

Doonside Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Doonside 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.

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Message from the principal

Doonside Public School caters for the academic, social and emotional needs of children from a range of socio–economic, language and cultural backgrounds. The Annual Report provides a snapshot of achievements and performances throughout 2018. However this overview does not provide detailed information on school procedures or on the way the school community influences student learning and school culture.

Doonside Public School has a long tradition of providing a solid foundation for student learning based on explicit teaching practices and a strong student welfare focus.

Some paintwork and building upgrades have also continued. Many teaching and learning resources have been purchased and upgraded to ensure that staff and students have access to the most up to date equipment.

We have continued to broaden the emphasis on cultural and sporting activities with events such as our annual school concert, cultural celebrations, inter–school sporting competitions and academic days. During 2019, there was an increased opportunity for student engagement in whole school wellbeing programs including Life Skills, Secret Agent Society and Chillax.

Doonside PS Wingarra Preschool staff has continued to build strong relationships with parents and the broader community and their influence have led to an increase in the enrolment of Aboriginal children in preschool. Funding support has also helped to strengthen the transition to school program for Aboriginal students. Our preschool is rated "Exceeding" against the National Quality Framework. . We are looking forward to continuing this program in 2020.

We are committed to:

- Quality Educational Programs for all students, whilst empowering students to become lifelong learners who are responsible and independent decision makers.
- Promoting the educational, social and emotional success of each and every student and strengthening the continued partnership between the school and its community.
- Ensuring that Doonside PS utilises all resources efficiently to promote maximum benefit for all students.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Galea – Principal

School background

School vision statement

Doonside Public School is committed to provide a caring, happy environment in which each child will be equipped with knowledge, skills and the acceptance necessary to be an achieving member of our changing society.

Our school community shares a commitment to provide students with:

A warm, caring educational environment where staff, children, parents and the community work together to attain personal excellence in educational outcomes.

The opportunity and encouragement to develop to their full potential academically, emotionally, culturally, socially and physically.

A model for acceptable social behaviour and responsibility within the school and the community.

Fostering an environment that utilises its resources efficiently to promote maximum benefit for all students.

School context

Doonside Public School is located beside Doonside Railway Station in the Western Sydney Region of NSW. The school's history dates back to the late 1930's when local farms were subdivided and allotments were provided for the settlement of returned soldiers.

Our school population of 305 students (P–6), includes children with 29 languages and 28 cultural backgrounds. The school has a significant Aboriginal and Torres Strait Islander population 21% and 48% of students from non–English speaking backgrounds. We have a staff at a variety of experiences levels, ranging from Early Career Teachers to more experienced teaching staff. Our local community is supported by a number of government and non–government agencies. Our Preschool caters to our community and families, as well as local and non local Aboriginal students as a Regional resource. Doonside Public School is supported by the DoE through various funding programs.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Teaching and Engagement

Purpose

Empower a school wide approach to support all staff to make student learning the core focus using evidenced based research as best practice that continues to promote and embed learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Our teachers and non-teaching staff demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Improvement Measures

100% of staff demonstrate expert knowledge and use of learning progressions in Literacy, Numeracy and the use of PLAN2.

100% of staff will analyse current data and embed research informed practices to differentiate Teaching and Learning programs.

(EAfS K-6)

Overall summary of progress

All processes, programs and projects across the school provided the platform for purposeful development of practices that formed a progression to achieve our identified improvement measures. The evidence demonstrates that Early Action for success Professional learning is enabling staff to analyse data, embed research informed practice, differentiate teaching and learning and use current knowledge and best practice.

Students, staff and community have indicated that school practices are improving best practice, reaching annual targets/ milestones and being on track to achieving the final measures of our 3 year planning cycle.

Coaching, mentoring and wellbeing support proved to be highly effective in ensuring the entire staff cohort are able to meet the requirements of their roles and accountabilities through collaboration, planning and performance development.

Progress towards achieving improvement measures

Process 1: Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Early Action for Success</p> <p>Early Action for Success Strategy 2017-2020</p> <p>Early Action for Success is part of the Department's strategy for implementing the NSW Government's Literacy and Numeracy Plan 2017-2020. The strategy involves early identification of the level of attainment in Literacy and Numeracy of each individual child (K-2) and tailoring a specific program of learning to that child's needs. Change in teaching practice from a focus on the whole class to a focus on the needs of the individual student. Ongoing monitoring of individual student progress against the Literacy and Numeracy progressions and evidence-based use of tiered interventions in Literacy or Numeracy according to student need.</p> <p>PLAN 2, Progressions and CTJ</p> <p>With links to NSW syllabus, PLAN 2 encourages teachers to plan, program, monitor growth and differentiate learning outcomes, to inform teaching and learning for a whole class or individual students. Teachers continue to plan,</p>	<p>IL; DP; Beg Teach Funds; Pd Funds</p>

Progress towards achieving improvement measures

teach and assess using all NSW syllabuses, from K to Year 6. As part of our regular assessment, planning and monitoring actions the use of PLAN 2 to make informed decisions about students learning is becoming part of an embedded school practice. As different aspects of PLAN 2 are updated in ALAN, staff have had the opportunity to engage with these and use them effectively to plot students accordingly to syllabus outcomes and as well as using the data to inform next steps in teaching and learning.

Best Start–Kindergarten

All children start school with different abilities in Literacy and Numeracy. At the beginning of Kindergarten, it is important that teachers can get to know their students and find out about their abilities and knowledge. Classroom teachers and LAST have an opportunity sit with a student one–on–one and administer tasks that provide a baseline of skills and abilities that a student has on entry to kindergarten. This assessment gives a snapshot of each student's Literacy and Numeracy knowledge at the time the test is administered. The results assist the teacher to understand what each student already knows and can do and to plan teaching and learning tasks accordingly.

Professional development / Community of Learning

"The Instructional Leaders play a key role in building staff skills and knowledge in teaching and assessing Literacy and Numeracy. They also assist teachers to customise interventions for individual students. The skills of reading, writing and Numeracy are crucial – particularly in the first few years of school. Everything a student achieves in school depends on a solid foundation in these skills," Mr Baird said at the inception of the Literacy and Numeracy Strategy. Staff at DPS have been engaged in a professional learning community this year. The primary focus of their learning has been on effectively meeting the students learning need in the Literacy Block. During staff development afternoons and collaboration days we have been focusing on Phonics – progression of what and how students acquire phonetic skills; Reading – the use of Big Books and Phonics Readers to embed learning along with 'Planning For' and 'Creating Text' with students.

Research Models

Our research models used this year in professional learning and development have included Deslea Konza–Phonics, Dr Noella Mackenzie–Creating Text, Joanne Rossbridge–embedding oral language into the teaching and learning cycle. This research is disseminated through EAfS Learning community sessions within the school timetable, through discussion and collegial sharing via email, networks and print. The research is embedded strategically to meet the identified goals within our school.

Process 2: Develop and implement collaborative processes for using consistency in teacher judgement in Literacy and Numeracy progressions inclusive of internal assessments.

Evaluation

Funds Expended (Resources)

Programming

There is a whole school expectation to ensure the syllabus documents are reflected in all teaching and learning programs. These programs are enriched using research models, data, differentiation requirements, school priorities, technologies that support and engage as well as using active and consistent self reflection to ensure success. They are designed to meet the needs of the students at their current level of proficiency, while striving for achievement of required outcomes and an aspirational target for their future academic careers. They are collaboratively discussed with supervisors and opportunities for feedback and development are built in to practice.

DP; PD funds; Beg Teach Funds; LST; counsellor; IL

Workshop / Collaboration Planning

This year, teachers have been given the opportunity to collaborate and programme in their teams for a whole day each term. On these days, teachers are able to upskill themselves in different areas such as programming, technology, differentiation, assessments, resources and other professional development. It is also an opportunity to build collegial relationships, share knowledge, strengths and expertise. Teachers are able to plan and programme together as a stage to ensure the school's scope and sequences are being met and have a clear understanding what has been taught and where to next. As a result, teachers have provided positive feedback and have found these days to be very useful, engaging and informative.

Differentiation

For all teaching and learning programs designed and pedagogical approaches implemented, differentiation is a key foundational concept. Differentiation was a focus to ensure that all students have equity in their ability to access curriculum.

Teaching staff utilised differentiation which involved the use of teaching, learning and assessment strategies that were fair and flexible, providing an appropriate level of challenge and engaging students in learning in meaningful ways. This was presented in a variety of ways from individualised learning plans for all key learning areas to enrichment for students requiring additional challenges in their academic lives and has been demonstrated through amendments to content, process, product and learning environment.

Data informed

Data is collated and used for a variety of reasons, including the development and review of Teaching and Learning Programs. Through the capture of information about student learning, teachers are able to disseminate data and use it to effectively set up appropriate learning tasks at individual and small group levels. Reviewing data at class and team level, informs support needs for learning and guides our future pathways for learning and intervention. Data sets within classroom programs provide quick snapshot for teachers to reflect at necessary intervals to monitor and track student progress and submit for whole school collation at regular intervals. Teachers school-wide utilise SENA, SAST, running records and school based assessment tasks to enable consistent teacher judgement. Data is used to identify and explicitly program learning activities that ensure active engagement and learning interventions where required.

Research informed

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Further to this, a variety of research models are implemented to support the individualised needs of students within the Teaching and Learning Programs that teachers develop as well as those used in intervention settings such as LST and EAL/D.

Preschool QIP

The Preschool is meeting the requirements of EYLF and NQF. Each child is supported to work with, help others and learn from others through collaborative learning opportunities. The Preschool assessment and rating

Progress towards achieving improvement measures

against National Standards resulted in a rating of Meeting in 2019. The design, review and use of the EYLF continues to guide practice in all five outcomes to expand and enrich children's learning through play. The preschool staff continue to participate in PD to maintain their knowledge base around the EYLF/NQF and other preschool initiatives.

The QIP is a working document and is a work in progress that has to be updated and amended on a regular basis by preschool staff. The preschool team have engaged in PD with the P–2 Initiatives Officers. The focus area for 2019 is Standard Two: Know the content and how to teach it, Three and Four: Plan for and implement effective teaching and learning and Five: Assess and provide feedback.

This was achieved through working collegially with the Aboriginal Transition to School Network, Principals Network, Aboriginal Education and Engagement Advisors and Liaison Officers.

Additional funding provided quality professional PD ensuring the QIP, compliance and regulations continually being reviewed and updated. On recommendation of areas of need identified in the QIP, the preschool applied for and was successful in achieving a grant that will support the upgrade of the external learning environment (2019).

Observations and Evaluations

Programs undergo a systematic process of observation and evaluation twice a term. This provides supervisors the opportunity to reflect on the design of tasks and the pedagogical delivery to ensure reliability of practice that meets student learning needs. Feedback sessions are a two way conference that enables teachers to fully share their knowledge and understanding of their program and how this will meet the student learning needs. Any identified areas of need for the teacher are addressed more explicitly during mentoring sessions that may occur at the instigation of either the teacher or the mentor. This is an authentic, valued and valuable practice.

Classroom Observations

A focused Literacy and Numeracy session is being presented in all K–6 classes in the school.

Based on regular formative and summative assessment and data analysis, student learning is being targeted to their current levels of outcome achievement. Activities are being differentiated to suit the learning needs of students to ensure that they are on target to achieve stage appropriate outcomes. Students are engaged through quality teaching and learning activities which utilise a range of pedagogical strategies such as tactile, visual and technology to introduce new topics and consolidate student's learning.

Learning intentions and student goal setting tasks were implemented to encourage self-reflection and greater student regulated learning. Student centred vs teacher driven programming and practice promoted increased engagement across all KLAs.

In 2019, Learning Walks or Walk Through was introduced. This practice was a less formal approach to classroom observations and more focussed on identified areas for improved professional practices. The inaugural walk focussed on classroom environment and the ways in which this supports or hinders student learning. Rich conversation and feedback between staff and peers encourage collaboration and reflection against previous practice. This provided mentoring and coaching opportunities to further develop for executive and allow specific evidence of effective practice to be demonstrated against the Teaching Standards.

Student surveys

Progress towards achieving improvement measures

88% of students indicated that they do things in the classroom that are new and exciting.

84% of students indicated that their teacher plans class activities that are interesting and engaging.

Staff surveys

100% of staff indicated that they almost always/usually consider whether a group activity best meets the needs of individual students in Literacy and 100% Numeracy.

91% of staff indicated that Literacy development is dependent on the quality of the teaching for Literacy and 91% indicated for Numeracy.

Community Surveys

100% of parents believe that the school provides helpful information about their child's progress

100% of parents believe that they can talk to their child's teacher about their progress.

Performance Development Plans: Teaching

As continued best practice and in line with DoE expectation, all teaching staff have developed a working PDP that evidence the Teaching Standards. This document identifies their professional goals and aspirations for the coming year with strategic reflection points. Actively collaborating with supervisors and clearly communicating the agreed goals has assisted staff in accessing appropriate PD in line with their document and the school plan. Evaluation of their achievement has assisted supervisors in supporting their areas of personally identified growth or interest, potential blocks as well as pathways forward.

Performance Development Plans: Non-Teaching

During 2019 the practice of the development of PDPs for non-teaching staff continued. This process aligns with that of teaching staff in terms of goal identification, collaboration, professional learning opportunities and reflection/evaluation with supervisors.

Next Steps

All staff continue to build on current practice, knowledge and skills using the following:

Continue the EAFs learning community sessions for sustainability through collaborative dialogue and sharing.

Continue the performance development processes underpinned by the Australian Teaching Standards.

Embed Learning walks with an identified focus to provide constructive and collaborative collegial feedback.

Continue to actively enrich our student engagement and interests through current best practice pedagogy in all key learning areas.

Professional teacher autonomy through strategic accountability processes for documentation and whole school practices as a priority focus for the leadership team.

Continue to employ additional FTE in SASS and teaching staff to support the effective coaching, mentoring and wellbeing support

Strategic Direction 2

Learning and Engagement

Purpose

To initiate, facilitate, inspire and support the connection between the learner and their learning. Our students will develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

At least 80% of students P–6 meeting the Premier's targets and achieving their stage appropriate growth in Literacy and Numeracy (EAfS).

