

Double Bay Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Double Bay 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.

Andrea Garling

Principal

Message from the Principal

2017 was a very successful year for Double Bay Public School students. NAPLAN results show that both our Year 3 & Year 5 students outperformed the State average. In Year 3, in Reading 63% of students scored in the top two bands compared to 50% for the state; in Writing 64% of our students scored in the top two bands compared to a state average of 52%; in Spelling 68% of our students scored in the top two bands compared to 52% for the state; in Grammar and Punctuation 76% of our students scored in the top two bands compared to a state average of 61%; and in Numeracy 58% of our students scored in the top two bands compared to a state average of 43%.

In Year 5, in Reading 56% of our students scored in the top two bands compared to 39% for the state; in Writing 25% of our students scored in the top two bands compared to a state average of 17%; in Spelling 58% of our students scored in the top two bands compared to 37% for the state; in Grammar and Punctuation 50% of our students scored in the top two bands compared to a state average of 35%; and in Numeracy 45% of our students scored in the top two bands compared to 32% for the state.

In 2017, 51 students from Years 3 – 6 sat for the ICAS Test in English and 52 sat for the Maths Test. Altogether, our students received 3 high distinctions, 17 Distinctions, 24 Credits and 3 Merits in the tests.

Many activities were again offered this year including CAPA, Italian, a Specialist taught PE Program, PSSA Sport, School Sport, Senior and Junior Choir, The Concert Band and the Training Band, Debating, Public Speaking, Peer Support, Student Representative Council, MaGneT, and in-class Chess for Kindergarten to Year 2 students and Chess Club for interested, talented students.

Alongside our excellent academic achievements, our sporting achievements were exceptional. In the Primary School Sports Association (PSSA) we entered 4 netball teams, 3 rugby teams, 4 soccer teams – a Junior and a Senior Girls' Soccer Team and a Junior and a Senior Mixed Soccer Team, 8 Oztag teams, 1 softball team, 1 T-Ball team and 2 cricket teams. The highlights for the PSSA Sport Teams were the Senior A Netball, Junior A Netball and Junior Girls' Oz-tag Teams winning their Grand Finals.

We also had students representing our school at Zone, Regional and State levels in these sports: Swimming, Athletics, Cross Country, Netball, Tennis, Touch Football and Cricket. We were active participants in the Premier's Sporting Challenge and the Sporting Schools Program, funded by the Federal Government.

We were again very fortunate to have the expertise of Directions in Music to run our School Band Program. Thank you to the conductors and music tutors for a very successful year with our band students. Both bands participated in the Big Band Bash and the Band Camp at Stanwell Tops with students from Glenmore Road Public School. This culminated in a wonderful performance in the Packer Theatre at Ascham School. Our bands performed at various school assemblies, the Band and Choir Soiree and Presentation Day.

Throughout the year, all students participated in our Creative and Performing Arts Program, culminating in a performance at the end of the year titled 'Summer Stories'.

Junior choir performed at assemblies and Presentation Day. The Senior choir performed at the Band Soiree at Ascham School, Showcase at Souths Juniors, Cantabile at the Sydney Opera House and the Respectful Relationships White Ribbon Breakfast at Woollahra Council. Their performance skills were also showcased on Presentation Day.

Our 'Strings' program continued with the children experiencing success at both playing and performing before an audience.

Our 'After School Activities Program', run by our P&C Association, offered our students the opportunity to be involved in a wide range of engaging activities, including karate, dance, athletics, cooking, coding and music. We are very lucky to be able to offer our students these fulfilling opportunities onsite in a well-organised and carefully monitored setting.

These activities are available in a well–organised and monitored setting.

Our parent body continues to support all school programs. The P&C raised funds for many valuable resources. Their contribution of \$ 85,250.00 enabled the school to employ a Support Teacher Learning Assistance, a specialist maths support teacher, classroom resources and equipment for STEM/STEAM activities. In addition to these funds, the P&C were instrumental in ensuring that the toilet block upgrade was successfully completed and the bubblers were relocated and water filling stations were installed in the school playground.

