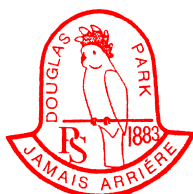


# Douglas Park Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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 2018, Douglas Park Public School continued to provide a range of high quality programs across the curriculum. With dedicated staff and a supportive school community, all of the students were engaged in motivating learning programs. 2018 was the first year of the implementation of the 2018–2020 three year plan emphasising high quality teaching and learning, student wellbeing and community connections. The Resource Allocation Model provided additional funding for extra learning support, extension opportunities and the provision of stimulating programs and resources across the school. Students continued to excel in a range of activities, representing in a range of sports as well as public speaking and debating. One student reached the State final in Junior public speaking. A highlight of the year was the whole school musical performance which was held at the Camden Civic Centre and involved all students in dancing, singing, acting or musical items. Some new initiatives this year included the development of a coding club, a maker space to develop science and engineering skills, a computer leadership team and an environmental group to lead an enhanced focus on sustainability across the school. The P&C has worked tirelessly in fundraising and have contributed funds for literacy and numeracy programs and updated interactive whiteboards in some classrooms. This year our school was involved in the external validation process, providing evidence in the areas of learning, teaching and leadership across a range of areas. I congratulate and thank the students, staff, parents and community members for their wonderful contribution to Douglas Park Public School during 2018. The excellent teamwork is evident in the significant achievements and progress that the school has made. The students at Douglas Park Public School are polite, enthusiastic and hard-working. They are wonderful ambassadors for the school.

## 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 high quality education for the whole child.

Our school is a vibrant and caring learning community, committed to equity, compassion, respect and understanding for all learners.

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

Students will have access to experiences that develop future focused learning skills. As an inclusive school community, we will implement a challenging, fulfilling curriculum and cater for the academic, emotional and social needs of each individual child.

### 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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school is excelling in several elements across the three domains and is sustaining and growing in all other elements across the domains. Strong evidence collected in relation to all of the elements supported these determinations.

### Learning

In the domain of Learning, it was determined that our school is excelling in the elements of curriculum, learning culture, student wellbeing and assessment while sustaining and growing in the elements of student performance measures and reporting.

Strong structures have been established across the school to enable our students to thrive and succeed. These structures include our Learning Support Team which anchors all of our processes across the school to ensure each child is catered for at their point of need. This individual approach includes learning adjustments and close contact with parents as partners in their child's learning, including in regards to attendance. Our school's strong sense of community was evidenced in the transitions of learning with an emphasis on support for students during these important stages in order to set them up for successful learning. Similarly, structures such as our Code of Conduct, leadership format, Student Council and positive behaviour merit path all contribute to a well developed wellbeing focus. Student Wellbeing is a strategic direction in our school plan and was evidenced strongly in our submission as an essential component of student learning. Our students have positive relationships with others and feel safe and connected to staff members and other students. Academically, our students are consistently above the minimum standards and comparable to statistically similar schools. Our evidence indicated that our school provides a differentiated curriculum, individual support and a wide range of opportunities to develop student learning across the school. Learning is also enhanced by community involvement in our school. Our vision is to educate the whole child and we have a positive environment conducive to high engagement in learning.

## **Teaching**

In the domain of Teaching, it was determined that our school is excelling in the element of effective classroom practice and sustaining and growing in the elements of learning and development, data skills and use and professional standards. In our current school plan, the strategic direction of high quality teaching and learning is a high priority. Ongoing improvement in teaching pedagogy drives improvement in learning for students. The capacity of our staff is vital and to prioritise this through shared professional learning empowers teachers in their day to day teaching as well as in their confidence to lead other teachers in areas of their expertise. Through our strong small community of schools' network, teachers have accessed high quality, research based learning but more importantly they have shared their passion and invigorated and challenged one another as they have implemented new strategies, particularly in relation to future focused learning and also in gaining new knowledge relating to data driven strategies. Literacy and numeracy have been a large part of our focus as we have emphasised the importance of these fundamentals to all areas of learning. The Performance and Development focus for our teachers continues to be a high priority. We have developed purposeful strategies such as targeted observations, learning walks and professional discussions to facilitate ongoing, genuine development. Effective classroom practice has resulted from this overall emphasis on quality teaching and learning. Our staffing has already undergone significant change and through merit selection processes and strong professional learning, high quality teaching and learning will continue to flourish and ensure excellent learning outcomes for our students.

