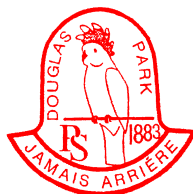


Douglas Park Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

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Message from the Principal

During 2017, Douglas Park Public school has continued to provide an extensive range of challenging, high quality programs across the curriculum. With an enthusiastic, dedicated staff and a very supportive school community, all of our students were engaged in motivating educational opportunities and learning programs which were tailored to meet individual need and allowed students to experience personal excellence and success. Extra-curricular activities in the areas of sport, the performing arts, debating, public speaking, academic competitions, camps, excursions and community events were regular features throughout the school year. Through the use of equity funding, additional support was provided to students in the areas of literacy and numeracy as well as extension opportunities for talented students.

During 2017, the physical development of our school has continued to develop with the construction of several ramps and a disabled bathroom facility as well as new roofing, painting and carpeting in a number of buildings. Further gardens have been developed, creating a beautiful array of flowers and a vegetable patch to enhance the school environment throughout the year.

Our very committed P&C have demonstrated outstanding support and worked tirelessly in fundraising, resulting in enhanced technology, additional reading material, a new outdoor sound system and further opportunities for our students. Great support has also been forthcoming from local business and community groups. The students at Douglas Park Public School are wonderful ambassadors for our school. They are thoughtful, considerate and friendly, a credit to their parents and teachers.

I congratulate and thank all of the students, staff, parents and community members for their wonderful contribution to Douglas Park Public School this year. It has been another rewarding year and reflective of our school motto 'Look to the future.'

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 differentiating learning to ensure personal success for each student. Ongoing data evidence has been regularly collected and analysed by all teachers with targeted support using equity funds utilised for students with learning difficulties and students requiring extension in literacy and numeracy. Formative assessment has been emphasised in all classes to ensure clear learning intentions are evident and relevant feedback has been available to all students. Teachers have met regularly with our Learning Support Team to ensure 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 the vocabulary of mathematics, automaticity and mental strategies has occurred in all classes to improve fundamental skills for all students. The development of inquiry learning across all key learning areas supported by the use of technology has been a focus. Extra curricular learning experiences across the curriculum have continued to ensure a rich, varied context for students to explore learning and to apply their learning skills and strategies in real and relevant ways. The results of our self-assessment indicate that in this domain we are sustaining and growing in the areas of learning culture, wellbeing and curriculum and learning while we are delivering in the areas of assessment and reporting and student performance measures.

In the domain of Teaching, the strategic direction of quality teaching practice has been an emphasis for all teachers. Planned sessions at both stage and whole school level have regularly occurred to ensure collaboration, particularly relating to assessment and data analysis. This has been particularly valuable as there has been a significant change in staff in recent times, including a number of beginning teachers who have been regularly supported through mentoring programs. Additional teachers were employed through equity funds to conduct individual and small group learning in all classes. A shared professional goal by all teachers in the area of mathematics has led to regular professional learning sessions related to the mathematics syllabus as well as 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. Clear scope and sequences, regular program reviews and high expectations has been an essential aspect of this domain. Our self-assessment results indicate that in this domain we are sustaining and growing in the areas of effective classroom practice, collaborative practice, learning and development and professional standards while we are delivering in the area of data skills and use.

In the domain of Leading, an emphasis on planning relevant professional learning, closely related to the school strategic directions and teachers' goals has been a priority. A highlight has been the growth in shared leadership practices as staff across the school have led a range of sessions and developed programs for shared learning with other staff. Continuing to develop an understanding of the School Excellence Framework and Professional Standards for all teachers led by the executive staff has further enabled staff to develop the skills to effectively self-assess and gather relevant evidence in their classrooms. 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. Collaboration with the school community, business and the wider community has further enhanced the school, particularly in relation to the strategic direction of engaging, innovative learning. Additionally, the emphasis on student wellbeing and resilience in our third strategic direction has been supported through the leadership of a school culture based on clear policy and structures, a caring, warm atmosphere and a commitment to each individual child. The use of student, teacher and parent surveys as well as regular opportunities for consultation by all stakeholders has supported school decision making throughout the year. Our self-assessment results indicate that in this domain we are sustaining and growing in the areas of leadership, school planning, implementation and reporting, school resources and management practices and processes.

