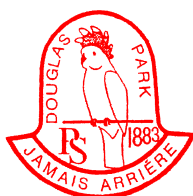


2022 Annual Report

Douglas Park Public School



1770

Introduction

The Annual Report for 2022 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
<https://douglaspk-p.schools.nsw.gov.au>
douglaspk-p.school@det.nsw.edu.au
4632 7261

Message from the principal

During 2022, Douglas Park Public school has continued to provide an extensive range of challenging, high quality programs across the curriculum. With an enthusiastic, dedicated staff and a very supportive school community, all of our students were engaged in motivating educational opportunities and learning programs which were tailored to meet individual need and allowed students to experience personal excellence and success. Extra-curricular activities in the areas of sport, the performing arts, debating, public speaking, academic competitions, camps, excursions and community events were regular features throughout the school year. Through the use of equity funding, additional support was provided to students in the areas of literacy and numeracy. The school community enjoyed attending school events such as Grandparents Day, assemblies and Education Week activities. A highlight of the year was our school musical in which every student in the school participated with joy and enthusiasm.

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

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



School 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, dance, 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 122 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.

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.



Education Week

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	Delivering
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	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 numeracy.
- High impact teaching strategies in reading.

Resources allocated to this strategic direction

Professional learning: \$8,000.00

AP Curriculum & Instruction: \$60,228.40

: \$3,662.00

Summary of progress

The initiatives of high impact strategies in reading and numeracy have been effective in implementing activities to improve student learning in 2022. Use of the external assessment processes of Naplan and Check-in tests as well as internal school assessment measures including Progressive Achievement Tests as well as use of the literacy and numeracy progressions has enabled baseline data to be analysed. While there was improvement in internal measures, Naplan data indicated that fewer students were attaining the top two bands compared to 2021.

A focus on targeted learning support, small group tutoring and extension activities has also been a high priority throughout the year, which has assisted in the development of skills, problem solving and confidence in literacy and numeracy.

Professional learning for all teachers was prioritised based on latest research on vocabulary development, processing and inferential comprehension in reading and concept development in Mathematics, particularly in relation to explicit teaching and assessment. Professional learning also emphasised the development of an understanding of the new K-2 English and Mathematics syllabuses for all staff. In English, a focus on the science of reading, including the importance of phonological skills was emphasised. In Mathematics, vocabulary, fluency, reasoning and mathematical strategies were a focus.

In reading, all teachers have programmed whole class explicit comprehension lessons. Data based on 'Understanding Texts' from the literacy progression has been collected, graphed and analysed for all classes. Assessments have been used to ascertain the indicators of comprehension which students have attained and the teaching which is required for further improvement. Analysis of assessment data has indicated a particular need in understanding a wider range of vocabulary as well as grasping the main idea of texts.

In mathematics, data based on 'Quantifying Numbers' from the numeracy progression was also graphed and analysed to inform teaching. All teachers have emphasised place value and basic number skills through explicit teaching. Assessment data indicated a need for further understanding of place value, solving two or more step problems and grasping space and geometry concepts.

These areas of literacy and numeracy will be a focus in 2023.

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
External Student Performance Measures	2022 NAPLAN data indicates 8% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system

* Increase the proportion of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy by 6%.	negotiated target. However, the school's results trended above the lower band target by 2.74% in 2021.
External Student Performance Measures * Increase the proportion of Year 3 and 5 students achieving the top two bands in NAPLAN reading by 5.3%.	2022 NAPLAN data indicates 24% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. However, the school's results trended above the system negotiated target by 3.52% in 2021 and 1.8% below the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN reading by 5.1%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 5.1%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal Performance Measure Students in Years 2-6 demonstrate growth in the Progressive Achievement Test (PAT) in mathematics and reading comprehension.	Students in Years 1-6 have been assessed using Progressive Achievement Tests in mathematics and reading comprehension in 2021 and 2022. There has been an average score increase of 5.12 in reading and an average score increase of 3.44 in mathematics. 63.8% of students in Years 2-6 demonstrated growth in mathematics between 2021 and 2022. 70% of students in Years 2-6 demonstrated growth in reading comprehension between 2021 and 2022.
Internal Performance Measures * An increase of students in K-6 meeting stage level indicators in the Literacy progression of Understanding Text and the Numeracy progression of Quantifying numbers.	Teachers have collected and analysed data against the literacy progression in the area of 'Understanding Text' and in the numeracy progression in the area of 'Quantifying Numbers'. Results have been graphed, indicating development along the progressions for all students. There has been an increase of 3.8% of students meeting stage levels in Understanding Texts and an increase of 1.1% of students meeting stage outcomes in Quantifying Numbers between 2021 and 2022. In Understanding Texts, an average of 78% of students in Years 1-6 improved between 1-3 levels in 18 months. In Quantifying Numbers, an average of 94% of students improved between 1-3 levels in 18 months.
* 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 K-3 is maintaining at excelling, Years 3-5 has decreased to delivering and Years 5-7 has maintained at delivering.