## **Leading**

In the domain of Leading, it was determined that our school is excelling in the element of educational leadership and sustaining and growing in the elements of school planning, implementation and reporting, school resources and management practices and processes. The leadership of the school is integral to all aspects of the school and is a key driver of change within the school. It has been important in developing teamwork, a happy, friendly culture and a rigorous commitment to learning to ensure the very best outcomes for all students. In our small school, the leadership team of two Assistant Principals and Principal actively lead but also support the growth of other staff through mentoring and coaching. The instructional leadership also involves the establishment of clear mechanisms to facilitate the professional learning of staff to ensure a well managed process occurs. Our School Administration Manager also fulfils an important leadership role through her training and up-skilling of office staff. Shared leadership is developed through all staff having opportunities to participate in leadership across the full range of the school's programs. The leadership of the school plan has been most significant, particularly as this is the first year of the new 2018–2020 plan. Smooth implementation and management processes have been vital to ensure the plan can be implemented. Leaders have gained insights into financial management and resourcing, use of new finance tools and the analysis of school based data. Our school regularly delivers a high level of friendly, professional service to students, staff, parents and the broader community. Community satisfaction is regularly assessed and incorporated into school planning. Our three strategic directions of high quality teaching and learning, student wellbeing and community connections will provide a strong basis for all of the school's programs into the future.

Our self-assessment and the external validation 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 and learning

#### Purpose

Shared teaching expertise, feedback and a collaborative culture will drive ongoing improvement in teaching and learning and ensure strong fundamentals in literacy and numeracy for all students. Teaching practices will effectively use evidence based and data driven strategies. Teachers will be upskilled in future focused teaching practices to deliver a challenging, stimulating curriculum, fostering curiosity, creativity, collaboration and critical thinking.

#### Overall summary of progress

The development of high quality teaching and learning through professional learning was a key focus in 2018 with all staff having performance and development plans focusing on their own professional needs and those related to the school's strategic directions using the Professional Standards for teachers. The revised Professional Learning Policy provided a clear process for all teachers. Teaching staff were supported with mentoring and classroom observations, cooperative planning, learning walks in other classroom, moderation of assessment tasks and shared school development sessions with other small schools. All three Kindergarten, Year One and Year Two teachers participated in L3 training consisting of internal and external professional learning and associated resourcing which provided an effective basis for the implementation of latest pedagogy in literacy. Collaboratively, staff used the School Excellence Framework to reflect on practice and consider the impact of collected evidence which provided the basis for external validation. This provided a clear evaluation of areas of strength and areas for continued improvement. Teachers developed an initial understanding of the new literacy and numeracy progressions through training sessions across the year. The development of formative assessment processes was a priority in all classes and regularly shared at professional learning sessions. An area of emphasis was the development of creative and critical thinking through small group investigations, a sustainability focus and future focused learning using technology skills which has had a positive impact on high quality teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students demonstrating at or above expected growth in literacy as measured by internal and external assessments.	Socio-economic background (\$40000.00)	Increased number of students showing growth in literacy in Naplan and as measured against school assessment data.
Increased percentage of students demonstrating at or above expected growth in numeracy as measured by internal and external assessments.	Socio-economic background (\$40000.00)	Increased number of students showing growth in numeracy in school assessments. Further improvement required in both Year 3 and Year 5 Naplan results.
Increased trends of students achieving proficiency in Year Three and Year Five Naplan results in literacy and numeracy.	Socio-economic background (\$40000.00)	Increased trends of students achieving proficiency occurred in Year 3 and consistent numbers in Year 5. Use of data in K-2 through L3 professional learning for all teachers occurred. Teachers have commenced initial training in the learning progressions to be implemented in 2019.
Increased evidence of teachers aligning their teaching practice at or above the proficient level of the Professional Teaching Standards.	Quality Teaching, Successful Students (\$28000)	The professional learning observation schedule has been successfully implemented this year through the triad approach. Teachers in stages have met together to plan lessons, observe each other teaching the lesson and in post discussions. This has allowed for effective, relevant learning to take place related to the professional standards and the shared goals of each stage. Executive staff have used QTSS funds to develop beginning and experienced teachers in their classrooms.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of teachers using differentiated, future focused learning strategies to create stimulating, challenging learning environments.	Professional learning funds (\$11000)	Increased understanding and use of coding skills, development of small group enrichment activities, challenging units of work, an emphasis on sustainability and integrated units of work shared through collaboration on Google Classrooms have all assisted in developing teachers' ability and confidence. Further professional learning to plan and integrate effectively through a differentiated approach will strengthen these skills in 2019.

