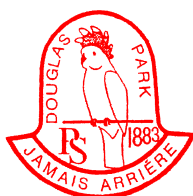


# 2021 Annual Report

## Douglas Park Public School



1770

# Introduction

The Annual Report for 2021 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 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

---

Douglas Park Public School  
111 Camden Rd  
Douglas Park, 2569  
[www.douglaspk-p.schools.nsw.edu.au](http://www.douglaspk-p.schools.nsw.edu.au)  
[douglaspk-p.school@det.nsw.edu.au](mailto:douglaspk-p.school@det.nsw.edu.au)  
4632 7261

## Message from the principal

---

In 2021, it was yet another challenging year for Douglas Park Public School due to Covid 19. During first semester, a range of activities were held including special community days, excursions and sporting events. However, in second semester the emphasis was on virtual experiences, particularly related to student wellbeing. Staff prepared a variety of creative activities which were presented via online learning platforms. Communication with parents and students was a high priority to ensure maximum learning participation and development for each child.

Through remote learning from home and learning back at school, consistent structures were maintained as regularly as possible. All classes were presented with an interesting and varied curriculum across the year and our staff and students adapted flexibly and capably to the changes as they occurred.

The support of our school P&C was wonderful, particularly with their commitment to our school families and their virtual fund-raising across the year. In addition, through joint funding from the Department of Education and P&C funds, a major refurbishment to our student toilet block was completed, resulting in excellent facilities for our students.

2021 was the first year of our new school plan with a focus on our strategic directions of student achievement and attainment; engagement in learning; and explicit, collaborative teaching practices. While the year presented some difficulties, our staff, students and parents worked incredibly well together to ensure successful learning and a sense of safety for all students at our school.

I would like to thank students, staff, parents and our whole school community for the support and commitment towards our school in 2021.



Fun and fitness on the school equipment.

## School vision

Our school is an inclusive, caring learning community with high expectations for all. We aim for each student at our school to reach their full potential. 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.

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

In partnership, with parents and our wider school community, we will support each student to develop a strong sense of well being and positive interactions with others.

## School context

Douglas Park Public School is a small school set in a lovely, semi-rural environment. 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. The school community has high expectations and aspirations for all students at our school, academically, socially and emotionally.

Our school has a full and varied range of extra-curricular activities. These include debating, public speaking, choir, dance groups, sporting opportunities, environmental activities and coding club. Technology is regularly used as a learning tool to develop the skills needed across all learning areas.

The school will have a significant improvement focus in the area of numeracy to improve proficiency levels and develop growth in each student's ability to confidently use mathematical skills. Likewise in the area of reading, the school will focus on increased proficiency levels and improving comprehension, vocabulary and fluency skills, concentrating on a phonological approach across the school. Increased levels of regular attendance and student engagement will also be a focus through explicit teaching, collaboration, stimulating activities, feedback and individual support. These focus areas have been developed as a result of a situational analysis based on input and consultation with students, staff and the school community in 2020.

The school works closely with an active P&C, local businesses and community organisations, including Wollondilly Council and the Wollondilly AECG. The school regularly partners with the University of Wollongong and the University of Western Sydney for teacher practicum placements. Our school is part of the Camden Network of schools. The school has a close alliance with the Department of Education environmental centres at Wooglemai and Camden Park, regularly visiting for excursions for environmental and personal development activities.

Our current student enrolment is 120 students with 5% Aboriginal students and 13% students with a background other than English. Students with additional needs are catered for through resourcing, including extra teacher support and the employment of School Learning Support Officers. The school's staffing entitlement is currently six teaching staff and three non-teaching staff. The school employs an additional teacher from school funds. Our teaching staff is stable, experienced and all are accredited at a proficient level.

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.





Engaged in learning.

## 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	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: Student growth and attainment

### Purpose

To ensure students' literacy and numeracy attainment and growth through explicit, consistent, differentiated teaching practices based on high expectations for all students. An emphasis on targeted professional learning and the analysis and use of assessment data to inform teaching.

### 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.

- High impact teaching strategies in reading.
- High impact teaching strategies in numeracy.

