

2021 Annual Report

Double Bay Public School



1768

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

School vision statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners and informed citizens, to participate in and contribute to their community.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the well being of students, staff and community are supported through a safe and nurturing environment in accord with the school values: Be Safe, Be Respectful and Be a Learner.

Quality learning programs are planned, implemented and evaluated on an ongoing basis to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes, well being and engagement.

At Double Bay Public School we believe that all students are known, valued and cared for. Here, 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.

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.

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.

Extra-curricular programs include Chess, Choir, Band and Debating as well as a wide range of 'Before and After School Activities' organised in collaboration with the P&C.

The school began an authentic and rigorous assessment of self evaluation to inform our school's improvement in learning, teaching and leading. The situational analysis identified three areas of focus which has cultivated the foundations of the Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in our new plan. Tell Them From Me (TTFM) data suggests that not all students with high skill levels feel challenged and the school will continue to look at ways in which differentiation of the curriculum beyond stage outcomes is appropriate to improve growth. EAL/D students will demonstrate similar or superior growth to their peers.

Target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in the Strategic Improvement Plan.

Strategic Direction 2: Wellbeing and Belonging

Wellbeing and Belonging was identified from the TTFM data from students, teachers and parents, as well as from internal school based data sources. Positive Behaviour for Learning is at the core of the school values and will continue to be implemented and aligned to whole school well-being systems to build student cohesion across the school to ensure every child is known, valued and cared for. Student voice and leadership will also be important elements of this as well as ensuring all families are involved as partners in their child's learning.

Strategic Direction 3: Collaboration and use of data to inform practice

Data literacy skills was identified as a whole school area for professional learning. The school implements collaborative practices and feedback, coaching and mentoring, professional learning, expertise and innovation to create a collaborative culture of learning and improvement through clarity of purpose, organisation and practice

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will implement research based instructional design to meet the needs of all learners and develop whole school processes for sharing and analysing data to ensure all students make expected progress and learning programs are meeting student needs.

Analysis of student outcome measures indicated a need to focus on ensuring improvement in expected growth for both reading and numeracy which has resulted in establishing the foundations of Strategic Direction 1.

The implementation of evidence and research-based approaches to teaching and learning will play a pivotal role in strengthening teaching practice, student learning and student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Systems and Processes
- Data Informed Teaching and Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$56,059.00

English language proficiency: \$21,195.00

Literacy and numeracy intervention: \$5,009.26

Literacy and numeracy: \$14,057.95

QTSS release: \$3,000.00

Professional learning: \$2,500.00

Socio-economic background: \$3,924.00

Integration funding support: \$44,000.00

Summary of progress

Whole School Systems and Processes:

Essential Assessment

Essential Assessment has been an extremely useful tool for gathering and monitoring student progress. Staff find it a very useful tool and additional data source to triangulate students results. Data collected supports the judgement that are made by teachers in the classroom. During home learning the school monitored student progress via Essential Assessment to identify students not making expected growth. Upon return to face to face learning, these students were support via the school Learning Support Team.

Check In Assessment Trend Data

Teachers regularly utilise data to identify areas of teaching need. Check-in trend data indicated a need to focus on Vocabulary in Reading and Number Sense in Numeracy. Teachers engaged in TPL around areas of need and reviewed programs to reflect needs.

Multilit Reading Program

Teachers across K-6 identified students who may benefit from the implementation of the Multilit Reading Program to be implemented in 2022. Identified students requiring additional support were assessed during Term 4.

Learning Support Systems

Student Individual Learning Plan identification tool and processes were developed in Term 2 and teachers engaged in Teacher professional learning from the Learning Support Team on how to develop Personalised Learning and Support Plans for students using SMART goals. Teachers were provided opportunities to work with external providers and parents to co-construct the goals for students. Teachers reflected on student achievement against identified goals for Semester 2 2021.

The Learning Support Team developed flowcharts and referral processes to support teachers with the identification of

students requiring additional support or extension. The Learning Support Team continued to work in consultation with parents and external providers to support identified students.

