

Double Bay Public School

2019 Annual Report



1768

Introduction

The Annual Report for 2019 is provided to the community of Double Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Double Bay Public School
William St
Double Bay, 2028
www.doublebay-p.schools.nsw.edu.au
doublebay-p.school@det.nsw.edu.au
9363 3456

Message from the principal

At Double Bay Public School, 2019 was a very successful year. Academically, the students performed extremely well. Our Year 3 and Year 5 students excelled in the NAPLAN Tests in Literacy and Numeracy, surpassing the state average in every strand. A detailed analysis of our results will be available in this report.

The School Executive led the External Validation process with the teachers and other staff members being consulted and assisting throughout the process. This process enables the opportunity for deep reflection and analysis, resulting in a clear view for the schools future directions to ensure the best learning outcomes for all students.

To complement the quality teaching and learning opportunities for students at Double Bay Public School, we have the advantage of being able to also offer a wide range of extra-curricula activities, such as specialist PE lessons, PSSA, school sport, Creative and Performing Arts lessons, STEM lessons, Choir, Band, Debating, Public Speaking, the Premiers Spelling Bee, Leadership Development, Peer Support, the Student Representative Council and MaGneT, which is a joint program for gifted and talented students with Rose Bay Secondary College.

Mrs Andrea Garling

School background

School vision statement

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

School context

Double Bay Public School, situated in a beautiful harbour-side location, offers a full and varied curriculum, provides a stimulating and supportive learning environment and engenders a caring family atmosphere. Extra-curricular programs include Chess, Choir, Band, Debating, MaGneT, Battle of the Minds and a wide range of 'Before and After School Activities' organised through our P&C Association. Our school community draws from a wide range of socio-economic and cultural backgrounds, with 30% of our students coming from language backgrounds other than English. Parent involvement in all aspects of school life is valued and encouraged. Our extremely capable, dedicated staff caters effectively for a wide range of student ability levels and needs. Our students are motivated learners who thrive in a well-resourced school. Our highly supportive school community assists us in providing the range of resources necessary for each child to achieve their potential. Focus areas at Double Bay Public School include literacy, numeracy, STEM, leadership skills, resilience and well-being for all students and staff.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/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 | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1

Creative, Dynamic Teaching and Learning

Purpose

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

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

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

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

Improvement Measures

Improved student growth data on external performance measures in literacy and numeracy.

Improved student engagement and growth data in NAPLAN.

Surveyed teachers to collect base-line data on their current knowledge of formative assessment, skills, understanding and implementation.

Visible learning practices will be evident in all classrooms.

Progress towards achieving improvement measures

Process 1: Future Focused Learning:

Build skills, knowledge, strategies behind and understanding of teaching practices around future focused learning, including communication, collaboration, critical/ creative thinking and problem solving.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Teachers use an array of tools and resources to assist the students to become confident, resilient and engaged in 21st Century learning. Increased uptake by both staff and students in G Suite and the Google Drive. | Expert staff were hired to teach STEM as RFF. There were two twilight sessions to inform and engage staff in Creative and Critical Thinking. At the conclusion of the training teachers were able to access on-line resources to support their learning. Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$1200.00) |

Process 2: Formative Assessment:

Build teacher capacity in effectively using evidence around formative assessment practices to enable students to set and achieve their learning goals.

Deliver a common language for the process of learning across the school, as well as collaborative and clear learning intentions and success criteria.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Staff enthusiastically approached the beginning process of Formative Assessment. A number of aspects of Formative Assessment have been embedded into our daily teaching practise. The Formative Assessment kit and books will be distributed to staff at the beginning of 2020 to commence | 'Embedded Formative Assessment' book and kit by Dylan Wiliam was purchased. |

Progress towards achieving improvement measures

our stage based research projects.

Funding Sources:

- (\$1000.00)

Process 3: Seven Steps to Writing:

Seven Steps to Writing continues to be implemented to improve the students' writing and the teachers skills and pedagogy.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>Teachers Writing Programs reflect Seven Steps for Writing. Anecdotal data shows a gradual change and improvement in students' ability to compose more interesting narratives. This is now being developed through persuasive writing tasks.</p> <p>There has been a great interest in Writers' Club from the student body. This has meant that sessions have had to be split into two to accommodate the growing number of interested students.</p> <p>Double Bay Public School's NAPLAN results reflected an improvement in students performance in Writing.</p> | |

Process 4: Data Collection:

Consistent assessment data, both external and internal, across the whole school needs to be timetabled and collected at the same time.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In 2020 Double Bay Public School will be using assessment data from internal and external sources to develop a more comprehensive reporting of students across the curriculum. This data collection will also focus on tracking behaviour.</p> | <p>Executive were released to complete External Validation which highlighted to way forward around this process.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$4000.00) |



Strategic Direction 2

Quality Community Relationships

Purpose

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

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

Improvement Measures

Surveyed students report an improved level of understanding around the Positive Behaviour for Learning expectations of 'Safe, Respectful Learners'.

Students' understanding the teacher's role in providing individual feedback of behavioural expectations.

Parents reporting an improved level of positive communication regarding student goals as well as classroom and playground behaviour.

Progress towards achieving improvement measures

Process 1: CoSiES:

The school continues to utilise the strength of a combined community of schools to enhance Professional Learning and engage in collaborative practices.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Select staff members in-serviced the whole school at staff meetings to share information acquired from Network Meetings about Formative Assessment. A realistic time frame for the successful embedding of Formative Assessment into teaching and learning was developed. | Conference and workshops had resources that were able to be inbuilt into the teaching and learning that occurred in the classroom. |
| Inter-school collegial information sharing was well received as it was relevant and current to the teaching practices at Double Bay Public School. | Funding Sources: <ul style="list-style-type: none">• (\$8000.00) |

Process 2: PBL:

Teachers teach explicit lessons to demonstrate appropriate behaviours in line with the matrix.

