

2020 Annual Report

Double Bay Public School



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Introduction

The Annual Report for 2020 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

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Double Bay, 2028

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School vision

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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
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)
<p>Teachers are developing confidence in the use of new technologies in the classroom linking to the learning from STEM classes. STEM now runs Research and Development (R&D) clubs before and after school, and the recording, development and editing of Double Bay News occurs on Thursdays at lunch time. These extra programs extend and enrich the teaching and learning programs offered at Double Bay. They are a true differentiated learning opportunity as they connect directly to students interest and big ideas. The growth in comprehension and numeracy skills evident in the Check-in data can be linked to the program as it supplements the direct teaching occurring in the classrooms.</p> <p>Teachers worked collaboratively with one another to create successful films that were enjoyed by all. These films highlighted teachers' individual styles and was a wonderful way to connect with the whole school community during a time of social isolation. Double Bay News continues to be a popular lunch time activity this year, where students learn everything from writing scripts, behind the scenes work, green screening and editing of their segments, linking creativity into the students opportunity to highlight what they see as important within the school and in the community. This strengthens the student voice.</p> <p>Students continue to film, edit and compile news segments that are placed in Google Classroom. This enabled students, teachers and families to stay connected to each others as well as school while only essential workers' children were on site. Additionally, in place of the musical, I coordinated a film festival where teachers were able to work with the STEM teacher. Both teachers and students developed their understanding of the elements of film and the editing processes.</p>	<p>Virtual Reality Kits were hired in term 1 from the T4L program. Professional Learning opportunities were provided for teachers to build their collective knowledge and and understanding within the fields of robotics, coding, film making and Virtual and Augmented reality.</p>

Progress towards achieving improvement measures

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)
Progress monitoring, programming tailoring and goal setting was conducted in 5 weekly cycles in Terms 3 and 4 once students had returned to school full-time. This directly impacted on programming and enabled an opportunity for individual students to have deep, rich conversations with their teachers about their learning progress. This builds a collaborative team approach to learning and enhances teacher efficacy. This is evident in the TTFM data with 'Interest and Motivation' in 2019 being at 10 points below our replica school and it is slowly growing. Also our Check-in data with a growth of 13% over twelve months with the Year 5 and Year 6 cohort in Numeracy	Due to COVID workshops were unable to continue to be attended. Teachers delivered constructive feedback, differentiated instruction and utilised the Specific, Measurable, Achievable, Relevant and Time-bound (SMART) goals to provide further consistency across the school when goal setting. This process required conversations between teachers and students on a one-to-one basis.

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)
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. 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. Double Bay Public School's NAPLAN results were unable to be used this year due to the COVID pandemic.	5 teachers were sent to the 7 Steps for Writing workshops. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$15000.00)

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)
Setting aside time for teachers to analysis the data at a stage level, then to use this to inform their future teaching directions has been rewarding. Teachers are more confident in interpreting data information and using data to inform future teaching.	The Check-in data has been useful as NAPLAN did not occur in 2020 due to COVID. The school has decided to purchase PAT Maths and Comprehension tests to enable some whole school base line data collection in 2021. \$1500 was spent on the purchased of the PAT resources



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)
Allocating reading and Numeracy where possible at the same time across grades has meant that high potential and support students can be combined where needed and support teachers can work with these groups. Our results in NAPLAN in 2019 has seen the Numeracy results in the top 2 bands grow by over 10%. Also our Check-in data saw tracking the same cohorts has shown specific growth of 13% growth in Numeracy over the last couple of years.	Attending the course on High Potential Education. These ideas were then implemented through staff meetings. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$900.00)

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)
Wellbeing behaviours were discussed but data was not easy to quickly analyse and because of this lack of centralised collection, it was recognised as an issue that need to be resolved. Sentral for use in 2021 will be invested in as it enables the centralisation of wellbeing data as well as bringing many other positive features to our school as a whole.	Signage was ordered and displayed around the school to reinforce the clear PBL message to all students, staff and community members. \$8728 was spent on PBL signage and \$985 was spent on installation costs.

Process 3: Community Relationships:

Progress towards achieving improvement measures

Process 3: 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>Due to the COVID restrictions there was very little that was able to occur throughout 2020.</p> <p>The welcome BBQ, which included the children, was very well attended and enjoyed by all. Not long after that event we had to close our gates to parents on-site.</p> <p>Towards the end of the year, the P&C organised a different art auction and on-line auction to celebrate the end of the year.</p>	<p>The two events that occurred in 2020 were fund raising events.</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)
After investigating and evaluating systems available to mark rolls, collate reports and collect student welfare data the school decided to purchase Sentral. This system was enable the day to day activities to occur. It also provides an effective way to collect academic and welfare data all on one platform.	ESR Momentum was renewed in March 2020 and Sentral was purchased in October 2020. This allowed a transition period for teachers to learn the new system. Training at staff meetings occurred to familiarised staff with this new platform. Funding Sources: <ul style="list-style-type: none">• (\$8000.00)

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.