Buddy reading.

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: \$2,000.00

QTSS release: \$6,000.00

Per capita: \$7,337.56

Summary of progress

The initiatives relating to feedback and student support have contributed to a focus on engagement in learning for all students.

All teachers focused on feedback based on clear learning intentions and success criteria. Teachers shared strategies from their own classroom teaching for both verbal and written feedback throughout the year. A common feedback strategy continued to be used across the school, 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 collaboratively analysed assessment data and used the information to provide feedback to students and to inform teaching. Differentiated teaching resulted which ensured feedback was productively used to support student learning needs which increased student engagement.

Mentoring for beginning teachers in the use of learning intentions and success criteria occurred, including continued use of 'What works best' in feedback for professional learning. Links to effective formative assessment processes, particularly related to the literacy and numeracy progressions as well as analysis of Check In and Naplan assessments provided specific opportunities for teachers to provide data based feedback to students. Teachers also utilised feedback strategies through the use of technology which has improved engagement across the school, particularly with the support of the Digital Classroom Officer through a targeted teaching and feedback approach.

Teachers have indicated improved engagement and understanding of learning concepts through the use of more focused feedback processes. However, a re-emphasis on the professional learning around goal setting will be needed in 2023 to ensure the feedback is pertinent and related to student goals. A focus on the new version of the literacy and numeracy progressions and their use in forming learning goals will be a priority. In addition, the clear use of quality examples to indicate success criteria and the setting of high expectations in work product will be a focus. Relating feedback to the new curriculum and how it can be effectively utilised will also be prioritised.

Student support strategies formed a vital part of the conditions required for engagement in learning. A wholistic approach ensured that each student was known, valued and cared for in our school with all teachers and School Learning Support officers completing professional learning, contributing to the formulation of individual education plans as well as initiating and supporting positive behaviour programs and well being strategies. Practical activities such as craft club, coding club, robotics and bush tucker gardening have been initiatives which have further enhanced student engagement and a happy school climate in 2022. 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 meetings and regular updates and new Kindergarten students with needs have been closely supported during transition as have Year 6 students in preparation for high school. Analysis of both external and internal data has led to extra support for students who have requirements in literacy and numeracy. Individual tutoring for students has been effective and well received by students with positive surveys. 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. Surveys from students, parents and teachers have indicated a pleasing level of learning engagement throughout 2022. To further develop and improve our processes, professional learning, evaluation and support for improved Learning Support procedures will be emphasised in 2023.

Strategies to ensure good patterns of attendance in all classes have been promoted and data regularly analysed.

However, professional learning in attendance monitoring will be further presented in 2023 to revise processes and a whole school focus on the provision of effective strategies to encourage excellent attendance.

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 attending more than 90% of the time by 3.1% or more to be at or above the lower bound system negotiated target.	The number of students attending greater than 90% of the time has decreased by 28.9%. However, during 2022 this figure was affected throughout the year by a combination of public health orders and the effects of flooding events in the local area of the school.
* Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations for success) improves by 2.7% or more to be at or above the lower bound system-negotiated target.	88.54% of students reporting positive wellbeing outcomes has increased by 0.43% across the positive wellbeing measures.



Coding robots

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: \$18,248.33

Summary of progress

The initiatives of collaboration in planning, programming, teaching and assessing have proved to be extremely important and effective in 2022. 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. The staff support for one another has been exceptional and also led to the development of new skills, particularly in the area of technology through the implementation of the Digital Classroom Officer position.

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 Universal Hub with great teaching resources and materials has assisted teachers to plan effective online teaching as well. Programs have been collaboratively developed at stage 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 collectively assessed and analysed work samples across the year for assessment purposes. Two beginning teachers have been supported on a weekly basis through mentoring programs led by the Assistant Principal and Assistant Principal, Curriculum Instruction. One teacher has achieved Proficient Teacher accreditation this year. The school has also supported professional practice students from the University of Wollongong and Western Sydney University throughout the year, once again with a strong emphasis on collaboration. Two aspiring teacher leaders have successfully participated in a combined networks Linking Leaders initiative with an emphasis on collaboration.

