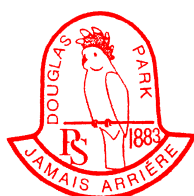


Douglas Park Public School

2019 Annual Report



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Introduction

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

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

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Message from the principal

During 2019, Douglas Park Public school has continued to provide an extensive range of challenging, high quality programs across the curriculum. With an enthusiastic, dedicated staff and a very supportive school community, all of our students were engaged in motivating educational opportunities and learning programs which were tailored to meet individual need and allowed students to experience personal excellence and success. Extra-curricular activities in the areas of sport, the performing arts, debating, public speaking, academic competitions, camps, excursions and community events were regular features throughout the school year. Through the use of equity funding, additional support was provided to students in the areas of literacy and numeracy as well as extension opportunities for talented students.

Our very committed P&C have demonstrated outstanding support and worked tirelessly in fundraising, particularly with the highly successful school fete which was held in July. The students at Douglas Park Public School are wonderful ambassadors for our school. They are thoughtful, considerate and friendly, a credit to their parents and teachers.

I congratulate and thank all of the students, staff, parents and community for a wonderful year of learning at Douglas Park Public School.



School background

School vision statement

Our vision at Douglas Park Public School is to prepare and educate students for life. We are committed to providing a high quality education for the whole child.

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

We strive for the pursuit of excellence, each person being the best they can be, as an individual and as a member of a team. In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and to foster positive interactions with others and the environment.

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

School context

Douglas Park Public School is a small school set in a lovely, rural environment at the foot of the Razorback Mountain range in NSW. Our school offers outstanding opportunities for student learning in a happy, caring and friendly atmosphere in which all students are able to achieve to the best of their individual abilities.

The school has dedicated, enthusiastic teachers. Our classroom programs have a strong academic focus and we also have an excellent tradition of success in sport and the creative arts.

Our school greatly values the role of parents and caregivers in the education of their children. We encourage all parents to become involved in the life of the school. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school maintains close links with Camden High School and our local Douglas Park pre-school. Our school benefits from working together as a strong collegial group with two other small schools at Cawdor Public School and Mount Hunter Public School.

The essence of our school is reflected by our school motto:

JAMAIS ARRIERE 'Look to the future'.

Our school community proudly exemplifies our school values of Be Safe, Be Kind, Be Cooperative and Show Respect.



Self-assessment and school achievement

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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High quality teaching and learning

Purpose

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

Improvement Measures

Increased percentage of students demonstrating at or above expected growth in literacy as measured by internal and external assessments.

Increased percentage of students demonstrating at or above expected growth in numeracy as measured by internal and external assessments.

Increased trends of students achieving proficiency in Year Three and Year Five Naplan results in literacy and numeracy.

Increased evidence of teachers aligning their teaching practice at or above the proficient level of the Professional Teaching Standards.

Increased evidence of teachers using differentiated, future focused learning strategies to create stimulating, challenging learning environments.

Overall summary of progress

A collaborative culture based on shared teaching expertise and a commitment to professional learning has resulted in the continued development of high quality teaching and learning across the school. Progress towards achieving the improvement measures is clearly evident through teacher practice and student results.

Progress towards achieving improvement measures

Process 1: Quality teaching practice

Develop and implement high quality professional learning based on the Professional Standards for teachers.

Evaluation	Funds Expended (Resources)
There is increased evidence of teachers aligning their teaching practice at the proficient level of the Professional Teaching Standards. Quality teaching has been observed and shared during regular classroom observations through the school Performance and Development process for each teacher.	\$5000.00
The beginning teacher mentoring program has been successfully implemented, closely related to shared goals and all teachers have completed professional learning in teaching writing this year.	

Process 2: Future focused teaching across the curriculum

Develop and implement stimulating, challenging and enriching teaching and learning across the curriculum to promote critical thinking, curiosity, collaboration and creativity.