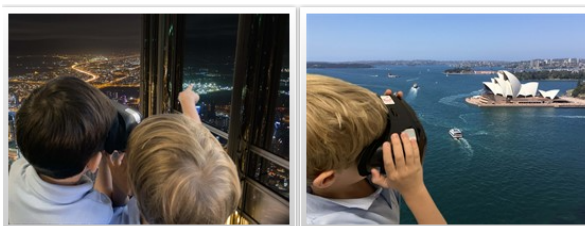
Evaluation	Funds Expended (Resources)
The purchase of these devices for Stage 3 have allowed a broadening of differentiation to occur in the teaching and learning areas. These devices have also made it possible for the school to undertake on-line, whole school base line data collection. This further informs the planning, programming and teaching happening in the classroom.	Updated computers for Stage 3 were purchased. iPads were purchased for Stage 3. Funding Sources: <ul style="list-style-type: none">• (\$40000.00)

Process 3: School based guidelines / Scope & Continuums:

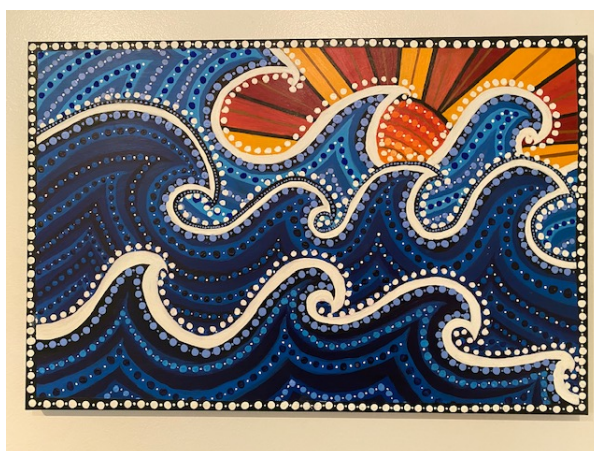
Progress towards achieving improvement measures

Process 3: Regular review meetings to update guidelines reflecting DoE policies.

Evaluation	Funds Expended (Resources)
<p>The Executive team and teachers were in-serviced in the High Potential and Gifted students policy. Teachers used this information to strengthen their programs to gather for all needs in the classroom.</p> <p>All staff were in-serviced in the new PDHPE syllabus and were given time to write programs to deliver this subject in their stages.</p>	<p>The executive team attended at CoSiES day run by Geric from NSW University looking at catering for and implementing the new High Potential and Gifted policy into classroom programs.</p> <p>Term 3 and Term 4 professional learning days were allocated to the staff training.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$900.00)



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Staffing: \$36,153	Students requiring EALD support are provided with targeted learning programs and in class support. EALD reports comments are prepared for parents and reflect anticipated growth as mapped using the EALD phases.
Low level adjustment for disability	Staffing: 0.5FTE \$54,692 Flexible Funding: \$ used to supplement Learning Support staffing	Funds were used to provide Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) support for targeted students. Individual Learning Plans were developed and reviewed on a semester based period. The Learning Support Team involves working collaboratively with parents, teachers and support staff in the planning, implementing, monitoring and evaluation process of individual student academic and wellbeing progress. Funding was allocated to release the teachers of targeted students to meet with parents, external support agencies and the Learning Support Teacher to plan Semester goals and establish the program of classroom support.
Quality Teaching, Successful Students (QTSS)	Staffing \$61,474	QTSS funding was utilised to partly fund the release of an Assistant Principal to support teachers in K-6 in the delivery of curriculum for Numeracy and Literacy.
Socio-economic background	Flexible Funding: \$4,980	Funds were used to support students, provide learning opportunities and maximise student participation in learning.
Support for beginning teachers	No funds received	Even without funds, the school allocates mentors to early career teachers to ensure they feel supported.
Targeted student support for refugees and new arrivals	No funds received	Not applicable to our school in 2020.



