466.23
Maintenance	5 078.58
Trust accounts	4 921.40
Capital programs	34 544.00
Total expenditure	268 273.09
Balance carried forward	165 756.03

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	184 689.43
(2a) Appropriation	166 046.03
(2b) Sale of Goods and Services	504.24
(2c) Grants and Contributions	18 044.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	95.16
Expenses	-92 632.54
Recurrent Expenses	-92 632.54
(3a) Employee Related	-65 528.04
(3b) Operating Expenses	-27 104.50
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	92 056.89
Balance Carried Forward	92 056.89

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This summary financial information covers funds for operating costs to the 31st December 2016 and does not involve expenditure areas such as permanent salaries, building and other maintenance.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 121 477.20
Base Per Capita	7 796.80
Base Location	2 586.89
Other Base	1 111 093.51
Equity Total	107 089.25
Equity Aboriginal	5 107.52
Equity Socio economic	55 531.85
Equity Language	3 364.62
Equity Disability	43 085.26
Targeted Total	11 889.99
Other Total	7 440.04
Grand Total	1 247 896.48

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.

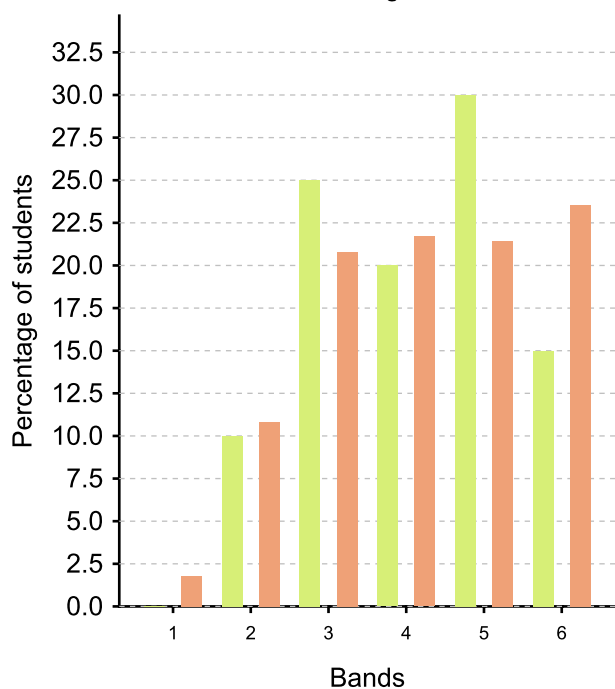
School performance

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.

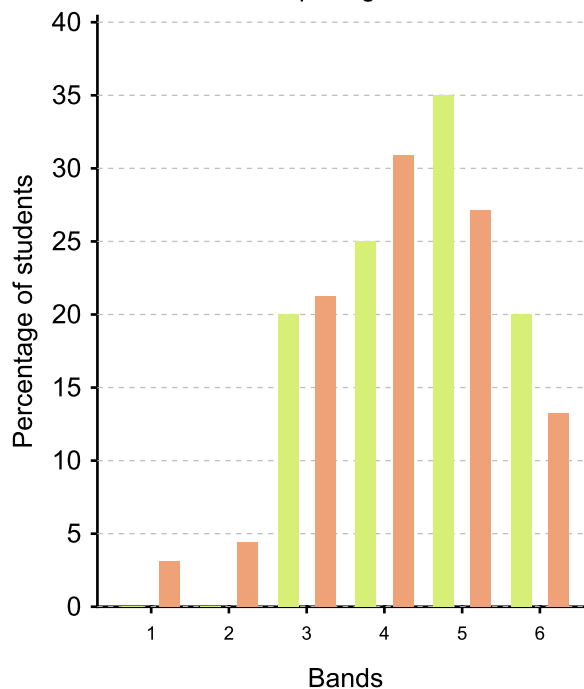
100% of Year Three students were above the minimum standards in all areas of literacy. 45% of students were proficient in reading, 55% were proficient in writing, 55% were proficient in spelling and 65% were proficient in grammar and punctuation. In Year Five, 95% of students were above the minimum standard in reading and spelling while 100% were above the minimum standard in writing and grammar and punctuation. 33% of students were proficient in reading, 19% were proficient in writing, 52% of students were proficient in grammar and punctuation and 14% were proficient in spelling. Further improvement is particularly required in the area of spelling.

