

Double Bay Public School

Annual Report



2018



1768

Introduction

The Annual Report for **2018** 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

School contact details

Double Bay Public School

William St

Double Bay, 2028

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

doublebay-p.school@det.nsw.edu.au

9363 3456

Message from the Principal

2018 was another very successful year at Double Bay Public School. Academically all students strived to achieve their best and meet their goals, supported by their classroom teachers and the support staff. They achieved extremely positive results in all Key Learning Areas.

Our Year 3 and Year 5 students excelled in the NAPLAN Tests in Literacy and Numeracy, surpassing the state average in every strand of literacy and numeracy. A detailed analysis of their results is available in this report.

41 students from Year 3–6 sat for the UNSW ICAS Assessment Test in English and 50 students sat the ICAS Maths Assessment Test. The results were 13 Distinctions, 28 Credits and 12 Merits.

At our school assemblies, students received Classroom Merit Certificates and Bronze, Silver, Gold and Principal's Awards. The students were awarded reading certificates to encourage regular reading patterns. Research shows that the ability to read underpins all other learning areas.

At Double Bay Public School we aim to produce dynamic, respectful learners. Our academic programs are balanced with those that enhance the physical fitness and cultural development of our students. We strive to nurture a love of physical activity and sport and encourage lifelong healthy habits. Our PD/H/PE Program contributes to improving every student's wellbeing.

As participants in the Primary School Sporting Association (PSSA) Program, Summer sports were basketball, cricket and oztag. The Winter sports were netball, rugby, mixed and girls' soccer. All games were played in a sporting manner. Students were selected to represent our school at Zone and Regional levels in an array of sports including: swimming, athletics, cross country, netball, tennis, touch football, cricket and basketball.

We were active participants in the Premier's Sporting Challenge and the Sporting Schools' Program, funded by the Federal Government. At the end of the year we hosted our annual Sports Expo with more than 10 sporting codes showcasing their programs for our Year 3 to 6 students.

To complement the quality academic and physical fitness opportunities on offer at Double Bay Public School, we had the advantage of being able to offer our students a wide range of extra-curricula activities, such as specialist Creative and Performing Arts lessons, STEM lessons, Choir, Band, Strings Group, Debating, Public Speaking, the Premier's Spelling Bee, Leadership Development, Peer Support, the Student Representative Council and MaGneT, a joint program for gifted and talented students with Rose Bay Secondary College.

Our School Band Program is led by Directions in Music. Our Concert Band took part in Showcase at South's Juniors. Both bands attended Big Band Bash and Band Camp at Stanwell Tops with students from Glenmore Road Public

School. This culminated in a joint performance at Ascham School. Both bands performed at various school assemblies and events such as the Training Band Spotlight, The Band Soiree and for our Chinese visitors in a special assembly. The Concert Band also performed at Presentation Day.

In Term 3, the whole school participated in the musical 'Seussical Jnr'. This performance brought the school community together to celebrate the talents of our students, teachers and the many parents who supported this production. This performance offered students opportunities for personal expression, enjoyment, creative action, imagination, emotional response and the creation of shared meanings.

The Senior Choir performed in the Packer Theatre at Ascham School, at Showcase and at Paddington Town Hall as part of the Concert with our Chinese Visitors and at many assemblies and Presentation Day.

The Double Bay Public School Strings Group performed at school Soirees, the White Ribbon Respectful Relationships Breakfast at Woollahra Council Chambers and Presentation Day.

The P&C support the 'Before and After School Activities Program' (BASA). A wide range of engaging activities are offered at school in a well-organised and carefully monitored setting.

Our P&C continues to support all learning programs through a range of fundraising and social events. Funds raised, including \$80,000, was used to support our literacy and numeracy programs and \$8,750 for teachers and support staff to purchase classroom resources. We thank our supportive P&C.

The support of all parents, in any capacity, is highly valued by the community at Double Bay Public School.

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 future focused learning: critical and creative thinking; determination; problem-solving, collaboration and technological skills.. 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 Chess, Choir, Band, Gateways, Debating, Public Speaking, MaGneT, Battle of the Minds and a wide range of 'Before and After School Activities' organised through our P&C Association. Our school community draws from a wide range of socio-economic and cultural backgrounds, with 35% 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, STEM 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 (SEF). 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.

Double Bay Public School staff reviewed the School Excellence Framework (SEF) and identified progress made in the framework. The self assessment processes of the SEF were used to determine areas of strength and areas for continued development.