## Next Steps

- \* A professional learning focus on Writing across the school in 2019.
- \* Further teacher understanding and self-evaluation of the Professional Standards.
- \* Further development of the effective use of QTSS funds to optimise classroom observations and staff mentoring.
- \* Continued targeted support to assist students to attain or exceed growth targets in literacy and numeracy.
- \* Continued targeted support and explicit, instructional teaching to increase proficiency levels in literacy and numeracy.
- \* Increased teacher understanding and use of learning intentions and effective student feedback.
- \* Increased knowledge and use of the literacy and numeracy progressions to assess students.
- \* A focus on implementing collaborative, future focused learning across the curriculum.



## Strategic Direction 2

### Student Wellbeing

#### Purpose

Through supportive school programs, we will nurture the whole child. Students will be safe, valued and cared for in their learning environment. They will develop as proactive learners who are resilient and able to accept responsibility for their own learning. They will develop a strong sense of belonging, warm relationships with others and self-confidence in themselves.

#### 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 life skills program of lessons for all students led by an external provider was a new initiative in 2018 which emphasised mindfulness, resilience and anti-bullying strategies. This was followed up by class lessons throughout the year. As a 'Live Life Well' school, our healthy canteen, dance program, extensive sporting, camping and excursion programs, environmental activities all had a significant impact on the promotion of student well being in 2018. In particular, our whole school performance emphasised a theme of inclusivity and accepting differences which was a highlight of the year. Using equity funds to employ extra School Learning Support Officers in classrooms and the school playground proved to be an excellent initiative as students were well supported in social situations. The development of a range of extra activities including the school library, coding club, green team, gardening group and maker-space all provided opportunities to develop self-confidence and relationships with other students. These initiatives have contributed to a strong basis to continue the development of this strategic direction in 2019.

#### 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.	Sporting grants (\$2500) and equity funds (\$10000) support wellbeing and extra student activities.	Student surveys indicate a high level of student satisfaction with student wellbeing and friendship and support across the school. Overall, parent and teachers surveys indicate satisfaction in a safe, friendly school climate with a wide variety of opportunities for students across the curriculum.
Increased percentage of students who identify as being free from all forms of bullying in the Tell Them From Me surveys.	\$20000  Funding from socio-economic equity provides extra School Learning Support Officer support in classrooms and playground.	Increased number of students in Year 4–6 Tell Them From Me surveys reported feeling safe and supported and free from bullying. Life Skills program promoted mindfulness and social skills. National Day against Bullying and Internet Safety Day activities were held for all students.
High patterns of attendance.	Socio-economic funds (\$10000) provides resources for engaging learning experiences as well as student assistance as needed.	Attendance patterns are above state average. Over forty students attained excellent attendance certificates.

#### Next Steps

- \* Development of skills to develop resilience through play and the provision of challenging programs.
- \* Individual support for students to ensure each child feels cared for and happy at school.
- \* Further student council initiatives to promote student voice to continue to build a strong school culture.
- \* Development of opportunities for student volunteering.

- \* Opportunities for parents and community members to support students through shared expertise.
- \* Consolidation of the draft anti-bullying plan with student, staff, parent and community input.
- \* Support for parents through workshops and shared discussions.