The current reward system is reviewed in line with the philosophy of PBL.

All signage reflects the statement of purpose 'Safe, Respectful Learners' to demonstrate a common language and expected behaviours.

A common language, and understanding around expected behaviour, is established for students and staff.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Staff discussed retaining the long and strong awards in conjunction with the fast a frequent PBL tokens. We are continuing with the fortnightly photos of students who have displayed Positive Behaviours for Learning during that time. We surveyed both the staff and students and they confirmed this reward was appreciated. | The next session in the whole school implementation of PBL was the 'Classroom Management'. This professional learning was attended by two staff members who will lead whole school implementation. Funding Sources: <ul style="list-style-type: none">• (\$620.00) |

Process 3: Community Relationships:

The school staff continue to foster and further develop strong and meaningful relationships with the parent body and wider community.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>There were positive comments and feedback about the whole school community events that occurred throughout the year. The welcome BBQ, which included the children, was very well attended and enjoyed by all. Stage 3 were included in this year's Winter Disco and the attendance showed this to be a popular decision.</p> <p>Some classes visited Woollahra Library for Book Week activities. The Band Spotlights invited community members to attend the concerts. Planning continued for the major fundraiser to be held at the beginning of Term 4.</p> <p>These events proved to be successful as indicated by the number of attendees at the concerts. Community members and a renowned Australian artist visited the school and assisted the students to create artworks for the Major Fundraiser.</p> | <p>Many of these events were used as fund raising opportunities for the P&C.</p> |



Strategic Direction 3

Clear and Effective Systems

Purpose

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

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

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

Improvement Measures

Implementing communication procedures including reports and the collection of welfare data through EBS4.

Reviewing, updating and rewriting school based guidelines which reflect DoE policies and are relevant to identified staff and student needs within the school.

Learning Management and Business Reform (LMBR) systems used to collect, analyse and collate school budgeting systems while streamlining the parent payment process.

Progress towards achieving improvement measures

Process 1: EBS4:

Introducing and implementing the use of EBS4 to mark rolls, collate reports and collect student welfare data.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Double Bay Public School will remain with the current reporting system of ESR for report writing and for daily roll marking until staff are further in-serviced to become familiar with EBS4. Student welfare incidents will be recorded in EBS4.</p> <p>The inclusion of outcomes in school reports, of student learning, has been positively received by all stakeholders. The HSLO trained staff about new roll marking protocols at a staff meeting in Term 2. The staff will be in-serviced in ESB4 to make decisions for 2020.</p> | <p>ESR Momentum is our third party roll marking system.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$2000.00) |

Process 2: ICT for Students:

Continued use of iPads, laptops, interactive white boards and desktop computers to enhance and further engage students and teachers in the teaching/learning process while making learning more relevant to each individual.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Students have been engaged in the STEM program and enthusiastically show their skills in implementing new techniques for using ozobots, spheros and solving science based problems. The purchase of the Spheros and iPads were in consultation with the IT technician and the STEM staff to ensure compatibility with the server requirements. The staff has observed positive learning and engagement of the students within the STEM program.</p> | <p>Spheros, a charging box and iPads were purchased throughout the year.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$6949.00) |

Process 3: School based guidelines / Scope & Continuums:

Regular review meetings to update guidelines reflecting DoE policies.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

Implementation of the Science & Technology syllabus began this year. The Executive team was in-service in the Science & Technology syllabus. The process continued through Term 2 as Executive were released using the QTSS funding. The Science & Technology Scope and Sequence has been completed and reviewed by Staff. External Validation was in progress throughout Term 3 and was completed in Term 4.

Implementation of the Science & Technology syllabus in-service

Funding Sources:

- (\$500.00)



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| English language proficiency | Funding Sources: • English language proficiency (\$31 352.00) | These students showed an improvement in all English literacy skills. |
| Low level adjustment for disability | Funding Sources: • Low level adjustment for disability (\$75 731.00) | The 2019 NAPLAN results showed a steady trend in the growth and achieved bands of our Year 3 and Year 5 students. This can be directly attributed to the Maths support provided by the school which allows for smaller class sizes and an increased level of one-to-one learning. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$59 441.00) | The funds to release staff enabled time to collaborate and plan teaching and learning for each term in stages. The funds also enabled executive to complete and evaluate External Validation and make future directions for the school from the outcomes. |
| Socio-economic background | Funding Sources: • Socio-economic background (\$3 487.00) | This money enables students to participate in camps, excursions, provides lunches and uniforms where necessary. |
| Support for beginning teachers | Funding Sources: • Support for beginning teachers (\$4 269.00) | There were 4 beginning teachers at Double Bay Public School. All 4 completed their accreditation during 2019. They will be formally notified by NESSA in 2020. |
| Targeted student support for refugees and new arrivals | Funding Sources: • Targeted student support for refugees and new arrivals (\$21 565.00) | These students spoke at the Multicultural assembly in Term 3. These students were supported both in class and in withdrawal groups to gain a greater understanding of the English language. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 183 | 170 | 148 | 152 |
| Girls | 168 | 161 | 177 | 189 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.3 | 95.1 | 95.1 | 95.3 |
| 1 | 97.2 | 96.3 | 94.9 | 94.9 |
| 2 | 95.9 | 97.7 | 95.9 | 94.6 |
| 3 | 97 | 96.4 | 96.3 | 93.7 |
| 4 | 95.6 | 96.4 | 96.3 | 95.1 |
| 5 | 95.8 | 95.3 | 95 | 95.7 |
| 6 | 96.3 | 94.4 | 95.5 | 94.5 |
| All Years | 96.3 | 96 | 95.6 | 94.8 |
| 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 |

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) | 3 |
| Classroom Teacher(s) | 12.75 |
| Teacher of Reading Recovery | 0.21 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 2.82 |

*Full Time Equivalent

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.