Reduce the difference in student trend data in Literacy and Numeracy between state and school by at least 50% (NAPLAN) with the aim of improving achievement of students in the top 2 bands in NAPLAN Literacy by 2% per year (19.7% 2019 to 25% 2022, acknowledging the DoE target lower of 27.2% which equals 2.5% per year) and by 2.5% in NAPLAN Numeracy (12.2% 2019 – 19.6% 2022).

Overall summary of progress

Analysis of school wide practices, data, processes and policies has demonstrated that overall student growth has increased in line with expectations (my school, my community, my students). Internal and external data shows that student growth continues an upward trajectory with tiered interventions required for identified students.

Data demonstrates that Kindergarten and Year 1 have had marginal growth in reading with like group comparisons.

Progress towards achieving improvement measures

Process 1: High quality teacher professional learning and coaching practices will support teachers to employ exemplary pedagogy across all areas of the curriculum leading to ongoing student improved growth and performance.

Evaluation	Funds Expended (Resources)
<p>Early Action for Success</p> <p>Literacy – K–2</p> <p>Kindergarten teachers were working collaboratively to develop their knowledge of phonics and phonemic awareness. Literacy teaching programs were planned for, implemented and reviewed to cater for differentiated student needs during dedicated Literacy sessions.</p> <p>Teachers were explicitly teaching phonics incorporating phonological awareness, letter–sound knowledge and vocabulary. This strategy made an impact on student reading fluency and their ability to decode words and build appropriate comprehension skills while reading decodable text. During term three and four, teachers used phonetic readers –(Initial Lit and Fritzroy) to build students decoding skills and to ensure students have ample opportunities to practice learned skills. Sight words were introduced alongside phonics and taught to a level of automaticity. Student reading assessments are continuous and achievement data reported formally each term in week 8. A detailed analysis of individual class reading data determines the targeted learning focussed support and/or intervention at a tier 2 level provided to students K–6.</p> <p>Students in Year One and Two are building on a known knowledge of phonics and word recognition to extend their learning. Students at this stage are reading, responding to, and thinking critically about a variety of fiction and</p>	IL; DP

non-fiction texts introduced and taught at appropriate levels. They are developing skills to use a range of sources of information in the text, along with their prior knowledge, to make sense of the texts they read. With teacher guidance, students use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text. Students reading confidently at higher reading levels are transitioning to easy chapter books as a source of instructional reading material. Our literacy focus for this year has been on planning for and creating text. Students engaged with a wide variety of texts for a number of purposes and planned for and created text using these models. Students were encouraged to write independently for a variety of purposeful reasons.

Numeracy K-2

The Mathematics syllabus broadly describe and identify grade expectations for the end of each year. Teachers have participated in professional development on how to administer the SENA numeracy assessment and to analyse their student's results using the analysis sheet. Data collected is utilised to map their students learning pathway using the online tool ALAN-PLAN 2 onto the numeracy progressions. This process has being developed to assist with the data collection for learning and to determine shared expectations of four sub-elements: quantifying numbers, additive strategies, number sense and algebraic thinking and multiplicative thinking.

Benchmarks apply to Kindergarten, Year 1 and Year 2 across Early Action for Success schools which are used to address, monitor and review teaching and learning on a regular basis. These benchmarks are: By the end of Kindergarten, students should be able to consistently meet the end of year expectation as set out in the NSW Mathematics curriculum. By the end of Year 1 students should be able to at least count-on-and-back over the decade and be working on enhancing their range and application of flexible strategies. They should also be developing an early conceptual understanding of place value up to 100 and beyond. By the end of Year 2 students should be able to quantify number up to a thousand and beyond and apply flexible additive strategies to problem solving. They are further developing their understanding of the place value with two- and three-digit numbers.

Under EAfS, our data is consistently and rigorously analysed and indicates pleasing levels of achievement. Students who are not meeting the identified benchmarks are recognised for additional individual support or tiered intervention.

Under both focus areas of EAfS, teachers work shoulder to shoulder with the Instructional Leader to develop teaching and learning strategies through collaborative learning communities. Community Learning provided an opportunity to discuss current research, pedagogical approaches and best practice for effective program delivery and student outcome achievement.

Mathematics 3-6

In 2019, we continued our focus towards Mathematics and Numeracy skill development through a structured Mathematics delivery program. Students engage in a number of activities that promote the development of their ability to think mathematically with a focus on problem solving and use of mathematics in real life situations. An established focus is in the area of *language in context* for Mathematics and its specific terminology is continuing to be addressed. Teachers continued to use and improve their program content with the use of the NSW Syllabus. Teachers ensure that the development of appropriate differentiated learning tasks ensure specific outcomes are addressed at the stage/age appropriate level for the students in their classes. Analysis of the school's achievement against NAPLAN indicates that there is improvement in student learning. Teaching and learning programs for Mathematics are monitored each term for professional growth and to ensure stage appropriate expectations are being met.

Progress towards achieving improvement measures

Classroom observations, teacher discussion, formative and

Little Possums

During 2019 Doonside Public School continued to host the Little Possums initiative. Run under the auspices of Connect Child and Family services, Little Possums offered play based therapy to students or families who have experienced trauma.

Classroom Observations

Regular observations of classroom environments reflect that teachers are actively ensuring a safe, supportive, challenging, interesting and engaging learning space that is contextually appropriate. Student centred learning is evidenced through pupil self-regulation, ownership, classroom displays, attendance, learning intentions and work samples. This is evidence of teachers own knowledge of their students and their individual learning styles and wellbeing. Staff demonstrate consistent utilisation of research informed practices to differentiate teaching and learning programs and pedagogy. Students are being taught at their level of ability and activities are being differentiated to suit the learning needs of the students. Students are engaged through quality teaching and learning activities which are presented in various ways such as hands on or through technology to not only introduce new topics, but to also consolidate student's learning.

Internal Assessments

SENA

The consistent use of the SENA assessment has been implemented throughout Years K–6. Used as a standardised diagnostic, reporting and planning tool, data obtained from this assessment has been used to monitor student achievement and growth. During 2019, at the request of staff, further Professional learning was delivered to reinforce or introduce the practice of administration and evaluation of this assessment. We presented SENA 1, SENA 2 and SENA 3, unpacking the tasks to enable teachers to correctly and consistently identify the student learning phase. This consistency allows for clear identification of "where to next" for student learning and assist in identifying appropriate teaching strategies to achieve these. Information obtained from SENA are transferred to ALAN PLAN 2 for further analysis.

South Australian Spelling

The consistent use of the South Australian Spelling assessment has been implemented throughout Years K–6. Use as a standardised diagnostic, reporting and planning tool, data obtained from this assessment has guided the development of a spelling scope and sequence as well as a monitor of student achievement and growth .Data shows that a number of students have a spelling age which exceeds chronological age allowing lesson discrimination and tasks to be aligned with their areas of need. A number of students have received results that indicate a critically low achievement, allowing a focus on their area of need from lesson differentiation, referral to LST to intensive intervention where required. Through professional development, teachers are becoming more proficient at analysing their student's spelling results and preparing spelling tasks at differentiated levels.

Running Records

Running records are administered by teachers as one form of assessment of student reading capabilities and achievement. Teachers conduct this assessment regularly and formally submit data on a regular basis each term to inform whole school priorities, resource allocation and tiered interventions. 57% of K students have achieved L8; 50% of Yr1 students have achieved L18; 69% of Yr2 students have achieved L28.

Progress towards achieving improvement measures

Process 2: Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Enrichment Opportunities</p> <p>Math Enrichment</p> <p>Math Enrichment comprises of students from Years 3–6, who request by letter of application, to engage and extend themselves in mathematics. The goal for Math Enrichment is to challenge the minds of the students and to build upon their knowledge in Numeracy. For this year's project based learning, students have been working in pairs to design a holiday itinerary. They were given a range of mathematical questions to solve in order to earn "money" to plan for their trip. They chose a holiday destination, booked flights, accommodation and organised activities to participate while on their holiday. After the completion of their itinerary, they were given passports and boarding passes. Students utilised the green screen and found images on the internet of different locations/activities they have organised. Using these images, students created environments that appeared as if they were actually on their holiday. This project involved working mathematically, problem solving, teamwork, investigating and thinking creatively. It involved links to other KLAs such as English, History and Geography and the use of technology.</p> <p>Literacy Enrichment</p> <p>Literacy Enrichment is designed for primary students from Years 3–6 to deepen and extend their writing, reading and comprehension skills using the English Textual Concepts. Lessons are held once a week in the Computer Lab, where concepts are taught and linked through quality and engaging literature. Delivery of student work is via Google Classrooms to further develop students' capabilities and strengthen their understanding in ICT.</p> <p>Reading Eggs</p> <p>To support learning achievement for students in Literacy P–6, we purchased a subscription to the Reading Eggs program. Individual students had their literacy learning needs catered to via a number of interactive lessons and activities. Teachers were able to identify the appropriate level of the students and allocate the tasks to strategically address the learning outcomes identified. Students indicated their enjoyment, proficiency and improvements toward outcome achievement whilst working on this platform.</p> <p>NAPLAN analysis 2019</p> <p><i>Students complete NAPLAN assessment annually. The staff utilise the data provided to deeply analyse where students' strengths have been demonstrated and where students' area of growth require further focus this year and 2020. This years data summary is demonstrated as follows:</i></p> <ul style="list-style-type: none"> • In Year 3 – 31% of students achieved Top 2 Bands for Reading • In Year 3 – 22% of students achieved Top 2 Bands for Numeracy <p>Data is able to demonstrate student growth for those who sat NAPLAN in 2017 and resat in 2019. The data has demonstrated the following:</p> <ul style="list-style-type: none"> • In Year 5 <i>Reading</i> 79% of students accomplished growth • In Year 5 <i>Writing</i> 90% of students accomplished growth • In year 5 <i>Grammar</i> and Punctuation 80% of students accomplished growth • In Year 5 <i>Spelling</i> 96% of students accomplished growth • In Year 5 Numeracy 100% of students accomplished growth <p><i>The Department of Education has set National minimum standard for students to be benchmarked against. The data has indicated the following:</i></p> <ul style="list-style-type: none"> • In Year 3 Reading 80% of students are above national minimum standards • In Year 3 Grammar and Punctuation 76% of students are above national 	<p>CRT; BT \$\$; PD \$\$</p>

Progress towards achieving improvement measures

minimum standards

- In Year 3 Spelling 78% of students are above national minimum standards
- In Year 3 Writing 73% of students are above national minimum standards
- In Year 3 Numeracy 59% of students are above national minimum standards
- In Year 5 Reading 66% of students are above national minimum standards
- In Year 5 Grammar and Punctuation 60% of students are above national minimum standards
- In Year 5 Spelling 73% of students are above national minimum standards
- In Year 5 Writing 64% of students are above national minimum standards
- In Year 5 Numeracy 69% of students are above national minimum standards

Process 3: Timely, targeted intervention and feedback to all students reflects best practice.

Tailored support, extension and enrichment maximise outcomes through an integrated approach to student wellbeing in which the holistic student can connect, succeed and thrive in each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Learning and Support Team</p> <p>Staff, students and community benefited from an active and effective Learning and Support Team in 2019. The responsibilities of the team included identifying additional student need through data analysis and development of strategic pedagogical approaches to improving student outcomes. Timetables are designed and reviewed regularly, reflecting against the data sets collated twice a term. The active and flexible approach to intervention proved effective in ensuring that maximum access has been obtained by all identified students. The Learning and Support Team were empowered by the participation of the school counsellor as a collaborative partner and support in addressing the needs of students with more extensive intervention needs. The LaST work closely with the Support unit within the school to share expertise, strategies and support.</p> <p>Consistent Teacher Judgement</p> <p>During 2019, we engaged in a number of CTJ activities and professional learning opportunities in creating text, reading– modelled and guided and maths as a whole school priority. As a result of collaborate planning and evaluation of created text, a set of independent writing samples have been analysed K–2 to be used by teachers as a benchmark. As a result, teachers are building their knowledge and expertise in evaluating assessment tasks on a consistent level across classes, grades and stages. This remains a continued priority for 2020.</p> <p>Matific and Math Seeds</p> <p>Research indicates that students engage more willingly in practice tasks when these tasks are game based. In order to maximise engagement and promote improvements in mathematics, Doonside Public School students had access to two online platforms in 2019.</p> <p>For students from preschool to Year 2 including support unit students, the school purchased a subscription of the Mathseeds program. Developed to be interesting and engaging for younger students, the program allows teachers to identify appropriate levels of tasks for students on a group or individual level. These tasks can be set for small group, class tasks or homework tasks and can be set to allow for remediation, consolidation of skill, enrichment or practice depending on the student need.</p> <p>For students in Years 3 – 6 including the support students, the school purchased a subscription to Matific. This online program has also been</p>	<p>IL; Coaches; LST; LaST; CRT</p>

Progress towards achieving improvement measures

developed to be interesting and engaging for students and offers platform based progression for development, practice or improvement of skills. This program includes a level of competition which is appropriate for students of this age.

Next Steps

Coaching, mentoring and wellbeing support across the entire staff and student cohort to maintain and meet the requirements of professional roles and accountabilities.

Continue to embed programs that support students, academic and wellbeing needs.

Continue reading and writing as a core axiology for all students K–6 to improve value added outcomes.

A strategic focus will be applied to tiered interventions for students who are not meeting identified benchmarks reading (Kinder and Year 1).

Strategic Direction 3

Leading and Engagement

Purpose

To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting students, staff and parents to challenge themselves as members of the wider school community. Our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Improvement Measures

Improved student outcomes (at least 20% per year) with a focus on attendance improvements of 3% (61.7% 2019 to 69.6% 2022) and high quality service delivery are a result of strategic resourcing.