Evaluation	Funds Expended (Resources)
Collaborative inquiry has been prioritised through professional learning and linking with syllabus outcomes. An emphasis on challenged based learning has resulted. The regional Stem Share kit has been utilised and engaged	\$20000.00

Progress towards achieving improvement measures

students in creative thinking and design using technology. A successful coding club has been developed with students this year.

Process 3: Data based, differentiated teaching and assessment in literacy and numeracy.

Implement consistent, sustainable data collection and analysis to improve teaching and learning.

Evaluation	Funds Expended (Resources)
Increased teacher understanding of the use of data to inform and differentiate teaching has resulted from data analysis sessions for each stage of teachers and at a whole school level. Use of the learning progressions has increased teacher consistency in tracking and assessing progress. In Naplan results, there has been an increased percentage of students demonstrating at or above expected growth in literacy and numeracy and an increased trend of students achieving proficiency in literacy and numeracy. Internal school assessments has indicated similar improvements.	\$5000.00

Next Steps

Continued development of strategies to improve literacy and numeracy skills will be emphasised through professional learning and support in classrooms. Improvement in reading comprehension, phonological skills, spelling and grammar will be a focus in literacy while an understanding of mathematical processes and problem solving will be a priority in numeracy. The continued development of high impact teaching strategies and analysing data to ensure effective, responsive teaching occurs will be a priority.



Strategic Direction 2

Student Wellbeing

Purpose

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

Improvement Measures

Annual surveys indicate parent and student satisfaction with well being programs and school culture.

Increased percentage of students who identify as being free from all forms of bullying in the Tell Them From Me surveys.

High patterns of attendance.

Overall summary of progress

Student wellbeing has been a major focus throughout the year. New initiatives in regards to our awards system, an emphasis on kindness throughout the school and continued anti-bullying strategies have been successful. Teacher professional learning and parent workshops have also been a priority. A culture whereby each student is known, valued and cared for is very prevalent in our school.

Progress towards achieving improvement measures

Process 1: Social and emotional learning

Develop and implement programs based on self-regulation, interactions with others, anti-bullying, and mindfulness.

Evaluation	Funds Expended (Resources)
<p>Annual surveys indicate parent and student satisfaction with well being programs and school culture. There is an increased percentage of students who identify as being free from all forms of bullying in the Tell Them from Me surveys. ' During 'Are you ok day' activities, students completed a "supporters" sheet to determine that each student could identify adults who know, care and value them at school. A positive response was evident.</p> <p>Our school anti-bullying plan was implemented throughout the year with emphasis through the curriculum and on special events such as 'National Day of Action against bullying' and "Safer Internet Day".</p>	<p>Funding from socio-economic equity provides extra School Learning Support Officer assistance in classrooms and the playground.</p>

Process 2: Student leadership and opportunity

Develop and implement programs to foster student involvement, engagement and confidence across the school.

Evaluation	Funds Expended (Resources)
<p>All students were involved in a range of extra curricular activities which have assisted in developing confidence and self-esteem, particularly in regard to the development of Year Six leadership. Staff emphasise opportunities for student involvement and leadership which continues to be a highlight of the school. High patterns of attendance are evident and annual surveys indicate parent and student satisfaction with well being programs and school culture.</p>	<p>Socio economic equity funds supported students who required assistance and supported programs such as life skills lessons. Sporting school grants ensured all students could attend tennis and gymnastic lessons.</p>

Next Steps

Continued strong emphasis on anti-bullying strategies and the development of resilience and confidence across the school. Life skills lessons and an emphasis on the new Personal Development, Health and Physical Education syllabus will be a priority.



Strategic Direction 3

Community Connections

Purpose

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

Improvement Measures

Increased number of parents and community members participating in a range of school programs and events.

Development of stronger business and community ties with the school.

Tell Them from Me and paper surveys indicate strong satisfaction with school and community engagement processes.