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 | 460,083 |
| Revenue | 3,332,883 |
| Appropriation | 2,928,675 |
| Sale of Goods and Services | 11,145 |
| Grants and contributions | 381,185 |
| Investment income | 6,165 |
| Other revenue | 5,713 |
| Expenses | -3,264,235 |
| Employee related | -2,877,751 |
| Operating expenses | -386,483 |
| Surplus / deficit for the year | 68,648 |

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.

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 | 58,299 |
| Equity Total | 110,571 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 3,487 |
| Equity - Language | 31,352 |
| Equity - Disability | 75,731 |
| Base Total | 2,456,431 |
| Base - Per Capita | 76,257 |
| Base - Location | 0 |
| Base - Other | 2,380,174 |
| Other Total | 158,685 |
| Grand Total | 2,783,986 |

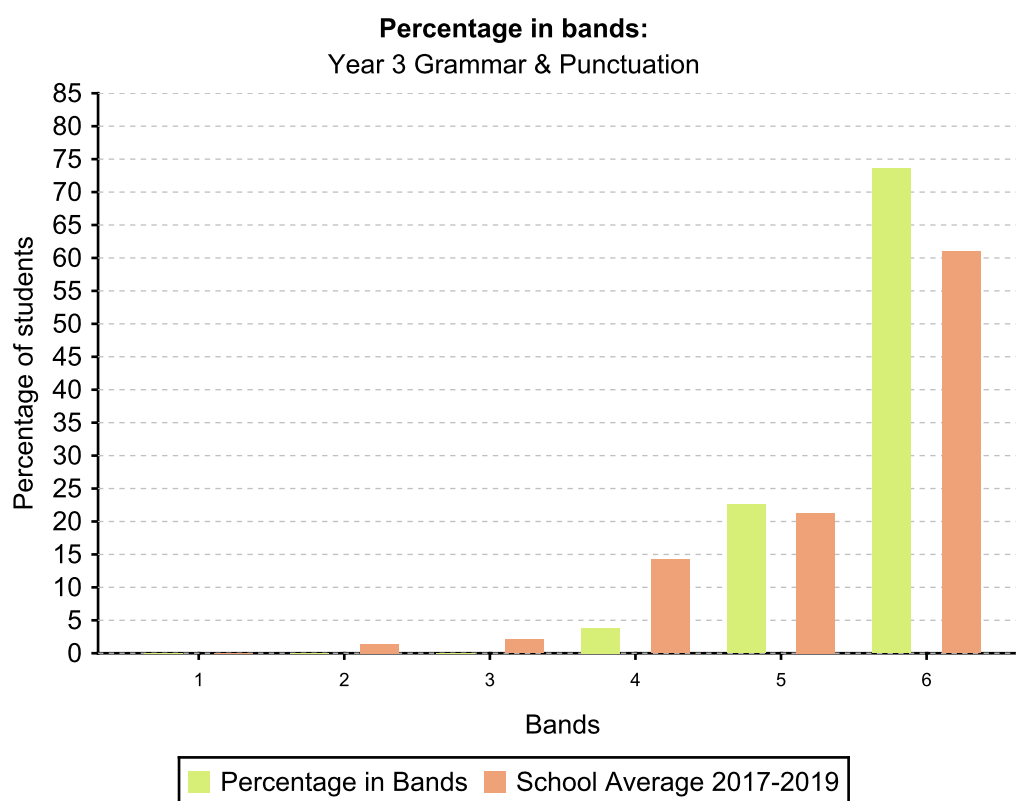
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

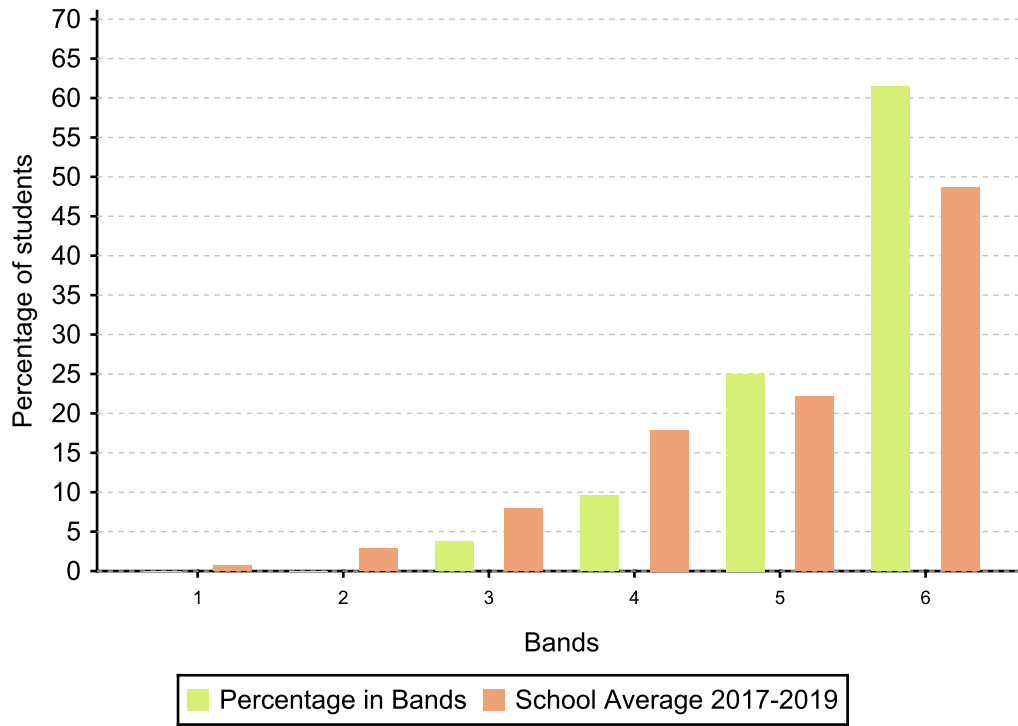
Literacy and Numeracy Graphs



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0 | 3.8 | 22.6 | 73.6 |
| School avg 2017-2019 | 0 | 1.4 | 2.1 | 14.2 | 21.3 | 61 |