Sustain a 30% per year growth in engagement at all levels as a measure of capacity as an educational community. As evidenced by Wellbeing data (92.3% 2019 to 94.1% 2022)

Overall summary of progress

Delivery of high quality service continued with the school leadership team conveying a model of coaching and mentoring which proved most effective in supporting, guiding and developing professional dispositions of all staff. Levels of engagement as indicated through staff surveys and other means of feedback provided an insight into its validity for 2020 continuation. Sustained levels of student engagement are evident through attendance/suspension data, support for extracurricular activities and student surveys/feedback. Students actively sought and were provided with opportunities to engage in roles outside their classrooms (e.g. Green Team, SRC, Debating, School leadership) with growing accomplishment, sense of pride, ownership and confidence.

Progress towards achieving improvement measures

Process 1: Local leadership capacity and teaching expertise are strengthened through high quality Instructional Leadership. (EAFS)

Evaluation	Funds Expended (Resources)
<p>Learning and Support Teachers</p> <p>All student data is monitored and analysed by the Learning Support Team to ensure that the most applicable interventions are implemented for each student. Using achievement data and observations the team are able to deliver generalised support and have been working systematically to implement a phonics programme with targeted students from K-6. The programme consists of students developing their skills in oral language and build confidence in listening and speaking in full sentences. The teachers then focus on developing phonological knowledge and awareness through short and directed activities.</p> <p>Learning and support teachers are organised to identified groups of students or students who receive intensive one on one support, as a reflection of the analysis of data submitted by the classroom teacher. Pre-assessments are undertaken and after 5 weeks of interventions, they are re-assessed. Our Learning and Support team actively seek to upskill and build the capacity of staff to explicitly identify the areas of support a student may require as well as strategies they can employ in their role for the best outcome for the child.</p> <p>Early Action for Success 2019</p> <p>Literacy Kindergarten to Year 2</p> <p>The Principal, Deputy Principal, Instructional leader and the Assistant Principals play a key role in building staff skills and knowledge in teaching</p>	DP; Coaches

Progress towards achieving improvement measures

and assessing Literacy. Teachers are assisted to customise flexible learning groups for literacy based on data and consistent teacher judgement. Tiered targeted interventions by the Learning and Support teachers were programed for students who have been identified as being at risk of not meeting minimal benchmarks in Literacy. Teachers have had the opportunity to participate in professional development to become proficient in understanding the content and requirements of the syllabus, the learning progressions and to use their professional teacher judgement when assessing students using both formative and summative assessments. Professional discussion around data, planning, programing collaboration and class visits are evidence of successful professional learning PLAN2 data is used as a baseline for all interventions in Literacy. The use of and the analysis of this data enables tailored support to be available for students with more complex literacy needs as identified by classroom teachers at school learning and support meetings. All K–3 staff are utilising PLAN 2 analysis to guide individual PD (EAfS).

Numeracy

Staff play a key role in building their individual skills and knowledge in teaching and assessing numeracy. Teachers are assisted to customise flexible learning groups and differentiate learning experiences and activities for numeracy based on data and consistent teacher judgement. Targeted classroom interventions are programed for students identified as being at risk of not meeting minimal benchmarks in Numeracy. The school principal and executive staff have embraced these strategies/tiered interventions and have made available all essential funds, time and equipment needed to enhance the Numeracy learning of both the teachers and students through professional development. The PD focus for 2019 has been the development of teachers understanding of the SENA student test, evaluation of what strategies students are using and assistance to confidently enter data on the numeracy learning progressions.

This strategy will be continued in 2020.

STAFF (EAfS)– Literacy and Numeracy

There has been a greater sense of collegiality through professional discussions along with an improvement in program design and delivery, student engagement and outcomes during 2019. Staff are developing a greater understanding of the importance of the conscious use of literacy and mathematical meta–language when teaching concepts. Teachers continue to deepen their knowledge of the curriculum in both Literacy and Numeracy as well as utilising the progressions plotting their students their students learning.

Teachers continue to work collaboratively to ensure Consistent Teacher Judgement is utilised when assessing students for, and, of learning when assessing created text. Teaching programs are: planned for, implemented, reviewed and adjusted, to cater for differentiated student needs during dedicated Literacy and Numeracy sessions.

Collegial planning and shared resources has increased the teacher's ability and confidence to differentiate the activities thereby providing avenues of success for all students. Teachers are asked to timely document referrals to the LST so that appropriate tiered interventions and support may be established. With the school co–contribution of funds, classes have the relevant resources and equipment to ensure all students learning needs are been met at differentiated levels

Process 2: Deployment of teaching and non– teaching staff entitlement to utilise the available expertise to meet the needs of students, staff and community through a school culture of coaching and shared accountability, that recognises and delivers systemic expectations for learning, teaching and leading. (NB1)

Evaluation

Funds Expended (Resources)

Staff Leadership Opportunities

IL; Coaches; DP; CRT; PD \$\$; BT \$\$

Whole school coordination

The leadership team at Doonside Public School continued to monitor and address the strategic priorities for the school in 2019. A change in school structure during the year created a substantive Assistant Principal position to become available which an experienced staff member successfully filled.

Staff were surveyed indicating their views on various areas of the Doonside PS leadership and management. Their responses are as follows:

100% of staff indicated that staff, students and community are almost always /usually encouraged to take on leadership roles, while 100% of staff indicated that leaders improve the school through an understanding of school context and encourage teachers to reflect on their practices.

The leadership team are active and successful in ensuring that all groups within the school develop a common goal and that the community are considered. Furthermore the team are seen to model a commitment to school improvements, the implementation of change process which will result in student improved outcomes and the interest in and accountability for, student improvement.

Feedback and active engagement were sought by all stakeholders in the development of strategic directions as well as the monitoring, evaluation and reporting against the milestones.

Excursions/Incursions

During 2019 Doonside PS students had the opportunity to attend a number of excursions and camps related to their learning needs and school programs including Wannabees, Sydney Writers Festival, Revolting Rhymes, the Powerhouse Museum, the Art Gallery and 3–6 camp to Dubbo. These events were open to mainstream and Special Needs students.

The Little Environmentalists Group also participated in attending tree planting workshops at sites in the Sydney Metropolitan area. Incursions for Responsible Pets also took place during 2019 for K–2 and students in the Support Unit. As part of whole school NAIDOC activities, students from P–6 attended an incursion by Aboriginal musician Didgeribone.

SRC

Doonside SRC meets regularly to provide input on student issues and school programs, and also this year participated in the making of several videos for whole school events including Education Week. The students have worked alongside the two coordinating teachers to include Student Voice in the decision making processes within the school. They actively seek opportunities to run school events and organise or run fundraising efforts to the benefit of the whole school community. The SRC is made up of two peer elected students per class from Year 2–6 including Support classes.

Performance Groups

We continually provided opportunities for students to participate and appreciate a variety of performance groups during 2019. These opportunities are providing students the ability to explore and develop their love for performing arts. The dance groups; Indian, Jazz, Polynesian and Aboriginal explore the diversity of culture, heritage, background, tradition and the community present at Doonside PS. These dance groups develop a strong foundation in both culture and language of some of the families and the broader Doonside community without compromising their cultural identities. Performances are held at Books in Homes assemblies on a rotational basis. This year we were invited to a showcase at Mount Druitt Westfield during

Progress towards achieving improvement measures

Education Week. Our first whole school concert was also held during Education Week with a theme of "Beauty in Diversity" where all classes contributed with an item based on this year's theme.

School assemblies are held on a fortnightly basis for both primary and infants stages with each class taking responsibility for running the assembly including a performance piece. Examples of student presentations include poems, readings, songs, dancing and presenting art work. Parents are invited and encouraged to attend where possible. Multicultural Day performances were based on the countries selected for study by each class and included dance, drama, song and reading. Some classes chose to combine and share a group presentation for this day. Our end of year performance was held as a concert experience following our formal Presentation Day. The theme was Christmas and all students were encouraged to participate through a variety of mediums to celebrate their festive spirit. At times, our parent attendance at our concert and performance events has exceeded our capacity to seat them. This is a fantastic show of support for our students and has grown as a result of commitment to building quality relationships.

Student Leadership Opportunities

During 2019, School Captains, Prefects and SRC leaders were provided extra-curricular opportunities through the Leadership Camp to the Brewongle Environmental Education Centre. Here the students learnt about environmental conservation whilst sharpening their leadership skills. The student leadership team regularly consulted with the school executive team in regards to issues they felt were important to the school and as a result, showed great leadership initiative in suggesting ways in which things could be done differently to ultimately make school a better educational experience for all. This has included greater involvement in fund raising, organising whole school assemblies and participating in video making for presentations at whole school events.

Practicum Teacher / Supervision

Doonside Public School continually advocates and supports the professional learning of Pre-service teachers from a number of Universities across NSW. We have had students from Australian Catholic University and Macquarie University. Pre-service teachers are welcomed to Doonside Public School with an induction of the school policies, procedures and other essential school business information. Regular conferencing with student teachers and mentor teachers would occur, providing support to all parties when required. Our teachers are dedicated and committed to mentoring student teachers by modelling quality teaching and learning practices that include an extensive knowledge of subject content, knowing the students, understanding how students learn, effective planning, programming and assessing and collaborating and communicating with staff, students and parents.

The success of our partnership with university pre service teachers has resulted in a number of these become members of our school staff.

Management of non-attendance

Doonside Public School promotes attendance through a range of Learning and Support, wellbeing and attendance practices.

These strategies included some of the following practices:

- Periodic regular whole school attendance information sheets including strategies to support families and facts about the potential impact of high absences on student learning, were sent home to all families throughout 2019.
- Ongoing communication with families allowed us to have absences explained as well as informing us of students intending to move out of area.
- Parents were provided with information about the legal requirements for students to attend school – Posters and newsletter articles were published to

support this message.

- Parents and caregivers were given various options to notify the school about non attendance including written (letter or email) and verbal (phone or in person). Families who did not explain absences were sent letters and/or phoned asking for explanations.
- All student attendance is monitored in conjunction with the Home School Liaison Officer.
- Early intervention strategies including student monitoring/reward charts are utilised and LST intervention implemented where required.
- Families with high absenteeism were invited to meetings with the School Attendance Officer or the Aboriginal Home School Liaison Officer, where the importance of regular attendance was explained. Information about school and outer agency support was also provided.
- Students whose attendance was an ongoing concern were monitored daily and/or placed on Attendance Improvement Programs (AIP) (in school/or HSLO/ASLO). Parent, student and school are involved with developing the AIP which was monitored by the HSLO/ASLO and school.
- Notifications to DFCS for student wellbeing and Educational Neglect (in accordance with DoE guidelines) were made in conjunction with HSLO/ASLO referrals where required.
- Positive strategies to reward excellent attendance continued to be implemented. Certificates were given at the end of semester one for perfect attendance and trophies are awarded at the end of the year for 100% attendance.

Colebee Learning Community

During 2019, we continued the collaboration with the Colebee Learning Community schools (Crawford PS, Marayong South PS, Walters Rd PS, Doonside Technology High School and Evans High School) to develop and implement two new research based projects. These were STEM and Stage 3–4 Programming and Assessment Project (writing). Both projects attracted funding from different sources and are built on a model of collegiality, collaboration and sustainability. 2019 observed the first combined professional development day where all staff from all six schools collaborated to utilise the expertise within each school to further the education of their colleagues.

A key initiative of the CLC was the further development of our AEO and Aboriginal Education network. This group met regularly (twice per term) to review common areas of concern and best practice that impacts our Aboriginal students within our schools. For 2019 a key focus was on attendance and consistent practice in addressing this across all six settings. A poster was developed and has been circulated for publication throughout the schools. This committee within the CLC was originally for AEOs, however as all schools do not have an Aboriginal Education Officer, it was opened up to the leaders of Aboriginal Education within these schools.

STEM

STEM in 2019 at Doonside Public School achieved a heightened profile. STEM is the integration of Science, Technology, Engineering and Mathematics through addressing the outcomes of each of the identified syllabus documents.

Students were provided opportunities to engage with a variety of newly purchased technologies including Spheros, iPads, Makey Makey, Bee Bots and Green Screen kit. Through access to the STEMShare program launched by the DoE, students were also able to experience Virtual Reality tasks and 3D printing. Additional technology purchased includes limited numbers of Blue Bots, Merge cubes and a Drone. Students were provided opportunities to solve complex problems and collaborate creatively utilising a variety of technologies during weekly lessons. Most notably the students were excited to engage in a Design Thinking challenge which required them to use only a photograph to design a chicken coop for the schools newly hatched chicks. Students developed the design and models to scale using various materials.

Progress towards achieving improvement measures

Investigations into the weight, size and pricing of actual materials constitutes a final element of the project. As part of a larger collective, our school and students participated with the Colebee Learning Community schools in the implementation of the joint funded Schools Plus/Google STEM project. This Project was designed to promote an understanding of the consistency of practice and achievement of all schools within our communities and using a high interest area such as STEM as the vehicle to consolidate and engage students in their learning.

Stage 3–4 Programming and Assessment Project (writing)

DPS Stage 3 students engaged with DTHS students to take part in a Creative Writing program run by Story Factory. This program ran for 8 weeks with mentor students from DTHS and volunteers from Story Factory acting as co-ordinators. The core focus of the program was for students to develop a creative story based on a camping trip and involved students breaking down the writing process while in smaller groups each week. Story factory provided all resources required for the completion of the tasks. Students were highly engaged during each lesson and worked well with their mentors. There was a greater improvement in verbally sharing of ideas and engagement in writing tasks.

Coaching

During 2019 the Coaching and mentoring roles continued to support student outcome achievement and engagement on a variety of levels. Assistant Principals maintained their commitment to building the capacity of their mentees in the areas of program development, professional practice, teacher and student wellbeing, accountability and new projects. The practice involves conferencing, collegial exchange, feedback and observations, demonstration of practice and building resilience among teams through adaptability, flexibility and teamwork. Teachers have developed a practice of seeking support or reflecting on practice through respectful relationships that have been a result of this initiative.

Research supports that teachers who feel supported are more willing to engage in new experiences or undertake more challenging roles with confidence and success.