Overall summary of progress

The school has excellent connections within the local and wider community. Our students have been well involved in a range of extra curricular activities and community events. A successful school fete was a wonderful school and community event which highlighted the strong ties. A variety of first-hand and virtual learning experiences have enabled students to actively participate in and connect with their community.

Progress towards achieving improvement measures

Process 1: Community expertise and volunteering.

Create links for students to be involved in projects within their community and develop authentic learning experiences by involving community members in sharing their knowledge and skills.

Evaluation	Funds Expended (Resources)
There has been an increased range of connections with the community including cultural, social, sporting and environmental experiences which have provided strong links, collaboration and learning opportunities for students. Initiatives involving recycling are making a particularly strong impact with students through an emphasis on a school sustainability program. A highly successful fete with pleasing community connections was a highlight of the year. Students visited the local retirement facility to provide musical entertainment as well as participating in the Wollondilly Musical Festival. The Student Representative council raised funds for the drought and bushfire appeals. An excellent community volunteering day led to wonderful school playground improvements and the development of strong relationships.	School and community funds have been utilised to ensure a range of successful programs linking the school with the local and wider community were implemented. A P&C fete as well as sporting grants, donations and fund-raising activities provided funds as well as the use of volunteer community expertise.

Process 2: Wider connections and links.

Foster partnerships and opportunities for students to develop understanding of wider community and global issues, including utilising technology for collaborative learning.

Evaluation	Funds Expended (Resources)
The expertise of visiting educators has provided good professional learning for teachers and engagement for students. Students are gaining good connections in real life contexts which has promoted teamwork and problem solving. Tell Them From Me and paper surveys indicate strong satisfaction with school and community engagement processes.	Life Skills program: \$4000 Tennis coaching: \$2500 sporting grant Gymnastic coaching: \$2500 sporting grant

Progress towards achieving improvement measures

The expertise of visiting educators has provided good professional learning for teachers and engagement for students. Students are gaining good connections in real life contexts which has promoted teamwork and problem solving. Tell Them From Me and paper surveys indicate strong satisfaction with school and community engagement processes.

Wheelchair basketball and Footsteps dance: School and community funds

Next Steps

Learning experiences which will allow students to use inquiry learning across the curriculum will be further explored at both a local and wider community level. Solving real and relevant issues will allow students to be actively involved in their community while engaging student interest and participation. Continued use of community expertise will be emphasised to ensure students have access to a wide range of learning situations and develop a knowledge of career options for the future.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$7 680.00) 	Clear plans for Personalised Learning Plans have been implemented with discussions and goal setting between students, teachers and parents. School Learning Support Officers assisted students in classrooms. Aboriginal students have shown growth in literacy and numeracy as determined by use of external data (Naplan, Best Start) and internal data (school assessments.)
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 015.00) 	Use of external data (Naplan, Best Start) and internal data (school assessments) indicate improvement and good progress for EALD students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$16 827.00) 	Observations and assessment data indicate that the integration funds and flexible disability funds were well utilised through employment of SLSO's and extra teacher support. Learning adjustments and NCCD tracking regularly occurred, including discussions with parents.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$26 786.00) 	Use of Professional Teaching Standards and School Excellence Framework to assess impact. QTSS funds have been used for the Assistant Principals to support teachers in classrooms and support the Performance and Development process. This has been a successful process with all teachers having annual review discussions and completed peer observations. A mentoring program for beginning teachers was successfully implemented, particularly in the area of teaching writing.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$78 461.00) 	Assessment using external data (Naplan, Best Start) and internal school assessments indicate increased percentage of student growth. All students were above minimum standards and there has been a consistent trend in students achieving at or above similar schools.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	71	74	75	73
Girls	82	85	74	56

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	97.1	92.7	97.7
1	94.5	92	96.7	93.8
2	94.6	91.7	92.4	96
3	93.5	94.4	93.2	92.2
4	94	95.5	94.9	92.4
5	95.3	94.3	94.6	93.8
6	94	95.2	93.2	94.1
All Years	94.3	94.2	93.8	94.1
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

Attendance is monitored on a daily basis. Unexplained attendance results in verbal or written requests for explanations. Follow up by the Home School Liaison Officer occurs if non-attendance continues to be an issue. The importance of regular patterns of attendance is regularly reinforced through school communications, student reports and the school newsletter. Certificates for excellent attendance are presented at the end of each year with an increased number of students receiving these certificates in 2019. The school has maintained an overall attendance record which is above state average.