Percentage in bands:

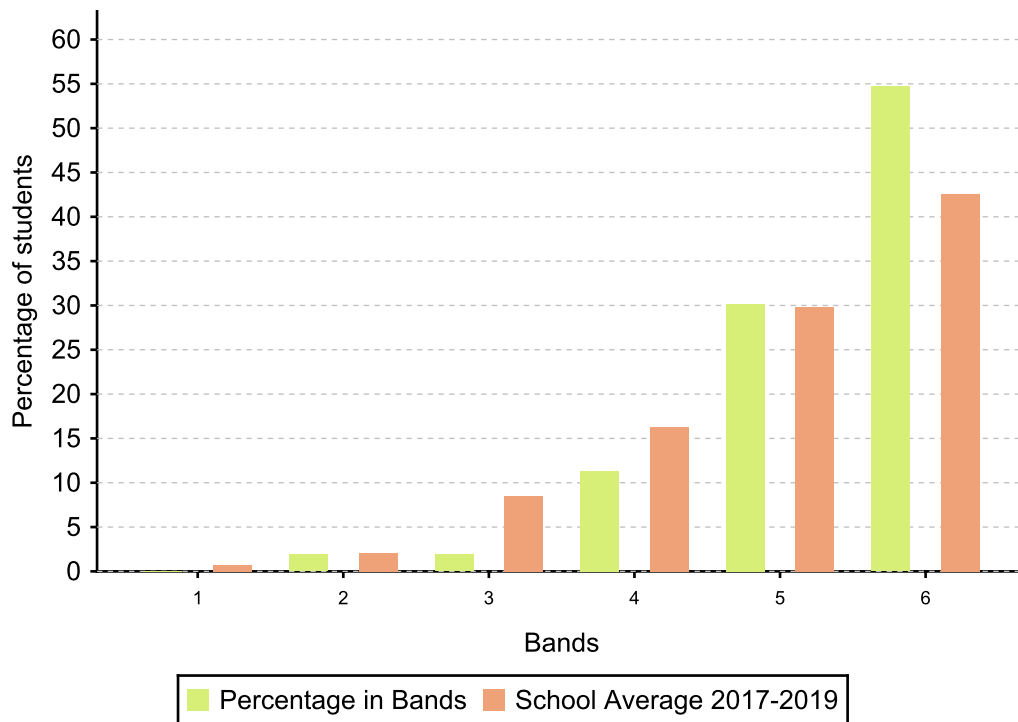
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 3.8 | 9.6 | 25.0 | 61.5 |
| School avg 2017-2019 | 0.7 | 2.9 | 7.9 | 17.9 | 22.1 | 48.6 |

Percentage in bands:

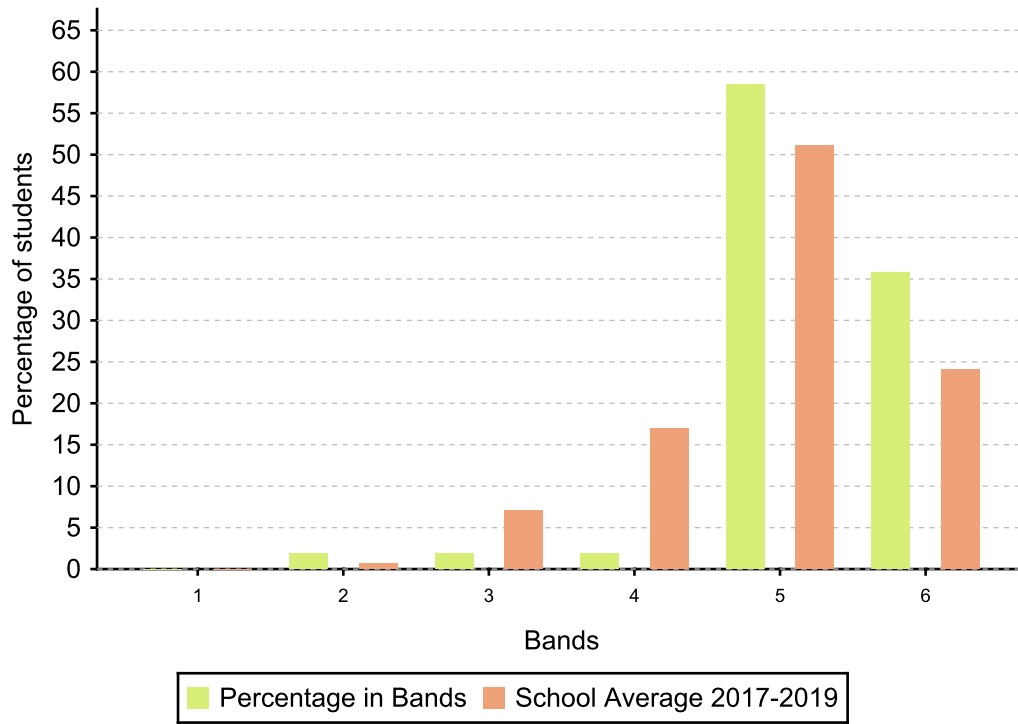
Year 3 Spelling



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.9 | 1.9 | 11.3 | 30.2 | 54.7 |
| School avg 2017-2019 | 0.7 | 2.1 | 8.5 | 16.3 | 29.8 | 42.6 |