Team Supervision

Preschool

During 2019 preschool had the opportunity to employ two preschool teachers one for each group. This was made possible by the strategic planning of the principal. This allowed the preschool teacher to broaden current practice, develop new knowledge and skills and work collaboratively within the whole school. Preschool staff attend weekly meeting with the K–2 team to keep updated with whole school events and schedule incursions and excursions jointly. Monthly preschool meetings are schedules to inform current best practice and other business.

Specialists

Our team consists of Release Face to Face (RFF), Learning and Support, Library and EAL/D teachers. For RFF, our teachers are in constant communication with the classroom teacher in order to deliver consistent teaching and learning programs. This year our main focus for learning and support has been literacy, with students in K–6 receiving support in developing their knowledge and skills in phonics, phonemic awareness, oral language, listening, reading and writing. We have an infants and primary EAL/D teacher who have been collaboratively working with the LST and classroom teachers to provide students with the best learning experiences. Classes have been allocated a time during the week to attend and participate in library, where they are able to develop their skills in research and inquiry

within the topics that they are learning in class.

Support Unit

The Support Unit consists of three Multi categorical classes. All students are supported through their Individualised Educational Plan which supplements the CRT's Teaching and Learning Program. All students in the Support Unit work towards their goals and outcomes as defined in NSW Syllabus guides.

K-6

There are 11 classes in the K-6 team. Across K-6 there are 8 beginning teachers who are supported in their professional teaching and learning journey through coaching and mentoring by the stage supervisors. Both K-2 and 3-6 have their team meeting every week wherein general administrative concerns and professional learning needs are discussed.

Consistent behaviour management strategies which reflect school's PBL principles are implemented across K-6. Programs and accountability expectations are explicitly communicated via a range of means and were supported on a regular basis. Teachers participate in program checks and conferencing each term with feedback provided. Scheduled assessments were published on a whole school assessment timeline, a document that is an administration foundation for all programs. Professional Learning is supported through active Professional Development plans as well as through supervisor discussions and teacher identified need. Regular evaluation of data informs teaching and learning along with Learning and Support needs. This is implemented, monitored and adjusted across the whole school.

SASS

Doonside Public School employs a SASS pool of 12 staff. These staff provide exceptional support to classrooms, administration and whole school running. The SASS team support the engagement of students and staff in the daily delivery of specialised teaching and learning programs. Dedication and commitment to their professional responsibilities underpins much of the successful operation of the school and is supported by their engagement in professional learning opportunities that support their identified roles. We recognise, value and appreciate the contribution of this team and their ability to be flexible, adaptable and team players.

Executive

During 2019 we welcomed an incumbent Assistant Principal to their role, with all other executive remaining constant. The executive team supported the implementation of whole school initiatives, procedures and timelines through active engagement with all staff on their team, effective organisational structures and a collaborative approach within the team. The executive team met regularly to monitor dates and events to ensure that there is always a clear line of sight for expectations.

Our executive team work with staff members to support and guide them through their daily practices through collegial exchange, demonstration lessons, conferencing and mentoring. The coaching role that they take with their own teams are guided through experienced practice and with a strong reference base from expert teachers and current best practice research. Our executive worked with a variety of teachers this year from a variety of backgrounds from beginning teachers to highly experienced. Their role involved induction processes to engage their teams and support their successful engagement at our school. Feedback on programming, reporting and classroom observations has been regular, timely and purposeful.

Executive team members sought opportunities to engage with students in a number of ways, for a number of purposes. The executive team represent highly in our sport coaching roles, student debating and public speaking,

Progress towards achieving improvement measures

cultural performance groups, extension and remediation programs, peers support, SRC and in class support.

Executive team members initiated and successfully engaged with our parents and the broader community on a number of occasions throughout the year. These meetings ranged from student learning and engagement concerns, to feedback on reports and performance, seeking assistance from regional offices, engaging services to support students or families to informal conversations and parent workshops within the school setting. As a result of this, our relationship with families is extremely successful and effective, providing various points of contact when seeking clarification, addressing concerns or providing feedback.

As active and engaged learners, our executive team have undertaken a variety of professional learning throughout the year. All professional learning is undertaken in reference to a current Professional Development Plan and support the whole school focus as outlined in the School Plan. One member is currently undertaking further tertiary education, while another is frequently involved with targeted PD identified as necessary for her role. Network meetings and stage specific professional learning has occurred for all team members. The executive team sought opportunities for coaching and mentoring with their supervisors throughout the year.

Executive accountabilities include: the leadership of each individual team; personal projects in line with school priorities and practices; reporting and feedback to all stakeholders as required; student support; teacher mentoring/coaching; financial management of own projects; professional development presentations; whole school evaluations; whole school policy and practice reviews on a regular basis; learning and support and welfare to name a few. All executive members are strongly and actively committed to the positive wellbeing of all staff members.

Professional Development

Whole School

The school has developed and continuously evaluated whole school systems re accountabilities. All staff are expected to have high expectations and meet their accountabilities starting with each staff members PDP. All staff regardless of their position from the SLSO to the Principal has clear and succinct accountabilities that are to be met on a monthly, quarterly, annual basis. To ensure that such items are met frameworks have been implemented and are expected to be adhered to, to ensure that students learning and growth remain the core focus of our everyday operations. As a result of the school's PDP process and staff accountabilities All staff underwent professional development on a regular basis. All staff engaged in their Professional Development through whole staff training, stage training and individual training, based on staff's needs, area of strength and career development.

As a result of focussed directions, we endeavour to ensure our students are protected from incompetent, ineffective, hopeless or indolent teachers.

HR SAP

Doonside PS continues to operate DoE Human Resource system (HR SAP). The Administration Manager, Senior School Admin Officer, Deputy Principal and Principal continued to undergo professional learning to ensure the correct procedures were implemented.. All executive underwent mini professional development sessions to assist with the process The school experienced some teething concerns with the platform (consistent with DoE) but has moved forward in making it a successful process. The learning for the new system will continue to be reinforced in 2020.

eFPT/Budgeting

Progress towards achieving improvement measures

The DoE has implemented an enhanced budgeting system which is the fourth system that has been engaged since "going live" with LMBR in 2016. The School Admin Manager, Senior School Admin Officer, Deputy Principal and Principal underwent professional learning to ensure that the school's budget reflected that of the staff, students and community needs and wants. The new financial tool reflects the ever-changing world and the targeted staff will continue to embark on further Professional Learning to continue the growth of knowledge and ensure that all accountabilities are adhered to for student / school growth.

Professional Development Framework

With the continued implementation of the Professional Development Framework as a means to improving teacher quality, staff undertook a process of developing their own Professional Development Plans. This process involved a series of goal setting opportunities where teachers and SASS identified their own strengths and areas of development and identified strategic goals to reach their outcomes.

The process highlights strengths within the staffing community and encourages leadership opportunities to be engaged.

Observations – Leadership and management

Surveys – Staff

- 100% staff indicated that school leaders build relationships based on trust, collegiality and teamwork
- 90% indicated that school leaders inspire and motivate learners.
- 93% staff indicated that school leaders encourage teachers to reflect on their teaching practice.

Surveys – Students

- 79% of students indicated that they do things in the classroom that are new and exciting in Literacy and whilst 88% indicated for Numeracy.
- 90% of students indicated that their teacher uses activities that helps them to learn in Literacy whilst 87% indicated for Numeracy.

Surveys – Community

- 90% of parents / carers indicated that the school demonstrates effective and accountable leadership.
- 100% of parents / carers indicated that the school has a nurturing environment where students are valued as individuals.
- 100% of parents indicated that the school demonstrates a friendly atmosphere where students from all backgrounds are welcomed.
- 100% of parents agree that the school is safe and secure.

Next Steps

As a leadership priority, our focus will be on establishing student centred pedagogical and programming axiology that develops student motivated engagement as the pathway to lifetime goal achievement and success.

Continued professional learning in the areas identified through the school and DoE eg STEM, leadership opportunities (staff, students and community), learning interventions and data analysis.

Maintain and continue collaborative learning with the community of schools within the Colebee Learning Community.

Continued focus on student outcome achievement in Literacy and Numeracy through the provision of guidance and support for focussed programming, data analysis, differentiated teaching practices and tiered support.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>AEOs; coaches</p> <p>Staffing \$137,150</p> <p>Flexible funding \$11,400</p>	<p>Employment of AEO</p> <p>Our school has two AEO's employed. One of our AEOs works with the preschool and our second staff member works with the K–6 students. Both AEOs work with our community and are an active member of our Aboriginal Education committee, ensuring that cultural perspectives are spread through the school utilising the curriculum and the key learning areas to ensure all students experience Aboriginal Culture and perspectives.</p> <p>Student Engagement</p> <p>Class support</p> <p>Identified Aboriginal students were provided support from the LaST and the AEO in the achievement of identified learning, social emotional, leadership or wellbeing goals. The AEO also provided whole class support to engage all students in cultural programs that deliver Aboriginal curriculum. Further to this role was the continued support to our families and community that enabled all students to strengthen and reach their potential.</p> <p>PLPs</p> <p>Continued practice developing and implementing personalised learning pathways for all Aboriginal students P–6 occurred. The AEO drove the process through evaluation of practice, collegial support and community engagement.</p> <p>Maths Mob</p> <p>Maths Mob provided fun, hands–on and practical learning activities for Aboriginal and Torres Strait Islander (ATSI) students in K–2 to enhance their love for Mathematics. The focus of the program is to improve students' knowledge and skills in various strands of Mathematics as a result of engaged learning. Students met on a weekly basis, for one hour to participate in Mathematical and numeracy activities that were meaningful and culturally responsive. Students were given the opportunity to develop their skills and understanding of mathematical concepts through the use of ICT.</p> <p>Resources</p> <p>Resourcing budgets were set to support students' learning and engagement through sustainable allocation. Resources included the purchases of books, software, hardware, costumes, artefacts and culturally responsive material.</p> <p>Transition to school – Preschool–</p>

Aboriginal background loading

AEOs; coaches

Staffing \$137,150

Flexible funding \$11,400

Kindergarten 2019

In supporting Aboriginal students and families to enrol and start kindergarten well prepared, the AEO K-6 attends the local area Aboriginal Transition to School Network meetings, which were held each term. Through the meetings, many connections were made with other educational facilities as well as service providers who could offer support for the families starting school. We were fortunate Connect Family and Services offered their partnership to deliver a transitional playgroup that assisted students in the preparation for entering Kindergarten successfully.

A positive and successful Transition to School Program was provided to families. Preschool children attending Wingarra Preschool, as well as newly enrolled Kindergarten pupils are invited to attend the Transition to School Program in Term 4. Throughout the year the preschool children at Wingarra enjoyed many successful integrated activities with the K-6 students. These activities included participation in whole school assemblies, NAIDOC Day, Education Week, special assemblies, concerts, sport and weekly visits to the library.

The learning Pathways for students are developed and built throughout the preschool year through relationship building with students and families to ensure a development of the love of life long learning, being, belonging, becoming.

Transition – High School

The AEO at both the High School and our setting are continuously communicating and discussing student needs and wellbeing. The core focus of such discussions is the successful transition of Aboriginal students from the primary setting to the high school setting using their PLP as a catalyst for the students' success.

Community Engagement**Community Services Expo**

The annual Community services Expo was held in Term 2, 2019 with 26 external agencies and organisations supporting our school and local community. Participants included Health NSW, Ngallu Wal, Family Referral service, Red Cross, GWAHS, Junaya Family Centre among others who displayed information on their programs, initiatives and services which are available to support our students, staff, families and community. All services engaged directly with our families and offered advice and information on programs, which would offer the most appropriate support to families relating to their individual enquiry. Expo also creates an

<p>Aboriginal background loading</p>	<p>AEOs; coaches</p> <p>Staffing \$137,150</p> <p>Flexible funding \$11,400</p>	<p>opportunity to establish reciprocal relations between staff and service providers to better support the wellbeing of our students and families.</p> <p>NAIDOC</p> <p>Whole school NAIDOC day celebrations were held successfully on the 4th July. The day's events included an assembly, acknowledgement of country, speeches by the Principal, school captains and prefects, School Film and performances by the Aboriginal Dance Boys Group, The Aboriginal Dance Girls Group and The Girls NAIDOC Day Singing Group. The event was sponsored by Blacktown City Council and supported by staff volunteers from Broad Spectrum. The assembly was followed by culturally sensitive whole school group educational activities, a community barbeque and Staff Vs senior students Oz Tag match.</p> <p>Network meetings</p> <p>Network meetings are coordinated by the Director Educational Leadership, are held on a regular basis and attended by the AEO and other key personnel. These were an integral part of building community connections and engagement for continued student learning and wellbeing.</p> <p>AECG</p> <p>Staff have attended our local AECG meetings providing updates and advising of the progress of a new school engagement program being delivered through our preschool.</p>
<p>English language proficiency</p>	<p>DP; Coaches</p> <p>Staffing \$128,059</p> <p>Flexible funding \$40,521</p>	<p>EAL/D</p> <p>1.2 (6 days per week) allocation was given to staff for 2019, ensuring that support is given to students where English as an Additional language/ Dialect support is required. The surplus of flexible funding has been utilised for additional support for both teachers and students ensuring students are provided with the best learning opportunities as possible.</p> <p>Doonside Public School has a population of 306, with approximately 63% of these students P–6 are from language backgrounds other than English .Bungaribee Estate and other new developments in the area and the resulting influx of new families have resulted in an increase in the number of EAL/D students enrolled at Doonside Public School. Large proportions of these students start Kindergarten in the Emergent Phase and may not have spoken English as their main language at home.</p> <p>The EAL/D teaching role provided an integral part of Literacy support in all classrooms. This support was specifically targeted at students</p>