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

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 continued to be a key focus in 2017 with all staff developing performance and development goals focusing on their own professional needs and one shared goal focusing on the teaching of Mathematics using the Professional Standards for teachers. Teaching staff were supported with classroom observations, cooperative planning and visits to other classrooms to view best practice using the Quality Teaching, Successful Students and Professional Learning funds. Mentoring and in class support for Beginning Teachers was also a priority. Teachers used the Literacy and Numeracy continuums to assess, track and plan for differentiated learning, collaboratively developed assessment tasks, assessed samples of work and analysed internal and external data (Naplan). The development of formative assessment processes was further developed in all classes, particularly in regard to providing effective feedback to students and ideas were regularly shared at professional learning sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% or more of students progress two or more clusters (K–2) and one or more clusters (3–6).	Planning Literacy and Numeracy (PLAN) \$5 382.00	Examining data and planning assessment tasks has been undertaken by all teachers. PLAN data collected each term has indicated that more than 90% of students have achieved the performance target. PLAN data, stage assessments and Naplan analysis by all teaching staff are used for establishing targets for 2018.
90% or more of Year 5 attained or exceeded expected Naplan reading and numeracy growth targets.	Professional Learning Funds \$11 805.00	Continued improved results in Reading growth targets were evident with an average scaled score of 89.0 compared to a NSW DoE score of 78.9. Improvement in mathematics growth has occurred with an average scaled score of 97.0, similar to a DoE scaled score of 97.9. Further improvement is needed in order for more individual students to exceed expected growth rates.
Positive trends in the number of students attaining proficiency levels in Year 3 and 5 Naplan data.	Professional Learning Funds \$11 805.00	Year Five proficiency trends were similar in numeracy and showed improvement in reading. Spelling and writing requires further development. Year Three trends were similar in writing but lower in other areas indicating that further development for higher achieving students is still required.
100% of teachers use the Professional Teaching Standards to guide and evaluate their practice.	Quality Teaching, Successful Students (QTSS) \$10 970.00 Beginning Teachers funds \$10 688.00	All teachers have led areas of teaching pedagogy and curriculum at staff meetings and school development day sessions. Evaluation using the Professional Teaching Standards has occurred through discussion relating to Performance and Development Plans.

Next Steps

- * Further development of Professional Standards for teachers, in alignment with Performance and Development goals.
- * Further development of processes to develop effective classroom observations and teacher mentoring.
- * Clear processes to enable effective shared programming based on challenging learning using innovative methods.
- * Continued targeted support to assist students to attain or exceed growth targets in literacy and numeracy.
- * Continued targeted support to increase proficiency levels in literacy and numeracy.
- * Increased teacher understanding and use of formative assessment practices.
- * Increased knowledge and use of effective processes to collect data and analyse evidence.
- * Development of further understanding and use of the School Excellence Framework Version Two.



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

Students had regular opportunities to be challenged with a range of engaging programs across the curriculum, including increased use and upgrade of technology. Students were supported in literacy and numeracy, with equity funds from the Resource Allocation Model funds which were used to employ temporary teachers for individual and small group learning sessions for both talented students and those with special needs as well as cultural studies and individual support for Aboriginal students. Extension opportunities were offered in public speaking, debating, competitions, sport, 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High levels of student engagement as measured by 'Tell them from me' surveys.	Two temporary teachers for extra teaching support using socio-economic funding (87 738.00) and English language proficiency funds (\$1490.00). An additional temporary teacher for Aboriginal student support (8276.00). Equity funds of \$5000 for resources, student assistance and teacher relief as needed for excursions, activities and materials.	Use of goal setting, growth mindsets and formative assessment tools further developed students' skills and engagement. Surveys completed by staff and students indicated high levels of student engagement in class activities.
90% or more students will be at or above expected level compared to Stage work samples.	Two temporary teachers for extra teaching support using socio-economic funding (87 738.00) and English language proficiency funds (\$1490.00). An additional temporary teacher for Aboriginal student support (8276.00). Equity funds of \$5000 for resources, student assistance and teacher relief as needed for excursions, activities and materials.	Teachers worked in stage teams to assess and compare work samples throughout the year and for annual reporting. More than 90% of students were at or above grade level.
Adjustment or individual learning plans are created for all students with identified needs.	Learning Support Officers employed using flexible disability funds. (\$16 615.00)	Teachers employed using equity funds and School Learning Support officers employed using Disability funds effectively assisted students with learning support and extension.