Percentage in bands:
Year 3 Reading



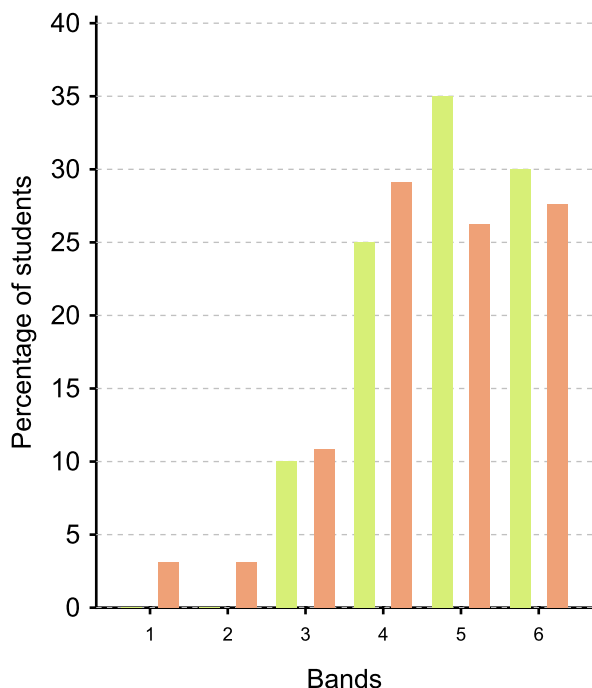
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



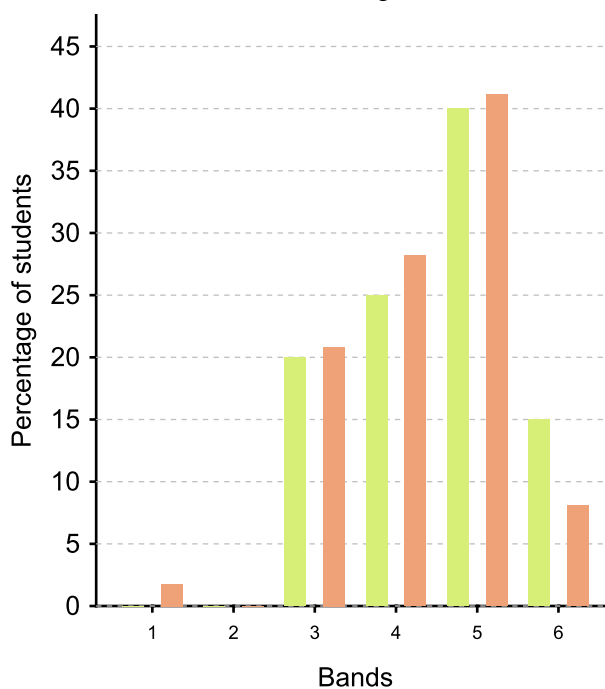
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



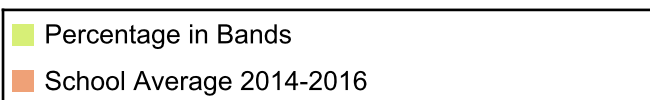
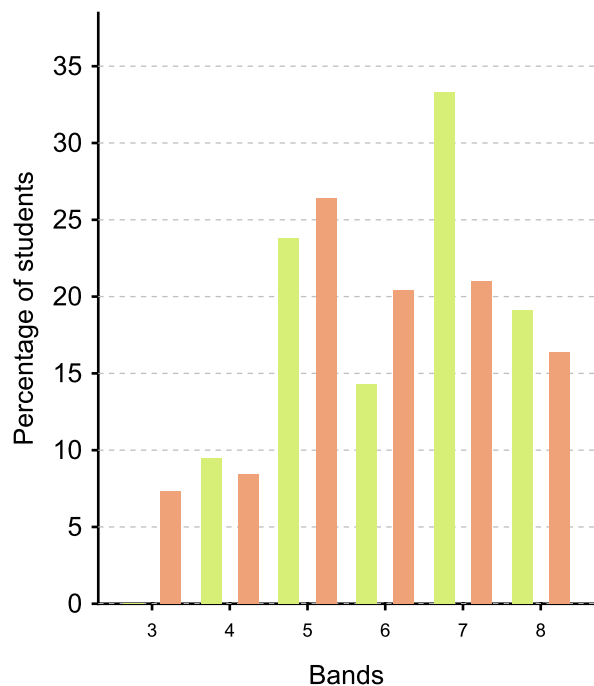
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