<p>English language proficiency</p>	<p>DP; Coaches</p> <p>Staffing \$128,059</p> <p>Flexible funding \$40,521</p>	<p>from non–English speaking backgrounds who require assistance accessing the curriculum and achieving syllabus outcomes. Expenditure has been directed to initiatives including additional resources both personnel and curriculum based along with professional learning linked to the school plan.</p> <p>EAL/D assessments were conducted in Terms 1 and 2. A significant number of these students were assessed to have lower comprehension levels, understanding of vocabulary and written skills than the levels at which they were currently reading. EAL/D support was re–organised to combine both in–class support and selected targeted students being withdrawn for direct support. In–class support has been maintained for students not requiring direct support.</p> <p>Along with the consolidation of the EAL/D data base has been the creation of an extensive individual profile for each student (Individual Student Profiles) which draws together data from PLAN 2, Reading Levels, ESL scales and EAL/D Phases. These profiles support the classroom teachers in their planning for English and Mathematics.</p>
<p>Low level adjustment for disability</p>	<p>LST; LaST; DP; IL; Coaches</p> <p>Staffing \$85,373</p> <p>Flexible funding \$38,093</p>	<p>Key initiatives for LLADF were embedded in whole school strategic directions. Staff funding is supplemented with further SBAR allocation. Staffing was allocated to but not limited to this key initiative and data sets demonstrate improvement in academic, social emotional and spiritual growth for all students. Our funding was used to employ LaST teacher (0.8 FTE) and increase LaST time by (0.6) through additional funding. Ongoing assessment of the impact of strategic directions reflected the effectiveness of the key initiative.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>LaST; LST; CRT; DP</p> <p>Staffing \$57,413</p> <p>Flexible funding \$0.00</p>	<p>The funding for QTSS was utilised to further increase the support for students through the LaST program. This funding was also part of the co contribution for Early action for success increasing the amount of staff employment to 1.0 (5 days per week).</p>
<p>Socio–economic background</p>	<p>Staffing \$10,672</p> <p>Flexible funding \$360,152</p>	<p>Staffing</p> <p>Assistant Principals</p> <p>As a learning community, Doonside PS continued to benefit from the expertise of the Assistant Principal team. These executive members supported their teams as active and reflective learning partners. A significant element of the role was mentoring/coaching. Our Assistant Principals collaborated with their team in the design and delivery of targeted programs for individual classes or students, development and monitoring of PDPs, identification of professional learning opportunities and monitoring of accountability requirements. They offered a learning partnership in areas of professional need,</p>

Socio-economic background

Staffing \$10,672

Flexible funding \$360,152

offer demonstration lessons where required and modelled exemplary practice and professionalism in their contact with staff, students, families, community members and outside agencies. The strength of these interactions has enriched the success opportunities for all students.

Our Assistant Principals were an integral force behind the success of our school's academic, professional, wellbeing and cultural achievements. Key initiatives for Socio Economic Background are embedded in whole school strategic directions. Staff funding was supplemented with further SBAR allocation. Staffing has been allocated to but not limited to this key initiative, specifically in the support and improvement of teacher quality through executive release as explicitly detailed below. Data sets demonstrated improvement in academic, social and emotional growth and assessment of the impact of strategic directions reflects the effectiveness of the key initiative. It has been embedded in and evaluated through the three strategic directions as each direction is reliant on the human resources that are employed through the allocated funding. This Initiative supports the coaching / mentoring program implemented which is evaluated further in the Annual report.

Funding has been utilised to release the Assistant Principals from their classroom positions. This release ensures that all teaching and non-teaching staff are provided with consistent mentoring / coaching whilst working alongside the Deputy Principal and the Instructional Leader ensuring that classrooms environments are productive, engaging for students and that teaching / non-teaching staff are supported to ensure that successful teaching results in successful learning for all students.

Deputy Principal

funding has been utilised to engage a Deputy Principal who ensures mentoring for all staff, has a key focus on Key Learning areas with particular emphasis on Literacy and Numeracy. Our Deputy Principal ensured that executive met accountabilities, assisted teaching and non-teaching staff with their everyday tasks, assisted with the management of school policies, finances, student wellbeing and community engagement. The Deputy is an integral part of the executive team, who ensured Assistant Principals were supported to effectively conduct their roles and responsibilities as well as provide positive and effective wellbeing support to all staff. The Deputy provides an additional link for community ensuring that our parents / carers, interagency and community groups have a wrap around service ensuring that our students s are our core business.

<p>Socio-economic background</p>	<p>Staffing \$10,672</p> <p>Flexible funding \$360,152</p>	<p>Process</p> <p>The decision for the increased executive FTE across the school has been developed through the consultation with all stakeholders. The process to employ a Deputy Principal and release Assistant Principals from class was strategic to ensure that the school maintains high expectations and continued growth for students. The additional benefits have been an improvement in staff capacity and confidence along with improved relationships and outcomes for our community.</p> <p>Impact</p> <p>The result of the set Doonside PS structure has observed decrease in negative behaviours from students, teaching staff (in particular those in their first two years) demonstrating successful teaching and rapport with students and parents, increased community engagement, increased academic achievement and successful implementation of new DoE policies and practices. The additional FTE allocated to class free executive has bolstered the allocation of LaST whole school.</p>
<p>Support for beginning teachers</p>	<p>PD \$\$; BT \$\$</p> <p>\$57,000</p>	<p>In 2019, we received continued funding for eligible beginning teachers. This additional funding meant that teachers were provided with extra time to program for and implement quality teaching and learning programs in the classroom. Each individual beginning teacher developed an action plan to set goals and also maintain accountability for their release time. These teachers were supported through whole school induction processes, individual coaching and structured support which was offered by their supervisors and executive staff. Reflective processes were explicitly targeted through program evaluation and support offered where relevant. Furthermore, beginning teachers were provided with support in the aspect of accreditation where interest was expressed or enquiry made.</p>
<p>Early Action for Success</p>	<p>IL; PD \$\$; Coaches; DP</p> <p>Staffing \$133,603</p> <p>Flexible funding \$0.00</p>	<p>EAFs continued in 2019. The FTE was 0.8 Deputy Principal. Through Local Schools Local Decision, it was determined to use staffing formulae to increase this to 1.0 FTE at DP level. The increase enabled sustainable practices, greater Professional Learning and greater staff / student engagement in best practice. Data analysis and anecdotal feedback supported the ongoing employment of the Instructional Leader and implementation of the program as a key element of academic and professional growth within the DPS learning community and environment.</p>
<p>Tunin In</p>		<p>This program ceased in 2017.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	121	126	147	136
Girls	103	117	133	133

Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.2	91.4	86.8	87.3
1	90.5	87.9	87.5	88.7
2	90.1	92.1	83.5	87.1
3	89.6	90.5	89	85.8
4	90.5	93.1	91.2	87.9
5	88.3	93.3	89.2	90.3
6	91.5	90.9	91	90.7
All Years	89.5	91.2	88.1	88.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

In 2019 our school continued to implement an attendance action plan which incorporated strategies aimed at improving attendance and reducing absences or unexplained absences across the school.

Doonside attendance data has remained consistent over the past 5 years with processes in place which enable complex concerns to be supported consummate to improving student wellbeing and maintaining student engagement and learning across the school focused on the importance of growing regular attendance for all students.

Strategies include:

- Regular contact with families. This ongoing communication with families allowed us to have absences explained as well as informing us of students intending to move out of area.
- Parents provided with information about the legal requirements for students to attend school. Posters and newsletter articles were published to support this message.
- Informing families about the various options for making attendance notifications to the school including written (letter or email) and verbal (phone or in person).
- Families who did not explain absences were sent letters and/or phoned asking for explanations.
- Fortnightly monitoring of attendance for all students in conjunction with the Home School Liaison Officer.

- Families with high absenteeism were invited to meetings with the School Attendance Officer or the Aboriginal Home School Liaison Officer where the importance of regular attendance was explained. Information about school and outer agency support was also provided.
- Students whose attendance did not significantly improve are monitored daily and/or placed on Attendance Improvement Programs (AIP) (in school/or HSLO/ASLO). This process allows attendance to be closely monitored. Parent, student and school are involved with developing the AIP which was monitored by the HSLO/ASLO and school.
- Notifications to DFCS for student absenteeism and Educational Neglect (in accordance with DoE guidelines) were made in conjunction with HSLO/ASLO referrals where required.
- Positive strategies to reward excellent attendance continued to be implemented. Certificates were given at the end of semester one for perfect attendance. Trophies were awarded for perfect attendance at our end of year awards ceremony in line with our recognition of student's successful attendance at school

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.98
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	7.72

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning in 2019 continued to be delivered on a weekly basis to all staff and on a case by case basis for identified staff within the school. Weekly sessions were tailored to address school priorities and to support the introduction of new programs. It was used to meet accountabilities such as milestone maintenance and mandatory training (e-Emergency care, anaphylaxis, child protection etc.).

Professional development continues to be a significant strategy for working towards the achievement of our goals as outlined in our school plan. It supports teachers to achieve the goals they have identified in their PDP and Beginning Teacher Action plans where appropriate.

During 2019 we supported the accreditation of several staff members at the level of proficient teacher. As such, a high number of our teaching staff are now in the Maintenance phase of their accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	253,694
Revenue	4,140,962
Appropriation	4,033,678
Sale of Goods and Services	28,788
Grants and contributions	75,633
Investment income	2,113
Other revenue	750
Expenses	-4,118,210
Employee related	-3,778,545
Operating expenses	-339,664
Surplus / deficit for the year	22,753

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.

The school holds a financial meeting on a regular basis, the finance committee is made up of teaching and non teaching staff, inclusive of SASS staff. Anyone is welcomed to the committee meetings to discuss the school's finance income and expenditure. The equity funding that the school receives is utilised to purchase human resources supporting teaching staff to support student learning and wellbeing

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	595,518
Equity Total	811,419
Equity - Aboriginal	148,550
Equity - Socio-economic	370,823
Equity - Language	168,581
Equity - Disability	123,465
Base Total	2,065,971
Base - Per Capita	73,019
Base - Location	0
Base - Other	1,992,952
Other Total	470,238
Grand Total	3,943,146

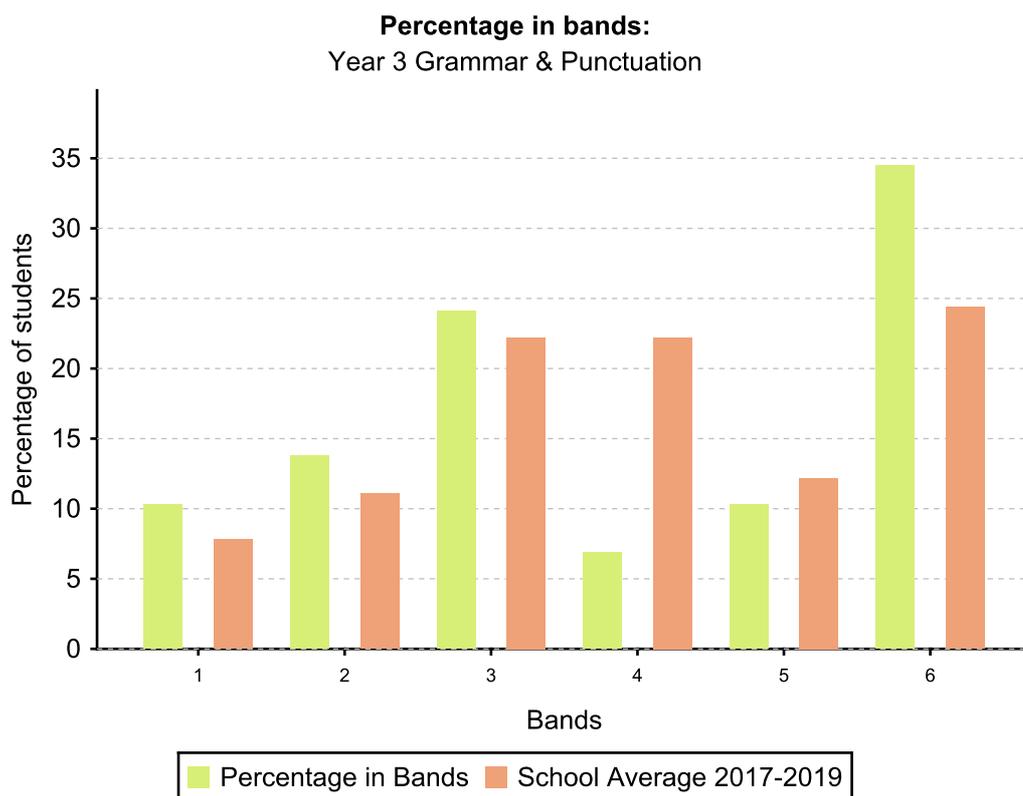
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

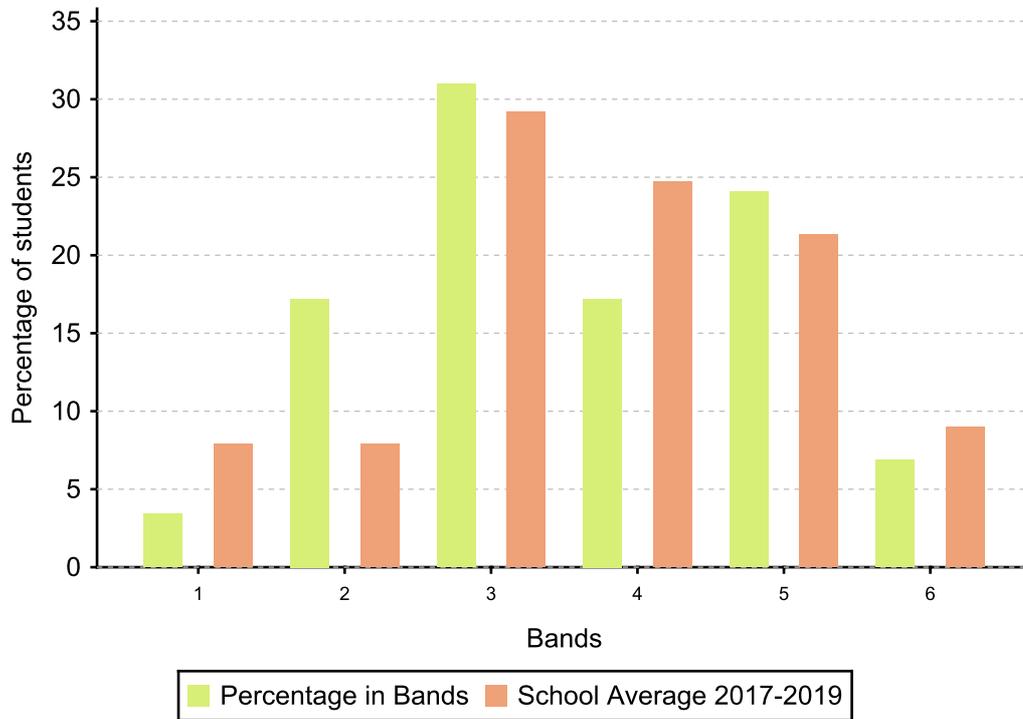
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