Next Steps

- * Development of programs which emphasise inquiry learning across the curriculum.
- * Further development of the use of community expertise and participation in student learning to promote engagement.
- * Development of literacy and numeracy skills to increase higher levels of achievement.
- * Increased use of effective learning spaces and technology to promote future focused learning.
- * Continued development of the 'Read Each Day' program across the school.
- * Development of high levels of fluency and comprehension as well a love of literature for all students.
- * 2018 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

All classes continued to participate in strong well being programs based on our scope and sequence related to the Personal Development, Health and Physical Education syllabus. In addition, a buddy program, leadership initiatives and a Student Representative Council promoted well being supported by a range of positive behaviour processes. A Buddy Bench was purchased and social skills emphasised. The mind up strategies were utilised to assist students to use self-regulation methods to cope with a range of situations, supported by the school counsellor. As a 'Live Life Well' school, our healthy canteen, dance program, extensive sporting, camping and excursion programs, environmental activities, Aboriginal cultural program, regular family involvement and musical performances all had a significant impact on the promotion of student well being in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual surveys indicate parent and student satisfaction with well being programs and school culture.	Per capita (\$23 382.00) and location loading for student programs \$2645.00 Sporting School funds \$2500 Aboriginal Background funds \$5108.00	Students, staff and parents have all been surveyed through online and paper means, indicating a need for continued focus on student wellbeing and social/emotional learning is a priority for the new school plan with a range of ongoing and new strategies developed.
Increased opportunities for students are evident with positive feedback from students and parents.	Socio– economic background funds for student assistance \$2000	The school provides a wide range of experiences and extra curricular opportunities to cater for the needs and talents of all students across the school.
Successful implementation of the Mind Up program with observations of improved student resilience.	Socio–economic background funds for library resources for Mind Up program \$900.00	Mindfulness strategies have been implemented in classrooms. An emphasis on growth mindset in classrooms has encouraged students to believe in their ability through effort. Friendship activities developed utilising School Learning Support and a counsellor led social skills group to assist target students. Further experiences developed around play will be incorporated into the new school plan.
High attendance patterns.	Socio– economic funds for Learning Support Team Funds \$2000	Attendance patterns continue to be above state average. Excellent attendance awards were once again presented at the end of the year.
Decreased behaviour referrals.	School Learning Support Officers using Equity Funding from Low Level Disability and Integration Funds for playground support. \$16 615.00	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.

Next Steps

- * Continued development of skills to develop social and emotional learning through play.
- * Continued provision of 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.
- * Continued development of positive behaviour programs to promote self-regulation, self-reflection and self-confidence.
- * Continued support for parents through workshops and shared discussions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background \$8276.00	Aboriginal student achievement is comparable to all students with individual improvement in literacy and numeracy skills. The funding has enabled extra teacher support, integrating Aboriginal cultural studies in engaging learning experiences across the curriculum.
English language proficiency	English language proficiency \$1490.00	Individual and small group support has resulted in individual improvements and students displaying comparable progress to all students in literacy and numeracy. Continued support through each phases will be required in planned learning for 2018.
Low level adjustment for disability	Low level Adjustment for disability \$46615	Very effective learning situations across the school for both in class and individual and small group support. The School Learning Support Officers work closely with teachers to provide targeted support.
Quality Teaching, Successful Students (QTSS)	QTSS \$10 970.00 for 0.08Extra 0.1 for second semester.	Extra QTSS funding has further opportunities for shared leadership of curriculum and assessment priorities, in school support for teachers in classrooms, observations of teachers by colleagues and shared planning sessions. This has contributed to reflective teaching, shared learning and the implementation of new teaching methods.
Socio–economic background	Socio–economic funds \$87738.00	This funding has enabled individual and small group learning support with support teachers working closely with classroom teachers to plan targeted learning. PLAN data and individual assessment has shown improved results for targeted students. This funding has also allowed for small group extension, social skills development in the playground, resourcing and student assistance where required.
Support for beginning teachers	Beginning Teacher Funds \$13788	Beginning teacher funds have been allocated for extra teacher release for planning and programming, professional learning opportunities, observations of colleagues and mentoring support provided by experienced teachers. Beginning teachers have gained new classroom management skills and consolidated their teaching and assessment strategies.
Sporting Schools Grants	\$2500	This sporting schools funding has enabled all students to participate in gymnastic skills with qualified gymnastic coaches ensuring high level skill development to occur.
Community Consultation	Community Consultation Funds \$4500.00	Community workshops have been used to consult on issues such as student welfare and uniform changes. A pamphlet has been developed to increase communication with residents and executive have attended professional learning to increase community engagement. Extra resources for community involvement such as improved outdoor sound equipment has also been purchased.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	64	69	71	74
Girls	72	76	82	85

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.9	96.1	94.3	97.1
1	95.4	96.2	94.5	92
2	94.6	94.5	94.6	91.7
3	95.1	94.5	93.5	94.4
4	95.7	95.5	94	95.5
5	93.5	95.9	95.3	94.3
6	94.9	94	94	95.2
All Years	95.3	95.2	94.3	94.2
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

Attendance is monitored on a daily basis. 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
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

There is a non-teaching Principal and a teaching Assistant Principal as executive staff at the school. There are six 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. There is one Aboriginal staff member.