## Strategic Direction 3

### Community Connections

#### Purpose

Student learning will be enhanced through further development of positive partnerships within the local and broader community. The building of strong relationships will increase opportunities for community participation, shared expertise and student engagement. It will provide students with educational experiences beyond the classroom which will involve learning from others, contributing to their community and encouraging global citizenship.

#### Overall summary of progress

Students had regular opportunities to be challenged with a range of engaging programs across the curriculum with support through community connections. A new initiative in 2018 was a connection with Land Care, Australia supported by South 32 whereby senior students planted over 200 trees in an environmentally protected area. Sustainability was a focus area this year and the local land care project created a great stimulus for ongoing learning. The formation of a student green team and new environmental initiatives including the return and earn program with links to our school canteen and the creation of a vertical garden and further development of our school vegetable garden resulted in strong, relevant learning links. Continued connections with the Macarthur Environmental Centre through the Senior snorkelling excursion also focused on environmental issues. Our Kindergarten to Year Two students participated in a visit to the Macarthur Centre for Sustainability and the Mount Annan Botanical Gardens after two teachers pursued professional learning at the centre. and then led the sustainability focus across the school. With the development of our school gardens, we entered the Wollondilly school garden competition, gaining second place. Another new initiative was a community volunteering project with Lend Lease resulting in some new turf and other playground improvements.

Extension opportunities were offered in public speaking, debating, competitions, sport, technology and student leadership. Continued connections with HMAS Albatross, Ingleburn RSL and Menangle Light Horse Association assisted students' understanding of Anzac Day and Remembrance Day.

Parents and community members provided invaluable support for learning experiences throughout the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents and community members participating in a range of school programs and events.	Socio-economic equity funds supports resources for school activities and events. (\$5000)	Parents and grandparents regularly visited school events, particularly concerts, assemblies, open days, special occasions and for volunteering in classrooms and on excursions. Increased numbers of community volunteers was also evident.
Development of stronger business and community ties with the school.	Community grants (\$1000)	Links have developed with Landcare for student involvement in sustainability which will be further developed in 2019. Volunteering has increased with LendLease assisting with playground maintenance and increased assistance in classrooms across the year.
Tell Them from Me and paper surveys indicate strong satisfaction with school and community engagement processes.	Equity funds support community engagement and communication processes. (\$1000)	Further community engagement will be developed in 2019. It has created good bonds and opportunities for learning and is valued by students, staff and parents as evident in collected surveys and Tell Them From Me data.

#### Next Steps

- \* Development of inquiry learning across the curriculum using relevant local and community issues.
- \* More focused use of technology to develop global connections and exploration of opportunities for wider connections.
- \* Further development of the use of community expertise and participation in student learning to promote engagement.

- \* Increased use of effective learning spaces and technology to promote future focused learning.
- \* Further opportunities for students to contribute to their community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 600.00)</li> </ul>	Use of external data (Naplan, Best Start) and internal data (school assessments) indicated growth for all Aboriginal students.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>English language proficiency (\$3 494.00)</li> </ul>	Use of external data (Naplan, Best Start) and internal data (school assessments) indicate improvement and good progress for EALD students.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Low level adjustment for disability (\$58 132.00)</li> </ul>	Student and staff surveys. Observations and assessment data indicate that the integration funds and flexible disability funds were well utilised through employment of SLSO's and extra teacher support.
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$28 839.00)</li> </ul>	Use of Professional Teaching Standards and School Excellence Framework to assess impact. QTSS funds have been used for the Assistant Principals to support teachers in classrooms and support the PDP process. This has been a successful process with all teachers having annual review discussions and completed peer observations.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>Socio-economic background (\$84 867.00)</li> </ul>	Assessment using external data ( Naplan, Best Start) and internal school assessments indicate increased percentage of student growth.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	69	71	74	75
Girls	76	82	85	74

There was a decrease in enrolments in 2018, with a smaller intake of Kindergarten students. Enrolments are predicted to remain static in the foreseeable future.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.3	97.1	92.7
1	96.2	94.5	92	96.7
2	94.5	94.6	91.7	92.4
3	94.5	93.5	94.4	93.2
4	95.5	94	95.5	94.9
5	95.9	95.3	94.3	94.6
6	94	94	95.2	93.2
All Years	95.2	94.3	94.2	93.8
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