### Resources allocated to this strategic direction

**QTSS release:** \$9,000.00

**Per capita:** \$10,568.07

**Literacy and numeracy:** \$16,711.90

**Low level adjustment for disability:** \$44,847.20

**Professional learning:** \$6,695.78

### Summary of progress

The initiatives of high impact strategies in reading and numeracy have been effective in implementing activities to improve student learning in 2021. An emphasis on professional learning for all teachers was prioritised based on latest research on what works best in classrooms, particularly in relation to explicit teaching and assessment. Use of the external assessment processes of Naplan and Check-in tests as well as internal school assessment measures including Progressive Achievement Tests and the literacy and numeracy progressions enabled baseline data to be established which can be evaluated for improvement through the annual progress measures in the ensuing years. A focus on targeted learning support and tutoring has also been a high priority throughout the year, both during face to face and virtual sessions.

In reading, all teachers have programmed whole class explicit comprehension lessons, and comprehension has also been a focus in all class online platforms through discussions and questioning in virtual meetings each week during the lockdown period. Students have been tutored individually or in small groups as needed based on reading comprehension. In addition, teaching based on literal and inferential reading as well as development of phonic skills to improve fluency and comprehension has been emphasised. Data based on 'Understanding Texts' from the literacy progression has been collected, graphed and analysed for all classes. Assessments have been used and analysed to ascertain the indicators of comprehension which students are attaining and the teaching which is required for further improvement. Analysis of assessment data has indicated a particular need in vocabulary development which will be a focus in 2022.

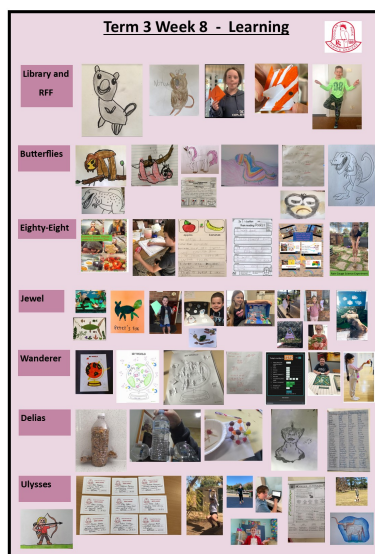
In numeracy, professional learning related to 'Quantifying numbers' has occurred with all classes completing assessments and teachers analysing data to link to the numeracy progressions and to establish baseline data in numeracy and indicate areas for further development across the school. Data has indicated the majority of students have met stage indicators in quantifying numbers. However, mastery of skills in order to fluently apply to skills to problem solving is still required. All teachers have emphasised place value and basic number skills through face to face learning as well as through practical activities for home learning and numeracy practice through virtual lessons.

### 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
* Improvement in the percentage of students in the top two bands in Naplan reading to be above the school's system-negotiated target baseline.	NAPLAN scores indicate an increase of 3.52% in the percentage of students in the top two skill bands for reading compared to the school's system-negotiated target baseline although a decrease of 2.21% on the 2019 result.

* Improvement in the percentage of students in the top two bands in Naplan numeracy to be above the school's system-negotiated target baseline.	NAPLAN scores indicate an increase of 8.75% in the percentage of students in the top two skill bands for numeracy compared to the school's system- negotiated target baseline and an improvement of 9.34% on the 2019 result.
* Improvement in the percentage of students achieving expected growth in Year 5 Naplan to be above the system-negotiated target baseline in reading.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased by 9.4% compared to the system-negotiated target and by 11.9% from the 2019 result.
* Improvement in the percentage of students achieving expected growth in Year 5 Naplan to be above the system-negotiated target baseline in numeracy.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 7.27%. compared to the system-negotiated target and by 14.07% from the 2019 result.
* Establish baseline data for students in Years 1 to 6 to demonstrate growth in the Progressive Achievement Test (PAT) in mathematics and reading comprehension.	Students in Year 1 to Year 6 have completed Progressive Achievement Tests in mathematics and reading comprehension in term one, 2021. Average results have been recorded for each grade to determine the baseline data for comparison in ensuing years in order to determine student growth and improvement.
* Establish baseline data for students in K-6 meeting stage level indicators in the Literacy progression of Understanding Text and in the Numeracy progression of Quantifying Numbers.	Teachers have assessed students in the elements of Understanding Text and Quantifying Numbers using the literacy and numeracy progressions . The percentages of students in each level in each grade have been determined and graphed to determine internal baseline data for comparison in ensuing years in order to determine student growth and improvement.
* Value added data in Scout for Years K-3 is maintained at excelling, maintained at sustaining and growing in Years Y3-5 and trending towards sustaining and growing in Years 5-7.	Valued added data indicates that Years K-3 is maintained at excelling while Years 3-5 and Years 5-7 data is currently determined as delivering.