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 continued to be a priority in 2017. School development days were regularly shared with staff from Mount Hunter and Cawdor Public Schools with an emphasis on the teaching of Mathematics, effective feedback, creative and critical thinking and writing skills. 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. Collegial teaching observations and planned sessions for collaboration were scheduled throughout the year. Additional mentoring sessions were conducted for beginning teachers. Teachers attended a wide variety of professional learning courses 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. Non-teaching staff also developed Performance and Development goals and attended relevant courses.

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

There are two permanent teachers and one temporary teacher 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 \$11 805.00. Funds from the Quality Teaching, Successful Students initiative was also utilised totally \$10 970.00

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	92,057
Revenue	1,530,827
Appropriation	1,455,541
Sale of Goods and Services	1,142
Grants and Contributions	72,791
Gain and Loss	0
Other Revenue	0
Investment Income	1,354
Expenses	-1,512,451
Recurrent Expenses	-1,512,451
Employee Related	-1,363,872
Operating Expenses	-148,579
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,376
Balance Carried Forward	110,433

The financial summary consists of school income broken down by funding source and expenditure. It is derived from the Annual Financial Statement. The school's finance committee meets regularly to budget and monitor the finances of the school. The intended use of available funds is for the provision of quality teaching resources and facilities as well as the professional development of staff.

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	1,280,705
Base Per Capita	23,382
Base Location	2,645
Other Base	1,254,677
Equity Total	144,118
Equity Aboriginal	8,276
Equity Socio economic	87,738
Equity Language	1,490
Equity Disability	46,615
Targeted Total	0
Other Total	11,050
Grand Total	1,435,873

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.

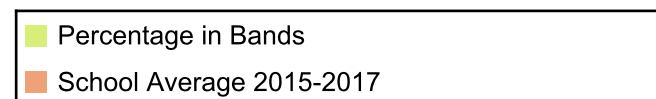
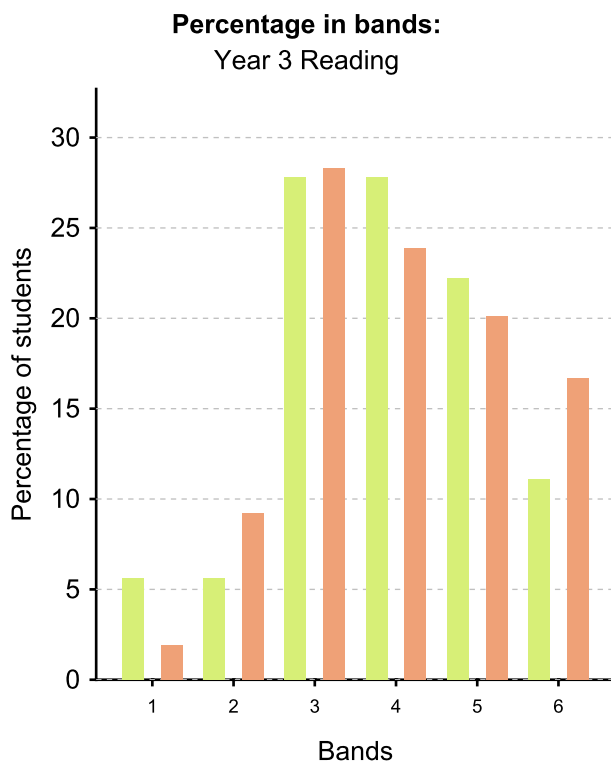
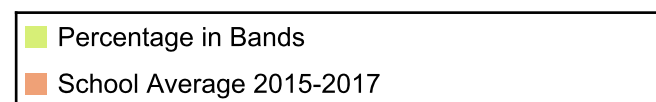
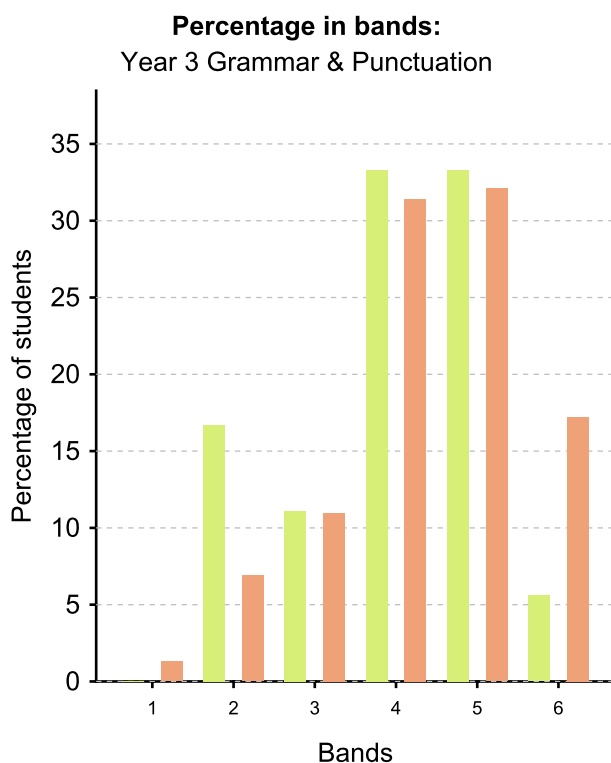
School performance