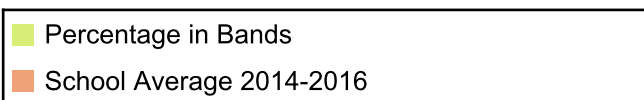
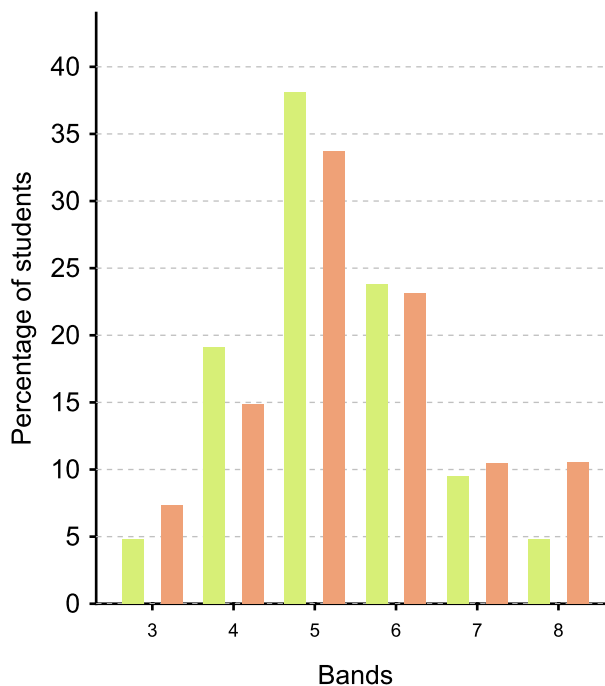


Percentage in Bands
School Average 2014-2016

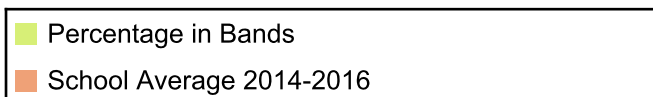
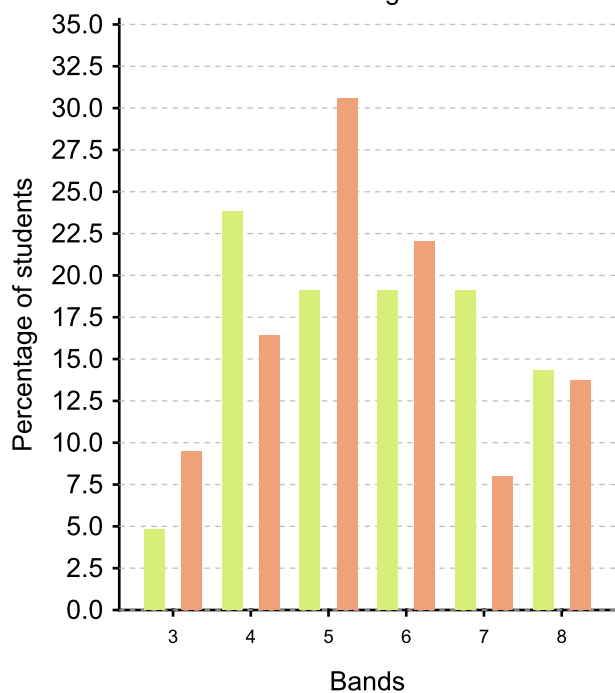
Percentage in bands:
Year 5 Grammar & Punctuation



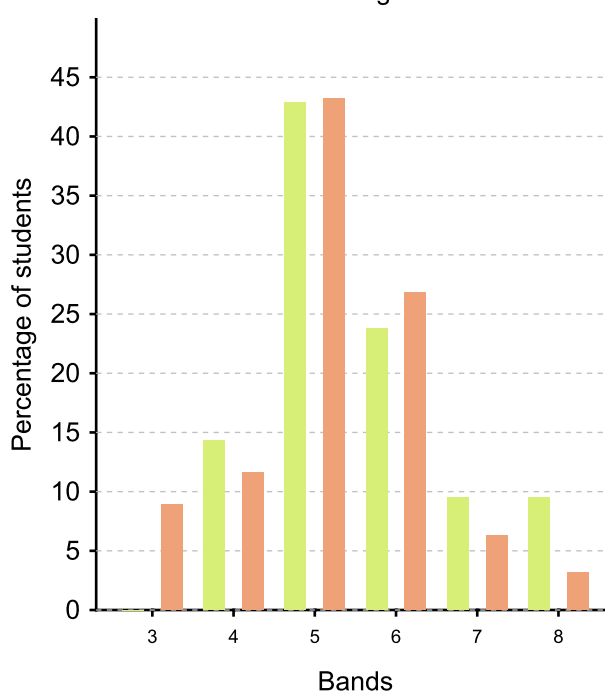
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