The school community were involved in two very successful Garden Working Bees. They cleared, dug and replanted to ensure the beautification of the school garden. Thank you to the Fundraising team and many parents for all their ongoing organisation and dedication to our school. We are extremely lucky to have such a supportive P&C at Double Bay. We are grateful for the continued support of our parent body and thank you on behalf of the students and staff.

Andrea Garling

Principal

School contact details

Double Bay Public School

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School background

School vision statement

Double Bay Public School is a place of learning that values and develops the unique talents and academic potential of each child. Our aim is to produce confident, resilient, respectful, engaged students who are equipped with the essential skills for 21st Century learning: creativity; determination; problem-solving; collaboration and technology. At Double Bay Public School individuality is valued, excellence is celebrated and relationships are built on kindness, courtesy and mutual respect.

School context

Double Bay Public School, situated in a beautiful harbour-side location, offers a full and varied curriculum, provides a stimulating and supportive learning environment and engenders a caring family atmosphere. Extra-curricular programs include Italian, Chess, Choir, Band, Gateways, Debating, Public Speaking, MaGneT, Battle of the Minds and a wide range of 'After School Activities' organised through our P&C Association. Our school community draws from a wide range of socio-economic and cultural backgrounds, with 37% of our students coming from language backgrounds other than English. Parent involvement in all aspects of school life is valued and encouraged.

Our extremely capable, dedicated staff caters effectively for a wide range of student ability levels and needs. Our students are motivated learners who thrive in a well-resourced school, where our highly supportive school community assists us in providing the range of resources necessary for each child to achieve their potential. Focus areas include literacy, numeracy, technology, environmental awareness and enhanced leadership skills, resilience and well-being for all students and staff.

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.

During 2017, the staff at Double Bay Public School used the School Excellence Framework to inform, monitor and evaluate our practices. The self-assessment processes of the School Excellence Framework were used to determine our areas of strength and areas for continued development.

Learning:

The school culture is strongly focused on learning and building student engagement and outcomes in a supportive and well structured environment. In 2017, we focused on the areas of Learning Culture and Wellbeing. With P & C funding, an additional teacher has been employed to support the children in Mathematics and Literacy. This teacher identifies students with both learning needs and also provides extension activities. This has encouraged students to expand their mindset, to take risks and think more critically and creatively throughout the learning process.

The whole school has engaged in regular reflection and the use of formal and informal feedback to report on student learning and develop CTJ. PLAN software, student work samples and Grade and Stage meetings, quality resources and collaborative planning have formed the basis for supporting all students with their learning.

Teaching:

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods using evidence-based teaching strategies. We continue to select internal and external data collection tools, such as standardised assessments including NAPLAN and PLAN to determine goals for effective classroom practice. Teachers collaborate and share curriculum knowledge about student progress and achievements. This is used to develop programs and lessons to meet student learning outcomes. Teachers respond promptly to student work and routinely review previous content to inform future learning.

Leading:

Resources are strategically used to achieve improved student outcomes and deliver high a quality learning environment. Technology is effectively used to engage, enhance and deliver current methodologies for students to be future focused learners. Technology is available and integrated into lessons by teachers. School staff resources are used to support the school's strategic priorities. All school staff are supported to successfully use the administrative systems to maintain effective communication with the school community..

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To ensure school-wide consistency through high quality teaching and learning practices.

To support and expect all students to achieve their academic potential through the delivery of engaging, differentiated, high quality teaching and learning programs.

To enable students to develop the skills necessary to become: effective 21st century learners; critical and creative thinkers; resilient and persistent.

Overall summary of progress

Mathematics – Staff continue to implement relevant practical tasks across all stages to further develop the students' understanding of concepts. Investigations requiring Higher Order Thinking skills are embedded in the teaching and learning practices. Relevant resources are regularly acquired to assist the students to attain a deeper understanding in maths.

Curriculum Differentiation – All staff continue to develop, write and implement programs and lessons that are differentiated to suit the individual needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 65% of students achieve at or above expected growth from the current 55%.	NAPLAN results show that 67% students achieved at or above expected growth. Some students achieved three times their expected growth. A specialist teacher is employed to provide in-class support in maths. A Maths expo was held and the school community was invited to view a continuum of Mathematical activities from Kindergarten to Year 6.	\$ 40 000
An increase in the percentage of students achieving growth of 2 or more clusters K–2 as measured in PLAN.	The PLAN data for Kindergarten through to Year 2 shows an average growth of three clusters across the areas of literacy and numeracy above 90%.	\$ 3 000.