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 with an increased number of students receiving these certificates in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.83
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.01

\*Full Time Equivalent

There is a non-teaching Principal and two teaching Assistant Principals as executive staff at the school. There are five other permanent teaching positions with a mixture of experienced and 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	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Quality professional learning continued to be a priority in 2018. School development days were regularly shared with staff from Mount Hunter and Cawdor Public Schools with an emphasis on the analysis of assessment data, formative assessment, creative and critical thinking, programming requirements and accreditation information. 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. Staff also completed Epilepsy Essentials training.

Teachers were involved in setting goals using the Professional Standards for teachers, aligned with the



Performance and Development framework. A revised Professional Learning policy led to triads of collegial teaching observations, learning walks and planned sessions for teacher collaboration. Additional mentoring sessions were conducted for beginning teachers. All permanent teachers are accredited at proficient level and one temporary beginning teacher is working towards accreditation.

Teachers attended a wide variety of professional learning courses and shared skills sessions with our staff and those from other schools. A major focus was in the area of literacy with three teachers undergoing training in L3 (Literacy, Language and Learning). The new learning progressions, the teaching of reading, online Naplan and Best Start (Plan 2) were also a high priority. Environmental education, sustainability and science and technology courses were also attended by a number of teachers. Non-teaching staff also developed Performance and Development goals and attended relevant courses including managing the school website, human resources, health procedures and first aid training.

School executive staff also attended training in mentoring, assessment, behaviour plans 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.

The total school expenditure on teacher professional learning was \$11 805.00. Funds from the Quality Teaching, Successful Students initiative was also utilised totally \$28000.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	110,433
<b>Revenue</b>	1,645,928
Appropriation	1,571,890
Sale of Goods and Services	563
Grants and Contributions	71,834
Gain and Loss	0
Other Revenue	0
Investment Income	1,642
<b>Expenses</b>	-1,625,754
Recurrent Expenses	-1,625,754
Employee Related	-1,475,831
Operating Expenses	-149,923
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	20,174
<b>Balance Carried Forward</b>	130,608

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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,237,878
Base Per Capita	30,746
Base Location	2,772
Other Base	1,204,360
<b>Equity Total</b>	155,960
Equity Aboriginal	9,466
Equity Socio economic	84,867
Equity Language	3,494
Equity Disability	58,132
<b>Targeted Total</b>	72,809
<b>Other Total</b>	29,837
<b>Grand Total</b>	1,496,484

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.

### Literacy

100% of Year Three students and Year Five students completed the Naplan assessments. 95% of Year Three students were above the minimum standards in reading, writing, grammar and punctuation and 96% were above the minimum standard in spelling. In Year Three, 50% of students were proficient in reading, 27% were proficient in writing, 30% were proficient in spelling and 37% were proficient in grammar and punctuation.

In Year Five, 95% of students were above the minimum standard in reading, 80% were above the minimum standard in spelling and 75% in writing and grammar and punctuation. In Year Five, 35% of students were proficient in reading, 15% were proficient in writing, 40% of students were proficient in grammar and punctuation and 10% were proficient in spelling. Further improvement is particularly required to develop proficiency in the area of Year Five writing and in spelling. A school focus on writing will be prioritised in 2019.

### Numeracy

In Year Three and Year Five, 100% of students completed the Naplan assessments. In Year Three, 87% students were above the minimum standard in numeracy while 45% of students were proficient. In Year Five, 85% of students were above the minimum standard and 25% were proficient. Numeracy continues to be a school priority area.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student

performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Pleasing results are evident in meeting the Premier's priority areas. Overall, 39.29% of students have achieved proficiency in Naplan. In Year Three, 50% of students achieved proficiency in reading. Continued strategies to improve proficiency in reading and numeracy is a high priority in the school plan.

## 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. Students, parents and community members also completed exit slips on occasions throughout the year. Ideas and issues have also been discussed at P&C meetings during the year. Survey information, reflections and other collected data was analysed for the external validation process.