NAPLAN

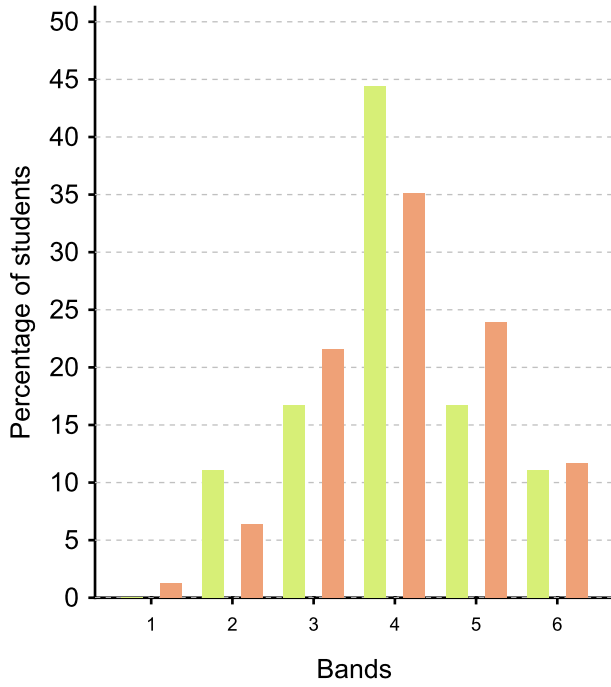
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

100% of Year Three students and Year Five students completed the Naplan assessments. 100% of Year Three students were above the minimum standards in reading, writing and grammar and punctuation. 94% were above the minimum standard in spelling. 33% of students were proficient in reading, 44% were proficient in writing, 28% were proficient in spelling and 39% were proficient in grammar and punctuation. In Year Five, 96% of students were above the minimum standard in reading, writing and grammar and punctuation while 91% were above the minimum standard in spelling. 39% of students were proficient in reading, 19% were proficient in writing, 35% of students

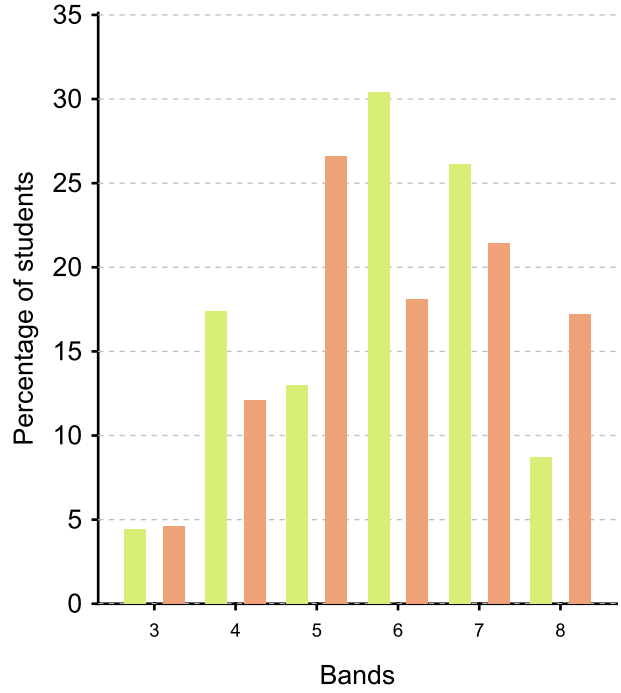
were proficient in grammar and punctuation and 9% were proficient in spelling. Further improvement is particularly required to develop proficiency in the area of Year Five writing and increase proficiency in spelling.