Next Steps

In 2018, Double Bay Public School will continue to provide quality teaching and learning experiences for the students. To facilitate this we will:

- We will provide staff with PL in Formative Assessment. This will build teacher capacity in evidence-based practices to enable students to set and achieve their learning goals.
- We will deliver clear learning intentions and success criteria for all students.
- Continue to provide support for teachers implementing STEM/STEAM.

Strategic Direction 2

Quality Relationships

Purpose

To create a collaborative and connected school culture where the expectation is that all stakeholders work together to develop positive, quality relationships, strong trust and mutual respect.

To build quality relationships where all members of the community feel they belong and their contributions are valued.

These are supported by clearly defined roles and responsibilities for all students, parents and staff.

Overall summary of progress

Assessment and Feedback – The school community, students and staff completed the TTFM Surveys and were invited to attend a forum and comment on school practices. This enabled the school community to have a voice in driving the direction of the school for the next three years.

PBL – Through support and coaching the PBL team continues to modify and implement goals and learning outcomes for consistent practice and positive behaviour at school. Our 'fast and frequent' and 'long and strong' merit practices continue to be positive rewards for appropriate behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Rich assessments tasks are being used across grades and stages to enable consistency of teacher judgement when reporting back to students and parents.	Each Stage and Grade developed a bank of rich assessment tasks to support the consistency of teacher judgement to assist with the reporting back to students and parents.	\$ 1 000
'Tell 'Them from Me' survey data indicates improved levels of engagement of students, teachers and parents.	Students, staff and parents were surveyed using the TTFM Survey. Students engagement is above state norms in all areas. There were 31 respondents for the parent survey. The parents feel that the most effective communication they have is through the formal interviews and informal meetings with teachers.	\$ 1 500
Parents understanding, appreciating and supporting the teacher's role in assessing, teaching to and meeting each child's individual needs to help them to achieve their potential.	The current school welfare and discipline has been reviewed. The PBL program continues to be implemented to establish a consistent approach and understanding of expected behaviours.	\$ 1 000

Next Steps

In 2018, Double Bay Public School will continue to provide quality community relationships. To facilitate this we will:

- Build upon the foundations of the PBL program by establishing a common language and understanding around

expected behaviour for the whole school community.

- Use TTFM Surveys and the School Excellence Framework to plan the future directions of the school.
- Contribute to the collegial networking through the CoSiES group.

Strategic Direction 3

Quality Systems

Purpose

To improve all school based quality systems.

To efficiently enhance all school organisational practices and systems which contribute to the improvement of student learning outcomes.

To build on the staff's capacity to provide a curriculum which meets the diverse needs of our students by engaging in professional learning.

To develop pedagogy and technology skills for students and leadership skills for staff.

To improve our organisational and management systems including more effective communication with the whole school community.

To work towards 'best practice' for all school systems through a culture of continuous improvement at Double Bay Public School.

Overall summary of progress

Schoolzine – Schoolzine provides parents with an easily accessible source of relevant information. Schoolzine is a consistent, collaborative method of communication.

ICT for Students – New iPads were purchased. Bee Bots and Spheros were acquired for STEM/STEAM activities. Robokids in-serviced the staff. Staff attended Microsoft for training in coding and Microsoft 365.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff use explicit management systems to collect, analyse and report on student and school performance data.	The training and trialling of marking of rolls in EBS4 has begun with staff familiarising themselves with the process. The method for reporting to parents is the ESR Momentum software.	\$ 2 000
Administrative practices provide explicit and transparent information which is communicated to the school community about current procedures and practices.	Schoolzine continues to be the main method of communication between school and parents. If a message is required to be communicated quickly such as change to sport a sms message is sent to the parents. The number of hardcopy notes is reducing as parents become more familiar with schoolzine procedures. The majority of payments is done online reducing the necessity for cash being a safety issues for students and staff.	% 5 5000