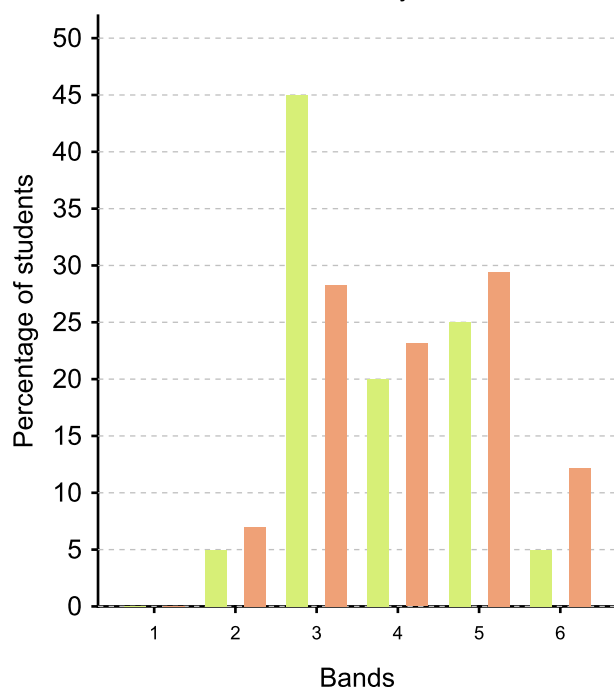


Percentage in bands:
Year 5 Writing



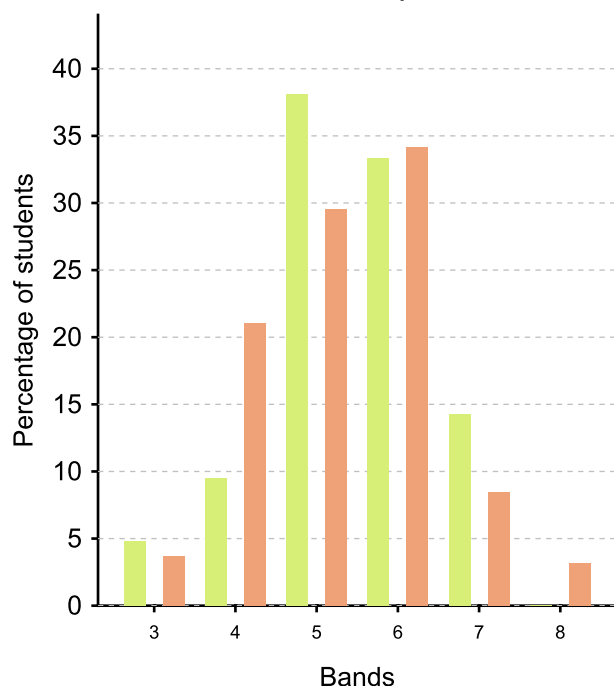
100% of Year Three students were above the minimum standard in numeracy. 30% of Year Three students were proficient. 95% of Year Five students were above the minimum standard and 14% were proficient. Continued development of numeracy skills is a school priority.

Percentage in bands:
Year 3 Numeracy



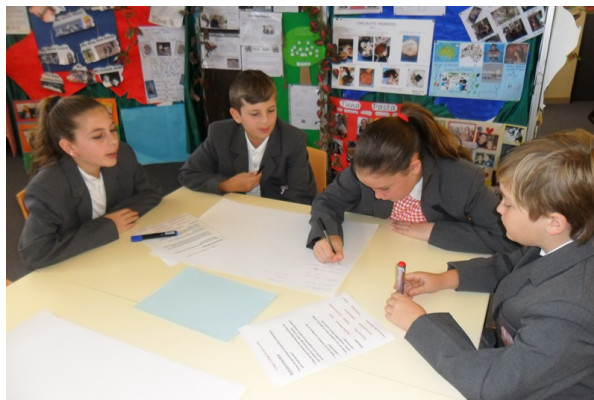
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Increased numbers of students have gained proficiency levels, particularly in Year Three where levels were above state average in literacy. Year Five proficiency levels were above average in grammar and punctuation but require further improvement, particularly in writing and spelling. Numeracy continues to be a priority for the school in order to further improve proficiency levels for students in both Year Three and Five.