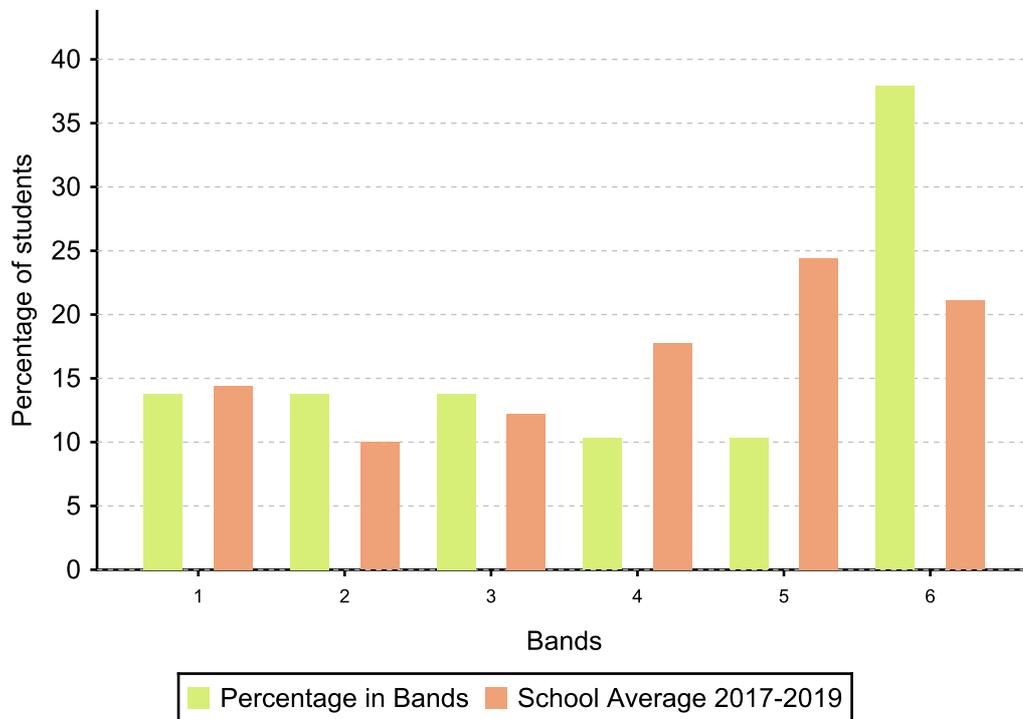
Band	1	2	3	4	5	6
Percentage of students	10.3	13.8	24.1	6.9	10.3	34.5
School avg 2017-2019	7.8	11.1	22.2	22.2	12.2	24.4

Percentage in bands:
Year 3 Reading



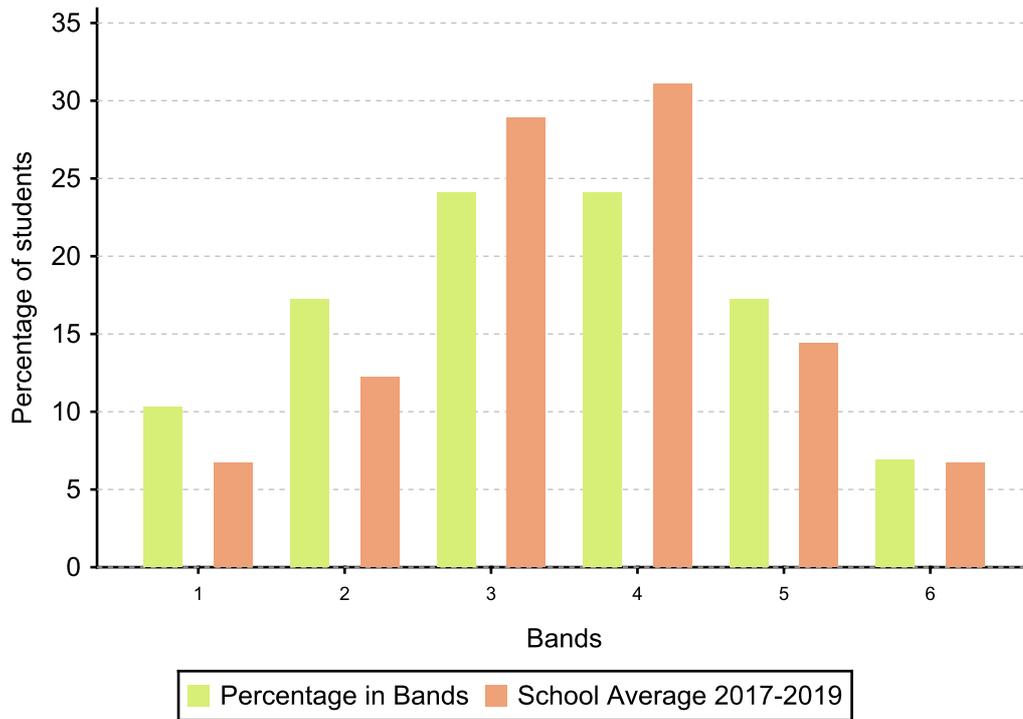
Band	1	2	3	4	5	6
Percentage of students	3.4	17.2	31.0	17.2	24.1	6.9
School avg 2017-2019	7.9	7.9	29.2	24.7	21.3	9

Percentage in bands:
Year 3 Spelling



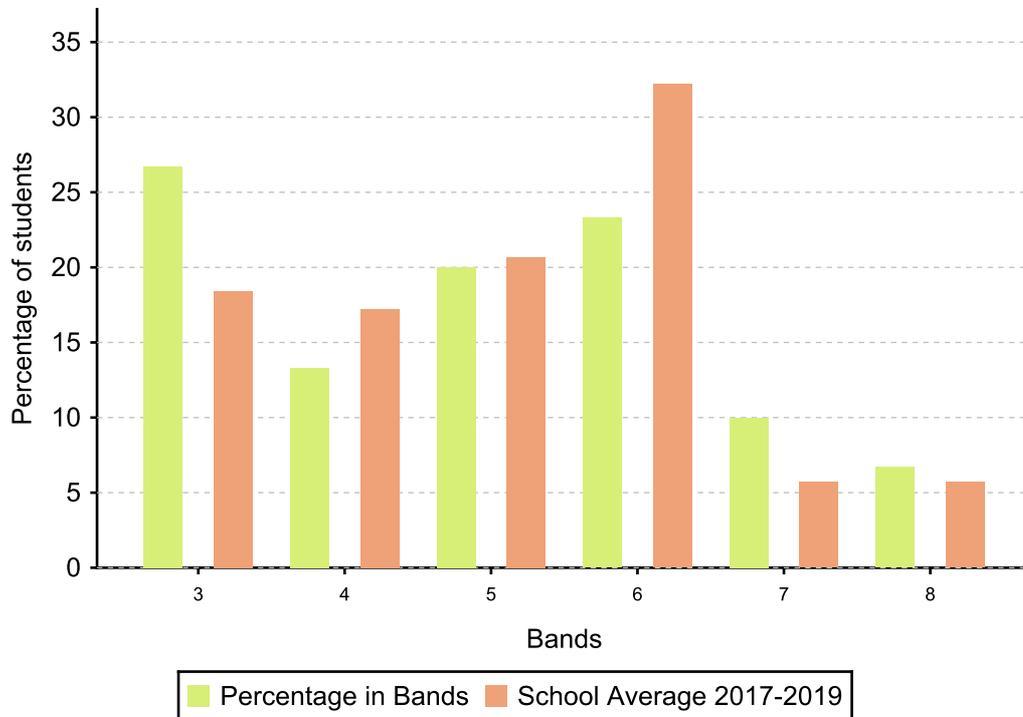
Band	1	2	3	4	5	6
Percentage of students	13.8	13.8	13.8	10.3	10.3	37.9
School avg 2017-2019	14.4	10	12.2	17.8	24.4	21.1

Percentage in bands:
Year 3 Writing



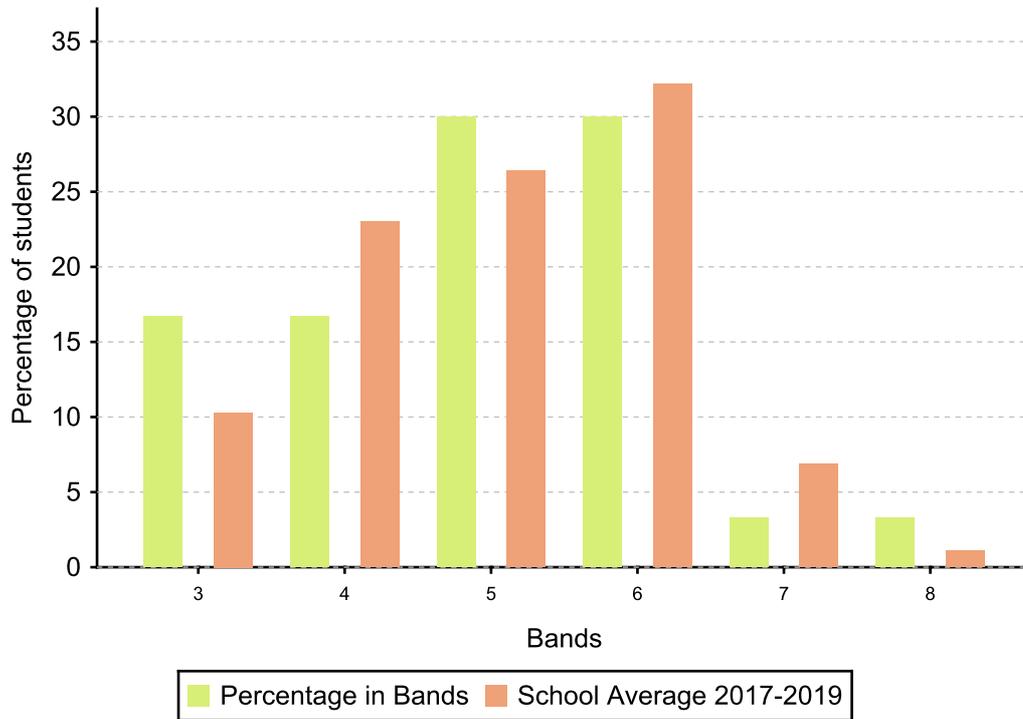
Band	1	2	3	4	5	6
Percentage of students	10.3	17.2	24.1	24.1	17.2	6.9
School avg 2017-2019	6.7	12.2	28.9	31.1	14.4	6.7

Percentage in bands:
Year 5 Grammar & Punctuation



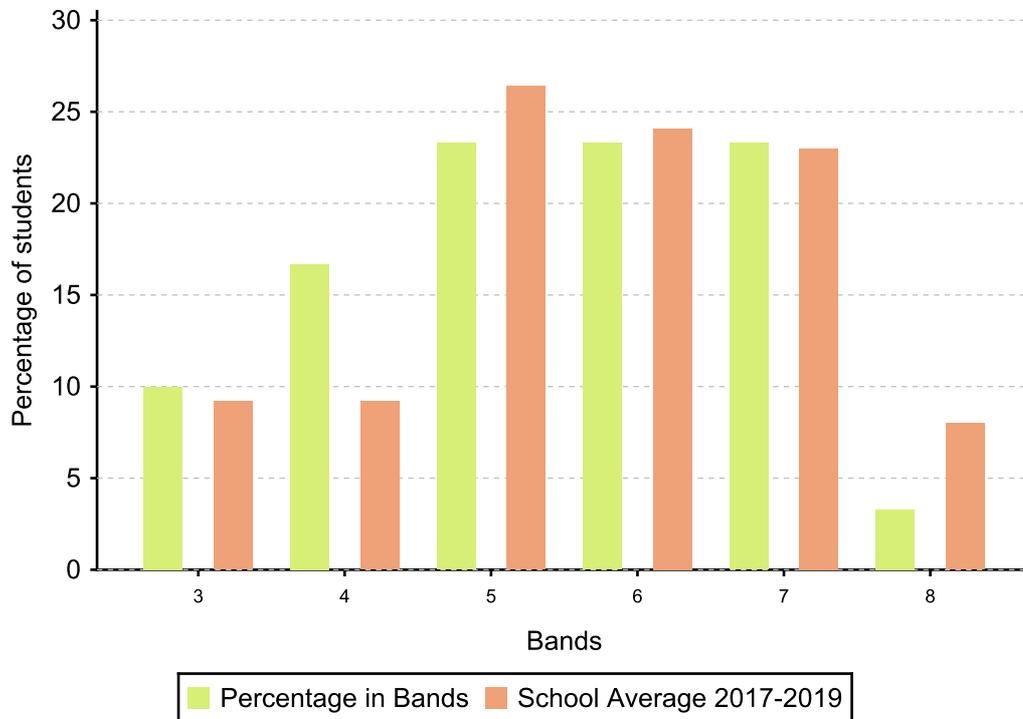
Band	3	4	5	6	7	8
Percentage of students	26.7	13.3	20.0	23.3	10.0	6.7
School avg 2017-2019	18.4	17.2	20.7	32.2	5.7	5.7