Collage of learning from home across the school.

## Strategic Direction 2: Engagement in learning

### Purpose

To develop optimum conditions for student learning across the school. Provision of excellent teaching, effective feedback and individual support to engage each student to fulfil their learning potential.

### 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.

- Feedback
- Student support

### Resources allocated to this strategic direction

**Professional learning:** \$4,000.00

**Per capita:** \$10,000.00

**QTSS release:** \$6,000.00

**Low level adjustment for disability:** \$15,431.19

**Aboriginal background:** \$7,285.39

### Summary of progress

The initiatives relating to feedback and student support have contributed to the provision of excellent teaching and optimum learning conditions to engage each student in their their learning throughout 2021.

During the year, teachers have undertaken professional learning in research-based 'What works best' practice in providing effective feedback. All teachers focused on feedback based on clear learning intentions and success criteria and shared ideas and observed lessons with feedback as a focus during the year. A common feedback strategy was introduced across the school in all classes, emphasising positive comments, questioning and giving suggestions to improve learning. Teachers have shared ways in which they have used the strategy and how it could be further utilised to improve learning. Teachers also utilised feedback strategies through online learning with all classes using either Google Classroom or Microsoft Teams with activities which allowed students to gain relevant feedback for their tasks during the lockdown period. Teachers have indicated improved engagement and understanding through using more focused feedback processes. However, a re-emphasis on the professional learning around feedback will be needed in 2022 to ensure it is pertinent and related to student goals. A continued focus on the literacy and numeracy progressions and their use in forming learning goals which are relevant will be a priority as will clear use of quality examples to indicate success criteria and the setting of high expectations in work product.

Student support strategies formed a vital part of the conditions required for engagement in learning. A wholistic approach ensured that each student's needs were catered for and differentiated learning occurred. Strategies to ensure good patterns of attendance in all classes have been emphasised and data regularly analysed. Engaging learning and regular follow-up from teachers and support staff also resulted in a high level of online participation across our school during the learning from home period. Professional learning in attendance monitoring will be presented in 2022 to revise processes and continue to focus on the provision of effective strategies to encourage excellent attendance. The Learning Support Team has continued to work diligently to support students with special needs or those requiring learning adjustments. Parents have been supported through zoom or phone meetings and new Kindergarten students with needs have been closely supported during transition. Naplan results indicate effective learning support with 100% of students above minimum standards. Analysis of both external and internal data has led to extra support for students who have requirements in literacy and numeracy. Regular follow-up for learning support staff and class teachers has been assisted by the School Counsellor to ensure support for the physical, academic and mental health needs of our students during both face to face and learning from home. Surveys from students, parents and teachers have indicated a pleasing level of learning engagement throughout 2021.

### 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
Increase the percentage of students	The number of students attending greater than 90% of the time or more has

attending more than 90% of the time to be above the system-negotiated target baseline.	<p>increased by 2.25% compared to the system-negotiated target baseline.</p> <p>Overall rates have been maintained at good levels after return to school has occurred. Certificates for excellent attendance are presented in term 4 with many students showing pleasing attendance and participation in both online and face to face learning.</p>
*Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations for success) increases to be above the system-negotiated baseline.	<p>Tell Them From Me data based on student surveys in Years 4-6 shows a similar percentage ( 88.11%) to the system-negotiated baseline target (88.50%) of overall reported positive wellbeing.</p> <p>An increased percentage was evident in students experiencing advocacy and expectations for success but a decrease was noted in students' sense of belonging.</p>



Listening and learning from community expertise.