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)	2
Classroom Teacher(s)	4.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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.

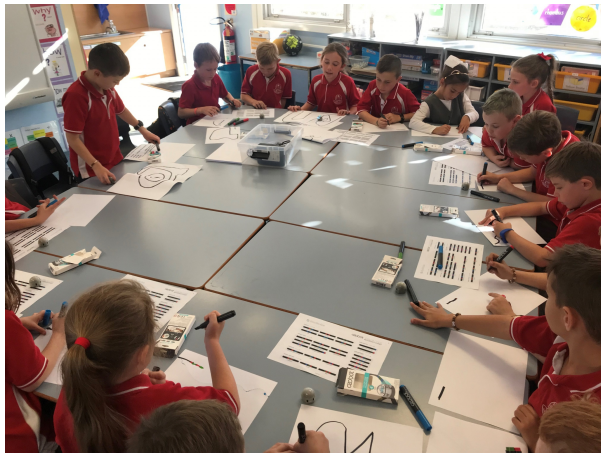
Teacher qualifications

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	130,608
Revenue	1,613,348
Appropriation	1,566,329
Sale of Goods and Services	708
Grants and contributions	44,879
Investment income	1,432
Expenses	-1,613,863
Employee related	-1,477,845
Operating expenses	-136,019
Surplus / deficit for the year	-516

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 balance carried forward from 2019 was \$130,092.00



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	89,980
Equity Total	146,668
Equity - Aboriginal	7,680
Equity - Socio-economic	78,461
Equity - Language	1,015
Equity - Disability	59,513
Base Total	1,227,196
Base - Per Capita	34,961
Base - Location	2,740
Base - Other	1,189,494
Other Total	63,823
Grand Total	1,527,668

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

This year, students, staff and parents were surveyed using the Tell Them From Me online survey process. Students in Years Four, Five and Six were surveyed in March and October while staff and parents were surveyed in September. Paper exit slips completed by parents and grandparents occurred after school events throughout the year to also provide feedback. In addition, each student completed a paper survey to ascertain their sense of feeling known, valued and cared for in our school. Overall, high levels of satisfaction were evident by students, teachers and parents.

In the online surveys, students indicated high levels of satisfaction related to positive relationships, a sense of belonging, participation in sport and extra-curricular activities. Interest and motivation, valuing school, effort and positive behaviour were all outcomes which were above state norms. Similarly, the majority of students reported feeling challenged and confident in their English and Mathematics skills. Their beliefs about effective learning time, relevance and rigour were all also above state norms. Advocacy at school was very evident with high levels reported in regard to students feeling they had someone at school who consistently provided encouragement for them. This was also reflected in the paper survey completed by each student from Kindergarten to Year Six. High levels of pride in the school were evident as well as a belief that staff emphasise academic skills and hold high expectations for all students to succeed.

In the online survey, parent responses were above state norms in responses to questions about the school being a safe, welcoming, inclusive place where parents are well informed and supported with their child's learning. High levels were also reported in the school's support for positive behaviour. Parents felt their concerns were listened to and they received helpful responses to their queries. They believed that written information from the school was presented in clear and plain language. Overall, very positive responses were evident, particularly in relation to student reports, being informed about their child's behaviour, teachers having high expectations and showing interest in their child. The majority of parents were also very satisfied with the school's support for positive behaviour and the clarity of school rules as well as being happy with the physical environment and maintenance of the school.

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



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.