Learning:

Double Bay Public School focuses on learning and building student engagement in all aspects of the curriculum. To continue to support student learning outcomes, the P&C funded an additional teacher to support children in Literacy and Mathematics. This encouraged and enabled students to think more critically and creatively throughout the learning process.

Whilst we are Delivering overall in this area there are elements in which the school is Sustaining and Growing.

Teaching:

Teachers collaborate and share their knowledge about student progress and achievement. They work cooperatively to develop programs and lesson content to meet individual student learning needs. Teachers regularly review content to inform future learning directions. The teaching staff use the syllabuses, scope and continuums and standardised assessments such as NAPLAN, and PLAN to set goals for more effective classroom practice.

Whilst we are Delivering overall in this area there are elements in which the school is Sustaining and Growing.

Leading:

To improve student engagement and deliver positive learning outcomes, resources were used to achieve the staff's expectations of these outcomes.

We continue to Sustain and Grow in this area as the leadership team model and support a culture of high expectations.

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

Creative, Dynamic Teaching and Learning

Purpose

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

To support and have high expectations that all students can achieve their academic potential through differentiated learning and formative assessment/ feedback.

To enable students to develop the skills necessary to become effective future focused learners and critical and creative thinkers.

To implement 'Feedback that Feeds Forward' using the 'Learning Intentions and Success Criteria' model.

Overall summary of progress

Future Focused Learning – Selected staff attended a 7 week action research iPad course. All the staff attended two Critical and Creative Thinking Across the Curriculum workshops. There was an evaluation of the effectiveness of the STEM program.

Formative Assessment – Executive attended PL on Formative Assessment – Learning Intentions and Success Criteria (LI/SC). Staff using LI and SC to inform student learning and for the monitoring of their own progress.

Seven Steps to Writing – Writing assessment completed by students to look at the success of the Seven Steps to Writing program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved student growth data on external performance measures in literacy and numeracy.Improved student engagement and growth data.	\$ 40 000	<p>After positive feedback this program will continue in 2019.</p> <p>Feedback from students indicate they are more engaged and their peer feedback is meaningful and appropriate to the Learning Intention.</p> <p>The process has been very successful in the area of Narrative writing but has been less useful for other forms of writing.</p> <p>Staff were in-serviced at the CoSiES Conference at the beginning of Term 2.</p>
Improved teacher survey data on formative assessment knowledge, skills, understanding and use.		The Executive attended Professional Learning with staff from schools who had been using Formative Assessment models to assist with the implementation at Double Bay to improve student outcomes.
Visible learning practices will be evident in all classrooms.	\$ 2 000	Staff are beginning to use the language and display Learning Intentions and Success Criteria in each classroom.

Next Steps

In 2019, Double Bay Public School will continue to provide quality teaching and learning experiences for all students. To facilitate this we will:–

* build evidence based practices to enable students to achieve their learning goals

- * embed our Learning Intentions and Success Criteria into all classroom practices

- * groups of staff to research each of the five key strategies of Formative Assessment and present at staff meetings

Strategic Direction 2

Quality Community Relationships

Purpose

To promote a collaborative and connected school culture through the delivery of the Positive Behaviour for Learning (PBL) Program, where the expectation is that all stakeholders work together to develop positive, quality relationships, strong trust and mutual respect as reflected in the 'Wellbeing Framework for Schools'.

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

Overall summary of progress

CoSiES – Continued collaboration and cooperation with the CoSiES network to begin an action research project on Formative Assessment.

PBL – Staff continue to focus on the PBL program and maintain goals set on the yearly calendar goal sheet. There has been an improvement in the use of common language across the school. There have been meetings with the PBL team and the Coach to assist in the successful implementation and further development of the PBL Program into DBPS.

Community Relationships – The current social events were reviewed and amended to be more inclusive of children and parents such as the Welcome BBQ. The discos have been changed to include the Stage 3 students. The P & C meetings alternate their meeting nights to encourage a higher attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students reporting an improved level of engagement.	\$ 30 000	To assist with the STEM program Ozobots, iPads were purchased. The P & C purchased Spheros for the ongoing Robotic Education. Staff using PBL as a positive strategy both in and outside the classroom. The TTFM Survey results indicate that the student engagement has increased by 5%.
Students understanding the teacher's role in providing individual feedback that feeds forward.	\$ 1000	Our class teachers are using the goal setting model and discussion with students after set tasks to assist them with writing their learning goals.
Parents reporting an improved level of positive communication of student progress in formal and informal meetings.	\$ 4 000	The format for reporting to parents will be reviewed at the beginning of 2019. Term One Meet the Teacher sessions were well attended and the parents have the opportunity to discuss their child's progress with their child's class teacher and the Learning Support Team at any time.

