

2022 Annual Report

Double Bay Public School



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Introduction

The Annual Report for 2022 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.

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Double Bay Public School

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Message from the principal

The 2022 year commenced with the return of many events and activities that had been cancelled in previous years due to COVID-19 including the Stage 3 Canberra Camp, our Athletics Carnival, various school fundraising events and Cross Country. The year also commenced with parent/teacher meetings where teachers and parents were able to discuss the individual learning achievement of students.

Throughout 2022, Double Bay Public School continued to deliver with commitment and determination high quality educational opportunities for every child with commitment and determination. Teachers engaged in targeted professional learning around the new curriculum reform and collaboratively worked in teams to plan quality learning opportunities for all students. The school leadership team continued to work on improving school facilities and learning environments and lead teams to ensure all student individual learning needs were addressed through targeted and extra curricular programs.

To the wonderful students, I sincerely congratulate you all on the commitment and dedication to your learning this year. It has been a time of uncertainty for you all during the pandemic, however, the resilience and determination to push through and continue to challenge yourselves has sincerely supported your academic and social-emotional development.

To the parents, I thank you for your ongoing support for the school. We have continued to work in partnership to support the learning of not only your own child but that of all children at Double Bay Public School. To our P&C committee, you have actively sought new ways to help improve the school through fundraising, grants and commitment. As the community of Double Bay Public School we remain strong and united.

To all teachers, I thank you for your drive, motivation and enthusiasm for our profession. The work that you continue to do each and every day is helping to shape the future for all students. Through diligent and ongoing professional learning and collaboration, you are reshaping your own pedagogy and applying new ways of doing things.

To all Student Learning Support Officers, I thank you for capably supporting students to access quality learning and supporting all students to develop a love of learning and education. As a team you are admired for your positive attitudes, your dedication and care. You guide students to develop confidence and self-worth as capable individuals.

To the school's Administration Staff, I thank you for your efficiency and service to support the smooth running of the school. The work you do each and every day behind the scenes greatly supports teachers, students and parents.

I sincerely thank and recognise everyone within our wonderful school community for the shared support throughout 2022.

Lauren Sten

Principal

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. 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 25% 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 Choir, Band, Dance and Debating as well as a wide range of After School Activities.

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 continues to look at ways in which differentiation of the curriculum beyond stage outcomes is appropriate to improve growth.

Target areas in reading and numeracy have been identified using the NAPLAN gap analysis and are a focus for 2023 professional learning and small group support within 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 and a Sense of Belonging are 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 continue to play a pivotal role, 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 showed data literacy skills was identified as a whole school area for professional learning. School systems have been implemented to ensure collaborative planning and reflective practices are embedded into the teaching and learning cycle. In addition, coaching and mentoring processes continue to support teachers to reflect and refine their teaching practice along with targeted professional learning addressing whole school needs. A collaborative culture of learning is inspired through innovative practice and a cohesive moral purpose that is shaped around the collective belief that all students will be supported to thrive in learning that is engaging and challenging.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	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: \$47,519.19

QTSS release: \$55,047.16

Socio-economic background: \$3,923.99

Professional learning: \$5,320.00

Literacy and numeracy: \$20,567.21

English language proficiency: \$25,137.11

Literacy and numeracy intervention: \$24,133.41

Summary of progress

Initiative 1: Whole School Systems and Processes

Implementation of termly co-operative planning days to review student data to inform differentiated grouping for students across literacy and numeracy occurred. Planning days enabled teachers to work collaboratively to enhance capacity and develop programs and assessment processes with a focus on student individual learning needs. Moving into 2023, planning days will continue to occur for each stage, and will centre around how the new English and Mathematics syllabuses are being embedded into quality teaching and learning programs for K-2 (mandatory implementation 2023) and will be embedded for teachers in Years 3-6 in preparation for mandatory implementation in 2024. The utilisation of the new Assistant Principal Curriculum and Implementation will lead staff through co-operative planning days.

The implementation of the new Assistant Principal Curriculum and Implementation (APCI) leader will begin in 2023, which will build on the gains in quality teacher practice made in 2022. The candidate for the position will work with teams to enhance English and Mathematics programming and with classroom teachers to support them to build capacity and knowledge around the new English and Mathematics curriculum.