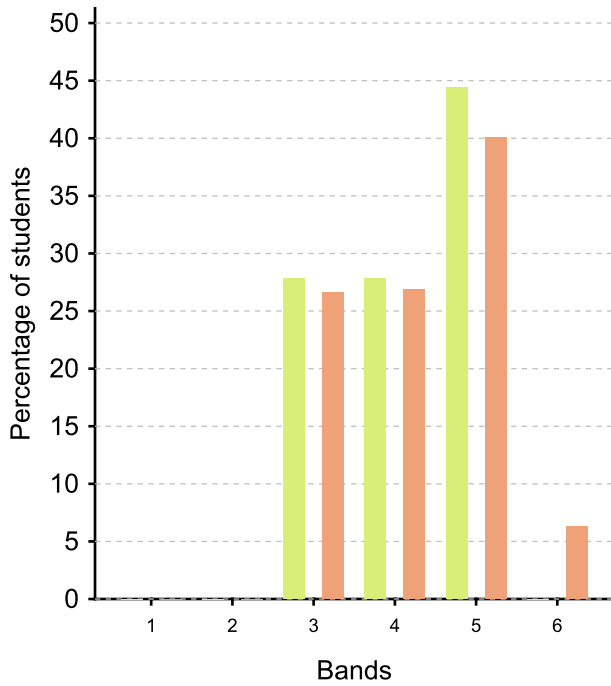
Percentage in bands:
Year 3 Spelling



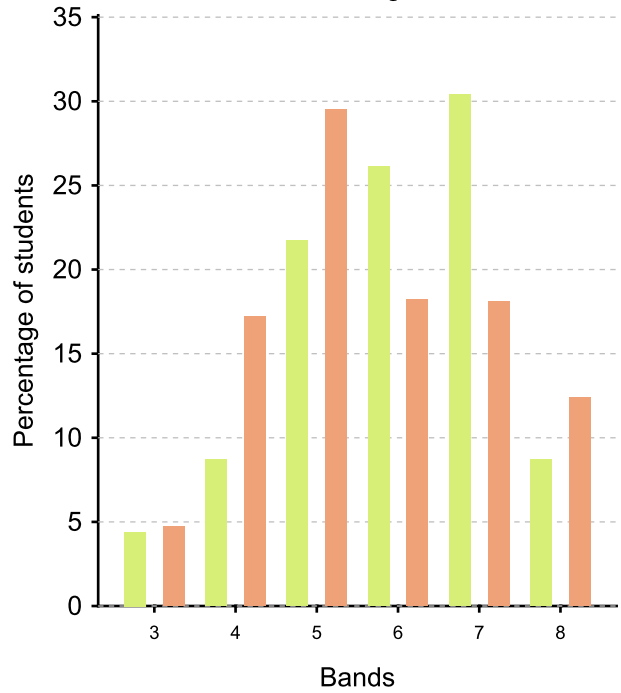
Percentage in bands:
Year 5 Grammar & Punctuation



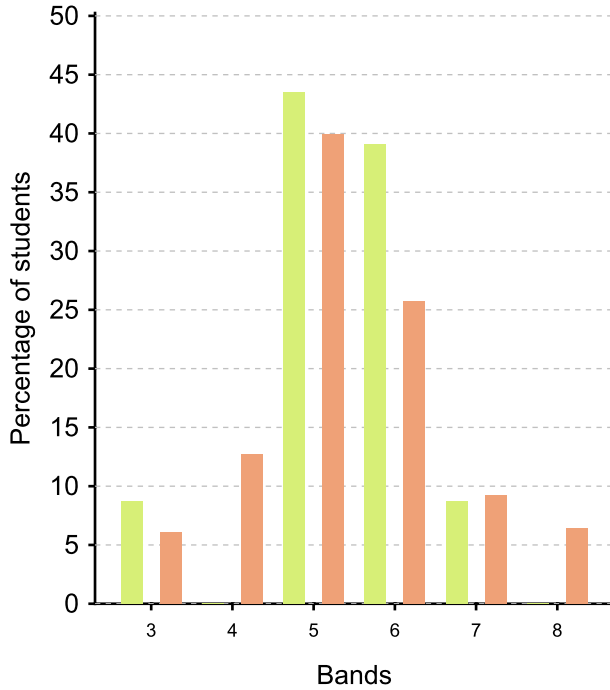
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