Next Steps

Review the reporting system to parents for better understanding of their children's progress. To report on specific learning outcomes instead of writing an account of the topic.

The number of social activities has been reduced to encourage an improved rate of attendance at these events. An

increased parent participation rate in the TTFM survey will be a priority for 2019.

The focus for PBL strategies will be areas outside the classroom such as the playground and travelling on transport whilst representing the school.

Strategic Direction 3

Clear and Effective Systems

Purpose

To enhance all school organisational practices and systems to measurably improve students' learning outcomes.

To review school based guidelines and scope and continuums to align with Department of Education policies.

To continue to build the staff's capacity to provide an engaging curriculum embedded with the pedagogy of differentiated learning, utilising technology where appropriate.

Overall summary of progress

EBS4 – The effectiveness of ESR and EBS4 was evaluated for use in 2019.

ICT for Students – A STEM program has been developed for implementation in Semester Two.

Scope and Continuums – Still being adjusted and amended to align with the new syllabuses as they are introduced into schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementing communication procedures including reports and the collection of welfare data through EBS4.	\$ 2 000	To be decided in 2019.
Reviewing, updating and rewriting school based guidelines which reflect DoE policies and are relevant to identified staff and student needs within the school.		All Executive staff will be using QTSS funds to update and review all policies and guidelines.
Learning Management and Business Reform (LMBR) systems used to collect, analyse and collate school budgeting systems while streamlining the parent payment process.	\$ 5 500	The process of providing termly invoices for parents is being started for full implementation in 2019 after the Administrative staff were in-serviced using this facility.

Next Steps

For ease of continuity DBPS will remain with ESR for roll marking and reporting to parents but will start to transition to EBS4 for recording student welfare in 2019.

After consultation with the whole staff it was decided to continue with the STEM program in 2019.

QTSS funding will be used to release staff to update all guidelines.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$ 24 125	Improvement measures evidenced through PLAN. The EAL/D support teacher mentored classroom teachers and supported students with quality teaching programs resulting in highly engaged NESB students. These students showed an improvement in all English literacy skills.
Low level adjustment for disability	\$ 22 373	Part-time Learning and Support Teacher (LaST) provided support for students. Students were also supported by our School Learning Support Officers (SLSOs) to assist them achieving their learning goals. The school provided Reading Recovery and a two day Maths support teacher.
Quality Teaching, Successful Students (QTSS)	\$ 59 136	Funds were used to release staff to collaboratively assess student data, to review assessment tasks and provide support for teachers completing their PDPs.
Socio-economic background	\$ 2 793	This funding enables students whose socio-economic circumstances may have prevented them participating in all school activities to be included.
Support for beginning teachers	\$ 27 572	Experienced teachers were released to mentor beginning teachers and those maintaining accreditation. Time was allocated for beginning teachers to prepare documentation for accreditation and these were submitted to the Teaching Accreditation Authority (TAA).
Targeted student support for refugees and new arrivals	\$ 7 210	These funds were used by the EAL/D support teacher who mentored supported students with quality teaching programs resulting in improved understanding of English.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	195	183	170	148
Girls	173	168	161	177

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

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.3	95.1	95.1
1	94.9	97.2	96.3	94.9
2	96.5	95.9	97.7	95.9
3	95.1	97	96.4	96.3
4	95.7	95.6	96.4	96.3
5	96	95.8	95.3	95
6	94.5	96.3	94.4	95.5
All Years	95.6	96.3	96	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The above table represents student attendance patterns by grade compared to state-wide averages. Double Bay Public School's attendance rate for 2018 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 student who requires monitoring to improve their attendance. Double Bay Public School is proactive in managing students of non attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.76
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Above are the permanent, part-time and temporary positions for 2018. 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	25

Professional learning and teacher accreditation

Professional learning is undertaken each year to develop the professional growth of teachers – focusing on improving student outcomes. All professional learning is linked to our school targets and school plan.