Teachers and students reviewed individual literacy and numeracy data and collaboratively developed clear goals against which students could track their progress and to participate in a self reflection at the end of Semester 2 to celebrate success. As the school transitions into 2023, it will trial the implementation of 3 way conferencing for our Stage 3 students. This will involve parents, students and teachers reflecting on student progress and setting future goals together. Teachers will engage in a series of professional learning activities to best understand the evidence-based approach behind 3-way conferencing.

The school executive team participated in a two-day High Potential and Gifted Education Planning Day to review staff attitudes related to catering for High Potential and Gifted Students. The High Potential and Gifted Education (HPGE) Planning Tool was used to develop a plan moving into 2023 to increase opportunities offered to support students to reach their full potential within the four domains, as well as to support teachers to engage with quality research and ongoing professional learning and to build teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.

Initiative 2: Data Informed Teaching and Learning

Teacher Professional Learning was developed each term with a focus on including time for teachers to work in teams to review student progress data and to inform teaching and learning. Whole school termly assessment data schedules were created to ensure valid and reliable student data was collected, which informed quality teaching and learning programs. As a school, Double Bay regularly analyses student progress and achievement data during stage meetings and whole school professional learning. As a result, student ability groupings were coordinated in a fluid manner to ensure student individual needs were met.

Double Bay participated as a self-selecting early adopter school for the new K-2 English and Mathematics syllabuses this year. Teachers in Year 1 were provided with Departmental support to trial units of work and provide feedback on effectiveness of content and units. Teachers in Kindergarten and Year 2 experimented with elements of the English and Mathematics syllabuses in their own programming. Revision of the whole school English and Mathematics Scope and Sequences took place in Semester 2 and the school programming proformas were updated for all year levels for English and Mathematics in preparation for Term 1 2023.

As we move into 2023, the focus for the school is to build teacher capacity in the new English and Mathematics syllabuses as well as building teacher capacity to refine teaching and learning programs. Teachers have demonstrated evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. The APCI will play a pivotal role in supporting teachers to implement the new curriculum.

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 69%.	65.63% of students are now in the top two skills bands (NAPLAN) for reading indicating growth on previous year data.
Top two bands in numeracy to be approaching 60%.	44.4% of students are now in the top two skills bands (NAPLAN) for numeracy. It appears that numeracy achievement was most impacted by home learning. Student achievement remains consistent with similar school groups.
Expected growth in reading to be approaching 60%.	62.5% of students have achieved the expected growth in reading.
Expected growth in numeracy to be approaching 65%.	59.38% of students have achieved the expected growth in numeracy.

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

Professional learning: \$11,106.08

Integration funding support: \$300,804.00

Per capita: \$425.00

Low level adjustment for disability: \$30,000.00

Summary of progress

Initiative 1: Whole School Positive Behaviour Strategy

The school's Positive Behaviour for Learning initiative enhanced student understanding of the school values and created opportunity for a common language throughout the school. The school award system was modified to focus on acknowledging students who demonstrate each of the core values on a weekly basis. All staff engaged in a series of professional learning activities around the new policies under the new Inclusive, Engaging and Respectful (IER) Policy. School systems were updated to incorporate key elements of the new policies into existing school guidelines. The school Anti-Bullying Guidelines were updated to reflect changes in the IER and school based initiatives focused on acknowledging when bullying is evident and the actions students can take to report and address the issue. Each classroom implemented the 'Double Bay is Ready to Learn' initiative. This remains central to students identifying with examples of the good and great choices they make to support their own learning, consistent language across each classroom, as well as linking to the school PBL system. The student Tell Them From Me 2022 data indicated the following areas to be above NSW Government Norms in, Students with positive behaviour at school (school 92%, state 83%), Students feel they have someone at school who provides encouragement and can be turned to for advice (school mean 7.7, state 7.1) and Students try hard to succeed in their learning (school 92%, state 88%). As the school transitions into 2023, the school will implement a K-6 program 'The Toolbox' which supports students to identify with 12 innate tools to support their social-emotional needs.