Percentage in bands:

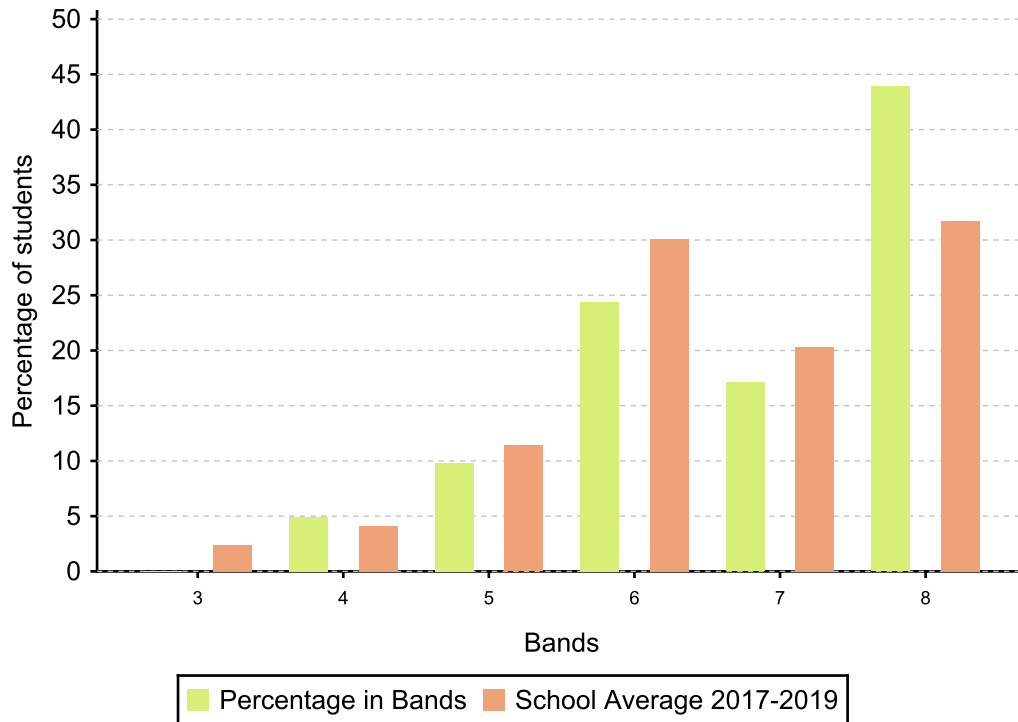
Year 3 Writing



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|-----|------|------|
| Percentage of students | 0.0 | 1.9 | 1.9 | 1.9 | 58.5 | 35.8 |
| School avg 2017-2019 | 0 | 0.7 | 7.1 | 17 | 51.1 | 24.1 |

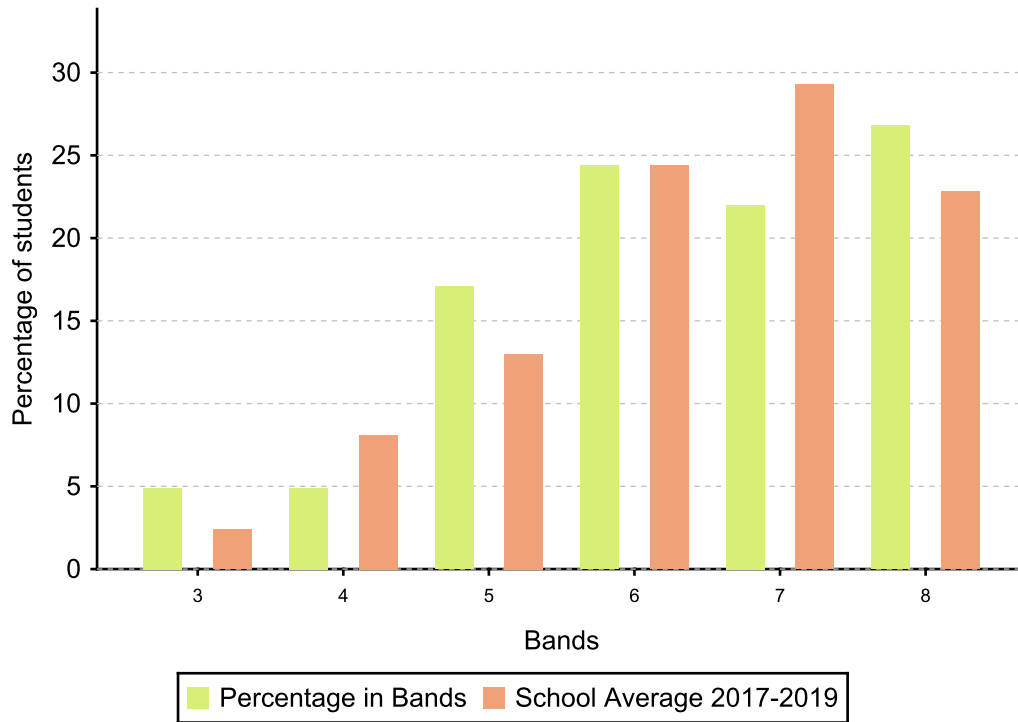
Percentage in bands:

Year 5 Grammar & Punctuation



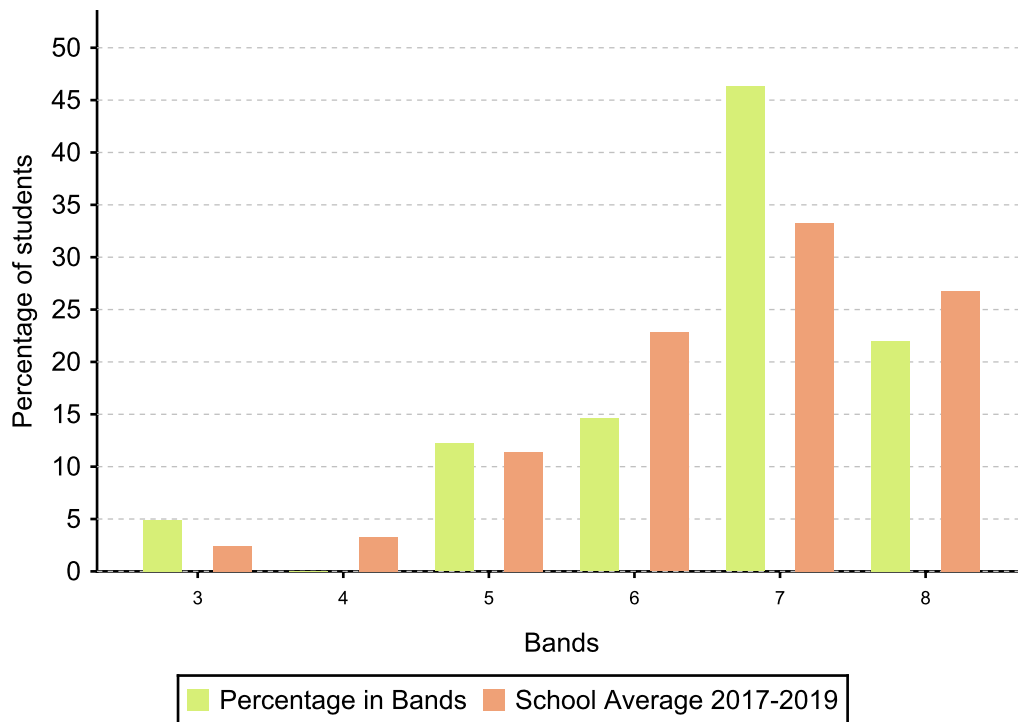
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 4.9 | 9.8 | 24.4 | 17.1 | 43.9 |
| School avg 2017-2019 | 2.4 | 4.1 | 11.4 | 30.1 | 20.3 | 31.7 |

Percentage in bands:
Year 5 Reading



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 4.9 | 4.9 | 17.1 | 24.4 | 22.0 | 26.8 |
| School avg 2017-2019 | 2.4 | 8.1 | 13 | 24.4 | 29.3 | 22.8 |

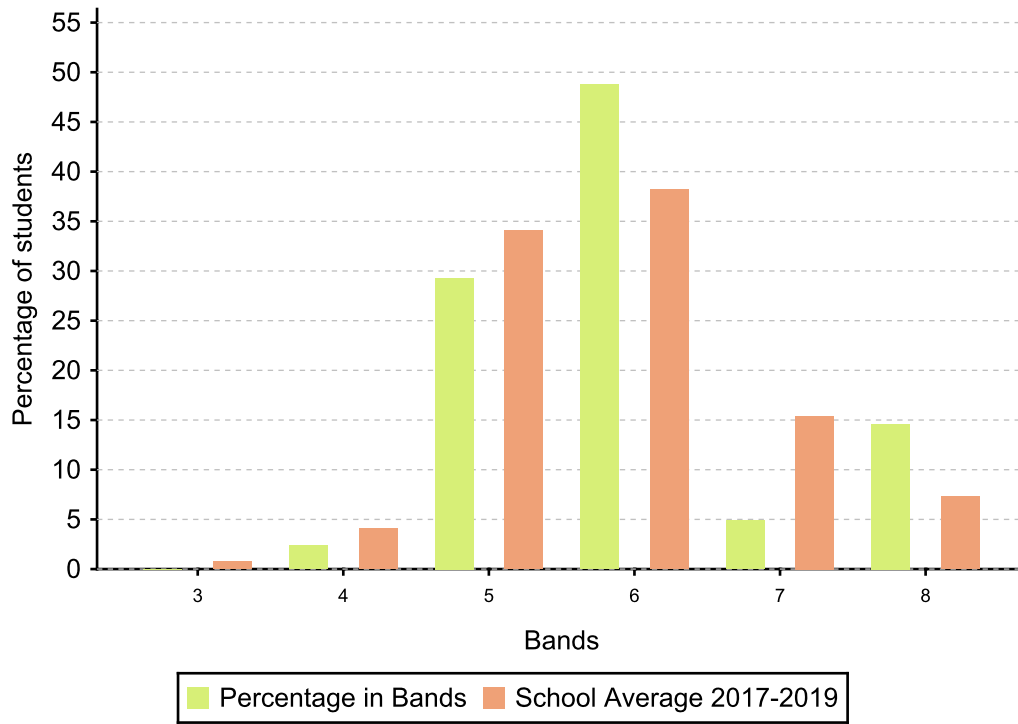
Percentage in bands:
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 4.9 | 0.0 | 12.2 | 14.6 | 46.3 | 22.0 |
| School avg 2017-2019 | 2.4 | 3.3 | 11.4 | 22.8 | 33.3 | 26.8 |

Percentage in bands:

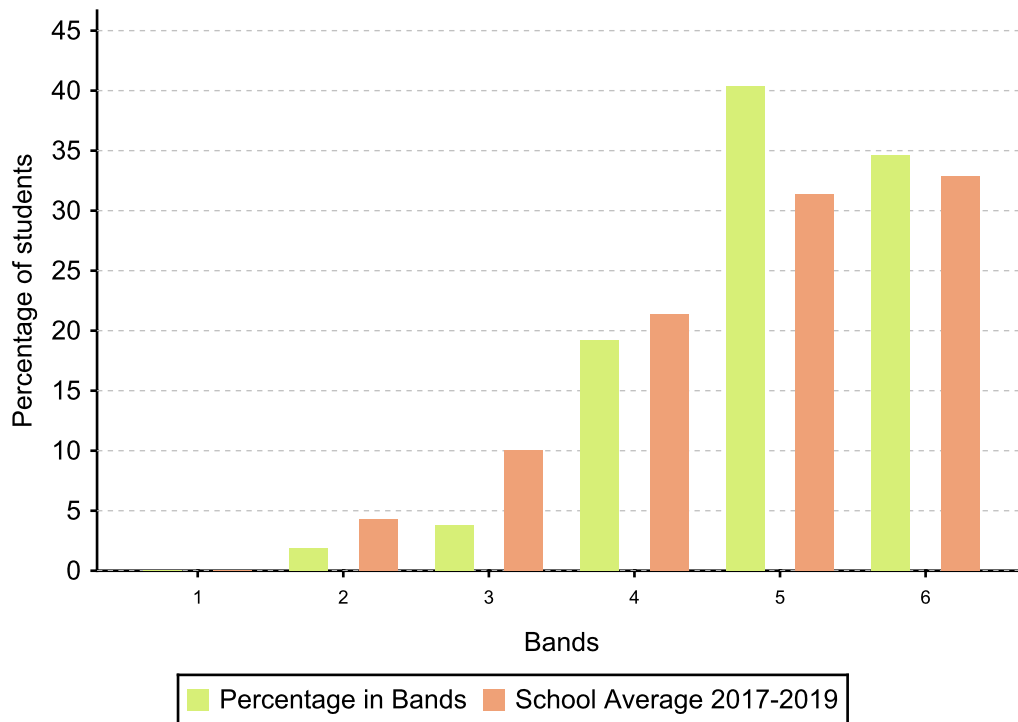
Year 5 Writing



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 2.4 | 29.3 | 48.8 | 4.9 | 14.6 |
| School avg 2017-2019 | 0.8 | 4.1 | 34.1 | 38.2 | 15.4 | 7.3 |

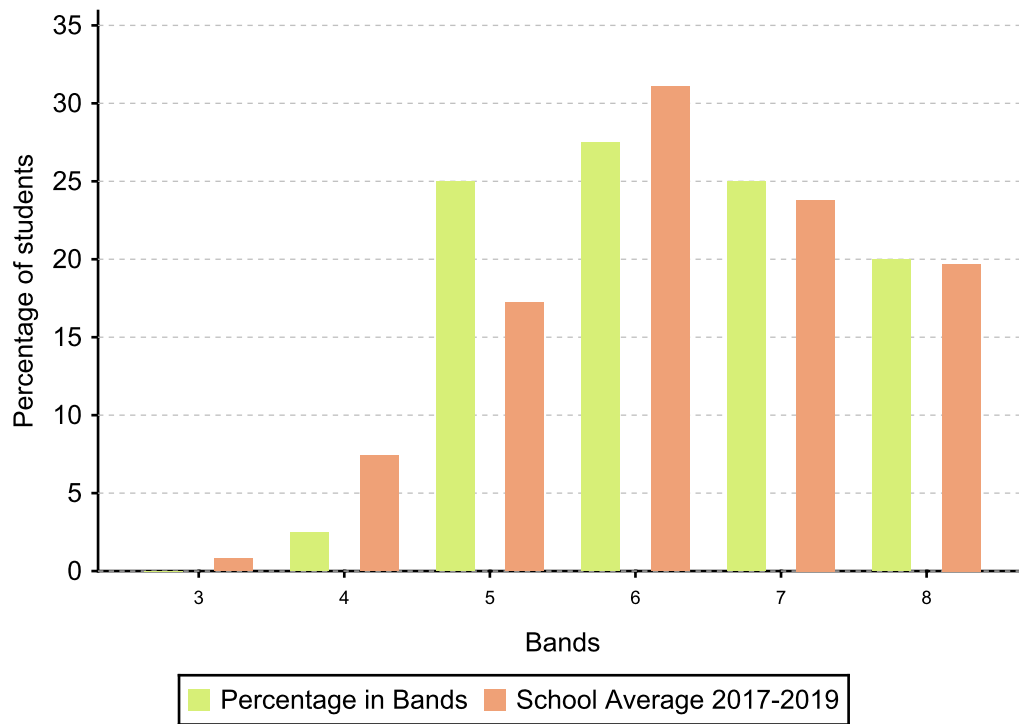
Percentage in bands:

Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.9 | 3.8 | 19.2 | 40.4 | 34.6 |
| School avg 2017-2019 | 0 | 4.3 | 10 | 21.4 | 31.4 | 32.9 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 2.5 | 25.0 | 27.5 | 25.0 | 20.0 |
| School avg 2017-2019 | 0.8 | 7.4 | 17.2 | 31.1 | 23.8 | 19.7 |

Parent/caregiver, student, teacher satisfaction

Each Year schools are required to seek the opinions of parents, students and staff using the NSW Department of Education's Tell Them From Me survey (TTFM). This survey reviews perceptions of school experiences.