Parent/caregiver, student, teacher satisfaction

This year, students, staff and parents were surveyed using the Tell them From Me online survey process. Students were surveyed in March and October while staff and parents were surveyed in September. Overall, a high level of satisfaction was noted. Students reported high levels of participation in sport and extra-curricular activities. Interest and motivation at school were similar to the state norm and were above average in relation to positive behaviour and effort at school. In responding to questioning about bullying, responses were also similar to state norms. Continued anti-bullying programs will be ongoing. Most students felt their learning time was effective and relevant and that teachers had high expectations for their success. Parent responses were above state norms in responses to questions about their child's experiences at school. They believed the school was a welcoming, inclusive environment which supported student learning and positive behaviour. Parents felt well informed about their child's learning. Teachers believed that the school was a very inclusive place for students with a positive learning culture with overall responses also above state norms. Strategies to enhance student well being, support learning at home, encourage further parental involvement, develop leadership capacity, promote collaborative practice and develop the use of technology across the school will continue to be a priority.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Policy requirements

Aboriginal education

Our school received Aboriginal background funding in 2016 and with these funds, an experienced teacher was employed to provide individual and small group literacy and numeracy support. In addition, the teacher worked closely with the students' families and local elders to develop cultural studies and create artworks.

A highlight was the development of a book based on an indigenous tree in the school playground integrating the use of text and photography. All of the Aboriginal students contributed to the creation of the story and multiple copies were made for school use. Aboriginal students also attended a district numeracy day and one student attended a gifted and talented program involving students from a range of schools.

Students at Douglas Park Public School continued to have Aboriginal perspectives and studies across all key learning areas, with particular emphasis in Human Society and its Environment as well as science units in our environmental program, including the planting of some native plants in the indigenous garden area of the school. The Australian and Aboriginal flag are flown each day. In addition, the school support for our indigenous students is evident with specific acknowledgement of country at formal assemblies.

Specific, personalised educational learning plans are developed for all Aboriginal students with discussions held with parents and students to set goals and monitor progress. Attendance at Aboriginal Education meetings by school staff occurred throughout the year to continue professional learning. Students participated in the Wollondilly Environmental Art competition and a variety of quality artworks were displayed at the local council. At our school, we ensure that we build an awareness, respect and cultural sensitivity for all students in regard to their understanding of Aboriginal education.



Multicultural and anti-racism education

Douglas Park Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole. In pursuing this aim, the school annually focuses and implements a program around multicultural studies, specifically around the Multicultural Public Speaking Competition. This involves units of work in Years Three to Six in which students prepare individual presentations around the themes of multiculturalism. Teachers further developed their knowledge of multicultural perspectives through use of state library resources this year, particularly in relation to the history and geography syllabuses. Students attended video conferences to examine artefacts and further develop their understanding. This has also been addressed through the study of texts and concepts in the implementation of the English syllabus. The school strongly implements an anti-racism policy and has a trained anti-racism officer who discusses issues with students throughout the year. Our school continues to emphasis a peaceful climate of acceptance and respect.

Other school programs

Sport

Sport is highly valued at our school with all students participating in the Premiers' Sporting Challenge throughout the year. This included gala days in AFL, soccer and netball as well as athletics, swimming and cross country carnivals. Many students represented our school at district carnivals and one student represented at state level in athletics. Successful Sporting School grants enabled specialised coaches in tennis, athletics and gymnastics to be employed. Excellent skill development sessions were provided in each sport. The annual swimming scheme was held in term three.

Another highlight was the whole school participation in a Sportathon which was integrated with an Olympic theme. This activity raised over \$2000 and provided a great opportunity for fitness and team building. Our school continues to be an active Live Life Well school.

with our emphasis on a healthy lifestyle. Staff joined with teachers from other schools to complete professional learning on the new physical literacy continuum and effective scope and sequences in personal development, health and physical education.

Creative Arts

During the year, all students participated in a range of creative arts programs, including dance, drama, music and visual arts. Our school choir performed on several occasions including the Camden High school showcase in term two.

A major activity was the whole school performance in term four. Every student was involved, with colourful costumes as well as fine singing, dancing and acting combining to create an enjoyable, vibrant performance. The creative arts continues to be a strong and vital aspect of our school curriculum.