### Strategic Direction 3: Explicit collaborative teaching practices

#### Purpose

To develop shared teaching expertise, teamwork and a collaborative, supportive culture to ensure the effective implementation of a high quality curriculum across the school.

#### 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.

- Effective collaboration in planning and programming.
- Effective collaboration in teaching and assessing.

#### Resources allocated to this strategic direction

QTSS release: \$8,096.31

Per capita: \$10,000.00

#### Summary of progress

The initiatives of collaboration in planning, programming, teaching and assessing have proved to be extremely important and effective in 2021. Collaboration has been a strength of our teaching staff this year. Having explicit processes across the school has assisted staff to grow professionally and develop excellent student learning in a challenging year. The staff support for one another has been exceptional and also led to the development of new skills, particularly in the area of technology as needed during the learning from home period. The focus during the lockdown period was on learning engagement, development and practice of skills, and independent learning.

Teachers have shared many ideas and resources across the curriculum. Their teaching has successfully related to Stage outcomes, particularly in literacy and numeracy but also with relevant, engaging activities across the curriculum. The support from the literacy and numeracy hubs with great teaching resources and materials has assisted teachers to plan effective online teaching as well. Programs have been collaboratively developed at stage meetings and via virtual meetings resulting in a shared understanding and use of excellent teaching techniques and resources, particularly related to learning intentions and success criteria. All programs are clearly related to the scope and sequences. Quality teaching funds have been used to release teachers to collaborate, develop programs, complete online professional learning and develop whole school programs. This has allowed all teachers to share expertise and continually develop their skills. All teachers have completed formal face to face teaching observations. and have continued to complete professional learning related to their Performance and Development Plan. Teachers have been collectively assessing and analysing work samples across the year for assessment purposes.

An understanding of the new Kindergarten to Year 2 syllabus for all teachers will be emphasised during 2022 and a clear understanding of the content of all stages in literacy and numeracy will form the basis of successful collaborative planning, programming and implementation of syllabus.. Continued use of a shared programming proforma based on the school scope and sequence and use of quality teaching, successful students funding for teacher observation and discussion will also be a focus. Explicit collaborative practices to analyse and annotate work samples in line with the School Excellence Framework will also be a priority as will genuine opportunities for teachers to undertake inquiry into 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
*All teachers demonstrate use of explicit teaching practices in programs and classroom practice.	<ul style="list-style-type: none"><li>• 100% of teachers participated in observations based on their Performance and Development plan with an emphasis on learning intentions, success criteria and feedback.</li><li>• 100% of teachers utilise learning intent and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.</li><li>• The shared programming proforma has resulted in clearer programming, including learning intentions and success criteria across the school.</li></ul>



<p>*All teachers demonstrate use of explicit teaching practices in programs and classroom practice.</p>	<ul style="list-style-type: none"> <li>• Explicit teaching through professional learning in comprehension and numeracy strategies has been a focus of implementation in all classrooms.</li> <li>• Use of a specific feedback strategy has been implemented in all classrooms.</li> </ul>
<p>* Specific programs across the curriculum are developed through increased collaboration between teachers.</p>	<p>The school's scope and sequence is followed by all classes.</p> <p>A weekly physical education program for all classes has been collaboratively developed this year for a more consistent approach and was successfully implemented in semester one.</p> <p>Shared stage programming and stage meetings has been a feature which was also enhanced during learning from home with teachers supporting each other through collaborative strategies and resources.</p>
<p>* Assessment samples are collaboratively developed and analysed by teachers to inform teaching and to establish baseline data for students in Years 1-6 achieving "Sound" or above in meeting syllabus outcomes across the curriculum.</p>	<p>Naplan , Check-in tests and Progressive Achievement Tests have been analysed by teachers collectively across the school.</p> <p>Stage assessments in reading, writing and numeracy were developed and jointly assessed at stage meetings and virtual meetings.</p> <p>All teachers established semester one baseline data for the number of students in each class achieving A-E levels in reporting.</p>
<p>* Staff surveys and Tell Them From Me Data indicates an increased focus is evident in the area of teacher collaboration.</p>	<p>Surveys by teachers have indicated an increase in active collaboration with other teachers across the school to plan, program, assess, reflect and improve upon teaching practice.</p> <p>This was noted as important and valuable during both face to face and learning from home during this challenging year.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,283.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Douglas Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around literacy and numeracy.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Integration support has been highly effective with close communication between teachers, School Learning Support Officers, families and the Learning Support team. During learning from home, individual assistance was maintained with each student through a combination of zoom meetings, home packages and regular contact by School Learning Support Officers and class teachers. Throughout the year, excellent assistance has been provided to individual students, resulting in improved academic and social, emotional outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued assessment of student needs, allocated time to provide differentiated teaching to cater for individuals and close communication between students, staff and parents to optimize educational outcomes.</p>
<p>Socio-economic background</p> <p>\$66,647.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Douglas Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support class program implementation.</li> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student data through Progressive Assessment Testing, Check-in testing, Naplan and Tell them from Me surveys indicate good progress and engagement for students across the school as a result of additional teaching resulting in smaller classes and more effective differentiated learning in each class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued differentiated teaching and learning through the provision of</p>