Initiative 2: Student Wellbeing

The Wellbeing Framework for Schools was used by the executive team to further develop ways students are connecting, succeeding and thriving within the learning environment and to identify areas for future improvement throughout the school. A schedule for monitoring student attendance every 5 weeks was developed. Students with attendance rates or patterns of concern were raised in the learning support meetings and the school initiated attendance planning meetings with families. Individualised attendance plans were constructed whereby short term goals were established to ensure attendance rates increased. The school collaborated with the Department Wellbeing Advisors to deliver targeted professional learning for staff based on identified needs. Post teacher surveys indicated the areas of greatest professional learning need moving into 2023, include catering for students with dyslexia, ADHD, Autism and Behavioural

support needs. Post teacher survey results from professional learning indicated the most useful key learning take away from the sessions to be the Department of Education's Inclusive Resource Hub. 70% of respondents indicated they would try using the ADHD strategies explored to support their teaching in the classroom. Future training needs included behaviour management strategies, time to research the inclusion hub and opportunity to discuss with colleagues what strategies work in classrooms.

Initiative 3: Learning Support Systems

The Learning Support Referral Process for staff was modified and staff were provided with professional learning on how to access the referral form. The Learning Support team developed a checklist for what teachers should do prior to referring a child to the learning support team which was communicated regularly to staff during team meetings. The Learning Support Team revised the Personalised Learning and Support Plans for students not meeting minimum proficiency as well as high potential and gifted students. Teachers were provided with professional learning around how to write SMART goals and time was allocated for teachers to work with the Learning Support Teacher on developing quality goals that were reviewed on a regular basis and in consultation with parents/carers.

Additional Learning Support programs were established to help cater for student needs and included the Minilit program as well as an extension program. Student assessment data was used to identify suitable students for the programs and pre and post data was collected to measure impact. All students but one who participated in the Minilit program throughout Semester 1 or 2 demonstrated growth in their reading ability. 85% of students who participated in the extension program stated the workshops to be of high interest and relevance to their learning.

In addition, Access Requests were written to apply for additional Integration Funding to support students requiring adjustments. The school's Integration Funding increased from \$44,000 in 2021 to \$300,000 in 2022 mid year. The allocation of funding was used to support specific students requiring adjustments to access the curriculum via support from our School Learning and Support Officers and to track and monitor student progress towards semester goals. These were established in consultation with the parents, student, external therapists and learning support team. 95% of students receiving support via Integration Funding indicated achievement towards at least 1 of their goals.

As we transition into 2023, the school will offer new initiatives which further support our High Potential students within the four domains of Intellectual, Social-Emotional, Physical and Creativity. Some of the initiatives planned include, Gateways, Chess, Dance, Debating, Robotics, Craft Club and Choir.

A school based Youth Worker will be employed in 2023 to support Tier 2 students through a workshop based approach to address areas of need such as resilience, friendships and social skills development. The success of the programs will be measured via the Student Tell Them From Me Survey and pre and post student survey results.

The school will continue to promote the importance of whole school attendance to enhance the learning opportunities for all students via various forms of communication including the newsletter, website and emails.

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
In 2022 students reporting positive wellbeing from the data collected from the Tell Them From Me survey will have increased by a minimum of 2% on 2021 data.	The target for students reporting with positive wellbeing was met. The 2021 data was 81.27% and for 2022 increased to 84.87%. The growth (81.27 to 84.87) increased by 3.6%.
Tell Them From me (TTFM) proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be approaching 83%.	Student Tell Them From Me data, indicating Sense of Belonging were 76% for 2022, Expectations for Success was 87% and Advocacy at school had a mean score of 7.1 in comparison to state norm of 7.7.
75% of teachers will work in collaboration with students to construct individual learning goals for each student. All students will reflect on their achievement towards achieving their goals and students will report in the semester 2 school report to parents.	This progress measure was achieved. All classroom teachers utilised student assessment data and work samples to co-construct individual literacy and numeracy goals for students. Semester 2 reports contained a student reflection section whereby students shared their progress towards achieving one of their learning goals with parents.

Attendance proportion rate of students trends up towards 91.6%.	The school continued to work towards the attendance target in 2022. The overall attendance rate for Semester 1 was 89.4% and for Semester 2 was 89.2%
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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