Next Steps

In 2018, Double Bay Public School will provide clear and effective systems. To facilitate this we will:

- Continue to update and align our scope and continuums with NSW Syllabuses and current practices.
- Introduce EBS4 to mark rolls, collate reports and collect student welfare data.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency	\$30 185 for EAL/D Teacher \$1 000 for resources.	The EADL/D Support Teacher mentored teachers and supported students with quality teaching programs resulting in highly engaged NESB students showing an improvement in literacy skills especially in their writing skills.
Low level adjustment for disability	\$50 787 \$22 398	Part-time Learning and Support Teacher (LAST) provided support for students and teachers. All students who required assistance were supported. Students were also supported by our School Learning Support Officer (SLSO) to enable them to access the curriculum at their own level and to show progress.
Quality Teaching, Successful Students (QTSS)	\$27 222	Funds were used to release staff to: work together to assess and analyse student data; jointly develop units of work and assessment tasks; and for Executive Staff to provide comprehensive support for teachers with the Performance and Development Framework.
Socio-economic background	\$3 045	This funding has enabled students, whose socio-economic background may have prevented them to, to participate in all school activities.
Support for beginning teachers	\$39 000 for three beginning teachers	The funding facilitated formal mentoring of beginning teachers by experienced teacher mentors. This time together allowed beginning teachers to learn classroom practices and strategies to improve their teaching practice and their classroom management skills. Time was allocated for beginning teachers to prepare documentation for accreditation. Accreditation documentation was then submitted to the Teacher Accreditation Authority (TAA).

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	190	195	183	170
Girls	204	173	168	161

Enrolments for each school year are indicated above and include male and female student numbers.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	96.3	96.3	95.1
1	97.4	94.9	97.2	96.3
2	97.4	96.5	95.9	97.7
3	96.2	95.1	97	96.4
4	96.9	95.7	95.6	96.4
5	95.2	96	95.8	95.3
6	95.1	94.5	96.3	94.4
All Years	96.5	95.6	96.3	96
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The above table represents students attendance patterns by grade compared to state-wide averages. Double Bay Public School's attendance rate for 2017 was higher than the state.

We have very few attendance issues at Double Bay Public School. The Home Liaison Officer (HSLO) regularly checks our rolls and discusses any students who require monitoring to improve their attendance. Double Bay Public School is proactive in managing students of non attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.46
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

Above are the permanent, part-time and temporary positions for 2017. Double Bay Public School has no identified Aboriginal or Torres Strait Islander persons employed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning is undertaken each year to develop the professional growth of teachers – focusing on improving student learning outcomes. All professional learning is linked to our school targets and school plan. New curriculum implementation has provided the opportunity for staff to review their practices and evaluate strategies to cater for students' individual needs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	182,327
Revenue	3,028,789
Appropriation	2,579,181
Sale of Goods and Services	22,669
Grants and Contributions	422,615
Gain and Loss	0
Other Revenue	0
Investment Income	4,323
Expenses	-2,955,414
Recurrent Expenses	-2,955,414
Employee Related	-2,567,692
Operating Expenses	-387,721
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	73,375
Balance Carried Forward	255,702

The school's finances are managed by a finance committee comprising the Principal, and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager.

The budgets are monitored using statewide and local internal orders. Funds carried over into the 2018 financial year have been committed to the strategic directions and supporting strategies outlined in the school plan 2018 – 2020. Some funds have been committed to minor capital works and maintenance.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,337,012
Base Per Capita	53,642
Base Location	0
Other Base	2,283,369
Equity Total	106,415
Equity Aboriginal	0
Equity Socio economic	3,045
Equity Language	30,185
Equity Disability	73,185
Targeted Total	94,622
Other Total	50,871
Grand Total	2,588,919