We had three teachers gain their accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	255,702
Revenue	3,228,902
Appropriation	2,747,421
Sale of Goods and Services	19,757
Grants and Contributions	451,474
Gain and Loss	0
Other Revenue	3,825
Investment Income	6,425
Expenses	-3,024,522
Recurrent Expenses	-3,024,522
Employee Related	-2,592,821
Operating Expenses	-431,701
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	204,380
Balance Carried Forward	460,083

The school's finances are managed by a finance committee comprising of 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 state wide and local internal orders. Funds carried over into the 2019 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.

	2018 Actual (\$)
Base Total	2,411,254
Base Per Capita	64,005
Base Location	0
Other Base	2,347,249
Equity Total	101,347
Equity Aboriginal	0
Equity Socio economic	2,793
Equity Language	24,125
Equity Disability	74,430
Targeted Total	41,889
Other Total	82,354
Grand Total	2,636,845

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

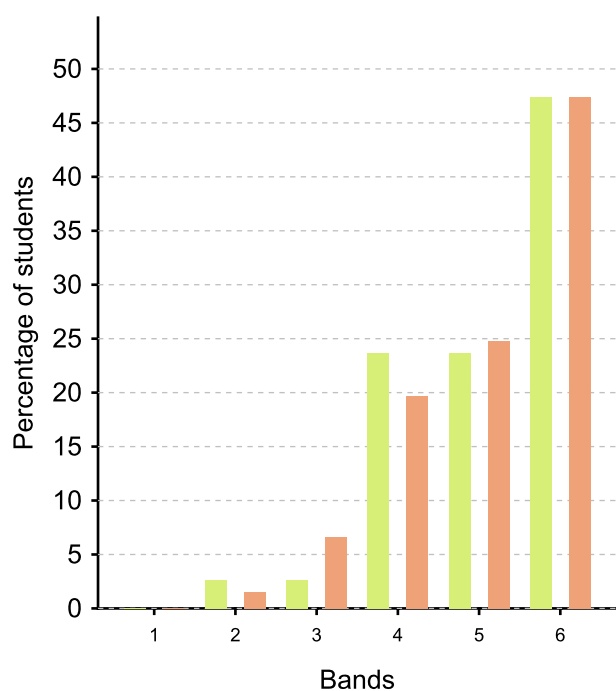
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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.

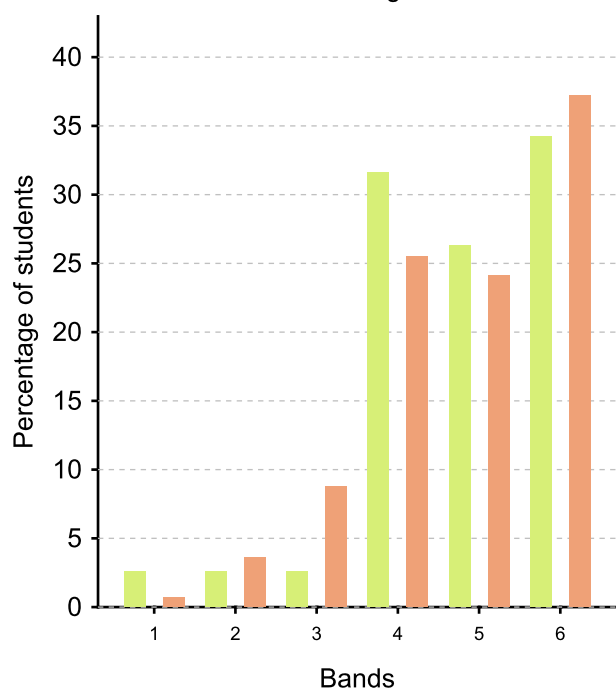
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	2.6	23.7	23.7	47.4
School avg 2016-2018	0	1.5	6.6	19.7	24.8	47.4