Sentral systems (Markbook)

Markbook was developed to help track students not meeting minimum proficiency and or requiring extension to ensure expected growth continues to be achieved in literacy and numeracy. Teachers engaged in professional learning around the use of the system.

COVID Support

Funding was used to target specific students in a reading program in Term 4 2021 to ensure continued growth. All students in the program demonstrated above 0.4 effect size growth from the intervention.

Accelerated Reader

A whole school reading program was implemented (Accelerated Reader) to support students continued growth and engagement in reading. Teachers participated in professional learning during Term 3 and 4 to understand areas of teaching need and to identify students for the Multilit programs. Kindergarten teachers engaged in training within the Effective Phonics Reading Program to understand how best to implement the decode-able texts into reading lessons in 2022.

Data Informed Teaching and Learning:

Essential Assessment

Essential Assessment was implemented in Term 2 to identify areas of teaching need for Numeracy and Literacy as well as to be able to track and group students based on learning needs. John Hattie's Effect Size is used to determine growth of students learning via pre and post teaching assessments.

Whole School Assessment Schedule

A whole school assessment schedule was developed in order to ensure all Key Learning Areas are being assessed at the same time throughout the school and to track students achievement in reading and numeracy at the same point in time. Teachers engaged in Teacher Professional Learning around analysing student achievement data from Accelerated Reader and Essential Assessment to inform future teaching needs. Data analysis formed part of the weekly stage meetings to ensure teachers are given an opportunity to collaborate and plan for targeted teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top two bands in reading to be approaching 60%.	Exceeding targets in the top 2 bands of NAPLAN for reading in Year 3 2021 (75%). Increased percentage of students achieving in the top 2 bands of NAPLAN reading for Year 5 2021 was 60%.
Top two bands in numeracy to be approaching 56%	Exceeding targets in top 2 bands of NAPLAN numeracy for Year 3 2021 (75%). Increased percentage of students achieving in the top 2 bands of NAPLAN numeracy for Year 5 2021 was 58%.
Expected growth in reading to be approaching 55%.	At or above expected growth in reading far exceeding target for 2021 NAPLAN (64%).
Expected growth in numeracy to be approaching 60%.	At or above expected growth in numeracy for 2021 NAPLAN approaching target at 58%.

Strategic Direction 2: Wellbeing and Belonging

Purpose

The School Excellence Framework focus theme involved: caring for students, a planned approach to wellbeing, individual learning needs and behaviour and attendance. A whole school approach to wellbeing creates a safe environment for all students. This enhances connectedness, engaging the students in their learning and promotes social and emotional stability.

To address the needs in our school we consulted the CESE publication 'Wellbeing Literature Review'. The literature identified that well implemented, differentiated learning should involve: adjusting teaching and learning activities in terms of both content and complexity; pacing the provision of appropriate resources; development of appropriate support levels; and scaffolding to meet students' differential readiness to learn.

It also discussed the importance of wellbeing as a holistic concept and efforts to promote student wellbeing demands as a whole-school approach. This means a focus on the protective factors that schools can provide as well as the skills, knowledge and understanding schools can teach to enhance student wellbeing. It entails an integrated, comprehensive, multi-dimensional approach which links curriculum with the school ethos/environment and the community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Positive Behaviour Strategy
- Student Wellbeing
- Learning Support Systems

Resources allocated to this strategic direction

QTSS release: \$8,000.00

Per capita: \$77,500.00

Summary of progress

Whole School Positive Behaviour Strategy

Teachers engage in a series of professional learning regarding the Department of Education's new Behaviour Strategy led by Strategic Direction 2 team. Staff responses from the survey indicated 85% of teachers identified with new information they were not aware of previously from the TPL. Daily PBL lessons were uploaded to Sentral by the PBL team to enhance student understanding for the school's core values. The team updated the school's student behaviour and expectation procedures. Strategic Direction 2 revised the schools anti-bullying guidelines and realigned to the schools strategic direction.