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

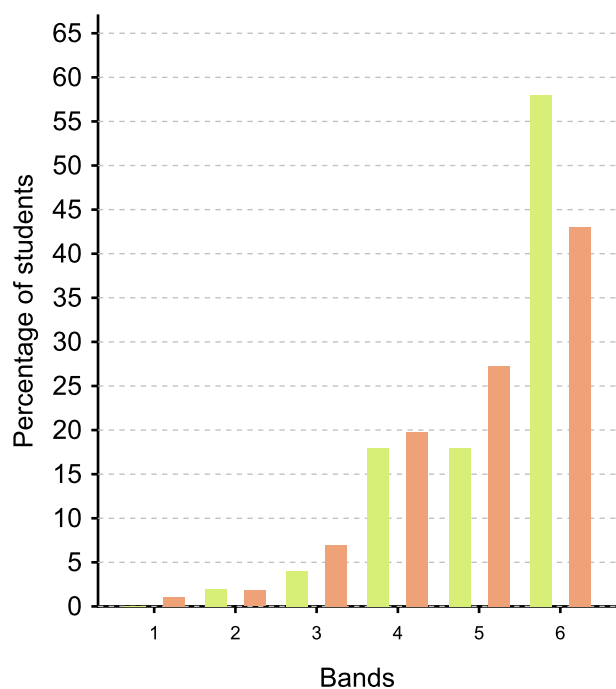
School performance

NAPLAN

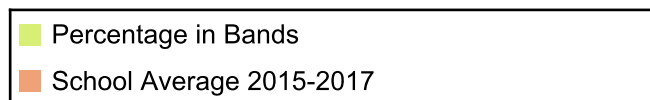
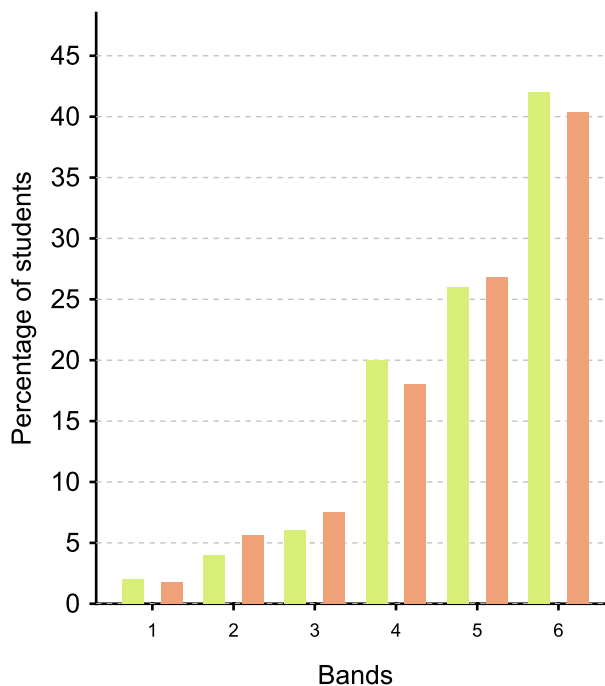
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The following graphs provide an overview of student performance in Reading, Writing, Spelling and Grammar and Punctuation for Years 3 and 5. Trend data obtained over time assists the school in establishing priority areas for future development.

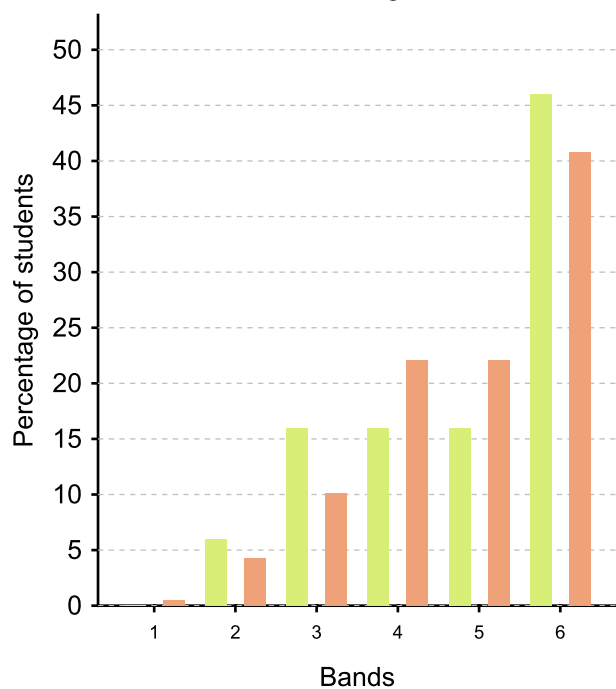
Percentage in bands:
Year 3 Grammar & Punctuation