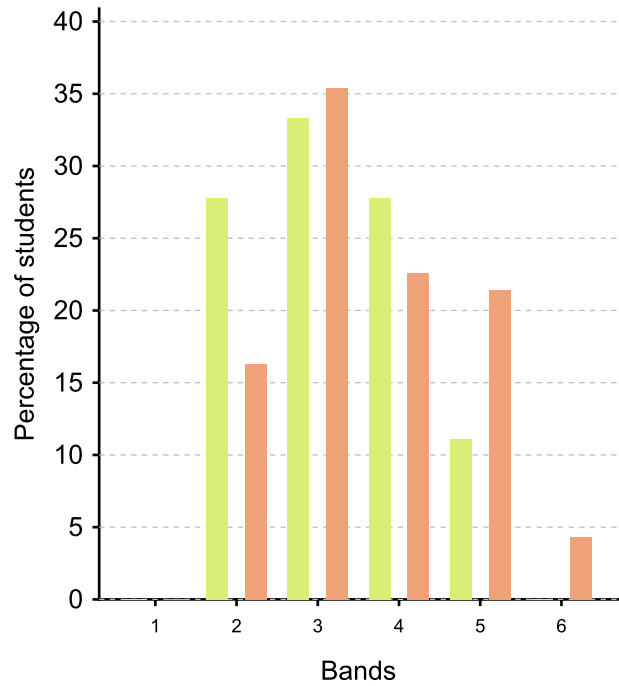


Percentage in bands:
Year 5 Spelling



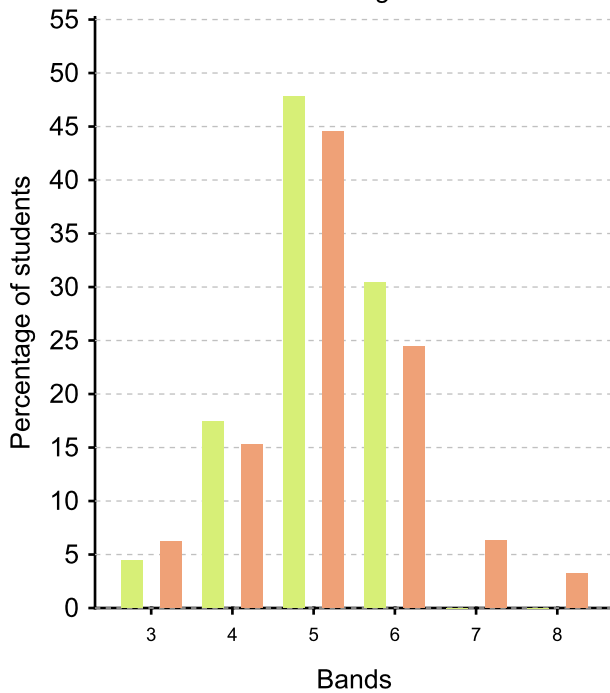
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



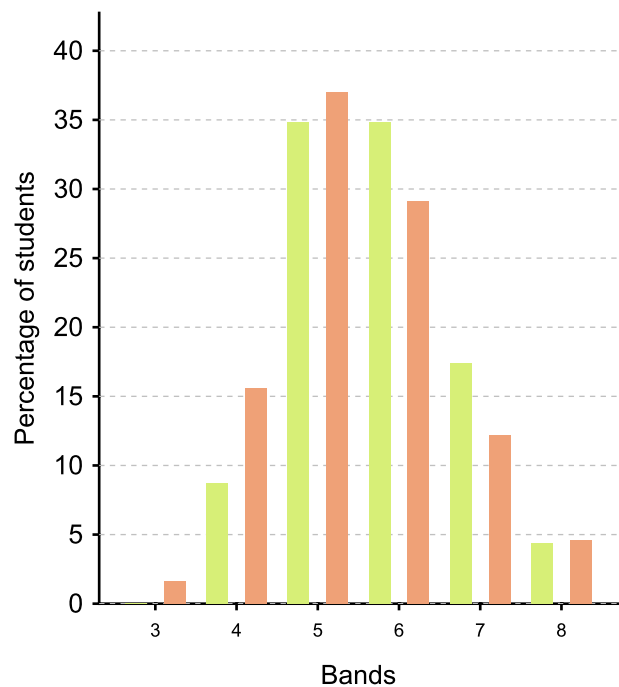
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

100% of Year Three and Year Five students completed the Naplan assessments. 100% of Year Three students were above the minimum standard in numeracy. 11% of Year Three students were proficient. 100% of Year Five students were above the minimum standard and 22% were proficient. Continued development of numeracy skills is a school priority.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In the area of reading, the Year Five proficiency rate increased in 2017 and was at the state average but decreased in Year Three. In the area of numeracy, Year Five proficiency rates remained similar to the previous year but decreased in Year Three. Increasing the number of students in the top two bands in reading and numeracy continues to be a priority for the school.