Student Wellbeing

Tracking of student incidents and awards begun to be tracked via Sentral. Teachers engaged in Professional Learning around the Well-being for School Success and framework to increase staff awareness of the framework. Teachers collaborated with the Learning Support Team and parents to develop specific student plans to support individual learning. Plans included Risk Management Plans, Behaviour Plans and Individual Learning Plans.

Learning Support Systems

The Learning Support Team revised the Student Behaviour Plans, Risk Management Plans and Individual Learning Plan proformas and plans were tracked via Sentral. Risk management and Behaviour Plans were revised termly while Individual Learning Plans are revised each semester. Process by which students requiring additional support or extension were developed and staff were upskilled in this process. Meetings were held throughout the year with parents and teachers to monitor, communicate and collaborate to develop clear learning goals for targeted students. Additional Integration Funding was obtained in order to support a greater number of students from K-6. Staff engaged in the Disability Standards Training to further develop their awareness for inclusion and supporting students with additional learning needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student TTFM data demonstrates an increase in students reporting with positive relationships from 2020 (80%).	Student 2021 TTFM data reported an increase in students in Years 4-6 who reported positive relationships in comparison to 2020 (81%).
TTFM data indicates an increase in students reporting higher for advocacy at school (above 7.4).	TTFM results from the 2021 student TTFM indicated an increase to 7.5.
Students engage in weekly well-being sessions during Learning from Home and upon return to school to enhance their engagement to the school.	The Strategic Direction 2 team implemented Wellbeing Wednesdays during Learning from Home which has continued back on campus. Each class engage in a well being afternoon with targeted activities which focus on developing the relationships between peers and teachers.
Documentation shows that teachers and administration staff maintain accurate and timely attendance records which are regularly reviewed at Learning Support Meetings.	Bi-termly attendance reports identify students of concern. The Learning Support Team work in collaboration with the school principal, parents, HSLO and external providers to enhance student attendance rate and punctuality at school. Regular communication to parents regarding the importance of regular attendance were made throughout the school newsletter.

Strategic Direction 3: Collaboration and use of data to inform practice

Purpose

Using collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation to create a collaborative culture of learning and improvement through clarity of purpose, organisation and practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning and Development
- Data Skills and Use

Resources allocated to this strategic direction

QTSS release: \$49,767.00

Summary of progress

Learning and Development

Stage meeting time has been used to share lesson ideas and plan for effective learning opportunities. Teachers engaged in professional learning around differentiation and the utilisation of online learning systems to assist in differentiated literacy and numeracy lessons. Whole school opportunity to engage in lesson modelling and observations was unable to be conducted during Term 3 and 4 due to students learning from home. Co-op planning sessions did not go ahead for Term 3 or Term 4 and instead will occur termly once new stage teams have been established in 2022. The school executive team continued participation in the LEED project and developed assessment guidelines that were shared with teachers as well as an inventory data tool that was used for stages to audit their assessments. Teacher Professional Development Plans were finalised for 2021 and teachers met with their supervisors to reflect on their learning from 2021 and discuss future learning goals for 2022.

Data Skills and Use

Teachers engaged in TPL sessions around analysing student data to inform future teaching and learning. A whole school assessment schedule was developed in consultation with staff to ensure timely and accurate student data is collected and used to inform teaching practice. Teachers collaborate to analyse the data and triangulate with teacher judgement, school based diagnostic assessments and standardized assessments. A centralised data access point via Sentral was developed from the Strategic 3 team for teachers to have easy access to student data and to track student assessment data. The parent Sentral Portal was activated for parents to have access to student semester reports and attendance records.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school develops and embeds explicit systems to facilitate professional learning and collaboration.	A whole school termly assessment and TPL schedule were developed to complement and align with each other during Semester 2. The executive staff engaged in the two day LEED professional learning and developed clear assessment guidelines and a data inventory tool to audit stage based assessments.
Teachers engage in a series of professional learning each term around the analysis of student data to inform teaching practice.	Stage teams meet weekly to review student progress and collaborate to plan for future teaching directions. Students requiring additional support and or extension are identified and tracked over time via the ILP process to indicate student achievement and progress. Staff engage in professional learning from external providers to understand and interpret student literacy and numeracy data which assist in building staff's capacity in data literacy. Staff engage in professional learning exploring NAPLAN trend data and the Check-in data. Specific students were identified and referred to the school