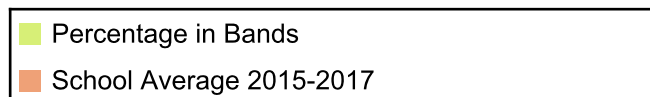
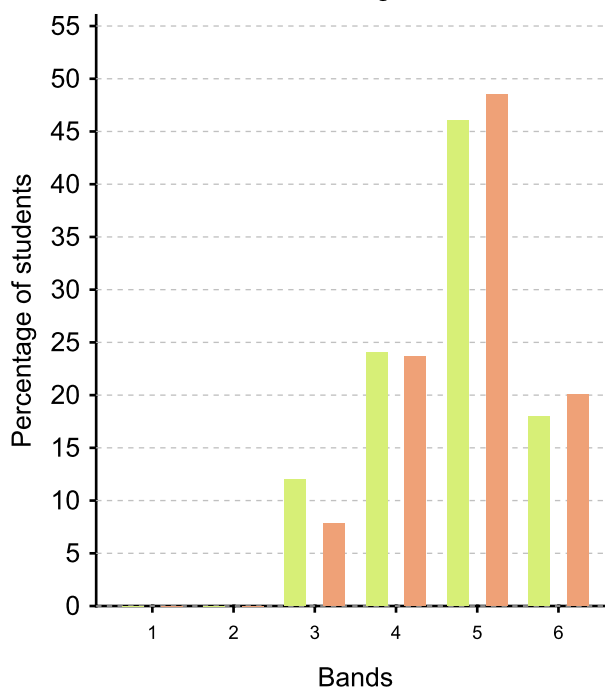
Percentage in bands:
Year 3 Spelling