Parent/caregiver, student, teacher satisfaction

This year, students, staff and parents were surveyed using the Tell Them From Me online survey process. Students in Years Four, Five and Six were surveyed in March and October while staff and parents were surveyed in September. Parents were also given a paper survey to complete in term four. Students in Year Four, Five and Six also completed paper surveys in term four, based on their thoughts about school life and the subject of Mathematics in particular. Overall, high levels of satisfaction were evident.

In the online surveys, students indicated high levels related to positive relationships, valuing school, efforts to succeed and participation in sport and extra-curricular activities. Interest and motivation at school were similar to the state norm as were positive behaviour, learning relevance, clear purpose and expectations in the classroom. Continued anti-bullying programs will be ongoing as this was an identified area by some students. Most students felt their learning time was effective and indicated that a positive learning climate was evident. This was similar in the paper surveys where the students were asked to comment on areas that the school did well and areas which could be improved. Many students commented on the friendliness in the school, buddies, excursions, well planned activities, good teaching, canteen, performances, sports, kindness and respect, computers, good sound system, calm friendly environment, safety, solving problems and receiving help when needed. Some student suggestions for improvement included more technology, ensuring all students complete their work, more craft, new equipment, more expressiveness around the school and more sport. With regard to mathematics, the majority of students felt they were improving and that their teacher gave them help and told them how they were progressing. They also enjoyed hands-on activities, working with other

students and using computers. Some student suggestions included more ipads, using whiteboards, more multiplication tables, harder work, more mathematics groups, more interactive lessons, mathematics games and doing tasks in any order.

In the online survey, parent responses were above state norms in responses to questions about the school being a safe, welcoming, inclusive place for their child to learn. They believed the school supported positive behaviour and they felt well informed about the school's programs. Increased numbers of parents completed the paper survey with thirty nine surveys returned. Overall, very positive responses were evident, particularly in relation to questions about the school culture, engaging learning opportunities and the school reporting and interviewing processes. The majority of parents were also very satisfied with the positive award system, school discipline and communication strategies. Some suggestions for increased music, dance and languages was noted as well as a continued focus on consistency in awards, student behaviour and communicating with parents about their child's learning.

Responses from the online survey by teachers indicated that teachers believed that the school was a very inclusive place for students with a positive learning culture and good involvement by parents. Continued processes to develop collaborative teaching practice, analyse data, further enhance student well being, develop leadership capacity and promote the use of technology across the school will continue to be a priority in order to further promote engaging, purposeful learning across the school.



Policy requirements

Aboriginal education

Our school received Aboriginal background funding in 2017 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 students to create a book based on the school environment which included student photography, art work and student quotes. Each Aboriginal family was presented with a copy of the book as well as multiple copies presented to the school library for small group reading activities.

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. An Aboriginal dance performance by a visiting performer was a highlight as all students were thoroughly involved and gained further insights into Aboriginal culture.

The Australian Flag and the Aboriginal flag are flown each day. In addition, specific acknowledgement of country occurs at formal assemblies and public events. Specific, personalised educational learning plans are developed for all Aboriginal students with discussions held with parents and students to set goals and monitor progress throughout the year.



Multicultural and anti-racism education

Douglas Park Public School acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole. 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 emphasize a peaceful climate of acceptance and respect for all people. In pursuing this aim, the school annually focuses and implements a program around multicultural studies, specifically around the Multicultural Public Speaking Competition after which four students represented the school at the district competition. Teachers further developed their knowledge of multicultural perspectives through the use and study of texts and concepts in the implementation of the English syllabus and through historical and geographical inquiry in topics taught throughout the year.

Other school programs

Personal Development, Health and Physical Education

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. One student represented Sydney South West in tennis at the State carnival and one student represented Razorback district in AFL at the Regional carnival. A successful Sporting School grant enabled specialised coaches in gymnastics to be employed. The annual swimming scheme was held in term three. Our school continues to be an active Live Life Well school with our emphasis on a healthy lifestyle and teachers were trained in implementing an effective scope and sequence in Personal Development, Health and Physical Education as well as implementation of the Healthy Canteen strategy. The school vegetable patch was further developed by the Year One students and teacher throughout the year and utilised by the school canteen.

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 on ANZAC Day, Grandparents Day and Presentation Day. A major activity was the Christmas Concert 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.

Camping and excursion program

A varied, active camping and excursion program is held throughout the year. All students have opportunities to be involved in a range of activities. Students in Kindergarten to Year Two attended the Science Museum, a musical performance and an evening camp in the school playground. Students in Years Three to Six attended a three day camp at Stanwell Tops and a musical performance. Year Five and Six students also attended an excursion to Canberra to study Australian Government. The camping and excursion program is a highly valued and engaging aspect of the school's curriculum.