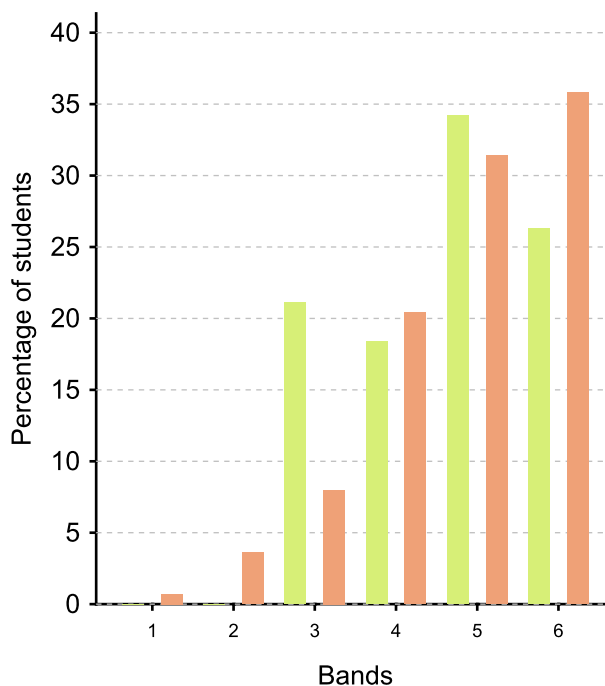
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.6	2.6	2.6	31.6	26.3	34.2
School avg 2016-2018	0.7	3.6	8.8	25.5	24.1	37.2

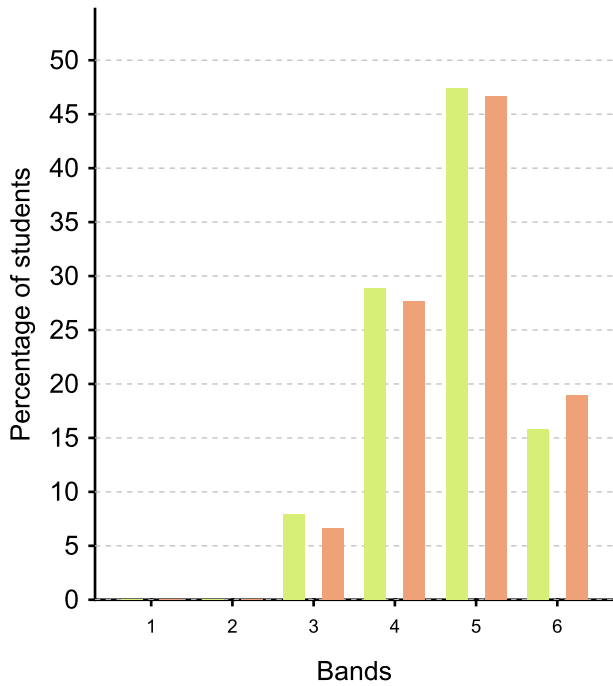
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	21.1	18.4	34.2	26.3
School avg 2016-2018	0.7	3.6	8	20.4	31.4	35.8

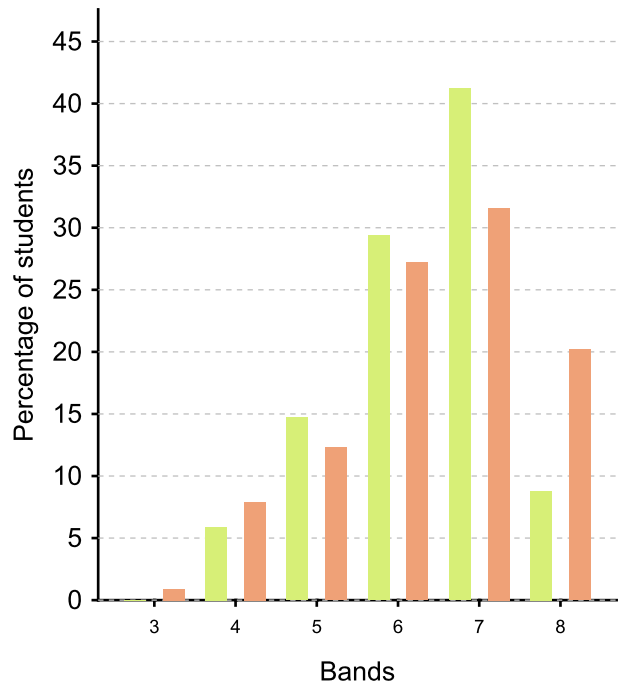
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.9	28.9	47.4	15.8
School avg 2016-2018	0	0	6.6	27.7	46.7	19