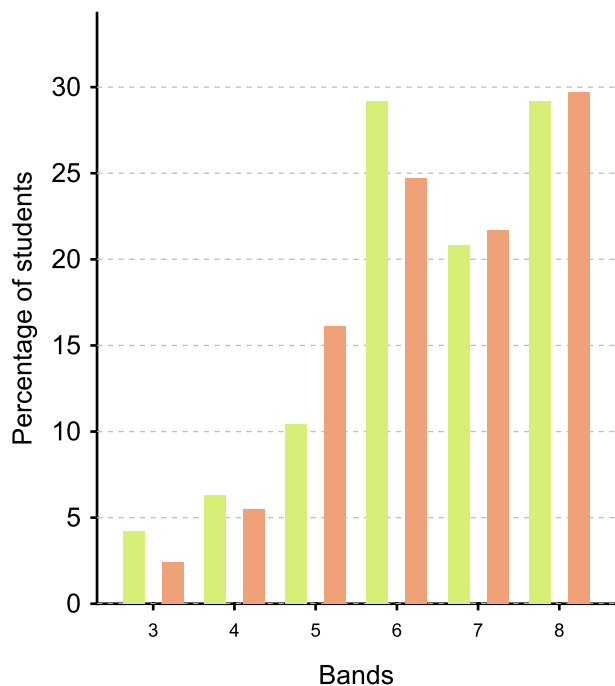
Percentage in bands:
Year 3 Reading



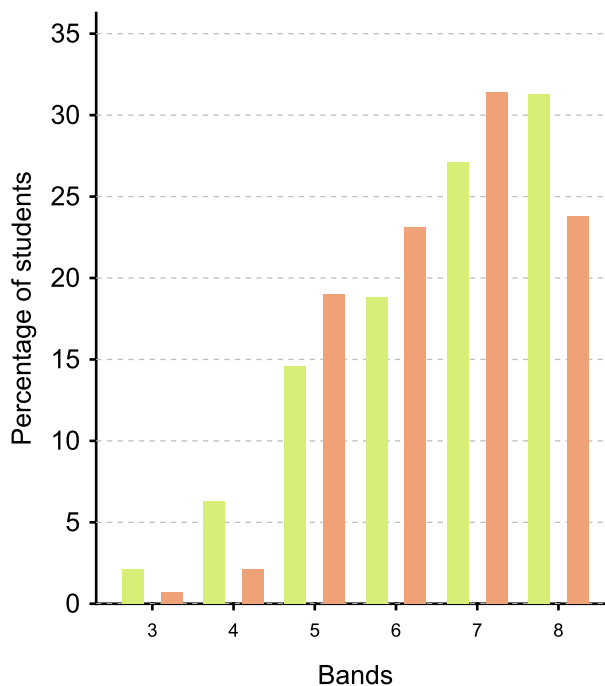
Percentage in bands:
Year 3 Writing



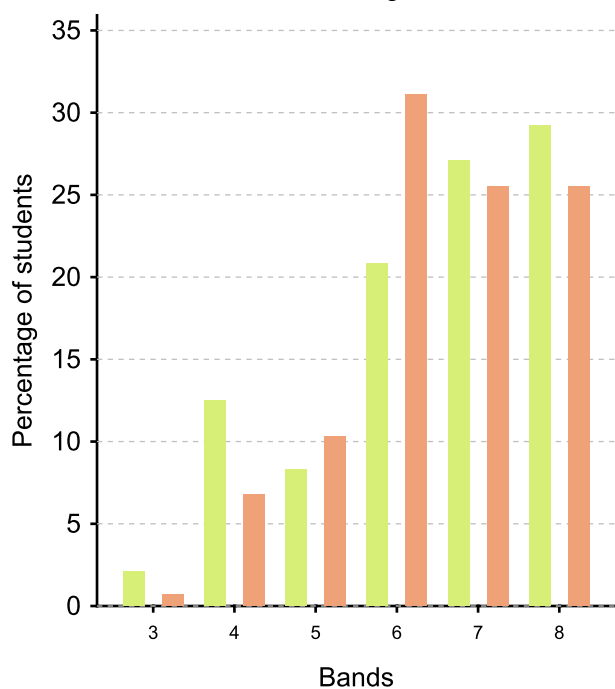
Percentage in bands:
Year 5 Grammar & Punctuation



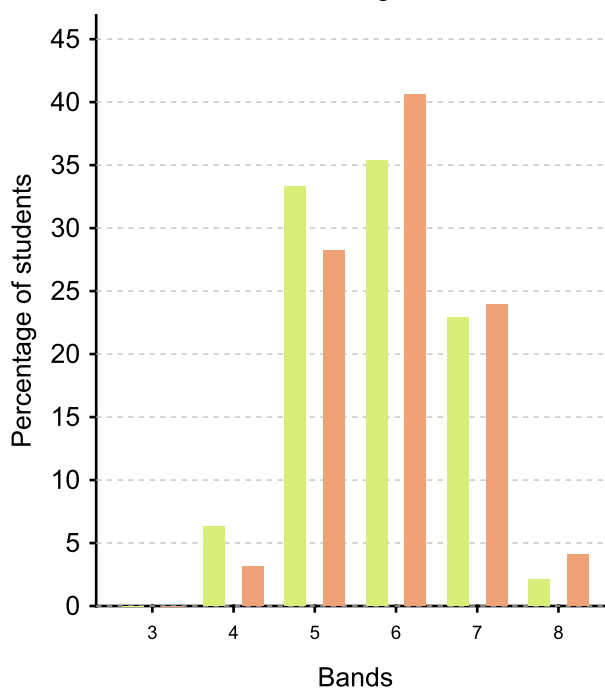
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