Professional learning: \$3,000.00

Summary of progress

Initiative 1: Learning and Development

The Quality Teaching, Successful Students (QTSS) allocation and the Principal Support funds were utilised to support classroom teachers to develop their teaching practice. Teachers were supported on a weekly basis to focus on specific areas of need for their teaching and executive staff provided evidence-based teaching strategies to build the capacity of staff. The executive support day for K-2 staff involved enacting elements of the new K-2 English and Mathematics into their current programs to become familiar with the new content. The executive support day for Years 3-6 focused specifically on research-based approaches to enhancing student understanding for where their learning is in English and Mathematics. This area of need was determined from the student TTFM data in 2021. Teacher feedback surveys in Term 3 were conducted to indicate the effectiveness of the executive days. Survey questions were centred around the main elements of the QTSS reform and included, 'Greater collaboration of teaching practice through observations and discussions has occurred since implementation' (56% strongly agreed), 'Increased mentoring and coaching support to help further develop my own teaching practice' (30% agreed or strongly agreed) and 'Enhanced feedback on my teaching practice to help support my own development' (37% agreed or strongly agreed). From the data, the executive day structure was adjusted in Term 4 to ensure prior to the day teachers could discuss with supervisors the focus with which they required support with and ensure an opportunity for reflection was evident.

As we transition into 2023, the executive release day will focus on supporting teachers in the classroom through modelling and observations and will align with individual teacher professional learning goals for 2023 and the implementation of the new K-2 English and Mathematics syllabuses.

Whole school English and Mathematics scope and sequences were modified to ensure continuity across K-6 and to incorporate the new syllabus requirements. In addition, a whole school programming template for English and Mathematics was developed to ensure all elements of the new syllabuses were incorporated, as well as to ensure all mandatory NESA requirements were evident. Explicit Learning Intentions and Success Criteria were embedded in all literacy and numeracy lessons, supporting the development and creation of student individual learning goals. Student Tell Them From Me 2022 survey data indicated an increase within the domain of Explicit Teaching Practices and Feedback. Questions relating to explicit teaching practices included clear learning intentions and success criteria, opportunities to evaluate understanding by self-assessing against the learning intentions and success criteria.

Initiative 2: Data Skills and Use

Systematic processes were developed to collect and track student achievement across literacy and numeracy. This supported the identification of students requiring additional support or extension and provided opportunities for teachers to target specific areas of teaching to meet the individual learning needs of all students. In response to the 2022 NAPLAN data, teachers participated in professional learning led by the executive team, centred around analysing the data and utilising the Learning Sprints approach to target the whole school need of building student understanding within Additive Thinking Skills in Mathematics. Teacher feedback from the Learning Sprint and Number Talks survey, Term 4, indicated that 100% of teachers who responded to the survey agreed that the Learning Sprint process was of great benefit to implementing Number Talks. In addition, 100% stated that all targeted students had demonstrated growth from the pre to the post assessments. 75% of respondents indicated they felt confident in using Number Talks as a tool to improve student Additive Thinking understanding. 100% stated the learning sprint process built teacher capacity and improved student achievement. Based on this data, the school, in 2023, will continue to utilise the learning sprint process to target cohort specific areas of need in literacy and numeracy.

As we transition into 2023, the school focus for Strategic Direction 3 will centre on building teacher data literacy skills through targeted professional learning and collaborative reflections on class programming. Teachers will regularly engage in check-in assessment data, NAPLAN and internal school data to identify areas of need for literacy and numeracy. K-2 teachers will enact with the new English and Mathematics syllabuses and Years 3-6 will begin to engage with the new English and Mathematics syllabuses. Professional Learning will be delivered following the teaching and learning cycle. Teams will analyse student data to identify targeted areas of need and collaboratively plan for the implementation of explicit teaching practices to address how we get students there and evaluate the effectiveness of teaching practice.

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
School systems are implemented to facilitate executive release days to support the development of the new K-2 syllabuses and prepare for Years 3-6 curriculum roll out in 2024.	The Quality Teaching, Successful Students allocation and the Principal Support funds were allocated to release executive staff to support classroom teachers to build their knowledge and capacity. Teacher survey results on impact indicated a deeper sense of curriculum knowledge and greater collaboration.
70% of teachers regularly review internal data to inform future programming on a regular basis. Teacher Professional Learning is provided to assist in developing teacher capacity to understand and interpret student data and provide opportunities for teachers to collaborative plan for quality teaching and learning.	All classroom teachers engaged in the regular review of student assessment data to inform future programming. Whole school teacher professional learning sessions as well as team meetings enabled opportunities for staff to collectively review student achievement and ensure all students were achieving expected growth.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$300,804.00</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"> • Student Wellbeing • Learning Support Systems <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 the following impact: Students requiring additional support to access the curriculum have met their own individual learning goals for Semester 1 and 2 2022.</p> <p>After evaluation, the next steps to support our students will be: To continue to work in partnership with parents/carers of students with additional learning needs to plan, monitor and evaluate achievement of learning and social-emotional goals.</p>
<p>Socio-economic background</p> <p>\$3,923.99</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other learning and wellbeing items <p>The allocation of this funding has resulted in the following impact: Supporting families and students who were experiencing issues or potential educational disadvantage because of identified financial circumstances.</p> <p>After evaluation, the next steps to support our students will be: Using the Learning Support Team meeting as a time to identify and resolve issues that are impacting on the engagement, learning and success of students. Budgeting funds to support students whose families have financial difficulties with barriers to their participation in school activities including camp, and excursions.</p>
<p>English language proficiency</p> <p>\$25,137.11</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 include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (new