Very positive responses were indicated from students in Years Four to Six in both of the Tell Them From Me surveys in all areas of school life. This included their relationships with others and their sense of belonging at the school. Students also recorded above state average responses in regard to students being interested and motivated at school and showing positive behaviour. Students valued school outcomes and showed high levels of effort and perseverance. They recorded above state average responses in regards to effective teaching, relevance, rigour and expectations for success. Although below state levels, some students recorded that they had been subjected to bullying and continued anti-bullying strategies will be implemented across the school. Most students recorded that they have friends at school who they can trust and who encourage them to make positive choices. High levels of positive student and teacher relations were recorded as well as advocacy at school where students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Parents and community members were particularly positive about the community involvement during events such as Education Week, Grandparents Day and the whole school musical performance. Staff, families and the community share an ongoing commitment to educational aspiration by building a community supportive of student learning. Parents and caregivers are actively engaged in positive partnerships with school staff through clear and sustained communication structures. Responses from the online survey by teachers indicated that teachers believed that the school was a safe, orderly and very inclusive place

for students with a positive learning culture. High expectations, using data to inform lesson planning and guidance to monitor student progress was also noted. Teachers believed that parents had a clear understanding of student progress and were well involved in the school. Continued processes to further develop collaborative teaching practice, increased leadership capacity and to 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. Suggestions and ideas for improvements are discussed and reflected upon at staff meetings, P&C meetings and Student Council meetings throughout the year.

## Policy requirements

### Aboriginal education

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. High quality reading resources also support teaching units. NAIDOC Week was celebrated with an assembly and follow-up class activities to which parents and community members were invited. It 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. In pursuing this aim, the school annually focuses and implements a program around multicultural studies, specifically around the Multicultural Public Speaking Competition. This involves units of work in Years Three to Six in which students prepare individual presentations around the themes of multiculturalism. High quality resources support teaching units, particularly in relation to the history and geography syllabuses and through the study of texts and concepts in the implementation of the English syllabus. The school strongly implements an anti-racism policy and has a trained anti-racism officer who discusses issues with students throughout the year. Our school continues to emphasis a peaceful climate of acceptance and respect.

## Other school programs

### Personal Development, Health, 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 and one student represented at state level in tennis. Successful Sporting School grants enabled specialised coaches in gymnastics to be employed. The annual swimming scheme was held in term three.

Another highlight was the whole school participation in a Jump Rope for Heart activity which raised over \$3000 and provided a great opportunity for fitness and skill development. Our school continues to be an active Live Life Well school with our emphasis on a healthy lifestyle which was supported by the Healthy Canteen strategy. An effective scope and sequences in Personal Development, Health and Physical Education is taught in all classes with fundament movement skills a priority as well as regular weekly physical education lessons, including daily short energisers to support fitness.

### Sustainability

The school's sustainability program continued to develop in 2018. The vegetable patch led by Year One continued to be very productive and utilised by the school canteen. In addition, a new vertical garden was created with a self-watering system designed and built by primary students and additional plants added and maintained by several students throughout the year. A green team was formed and these students and teachers led a greatly improved school recycling program each week. The school also became part of the Earn and Return recycling of plastic bottles through a canteen initiative.

### Creative Arts

During the year, all students participated in a range of creative arts programs, including dance, drama, music and visual arts. A whole school dance program was held in term two, led by qualified dance teachers. A Senior and Junior Dance group was formed this year and students improved their skills across the year, performing in term four. Our school choir performed on several occasions including on ANZAC Day and Presentation Day. A major highlight of the year was the whole school performance in term four. Every student was involved, with colourful costumes as well as fine singing, dancing and acting combining to create an enjoyable, vibrant performance. The creative arts continues to be a strong and vital aspect of our school curriculum.

### 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 Macarthur

centre for Sustainability, a musical performance and an evening camp in the school playground. Students in Stage Two attended a Taronga Park Zoo Snooze excursion while Stage Three students attended a Goldfields excursion to Hill End, a planting day and a Marine Discovery excursion. The camping and excursion program is a highly valued and an engaging aspect of the school's curriculum. It supports learning across the curriculum as well as student well being, promoting self-confidence and resilience.