Teachers engage in a series of professional learning each term around the analysis of student data to inform teaching practice.	learning support team.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$88,723.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Double Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in: Increased support for specific students via the co-construction of Individualised Learning Plans with all stakeholders. Review meetings conducted each semester and stage supervisors regularly checked in with class teachers to ensure the goals are being met. Class Teachers reflected on the achievement of goals and collaborated with all stakeholders to identify new goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage the Department of Education Wellbeing Advisors to assist in building teacher capacity to cater for a range of students with specific and individual learning needs. The employment of School Learning Support Officers to support students with additional learning needs will be implemented.</p>
<p>Socio-economic background</p> <p>\$8,924.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Double Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: All students supported to engage in all school activities through financial support to families for school materials and excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to identify and support those families needing financial assistance.</p>
<p>English language proficiency</p> <p>\$21,195.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Double Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$21,195.00</p>	<p>include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Targeted New Arrival students and emerging students 3 times a week via the Learning Support Team. Vocabulary and comprehension skills was a focus of the program. Internal data extracted from Accelerated Reader indicated the EALD students made significant improvements from Term 2 to Term 4 in particular in vocabulary understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: New Arrival students and EALD students will receive ongoing support in 2022 via the employment of an EALD teacher to continue to focus on developing language acquisition skills.</p>
<p>Low level adjustment for disability</p> <p>\$56,059.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Double Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: All students participating in the literacy programs Years 3-6 indicating growth. 80% of students demonstrated above expected growth. Data findings from the Years 2-6 numeracy support program indicated 70% of students had above expected growth. 80% of students in Years 1-2 who participated in the literacy support program demonstrated all students had growth with 80% making expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supplement the Learning Support program to employ additional staff to teach small group withdrawal for students requiring additional support or extension. Pre, mid and post data collection will occur to indicate specific areas of teaching need and to track students overtime to determine impact of teaching.</p>
<p>Literacy and numeracy</p> <p>\$14,057.95</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Double Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes • Data Informed Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$14,057.95</p>	<p>The allocation of this funding has resulted in: Teachers are able to identify with where each child's learning is at and able to differentiate teaching programs to support the learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers continue to use assessment data to inform teaching practice. As a school we continue to track and monitor student progress termly to ensure students continue to make expected growth in reading.</p>
<p>QTSS release</p> <p>\$60,767.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Double Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes • Whole School Positive Behaviour Strategy • Learning and Development • Data Skills and Use • Learning Support Systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Teachers being supported to achieve PDP goals via observations and modelling. Teacher feedback indicates they received ongoing explicit feedback regarding their teaching and were able to identify new goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Executive release will continue to be provided to support the quality teaching and learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$5,009.26</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Double Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Systems and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Specific students were identified through data analysis as requiring additional support for literacy and or numeracy. These students received additional support each week via the Learning Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: After analysis of student reading data for students in Years 1-6, funds for 2022 will be utilised to employ a teacher to run the Minilit program for small groups of students 4 days a week.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

<p>\$9,342.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Targeted students receiving additional support for literacy and numeracy. Funds were used to target small groups of students to ensure those whose learning was impacted by COVID were receiving additional learning support. For numeracy data findings indicated all students in Years 2-6 made progress, however 8 students did not make the expected growth. These students were referred to the Learning Support Team for further review. The Year 1-2 literacy support program results indicated the overall impact of the additional teacher employed to deliver the program have had significant impact on student learning. The overall impact of the students in Years 3-6 involved in the program also demonstrated to have a positive impact on student learning with all students establishing positive growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Covid funding for 2022 will be used to target students impacted during home learning but that are not classified as not meeting minimum proficiency in literacy and or numeracy. An additional teacher has been employed for 2022 to support these students twice a week.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	148	152	138	130
Girls	177	189	175	155