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	170	148	152	138
Girls	161	177	189	175

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.1	95.3	95.3
1	96.3	94.9	94.9	94.8
2	97.7	95.9	94.6	95
3	96.4	96.3	93.7	95
4	96.4	96.3	95.1	95.2
5	95.3	95	95.7	92
6	94.4	95.5	94.5	91.9
All Years	96	95.6	94.8	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	11.61
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	528,730
Revenue	3,025,534
Appropriation	2,772,237
Sale of Goods and Services	14,275
Grants and contributions	236,475
Investment income	2,112
Other revenue	435
Expenses	-3,083,582
Employee related	-2,756,936
Operating expenses	-326,647
Surplus / deficit for the year	-58,048
Closing Balance	470,682

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.

	2020 Approved SBA (\$)
Targeted Total	67,112
Equity Total	118,622
Equity - Aboriginal	0
Equity - Socio-economic	4,980
Equity - Language	36,153
Equity - Disability	77,489
Base Total	2,405,811
Base - Per Capita	82,012
Base - Location	0
Base - Other	2,323,799
Other Total	140,468
Grand Total	2,732,013

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Year 3 and Year 5 students participated in the briefer Check in Assessments of Reading and Numeracy which were offered in place of NAPLAN.

In Reading both year levels scored higher on Comprehension and Processes than on Vocabulary indicating the need for continuing to build students' vocabulary through reading a broader range of materials and building in vocabulary enrichment to class lessons on a regular basis.

In Numeracy both year levels scored higher in Statistics and Probability and Number Sense and Algebra and less well on Measurement and Geometry indicating a need to focus on this particular area as a school.

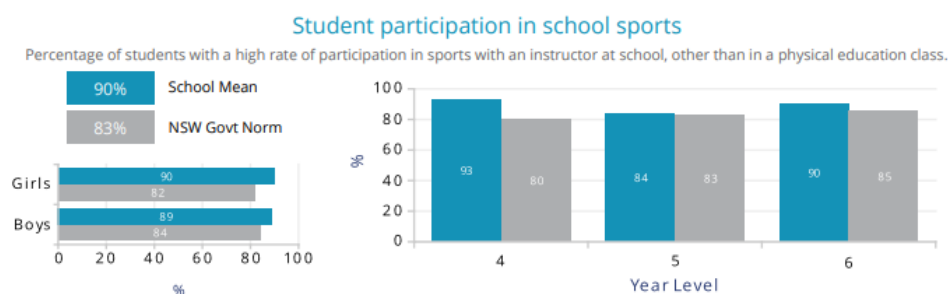
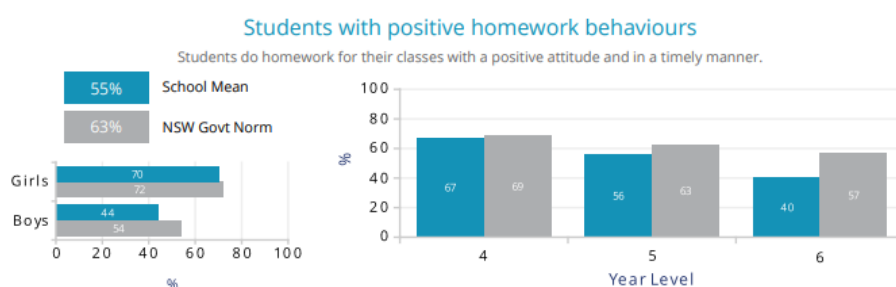
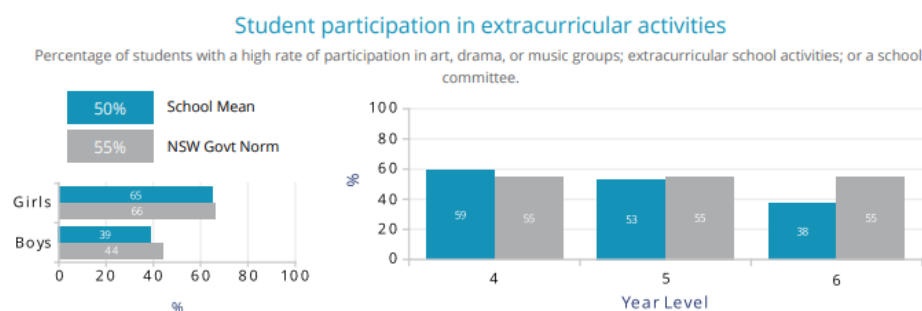
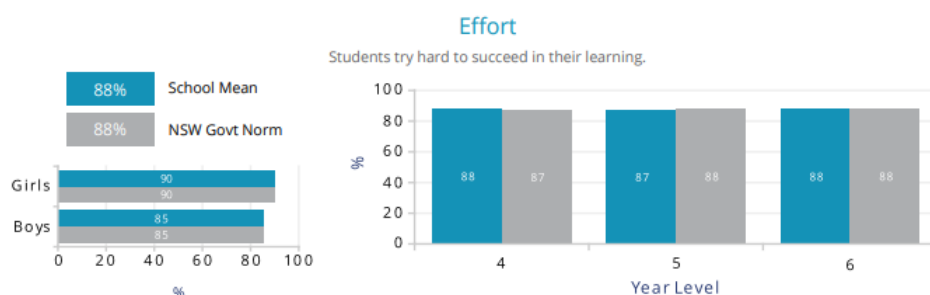
Parent/caregiver, student, teacher satisfaction