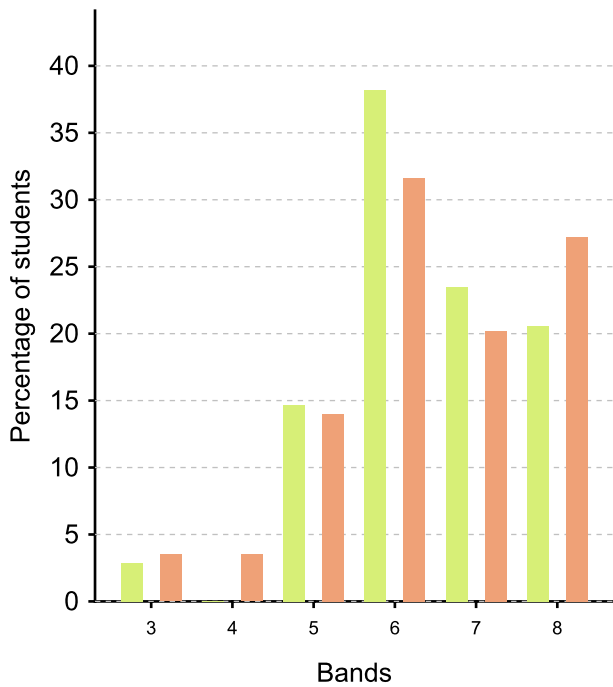
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

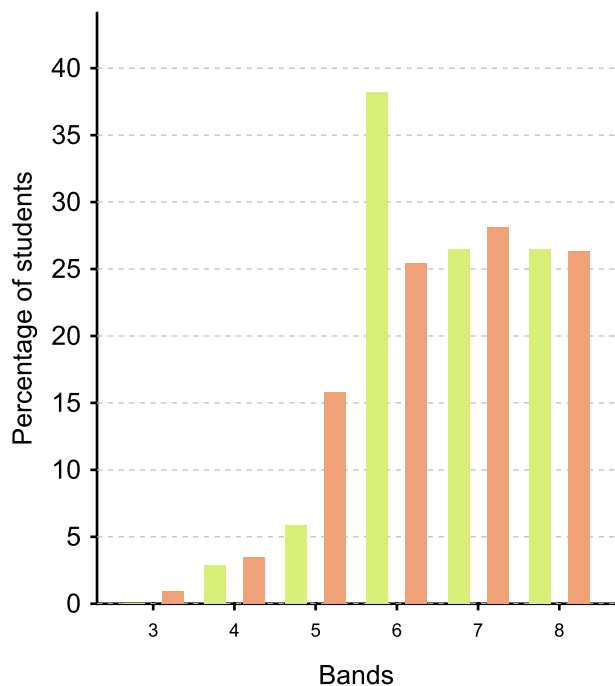
Band	3	4	5	6	7	8
Percentage of students	0.0	5.9	14.7	29.4	41.2	8.8
School avg 2016-2018	0.9	7.9	12.3	27.2	31.6	20.2

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

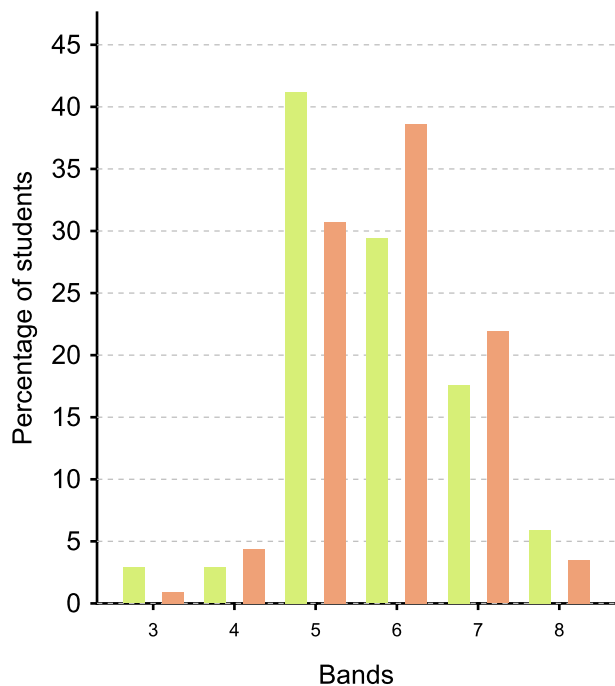
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	5.9	38.2	26.5	26.5
School avg 2016-2018	0.9	3.5	15.8	25.4	28.1	26.3