**Percentage in bands:
Year 5 Reading**



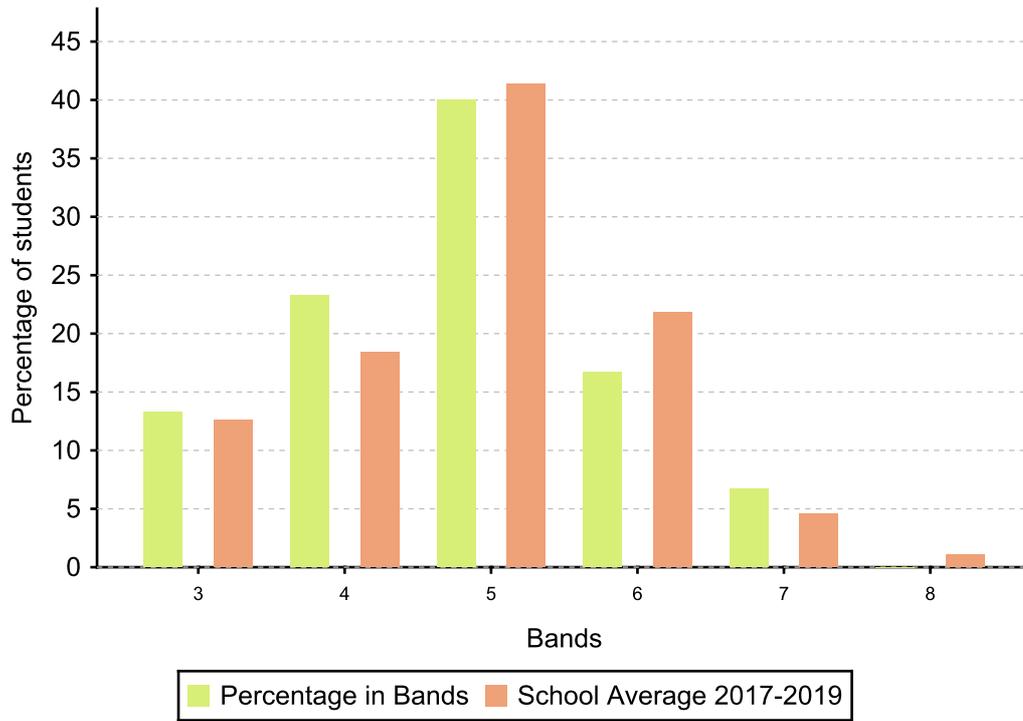
Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	30.0	30.0	3.3	3.3
School avg 2017-2019	10.3	23	26.4	32.2	6.9	1.1

**Percentage in bands:
Year 5 Spelling**



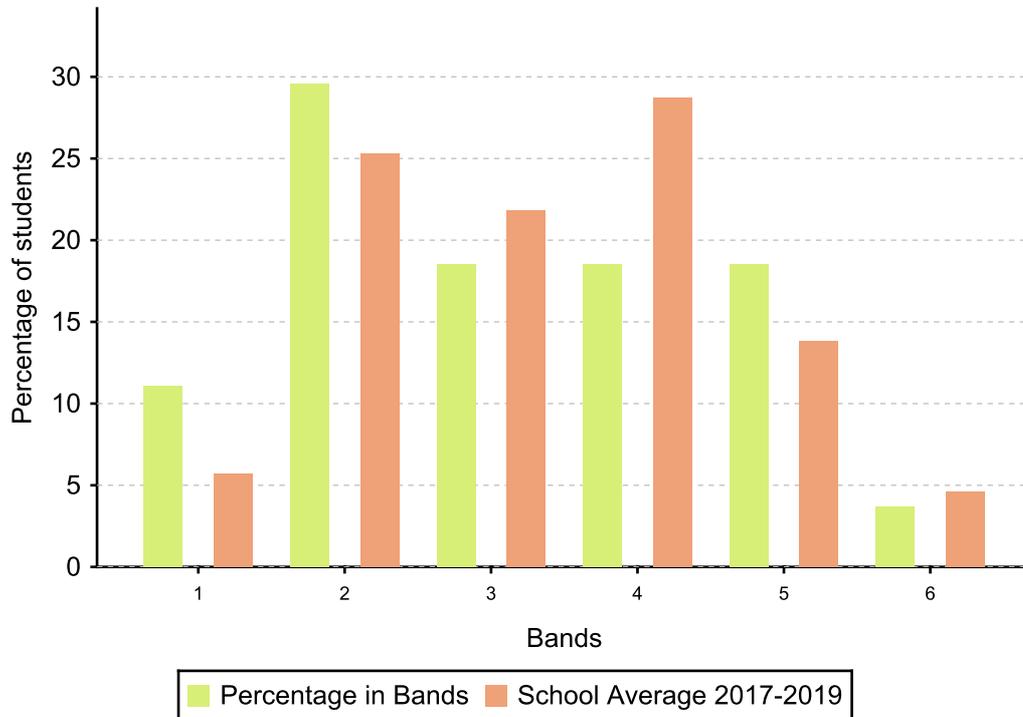
Band	3	4	5	6	7	8
Percentage of students	10.0	16.7	23.3	23.3	23.3	3.3
School avg 2017-2019	9.2	9.2	26.4	24.1	23	8

Percentage in bands:
Year 5 Writing



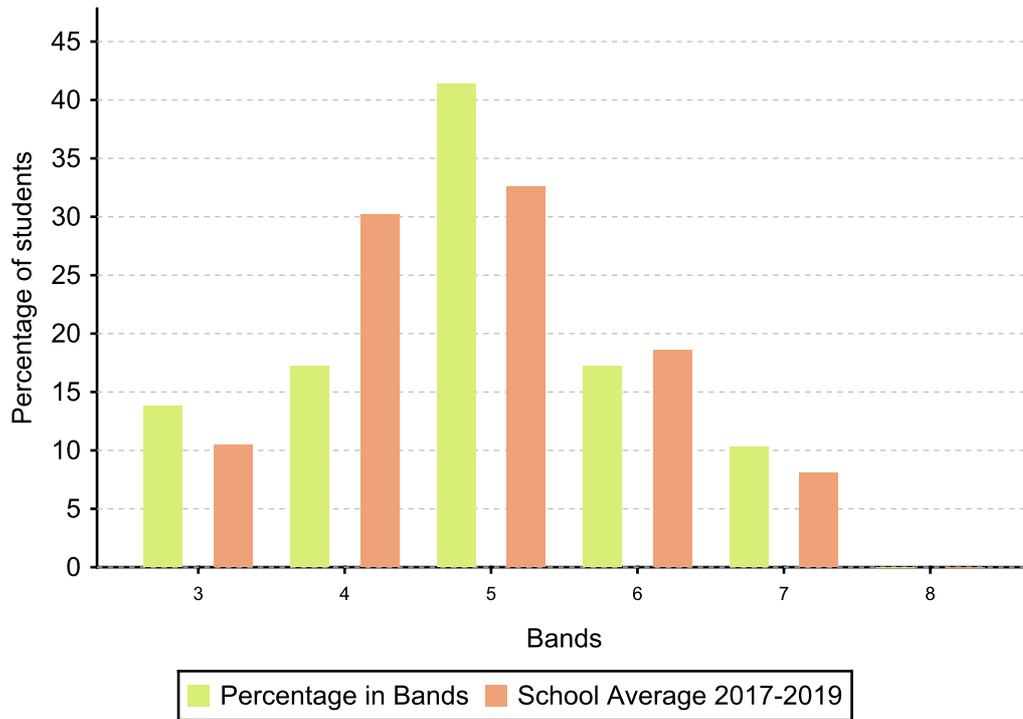
Band	3	4	5	6	7	8
Percentage of students	13.3	23.3	40.0	16.7	6.7	0.0
School avg 2017-2019	12.6	18.4	41.4	21.8	4.6	1.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	11.1	29.6	18.5	18.5	18.5	3.7
School avg 2017-2019	5.7	25.3	21.8	28.7	13.8	4.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	13.8	17.2	41.4	17.2	10.3	0.0
School avg 2017-2019	10.5	30.2	32.6	18.6	8.1	0

Year 3 – Literacy

Areas of Strength (as syllabus Outcomes)

EN2–4A: Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics

EN2–9B: Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

Year 5 – Literacy

Areas of Strength (as syllabus Outcomes)

EN3–6B: Outcome 6: uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

(EN3–6B) – Respond to and compose texts: experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

Year 3 – Numeracy

Areas of Strength (as syllabus Outcomes)

MA2–14MG Makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features

MA2–7NA: Represents, models and compares commonly used fractions and decimals

Year 5 – Numeracy

Areas of Strength (as syllabus Outcomes)

MA3–10MG: Selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles.

MA3–5NA: Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size.

Parent/caregiver, student, teacher satisfaction

Parent surveys

Parents / carers were surveyed about their satisfaction with the school. Parents were provided two surveys and the results are indicated below.

Survey #1

- 100% of parents indicated that Doonside PS provides an atmosphere where students from all backgrounds are welcomed.
- 100% of parents indicated that Doonside PS staff provides a friendly and informative responses to phone or face to face enquiries.
- 91% of parents indicated that Doonside PS has well qualified teachers who set high standards of achievement.

Survey #2

- 100% of parents indicated that the school provides helpful information about their child's progress.
- 100% of parents indicated that the school has a safe and secure environment.
- 100% of parents indicated that the school has good access to technology.

Parent Comments

Q– I find the staff at Doonside PS

- Friendly and very informed about lessons to teach my child
- Is amazing and very friendly
- Friendly and approachable
- To be helpful and always care about their students.

Q– I love sending my child/ren to Doonside PS because:

- She gets a good education, it is safe and secure environment to learn
- Of beautiful teachers and friendly atmosphere.
- Good education
- I can see my son is enjoying while learning
- He has improved a lot through the help of the teachers
- The school has always been like home away home for me and know it will be the same for my child.
- In addition, it will bring many opportunities for my child to excel in academics and behaviours ways.

Students Survey

Students were surveyed about their learning experiences in Literacy and Numeracy. The following data highlights student's thoughts on their learning.

- 94% of students indicated that Mathematics is an important subject to learn whilst 90% indicated for English.
- 87% of students indicated that the activities their teacher uses helps them to learn in Mathematics whilst 90% indicated for English.

Staff surveys

Staff were surveyed about their teaching of students in Literacy, Numeracy, and leadership within the school. The following data highlights staff (inclusive of non-teaching staff) thoughts;

- 100% of teachers indicated that they take responsibility for Literacy development of all students whilst 100% indicated for Mathematics.
- 100% of teachers indicated that the English syllabus informs them of their teaching at all times whilst 100% indicated for Mathematics.
- 97% of staff indicated that leaders model commitment to the school.
- 97% of staff indicated that staff, parents and students are encouraged to take leadership roles

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education 2019 / Aboriginal Dance group

There were a number of significant achievements in Aboriginal Education at Doonside Public School in 2019. Girls and Boys Aboriginal Dance Groups continued to offer students opportunities to learn cultural dance, and included students from a wide range of cultural backgrounds improving social cohesion across age and social groups at school. The groups performed at numerous events throughout the year including NAIDOC Day.

Whole school NAIDOC day celebrations were held successfully on the 4th July. The day's events included an assembly, acknowledgement of country, speeches by the Principal, school captains and prefects, School Film and performances by the Aboriginal Dance Boys Group, The Aboriginal Dance Girls Group and The Girls NAIDOC Day Singing Group.

The school received support from Blacktown City Council and Broad Spectrum.

The assembly was followed by culturally sensitive whole school group educational activities and a community barbeque and Staff Vs senior students OzTag match.

This included using aspects of the strategies in teaching practice to engage students in activities.

Students also had the opportunity to attend excursions "Heartbeat (WSU) Indigenous Veterans Day (Sydney War Memorial) and Aboriginal Literacy Day (Sydney Opera House).

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school elects an anti-racism officer annually with two staff members representing in this role in 2018 who received professional development provided by the DoE. These staff members take responsibility for the equitable conduct of all staff and ensure no inequity occurs on the basis of race. PBL, Harmony Day, Olympic Day, NAIDOC Day and Multicultural Day celebrations provide opportunities for all students to be represented by culture as well as to educate all students about other cultures.

Doonside Public School has an active Anti-bullying guide in practice that addresses racism, cyber bullying, person to person bullying and incorporates a variety of strategies and supports such as e-learning, police visits, social skilling and whole school presentations.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019 there was an sustained level in the population of students from a Non-English Speaking Background or

Language background other than English, who now represent 60.3% of students at Doonside Public School.

Multicultural perspectives are embedded in all teaching and learning programs. The range of cultures represented in our school is acknowledged primarily through our teaching and learning programs P–6. Key Learning area units of work provide opportunities for all students to develop the skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society.

Further support is provided through EAL/D lessons delivered consistently throughout the school year to enable students to access curriculum.

Doonside Public School held out annual Multicultural day. This year once again demonstrated a successful concert where students and staff portrayed their talents.

Parents and community provided ample supplies of food for all staff, students and community to sample the tastes of our nations.

Other School Programs (optional)

Transition to school – Kindergarten and Preschool 2019

A positive and successful Transition to School Program is provided to families. Preschool children attending Wingarra Preschool, as well as newly enrolled Kindergarten pupils are invited to attend the Transition to School Program in Term 4. The children enjoy a variety of activities designed to help with their transition into the Kindergarten classroom. While the children are getting to know the teachers, new friends and classrooms, their parents are invited to attend a variety of information sessions and workshops which assist parents to gather valuable information about the school and what to expect next year. The three information sessions held in 2019 for parents focused on topics that included 'How to prepare your child for school', "School Banking", "Healthy Eating and Healthy lunchboxes" as well as "Fostering Independence and Resilience". Parents also participated in a tour of the school, met the Principal, attained an overview of our school's nurturing, warm and aesthetic environment and discovered the various benefits extended by enrolling and sending their children to Doonside Public School. These sessions additionally allow parents and children to gain a sense of belonging and enable all parties to initiate the building of quality relationships.

Throughout the year, preschool children at Wingarra enjoy many successful integrated activities with the K–6 students. These activities include participation in whole school assemblies, NAIDOC Day, Education Week learning gala days, special assemblies, excursions, incursions, concerts, sport and weekly visits to the library.

Our transition program is supported by Connect who conduct an eight-session playgroup to support students who are entering kindergarten in 2019 but who may not have received an opportunity to attend preschool. This program introduces them to a number of learning and social activities that assist with a successful transition to kindergarten.