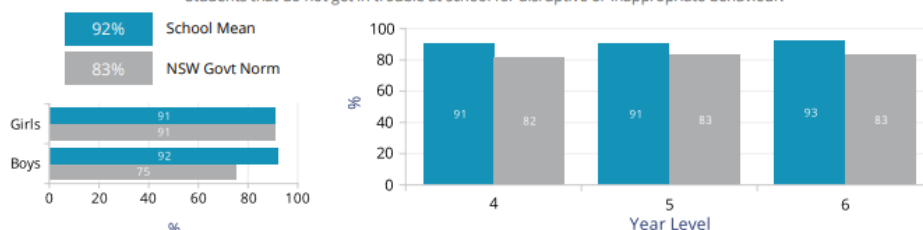
The TTFM student survey measured the child's sense of wellbeing and how interested and motivated they are in their learning. The students indicated a positive connectedness to Double Bay Public School and they are consistently encouraged to set achievable and challenging goals.

The staff were asked to comment on areas related to student learning. The staff reported that planned learning opportunities and quality feedback were areas of strength while the area of Formative Assessment and Visible Learning continue to be a direction of focus.

Below are the graphs from the TTRM survey around students Social and Emotional Outcomes.

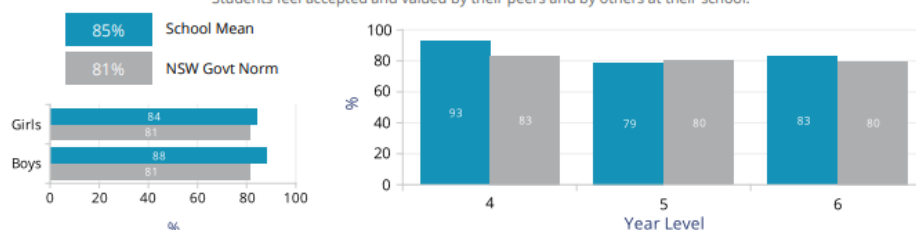
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



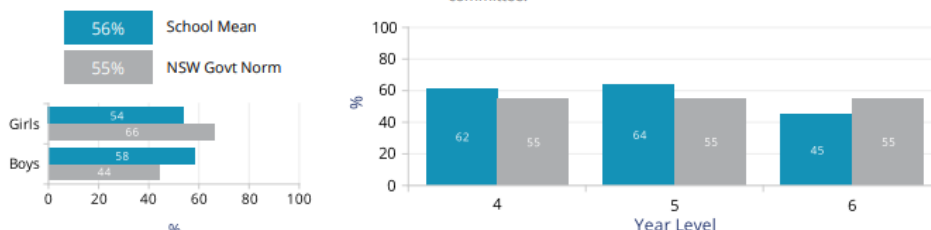
Effort

Students try hard to succeed in their learning.



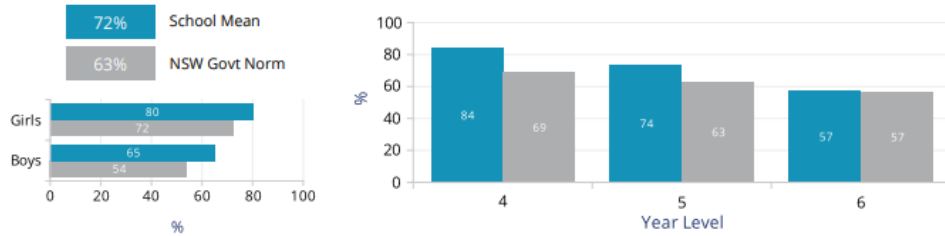
Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



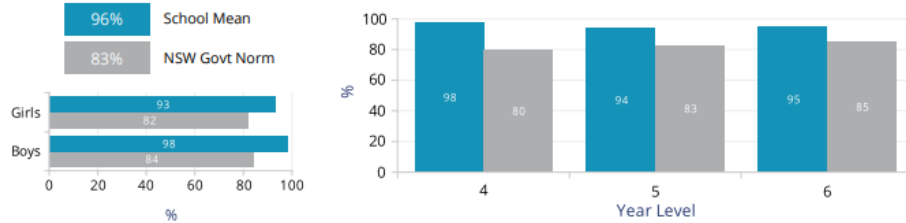
Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.



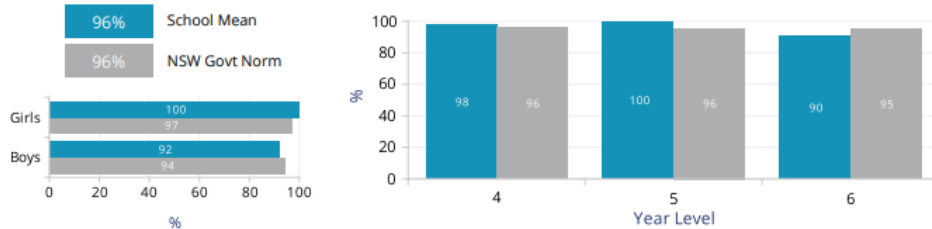
Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



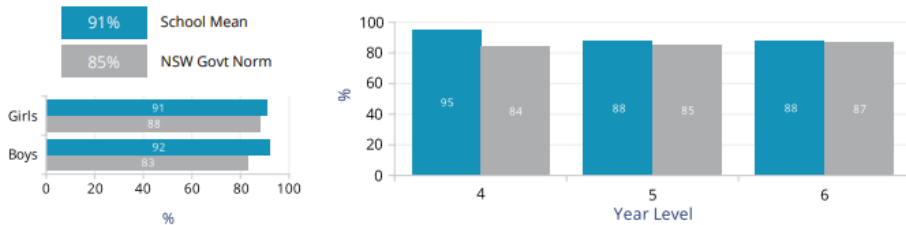
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



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.

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.

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.