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	95.3	95.3	95.4
1	94.9	94.9	94.8	93.2
2	95.9	94.6	95	95.1
3	96.3	93.7	95	94.3
4	96.3	95.1	95.2	94.3
5	95	95.7	92	93.7
6	95.5	94.5	91.9	94.4
All Years	95.6	94.8	94.2	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	10.55
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	470,682
Revenue	3,175,200
Appropriation	2,761,476
Sale of Goods and Services	12,508
Grants and contributions	399,357
Investment income	659
Other revenue	1,200
Expenses	-3,225,087
Employee related	-2,775,454
Operating expenses	-449,633
Surplus / deficit for the year	-49,887
Closing Balance	420,795

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.

	2021 SBAR Adjustments (\$)
Targeted Total	44,723
Equity Total	105,052
Equity - Aboriginal	0
Equity - Socio-economic	5,001
Equity - Language	21,195
Equity - Disability	78,856
Base Total	2,238,287
Base - Per Capita	77,160
Base - Location	0
Base - Other	2,161,127
Other Total	160,175
Grand Total	2,548,236

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.

Increased percentage of students achieving in the top 2 bands of NAPLAN reading for Year 3 2021 was 75%. Increased percentage of students achieving in the top 2 bands of NAPLAN reading for Year 5 2021 was 60%.

Increased percentage of students achieving in the top 2 bands of NAPLAN numeracy for Year 3 2021 was 75%. Increased percentage of students achieving in the top 2 bands of NAPLAN numeracy for Year 5 2021 was 56%.

At or above expected growth in reading for 2021 NAPLAN was 64%.

At or above expected growth in numeracy for 2021 NAPLAN was 58%.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) Well-Being surveys allow schools to deeply understand all aspects of students' well-being and the role that we as a school play in it. It uses a holistic approach to measure well-being across cognitive, physical, emotional and social dimensions.

Double Bay Public School participate in the student, teacher and parent/carers surveys each year. Below indicate the results for the 2021 surveys that were conducted.

Student Survey Results

Students in Years 4-6 participate in the survey.

Results indicated the school performed above state norms in the following areas:

Students with positive behaviour at school (86% for the school, 83% state norm)

High expectations of students (8.7/10 for school, 8.3/10 state norm)

70% of students felt proud of their school

86% of students agreed they received feedback during home learning

84% of students agreed they knew where to seek help from if they felt bullied

63% of students agreed that the PBL wellbeing system is improving behaviour at the school

Student Survey- Areas for improvement:

Positive Relationships (81% for the school, 85% state norm)

Positive attitude towards homework (55% for the school, 63% state norm)

Students are interested and motivated in their learning (69% for the school, 78% state norm)

Students try hard to succeed in their learning (80% for the school, 88% state norm)

Parent Survey Results

Results on the parent survey indicated the school performed above state norms in the following areas:

Parents supporting learning at home (6.6/10 for the school, 6.3/10 for the state)

School supports positive behaviour (7.7/10 for the school, 7.0/10 state norm)

Safety at school (7.4/10 for the school, 7.3/10 state norm)

Inclusive school (6.7/10 for the school, 6.3/10 state norm)

Parent survey- Areas for improvement:

Parents are informed of child's learning (6.1/10 for the school, 6.6/10 state norm)

Teacher Survey Results

Results on the teacher survey indicated the school performed above state norms in the following areas:

Collaboration with colleagues to develop quality learning opportunities and enhance student engagement (8.4/10 for the school, 7.8/10 state norm)

Inclusive school (8.4/10 for the school, 8.2/10 state norm)

Teacher survey- Areas for improvement:

Technology- Students have opportunities to use computers or other interactive technology to analyse, organise and

present subject matter (5.6/10 for the school, 6.7/10 state norm)

Parent Involvement- Parents are regularly informed about their child's progress (6.2/10 for the school. 6.7/10 state norm)

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.