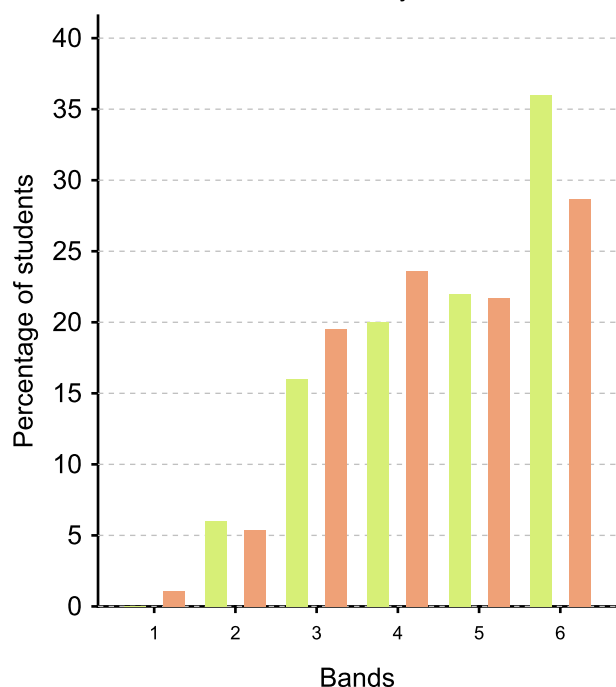


Percentage in bands:
Year 5 Writing



The following graphs provide an overview of student performance in Numeracy for Years 3 and 5. Following detailed analysis of student data it had been determined that during 2018 the school will continue with current support strategiesThe to further enhance student process.

Percentage in bands:
Year 3 Numeracy



K-6 to further enhance student progress in the areas of spelling and writing through the Departments Quality Teachers Successful Students (QTSS) initiative to strive towards achieving the NSW Premier's Targets.

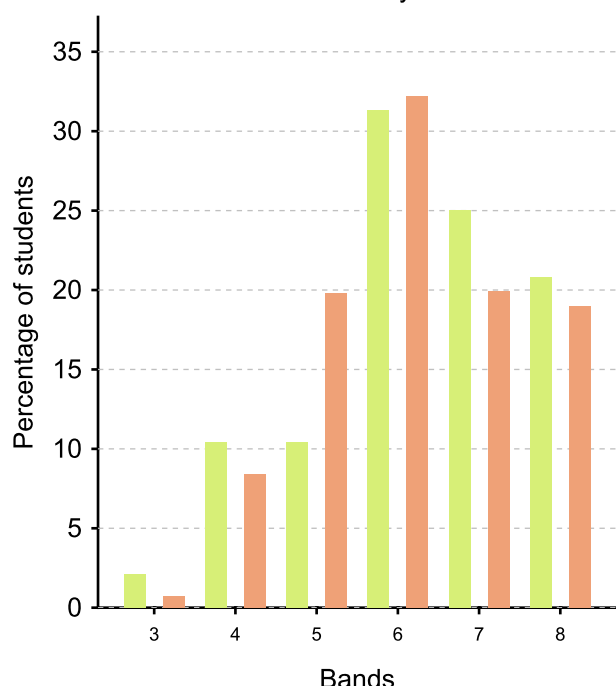
Parent/caregiver, student, teacher satisfaction

Each Year schools are required to seek the opinions of parents, students and staff using the NSW Department of Education's Tell Them From Me Survey (TTFM). This survey reviews perceptions of school experiences. The parents were asked to respond to questions on being a partner in their child's learning. The majority of parents feel that the most effective communication they have is when discussing their child's learning through formal interviews or informal meetings.

The TTFM student survey measured the child's sense of wellbeing and how interested and motivated they are in their learning. The students indicated a positive connectedness to Double Bay Public School and they are consistently encouraged to set achievable and challenging goals.

The staff were asked to comment on areas related to student learning. The staff reported that planned learning opportunities and quality feedback were areas of strength while the area of setting challenging and visible goals is one for future focus.

Percentage in bands:
Year 5 Numeracy



Policy requirements

Aboriginal education

Aboriginal education is an integral part of learning at Double Bay Public School. In 2017 Aboriginal perspectives were integrated into teaching / learning programs.

During NAIDOC and Reconciliation Week students participated in an incursion. The school participated in activities to raise awareness of Aboriginal culture including the annual Koori Art exhibition.

Multicultural and anti-racism education

Multicultural Education is an important part of the school curriculum. A supportive English as an Additional Language or Dialect (EAL/D) program is provided for students from non-English speaking backgrounds (NESB). Individual differences are acknowledged, valued and celebrated at our school. All students K -6 receive weekly Italian language and cultural lessons. to promote the language and culture of Italy, the students participated in a themed Italian Day.

Harmony Day was celebrated using the theme 'Everyone Belongs'. The day was an opportunity for all students to show their respect and understanding of the diverse backgrounds of all Australian residents and the Traditional Custodians of this land.

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

in 2018 the school will continue to implement strategies