<p>English language proficiency</p> <p>\$25,137.11</p>	<p>arrival and emerging) support</p> <p>The allocation of this funding has resulted in the following impact: All students receiving EAL/D demonstrated above 0.4 growth when comparisons from pre and post data collection was made. This result indicates the small group support program to be of targeted support for individual student English language needs.</p> <p>After evaluation, the next steps to support our students will be: Continue upskilling teachers on EAL/D scales and how to embed the EAL/D progressions into English Programs. Support mentoring/coaching in the classrooms for developing and consolidating language learners.</p>
<p>Low level adjustment for disability</p> <p>\$77,519.19</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 • Data Informed Teaching and Learning • Learning Support Systems <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention writing and number program to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Daily literacy structured program for students in groups Years 1-6 using the MiniLit programs administered by School Learning and Support Officers and monitored by Learning Support Teacher. All teachers upskilled in writing meaningful SMART goals for students requiring Personalised Learning and Support Plans. Additional teacher was employed to support writing and numeracy programs. All students who participated in either of the intervention programs achieved above expected growth.</p> <p>After evaluation, the next steps to support our students will be: Due to the success of the programs, additional funding will be allocated in 2023 to increase the frequency of the learning support allocation.</p>
<p>Professional learning</p> <p>\$19,426.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Data Informed Teaching and Learning • Whole School Positive Behaviour Strategy • Student Wellbeing • Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of all teachers in a series of professional learning around the creation of quality learning intentions and success criteria in every literacy and numeracy lesson to support students to reflect on their progress and to set individualised learning goals. • improving teacher understanding of how to differentiate for all students

<p>Professional learning</p> <p>\$19,426.08</p>	<p>through the analysis of student data and working collaboratively in teams to plan quality teaching and learning programs</p> <ul style="list-style-type: none"> • building teacher capacity of the new K-2 and Years 3-6 English and Mathematics Syllabuses through a series of professional learning opportunities lead by the Department of Education as well as the school executive team. <p>The allocation of this funding has resulted in the following impact: All students co-developing individual learning goals with their teachers for literacy and numeracy which are regularly reviewed, modified and reflected upon. Teachers have a better understanding of the new K-2 English and Mathematics Syllabuses and were supported to trial elements of the new syllabuses into their programming. Years 3-6 Teachers engaged in professional learning around the new Years 3-6 English and Mathematics Syllabuses which was led by the school executive team.</p> <p>After evaluation, the next steps to support our students will be: Implementation of the new K-2 English and Mathematics syllabuses will support our students in Years Kindergarten, Year 1 and Year 2 to further progress their learning. Teacher engagement in the Years 3-6 new syllabuses will assist in building teacher capacity and understanding, ready for mandatory implementation in 2024.</p>
<p>Literacy and numeracy</p> <p>\$20,567.21</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"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release engaged staff in professional learning around the new English and Mathematics syllabuses <p>The allocation of this funding has resulted in the following impact: Teachers building capacity, confidence and knowledge around the new syllabuses. The use of specific reading and mathematics programs to assess, track and monitor student progress provided opportunities for teachers to collaboratively reflect on student learning and teaching practice. This therefore meant teachers were able to refine and modify teaching programs to meet the needs of students in each classroom. Teachers were provided with release from class to plan and evaluate the impact of programs.</p> <p>After evaluation, the next steps to support our students will be: Teachers will be provided with class release to co-operatively review student learning progress and achievement and use the data to inform areas for future teaching need. Teachers will continue to engage in professional learning either K-2 or Years 3-6 around the new syllabuses and our Years 3-6 teachers will trial the implementation of elements of the new syllabuses into their English and Mathematics programming.</p>
<p>QTSS release</p> <p>\$55,047.16</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</p>