Community Usage

The school host three main users for the School hall. First being the Karate which runs twice per week, the second being the Samoan Church congregation, who utilise the school several times per week.

The school is also a centre for voting when Local, State or Federal elections take place.

OOSCH

Our OOSCH is coordinated by Camp Australia. They run before and after school care in the Hall and Breakfast club. Camp Australia has been the OOSCH coordinator for four years and has developed strong partnerships and a strong rapport with the school and our families. The number of students attending the service has steadily increased over the four years. This program has been supported by the school through leaflet promotion, newsletter, transition to school and school website.

Karate

Our Karate group has been operating from the school hall after hours for many years. The group offers lessons in Karate to many people from a young age in our community as well as our surrounding communities. The coordinator Frank has earned a high level of respect from all because of his commitment and mutual respect for all.

Samoan Church

The Local Samoan Church group have operated their services on weekends for several years. They continue to be part of the school and support our community in many different ways. Reverend Tito is highly respected and seeks opportunities to support our school when possible.

P&C

Our P&C use the school's breakfast club room to organise any events that they are coordinating. They also work in the administration when conducting minor tasks or having their P&C meetings. The P&C are a highly dedicated group who continuously seek opportunities to raise funds to continuously support our school supporting our students.

Workshops /

Our staff (in particular our Executive and AEO) have coordinated a number of parent workshops. These workshops have been designed to inform parents / carers of the latest learning styles and methods to provide them the knowledge and skills when assisting their children at home. The workshops have been designed around parent / carer feedback ensuring that their needs were catered for.

Professional Learning

Doonside PS has been used as an avenue for hosting professional learning for a number of DoE groups. This has ensured that DPS staff had access to relevant Professional learning, whilst allowing DoE Colleagues to observe our school first hand. Examples of PD have been NAPLAN on LINE, Teacher improvement programs and Sport

Little Possums

Little Possums is a joint program with Connect, which provides play based therapeutic interventions for students who have a trauma background. This program is delivered in a safe environment (the school setting) which supports students and families who engage with the service. Families self-refer to the program and deal directly with Little Possums staff.

Samoan / Tokelauan Cultural Group

During 2019 DPS welcomed our local Samoan / Tokelauan community group. The group utilises our school facilities as a meeting place to embrace. Develop and pass on cultural knowledge, understanding, history, language and art. As this is a non for profit community group, they have engaged in practices that support the school through minor maintenance.

Fundraisers and Whole School Events

In 2019, we ran a variety of whole school events which included Multicultural Day, Halloween Disco, Remembrance Day, Token Day, Presentation Day, Movie Day, and Christmas Concert along with fundraisers such as Jeans for Genes, Jump Rope for Heart, Anti Bullying Day, Bandana Day and Pink Stumps Day. Funds were also raised to support student participation in extra curricular events as well as families who experienced hardship. Parents actively supported all whole school events during 2019.

Book Club

Book Club provides families with an affordable and convenient way to bring children's literature into their homes. Doonside P.S. and their community actively support the program and receive new issues each term throughout the year. Book Club also benefits the school, which receives 20% of the order as reward points to purchase educational resources via the Scholastic Rewards program, helping to stretch school library and classroom budgets further. In doing so, educators have access to an extensive range of resources and cross-curriculum products to help support students and staff.

Anzac Day

Doonside Public School commemorates ANZAC Day with a whole school assembly and ceremony. Selected students represented our school at the Indigenous Veterans day at Sydney War Memorial.

Harmony Day

In Term 1 we celebrated our whole school event, Harmony Day. All students were invited to wear the colour of Harmony and take part in various activities in their classes. All activities were created to showcase and celebrate the diversity within our school and community.

Presentation Day

Our annual Presentation was held in Term four, where students were recognised for their academic achievements, citizenship, making improvements in attendance, and other Key Learning Areas. We had a high number of parents / carers and extended family / community members come to celebrate these achievements.

Concert

Our annual End of Year concert showcased our students' and staffs' high interest in the performing and creative arts. Students demonstrated high levels of dedication, enthusiasm and commitment to providing all of our guest a spectacular showcase to end the year.

Parent Teacher Interviews

Parent teacher interviews were conducted in term two, where a high number of parents / carers participated in the three way meeting discussing students' progress, achievements and efforts for the year. Parents and carer were continuously encouraged to regularly meet with their child's teacher to maintain the open door communication ensuring that they were up to date with their child's academic, social emotional and wellbeing development

Wellbeing

Breakfast Club

In previous years Red Cross support the Doonside PS breakfast. This year Foodbank took over the program to ensure sustainability and viability of supplies ensuring our students continue to access this service. There has been a continual use of the service by students which is supporting a great start to their learning day with a full belly!

PBL

PBL continues to be an integral student engagement and wellbeing practice and focus at Doonside PS. This practice / focus is a whole school initiative which drives the development of student classroom, excursions and playground expectations of behaviour and safe relationships. Our PBL data has demonstrated sustained attendance, sustained negative consequences and increase student engagement. Per school discipline / welfare policy, caution letters, principal withdrawals and suspensions were activated where required to support student wellbeing.

Books in Homes

Current research reports that reading enjoyment is more important for children's educational success than their family's socio-economic status. The International Reading Association has pointed out that the ability to read and write has never been more critical. "Adolescents entering the adult world in the 21st century will need to read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations, so they can create the world of the future. In a complex, and sometimes dangerous world, the ability to read can be crucial." – *International Reading Association, (Moore et al, 1999, p. 3 as cited by Clark & Rumbold, 2006)*. Choice, interest and motivation are highly related. Surveys internationally suggest most children are more likely to read for pleasure if they can choose their own books… (*Clark & Rumbold, 2006*).

The Books in Homes Primary Programme aims to develop students' love of reading and create a legacy of books in the homes of students from schools in low socioeconomic areas. A culture of literate practice is created through the donation of nine books per year to students who have limited access to books. Research in Australia and overseas has shown that the creation of a culture of reading in the home – and the quality of the talk that arises from sharing stories – provides an important foundation for literacy development throughout a child's school years. In recognition of the numbers of Australian students for whom this home reading culture is not established (nor established in English), the Books in Homes Programme provides students in low socioeconomic status schools with nine books of their choice per year. Data collected in formal program evaluations and testimonials from principals and teachers confirm the impact of this program on students' love for reading, the value they place on books and on the development of their literacy skills.

The books provided to students are written in Australian Standard English (ASE), with 25 per cent of them written by Aboriginal authors. They include picture books, novels, nonfiction books, drawing books, how-to books and special interest books. (All books are supplied by Scholastic Australia). The books are selected by a committee to ensure they are culturally and age appropriate. At the beginning of each term, the Books in Homes Programme delivers a Preview Pack of 48 titles and book catalogues to each school in the program. Students view the books in the Preview Pack and select 3 titles in age-appropriate reading levels from the book catalogue. The book catalogue also includes a competition that students can enter to win.

Towards the end of the term, the three books chosen by each student are delivered to the schools, along with waterproof book bags and book labels (to increase the sense of ownership). Books are presented at the Book Giving Assembly with the attendance of the Doonside P.S. sponsors, Mainfreight Australia and role models such as authors, sporting identities and members of the community, who emphasise the importance of reading. Guests are presented with certificates of appreciation during the assembly and invited to morning tea after the assembly

Students and staff also participate in the Book Giving Assembly (which is hosted by our Stage 3 students) and contribute performances on the day which can be individual items, class items and group performances such as the Indian dance

group, the school Choir. Additional books and certificates are also provided to use as incentives and rewards. The school library retains the preview Pack it receives each term the program operates, amounting to an additional 144 books per year. The Books in Home Primary Program originally began in New South Wales and has been successfully replicated in low socioeconomic status primary schools in remote and urban areas of the Northern Territory, New South Wales, Western Australia, South Australia and Queensland. Findings from two commissioned evaluations of the program (*Galleguillos 2001; Koop 2006*) indicate that the Books in Homes Programme has helped develop a reading culture in students' homes and contributed to their literacy development at school.

Stewart House

Doonside PS continued to identify and support selected students to Stewart House. Students were engaged in a variety of positive experiences. These experiences were linked to student wellbeing, health, resilience building, social interactions and positive self image.

As the identified charity of the Department of Education, a number of staff continue to contribute on a regular basis. We also held a clothing drive to support their fundraising efforts.

Road Safety and Stranger Danger

At Doonside, we maintain an ongoing focus on student awareness surrounding road safety and stranger danger. As part of the classroom curriculum and PBL, students engage in lessons which provided the skills and knowledge to maintain both their own and peer safety in all possible situations.

Responsible Pet Program

Responsible Pets program was targeted to all students in K – 2 and took place in Term 2. The program educated students on what it means to be a responsible pet owner and how to live safely with dogs.

Hatch a chick Program

P–2 students actively embraced the Hatch a Chick Program in term three. Students monitored and observed the life cycle and incorporated it into their daily learning. Students and staff experienced real life hands on learning through the program. The school had adopted the chickens which extended our partnership with Doonside Technology High School who built a new Chicken coop for them to reside.

Child Protection

Child Protection is taught to all students during Term 3. Doonside Public School regularly utilises the MRG and where necessary reports to DoFCS and the Child Wellbeing Unit. All staff complete the mandatory departmental training ensuring that all staff are attain up to date knowledge for child safety and wellbeing.

Education Week 2019

STEM

All students enjoyed a day of real life integration of science, technology, engineering and maths (STEM) during morning and middle session. Students were rotated through a variety of learning opportunities that engaged their thinking and allowed them to demonstrate their understanding of academic concepts through fun and interesting activities. They were given the opportunity to utilise new technology that had been purchased this year. The final session of the day the school participated in a mathematical treasure hunt challenge using QR codes to select the correct answer. Both students and teachers were very competitive, highly engaged and enthusiastic. As there were ties between classes in both infants and primary, an additional challenge were organised and the winning class got to choose from a number of prizes.

CAPA/PDHPE

All students participated in a variety of physical activities based on their age, stage and ability promoting health, creativity, team spirit and overall wellbeing. The day consisted of rotation activities targeted towards CAPA and PDHPE outcomes. Students were split into Infant and Primary groups in order to create age/stage appropriate activities.

Concert

The Education week concert this year supported the theme "Every Student, Every voice." Students performed items comprising drama, dance and singing during our annual concert P–6.

Open Classrooms

Our annual open classrooms presented to be another success. All classrooms from Preschool to Year 6 observed many

parents/ carers / family members joining in open classroom activities which resulted in open communication between parents, staff and students about the merits of attending our school.

Open Day

DPS held its inaugural Open Day during term three. We had many parents and visitors attend the day where they experienced, observed and participated in the unique and wonderful programs and resources available at our school. It also allowed new families as well as existing families an insight into the operations of our school, the rich history and partnerships with the wider community. The school thoroughly enjoyed the opportunity to show case all of the successful, amazing and authentic aspects of our school.

Sport and PDHPE 2019

During 2019 at Doonside P.S, students were given opportunities to participate in a range of Sport and Personal Development activities. These included playing P.S.S.A Winter Sport in the Mt Druitt Zone competitions in Netball, Soccer and Touch Football.

As well as participation in Summer PSSA in the sport League Tag.

Students were also given opportunities to trial for and represent various PSSA Sporting teams including Rugby League, Netball, Rugby Union and Cricket.

Throughout the year the school held Swim trials, Cross Country and Athletics carnivals and selected students were then given the opportunity to represent the school at the corresponding Mt Druitt Zone Swimming, Cross Country and Athletics Carnivals.

Sporting opportunities were also provided through the NSW Soccer Gala Day, AFL and Rugby Union through Sporting schools, Cricket Australia and IPlay to encourage physical education. The School Swim Scheme program for Years 2–6 was also successfully conducted.

DPS K–6 participated in the Premier's Sporting challenge, Jump Rope for heart and September for students and staff.

Child Protection was taught whole school K–6 Term 3.

Stranger Danger and Road Safety was also taught including utilising the NSW Police Force to present information to raise student awareness including attendance at our Community Expo.

Community Engagement

Attendance at functions

The school has observed greater engagement of parents and community members at school events. This is evident through the increased attendance of parents at our K–2 and 3–6 assemblies in addition to our whole school assemblies / events.

P&C

During 2019, our P&C experienced a continuation of executive who were elected at the AGM. The P&C held regular meetings to provide feedback on initiatives they were pursuing and to seek avenues to engage with the school community as a whole.

P&C have held raffles, Mother's Day, Father's Day, Christmas raffle and Halloween Disco. While not all fundraising is successful, they have generously continued to donate to the school for the areas of subsidising school camp, PSSA uniforms, and Year 6 end of year festivities.

Parent Helpers

Parent helpers are welcomed into the school through a number of different avenues. Traditionally parents offer their time in classrooms and many support school events and fundraising while not being active or financial members of the P&C.

School Beautification and Upgrade Projects

Our school has undergone a number of projects for whole school improvement. These included:

Painting – a number of our classrooms were painted internally and externally

Electrical – the Department of Education funded an electrical upgrade to support our future focussed learning

environment

Bulu Garden – a significant budget was allocated to the redesign and development of the Bulu Garden to be incorporated as another outdoor learning space.

Junior Environmentalists – this group of dedicated students and volunteer staff members were allocated a budget to improve the facilities and resources for their program

Playground upgrade – the school utilised a variety of sources to improve the learning, social skilling and engagement of students in the playground. This included both new and recycled equipment for students to enjoy their whole school experience.

Preschool – Our preschool was identified as requiring a significant upgrade of its facilities and resources to ensure that they are meeting the minimum requirements of the regulations for preschool settings.

Support unit toilets – our support unit classes were approved for the construction of a specialised toileting facility to support the identified needs of students within the setting.

Library – in conjunction with the painting works strategic budgeting allowed for a much needed upgrade of the library learning environment, including technology, resourcing, seating and designated hubs within the room.

Signage – a number of signs were upgraded throughout the school

Breakfast club/community room – this room has received painting works, new blinds and a recycled interactive whiteboard to repurpose the room for greater engagement for all students and the community.