<p>Socio-economic background</p> <p>\$66,647.50</p>	<p>additional teaching to ensure all students across the school benefit from explicit and targeted teaching to cater for their specific needs , leading to improvement in academic progress and high levels of student engagement across the school.</p>
<p>Aboriginal background</p> <p>\$7,285.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Douglas Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student data through Progressive Assessment Testing, Check-in testing, Naplan and Tell Them from Me surveys indicate progress and engagement for Aboriginal students is similar or above that of other students as a result of additional teaching , learning support and more effective differentiated learning in each class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued differentiated teaching and learning through the provision of additional teaching to ensure all students across the school benefit from explicit and targeted teaching to cater for their specific needs , leading to improvement in academic progress and high levels of student engagement across the school.</p>
<p>English language proficiency</p> <p>\$21,715.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Douglas Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student data through Progressive Assessment Testing, Check-in testing, Naplan and Tell Them from Me surveys indicate progress and engagement for students with English language proficiency needs is similar or above that of other students as a result of additional teaching , learning support and more effective differentiated learning in each class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued differentiated teaching and learning through the provision of additional teaching to ensure all students across the school benefit from explicit and targeted teaching to cater for their specific needs , leading to improvement in academic progress and high levels of student engagement across the school.</p>

<p>Low level adjustment for disability</p> <p>\$60,278.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Douglas Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact teaching strategies in reading.</li> <li>• High impact teaching strategies in numeracy.</li> <li>• Student support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with an evidence-based intervention multi-lit program and initial- lit program to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A good system is in place across the school to ensure learning support for students is maximised. Analysis of data has led to extra support for students who have requirements in literacy and numeracy. The School Learning Support Officers have successfully implemented multi-lit and initial-lit programs which build upon individual student's learning on a regular basis to improve both literacy skills and confidence. In numeracy, students have been assessed and regular assistance to individual students with basic number operations by the School Learning Support Officers has supported classroom learning. Naplan results indicate effective learning support with 100% of students above minimum standards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Learning Support Team will continue to work diligently to support students with special needs or those requiring learning adjustments through careful assessment across the school and the use of flexible disability funding to ensure effective targeted support to students in literacy and numeracy.</p>
<p>Location</p> <p>\$2,477.63</p>	<p>The location funding allocation is provided to Douglas Park Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding has contributed to a range of engaging experiences which are offered to students across the school. It has assisted with the purchase of resources and supporting students to ensure all students have access to quality learning throughout the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued use of location funding to contribute to the provision of high quality resourcing and an excellent quality of extra-curricular activities.</p>
<p>Literacy and numeracy</p> <p>\$16,711.90</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Douglas Park Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$16,711.90</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact teaching strategies in reading.</li> <li>• High impact teaching strategies in numeracy.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• updating reading resources to meet the needs of students</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional learning support occurs in all classes .Additional teachers in classrooms have been employed to assist students to revise concepts. Students with reading needs have received daily individual teaching support. Quality resources have been purchased, particularly relating to decodable readers and concrete materials in mathematics. As a result, literacy and numeracy is highly prioritised leading to improved student outcomes and engagement in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Use of this funding to ensure continued explicit , quality teaching in literacy and numeracy will be a priority as well as purposeful, engaging and relevant resources purchased, particularly in response to the new K-2 English and Mathematics curriculum.</p>
<p>QTSS release</p> <p>\$23,096.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Douglas Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact teaching strategies in reading.</li> <li>• High impact teaching strategies in numeracy.</li> <li>• Feedback</li> <li>• Student support</li> <li>• Effective collaboration in planning and programming.</li> <li>• Effective collaboration in teaching and assessing.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teacher observation of other classes has occurred through triad classroom visits using Quality Teaching Successful Students funding which has been allocated on a weekly basis . Sharing of assessment and feedback practices has been a focus.. Our teachers have shared many ideas and resources across the curriculum. Their teaching has successfully related to Stage outcomes, particularly in literacy and numeracy but also with relevant, engaging activities across the curriculum. The funding has also supported extra professional learning, particularly related to technology during the learning from home period. It has also provided some additional time for the Assistant Principal and Stage leader to support Stage teachers with programs across the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> An understanding of the new K-2 syllabus for all teachers will be</p>