Percentage in bands:
Year 5 Writing

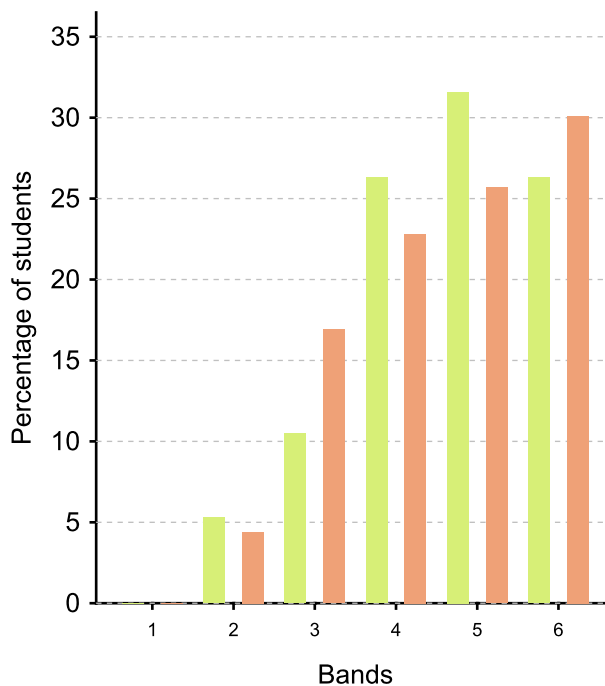


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.9	2.9	41.2	29.4	17.6	5.9
School avg 2016-2018	0.9	4.4	30.7	38.6	21.9	3.5

The following graphs provide an overview of student performance in Numeracy for Years 3 and 5. Following detailed analysis of student data, it has been determined that during 2019 the school will continue with current support strategies to enhance student learning outcomes.

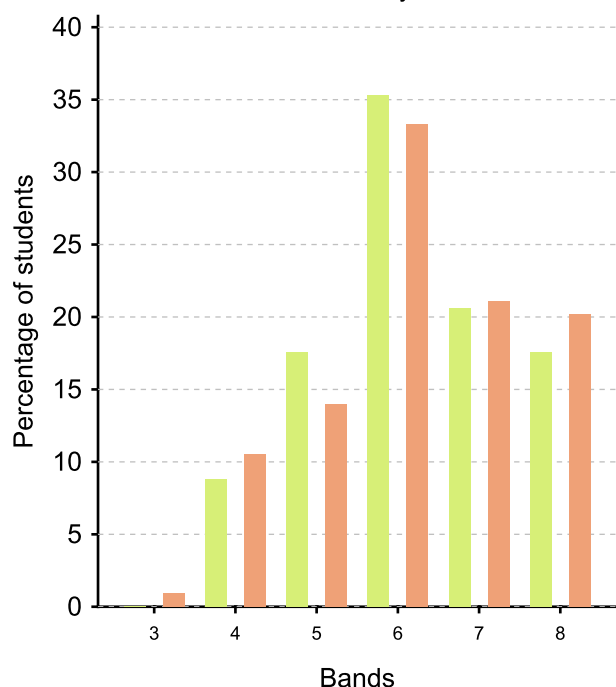
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	10.5	26.3	31.6	26.3
School avg 2016-2018	0	4.4	16.9	22.8	25.7	30.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	8.8	17.6	35.3	20.6	17.6
School avg 2016-2018	0.9	10.5	14	33.3	21.1	20.2

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 accordance with the Premier's priorities: Improving education results, the school will embed strategies K – 6 to assist student progress in spelling and writing.

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 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 Formative Assessment and Visible Learning continue to be a direction of focus.

Policy requirements

Aboriginal education

Aboriginal education is an integral part of learning at Double Bay Public School. In 2018 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.

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 Australian residents and Traditional Custodians of this land.

Other school programs

Buddy and Peer Support Program – this enables students to form positive relationships and allows them to engage in a positive manner with the school community. The Peer Support program is led by Senior students during Term 2 with weekly timetabled allocations of time.

SRC meets fortnightly with students elected from each class in Years 2 – 6. Some of the initiatives from the SRC has raised funds for charitable groups.

Writers Club meets weekly to give students the opportunity to show their creative skills. Some of these works have been published in Write 4 Fun.

Chess is taught from Kindergarten to Year 2. Extra sessions before school are available for all interested students. There were two inter-school Chess teams who played against other schools during Term 2. one of the teams were the inter-school champions. The students were involved in many one off competitions during the year.

Common Sense Media is a program to give students strategies when dealing with online sites.