<p>QTSS release</p> <p>\$55,047.16</p>	<p>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"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers supported through modelling and observations from supervisors to implement elements of the new curriculum and collaboratively reflect on the impact on student learning. The additional support assisted teachers to strengthen the quality of their teaching practice through collaboratively analysing student data to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Ongoing process of collaboratively reviewing and reflecting on teaching practice and the impact of the implementation of the new syllabuses. As well as collectively analysing and tracking student achievement to determine specific areas of teaching need for all students.</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.41</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"> • 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"> • employment of a classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: A greater number of individual needs being met due to the additional support in literacy and numeracy for students requiring additional support of extension.</p> <p>After evaluation, the next steps to support our students will be: The employment of additional teacher support to target a greater number of students and their individual learning needs.</p>
<p>COVID ILSP</p> <p>\$17,936.00</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 2022.</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 • providing targeted, explicit instruction for student groups in specific areas of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Ability to cater for a range quantity of students across K-6 to meet specific</p>

COVID ILSP	learning needs in literacy or numeracy.
\$17,936.00	<p>After evaluation, the next steps to support our students will be:</p> <p>Continuation of small group tuition for targeted students will be provided via the employment of an additional teacher to focus on key areas of specific need in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	138	130	124
Girls	189	175	155	148

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	95.3	95.4	91.4
1	94.9	94.8	93.2	89.1
2	94.6	95.0	95.1	88.7
3	93.7	95.0	94.3	91.3
4	95.1	95.2	94.3	85.2
5	95.7	92.0	93.7	88.7
6	94.5	91.9	94.4	87.7
All Years	94.8	94.2	94.4	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	9.44
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	323,866
Revenue	3,337,193
Appropriation	2,931,527
Sale of Goods and Services	11,211
Grants and contributions	389,715
Investment income	4,440
Other revenue	300
Expenses	-3,294,384
Employee related	-2,736,571
Operating expenses	-557,813
Surplus / deficit for the year	42,809
Closing Balance	366,675

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.

	2022 SBAR Adjustments (\$)
Targeted Total	300,804
Equity Total	106,580
Equity - Aboriginal	0
Equity - Socio-economic	3,924
Equity - Language	25,137
Equity - Disability	77,519
Base Total	2,156,349
Base - Per Capita	72,014
Base - Location	0
Base - Other	2,084,335
Other Total	163,876
Grand Total	2,727,609

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.

Parent/caregiver, student, teacher satisfaction

Students in Years 4, 5 and 6 have been surveyed twice throughout 2022 and parents and teachers also participated once in the Department of Education, Tell Them From Me survey. These data play a pivotal role in school planning and support the justifications for ongoing changes within Double Bay Public School's Strategic Improvement Plan. Below is a snapshot of the data in the areas of academic, social-emotional and physical education/health outcomes.

Trend report data on school context provide evidence that Double Bay Public School continues to make significant growth as an inclusive school where parents feel welcome and informed. In these key areas the school demonstrated significant growth for 2022 (0.5) and are above the NSW Government norm. This reflects the improving interrelationship following COVID.

On the eight drivers of student learning (Learning Culture, Data Informed practice, Teaching Strategies, Challenging and Visible Goals Planned Learning Opportunities, Quality Feedback, Overcoming Obstacles to Learning and Technology) teachers indicated strong agreement of an upward trend. Strongest growth was in the areas of data informed practice and challenging and visible goals which was a reflection from the professional learning provided throughout the year.

On the nine social-emotional drivers analysed from the student survey, the greatest areas of growth included effort and valuing school outcomes. Results indicated growth in students reporting feeling challenged in their learning compared to the previous year. On the eight drivers of student learning (Effective Learning Time, Relevance, Explicit Teaching Practices and Feedback, Bully-Victim, Advocacy at School, Positive Teacher-Student Relations, Positive Learning Culture and Expectations for Success) survey results indicated growth in the areas of Effective Learning Time, Explicit Teaching Practices and Feedback and Positive Teacher-Students Relations.

The parent survey results indicated growth in the areas of parents feeling welcome at school, parents being informed, school supporting learning, school supporting positive behaviour, safety at school and the school is inclusive.

As the school transitions into 2023, the school will continue to build strong partnerships with parents, provide targeted professional learning for teachers including relevant classroom support with a focus on wellbeing and the development of challenging learning programs.

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.