<p>QTSS release</p> <p>\$23,096.31</p>	<p>emphasised and a clear understanding of the content of all stages in literacy and numeracy will form the basis of successful collaborative planning, programming and implementation of syllabus. The funding will support teachers to inquire in small groups aspects of quality, explicit teaching, high expectations and effective feedback assessment practices. I</p>
<p>COVID ILSP</p> <p>\$81,616.51</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 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Regular weekly tutoring in small groups has been implemented , targeting students requiring support in literacy and numeracy across the year. Students were regularly assessed and the literacy and numeracy progressions were used to track progress. Internal and external assessments have indicated improved skills and confidence in comprehension, fluency, phonic understanding, basic number operations and mathematical vocabulary.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued close assessment of student need to ascertain students who require additional support in order to reach their learning potential and regular, timetabled support allocated in small groups related to reading and numeracy skills. Continued use of the learning progressions to track progress and communication between tutor and classroom teachers to maximise learning outcomes.</p>



Wheelchair basketball for all students.



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	75	73	71	72
Girls	74	56	53	48

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	97.7	92	94.5
1	96.7	93.8	95.1	91.2
2	92.4	96	94.4	94.1
3	93.2	92.2	95.6	89.9
4	94.9	92.4	94.4	92.8
5	94.6	93.8	96.2	89.9
6	93.2	94.1	95.4	93.4
All Years	93.8	94.1	94.6	92.1
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.



Rotating school activities

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.62
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, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Swimming carnival

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	105,629
<b>Revenue</b>	1,604,462
Appropriation	1,548,723
Sale of Goods and Services	514
Grants and contributions	54,724
Investment income	102
Other revenue	400
<b>Expenses</b>	-1,543,052
Employee related	-1,380,861
Operating expenses	-162,190
<b>Surplus / deficit for the year</b>	61,410
<b>Closing Balance</b>	167,039

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	112,456
<b>Equity Total</b>	155,927
Equity - Aboriginal	7,285
Equity - Socio-economic	66,648
Equity - Language	21,715
Equity - Disability	60,278
<b>Base Total</b>	1,107,765
Base - Per Capita	30,568
Base - Location	2,478
Base - Other	1,074,720
<b>Other Total</b>	59,926
<b>Grand Total</b>	1,436,074

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 assembly to celebrate learning

## 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](https://myschool.edu.au) to access the school data.



Welcome back to school after learning from home.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Students, staff and parents were surveyed using the Tell them From Me online survey process. Students were surveyed in March and October while staff and parents were surveyed in September. Overall, a high level of satisfaction was noted.