Each year our Year 4, 5 and 6 students participate in the Tell Them From Me Survey. This data is collected by students and staff and is critical to our focus of ongoing student success and planning for our school plan. Below is a snapshot of the data in the areas of academic, social-emotional and physical education/health outcomes.

The student survey indicates that 88% of respondents try hard to succeed in their learning and 73% of students reported they felt proud of the school. The students indicated a positive connected-ness to Double Bay Public School and they are consistently encouraged to set achievable and challenging goals.

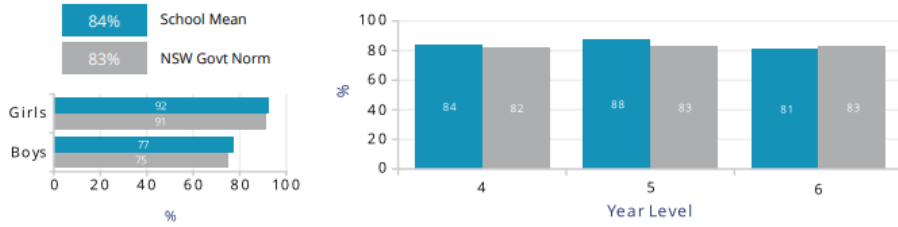
The staff were asked to comment on areas related to student learning. The staff reported that planned learning opportunities and quality feedback were areas of strength while the area of Formative Assessment and Visible Learning continue to be a direction of focus.

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



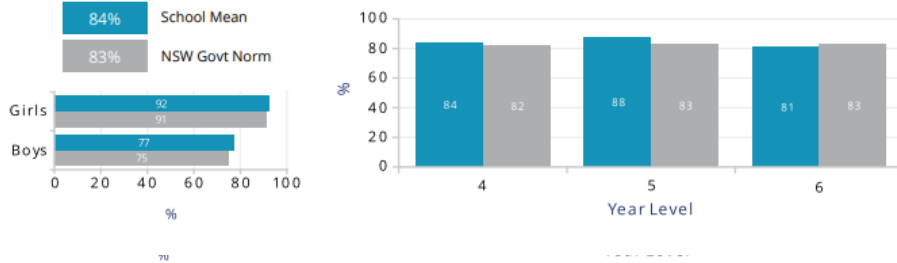
Students with positive behaviour at school

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



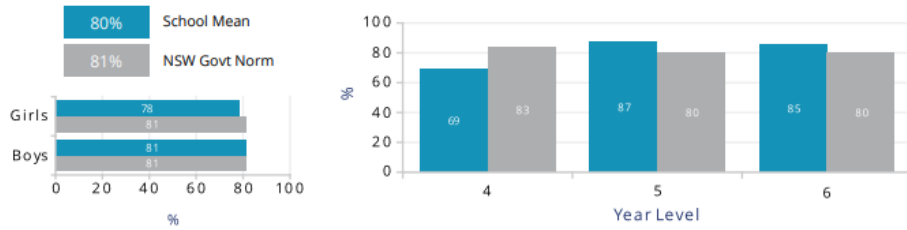
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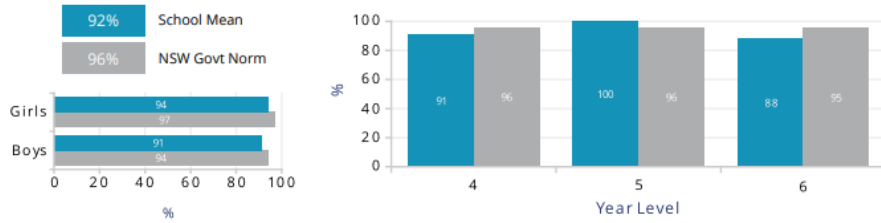
Students with a positive sense of belonging

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



Students that value schooling outcomes

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



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.