Students reported high levels of positive relationships with other students and advocacy from the adults at school. In responding to questioning about bullying, responses indicated that students who had been victims of bullying were less than the state norms. Anti-bullying strategies will be ongoing to continue to develop support for students. Areas requiring further development included improving students' sense of belonging, motivation towards learning and attitudes towards homework particularly in higher grades as these had lowered in the survey completed after lockdown. Areas of strength included effective learning time, valuing school outcomes, explicit teaching and feedback, involvement in extra curricular activities, positive behaviour and pride in the school.

Parent survey responses were above state norms in responses to all areas of questions about their child's experiences at school. They felt the school was safe, welcoming and inclusive and that the school supported student learning and positive behaviour at school. They were also positive about the ways in which parents supported learning at home and that they would recommend our school to other parents.

Teachers recorded high responses to questioning in the survey areas relating to school learning culture, inclusivity for all students, teaching strategies, parent involvement, data informing learning and support for learning from home during 2021. Continued development with the use of technology for students to interact with, gain feedback and track their learning was noted as an area to improve.

As well as the surveys, parents commended the school through emails and phone messages in relation to the strong support during learning from home by school staff and appreciation for the continued commitment towards safety for the whole school community during such a challenging year.



Whole school dance for fitness and engagement.



# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

---

Students at Douglas Park Public School continued to develop an understanding of Aboriginal perspectives and studies across all key learning areas. Personalised Learning Pathways were developed for all Aboriginal students with discussions held with parents and students to set goals and monitor progress. NAIDOC Week was celebrated with a range of rotating activities for all classes. Our school was represented at local AECG meetings and throughout the year, teachers completed online professional learning courses in Aboriginal Education. We also continued the planning of a school bush tucker garden. At our school, we ensure that we build an awareness, respect and cultural sensitivity for all students in regard to understanding Aboriginal culture, heritage and traditions.

## 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.

## Anti-Racism - School statement

---

The school strongly implements the anti-racism policy and has an anti-racism officer who responds to issues as required.

## 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.

## Multicultural and anti-racism education - School Statement

---

Douglas Park Public School implements a program around multicultural studies, including the Multicultural Public Speaking Competition. Although the competition wasn't held in 2021, multicultural perspectives are embedded in Human Society and Its Environment units and has also been addressed through the study of texts and concepts in the implementation of the English syllabus. This occurred during both face to face and learning from home in 2021.

## Other School Programs (optional)

---

Douglas Park Public School is involved in a range of extra-curricular school programs to engage and enrich our students' learning. Although the opportunities were limited in 2021 due to Covid 19, some excellent programs were implemented.

### **Environmental education and sustainability**

Our school is in a beautiful environment and students are involved in a wide range of outdoor activities. All students were involved in Clean Up Australia within our own school and nearby streets. A vegetable garden was further developed and tended to by Year One students. Many of our students participated in the Wollondilly Council Environmental Competition with one of our students winning the competition and having her mural permanently displayed on one of the Council's recycling trucks. A team of students commenced a design project during semester one to design and develop a bush tucker garden. The foundation of the garden has been developed and will be completed in 2022, leading to further sustainability initiatives.

### **ANZAC**

The school conducted an ANZAC Day Service. In attendance were service personnel from HMAS Albatross, representatives from Ingleburn RSL and a bugler from the Victoria barracks in Sydney. All four student leaders took an active role, speaking about different aspects of the ANZAC story. After the service, our guests visited the classrooms to talk to the students and answer their questions.

The school also held a service in commemoration of Remembrance Day. Red poppies made by the students were placed on our remembrance wall as a symbol of respect for all those who have served for our country.

### **Sport**

Sport is highly valued at our school with all students participating in the Premiers' Sporting Challenge throughout the year which continued through both face to face and learning from home. A weekly school fitness and physical education program was developed across the school. While some sport was curtailed, our swimming and cross country carnivals were held during semester one. Several students represented our school at district, regional and state level, including in swimming, hockey and golf.

One highlight for our school was the participation by all of our students in wheelchair basketball which emphasised fun, skill development and inclusivity. Our school continues to be an active school with our emphasis on a healthy lifestyle.



NAIDOC Week learning in Kindergarten.