The support of the Assistant Principal, Curriculum Instruction position has also provided increased opportunities for collaboration as teachers have developed knowledge and understanding of new curriculum. An understanding of the new Kindergarten to Year 2 syllabuses for all teachers has been emphasised during 2022 with a clear understanding of the content of all stages in literacy and numeracy in order to form the basis of successful collaborative planning, programming and implementation of the syllabus in 2023. Preparation for the new upcoming 3-6 syllabus will also be a focus for 2023. Explicit collaborative practices to annotate and analyse 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 high quality skills in explicit teaching as evident in programs and teacher observations.	100% of teachers participated in observations of teaching with an emphasis on quality feedback and further developed skills in explicit programming and teaching.

<p>* Specific programs across the curriculum are successfully implemented as a result of increased collaboration between teachers as evident in programs and teacher observations.</p>	<p>Document evidence indicates that 100% of teachers participated in programming and the implementation of specific programs across the curriculum in collaboration with other teachers.</p>
<p>* Assessment data indicates an increase on baseline data of students in Years 1-6 achieving 'Sound' or above in meeting syllabus outcomes across the curriculum.</p>	<p>Assessment data indicates an increase in the overall number of students meeting syllabus outcomes across the curriculum as determined by students achieving a 'sound grade' or above on reports from Years 1-6.</p> <p>In reading 82% of students achieved sound or above on semester two reports. In mathematics, 84% of students achieved sound or above on semester two reports. This is an increase of 24% of students in reading and 26% of students in mathematics between semester one reports, 2021 and semester two reports, 2022.</p>
<p>* Staff surveys and Tell Them From Me Data indicates improvement in the area of teacher collaboration.</p>	<p>There have been allocated sessions for teachers to work together on new curriculum awareness, programming and assessment. In particular, the Digital Classroom Officer has collaborated regularly through demonstrated lessons and discussions with teachers which has been very effective in improving technology across the school.</p>



Learning together

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,288.00</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>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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The employment of two School Learning Support Officers ensured students with additional needs receive daily support in line with classroom teaching programs. Support in the classroom and playground has ensured a high level of academic, social and emotional support for the students.</p> <p>After evaluation, the next steps to support our students will be: Continued School Learning Support Officer support in classrooms and in the playground to ensure each student's needs are catered for effectively throughout the school year.</p>
<p>Socio-economic background</p> <p>\$66,292.35</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support classroom teaching. <p>The allocation of this funding has resulted in the following impact: Having six smaller classes has ensured close attention to individual learning and well being needs. It has meant that the classes are very well formed and structured. The additional teacher funded by the use of socio-economic funding has been a very successful and practical strategy for our school to optimise high quality learning for our pupils.</p> <p>After evaluation, the next steps to support our students will be: Continue to use socio-economic funding to support the academic and social needs of students across the school through the employment of excellent teaching staff.</p>
<p>Aboriginal background</p> <p>\$5,464.04</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs

<p>Aboriginal background</p> <p>\$5,464.04</p>	<ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The funding is allocated to ensure extra support is given by School Learning Support officers, the Learning Support teacher and by having smaller classes across the school.</p> <p>Students have been directly involved in the development of the bush tucker garden, utilising teacher expertise and informed by Aboriginal knowledge of the planting in our local environment.</p> <p>After evaluation, the next steps to support our students will be: Continued support for individual Aboriginal students to consolidate their literacy and numeracy skills and to maximise their potential. Continued opportunities to develop an understanding of and engagement with Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$2,400.00</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: The funding contributes to extra support in classrooms for students across the school with additional language needs, particularly in the area of reading, spelling and writing support. Having expertise in learning support as well as opportunities for extension support for gifted students is allowing students to maximise their potential.</p> <p>After evaluation, the next steps to support our students will be: Continued support for students to develop their literacy and numeracy skills and to maximise their potential across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$59,545.78</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>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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: This funding has ensured that the Learning Support teacher works in classrooms or withdraws students in individual or small group situations for intensive support. The Learning Support teacher attends Learning Support meetings, assesses students and works closely with classroom teachers as well as the Covid tutoring teacher to develop strategies, assess learning and support the current class program. Two School Learning Support Officers support students with low level adjustments in both classrooms and the playground.</p>

<p>Low level adjustment for disability</p> <p>\$59,545.78</p>	<p>After evaluation, the next steps to support our students will be: Continued support through small group and individual assistance in literacy and numeracy as well as social and emotional support in well being programs in the classrooms and playground.</p>
<p>Location</p> <p>\$2,444.52</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>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 operational funding include:</p> <ul style="list-style-type: none"> • Resources to support each classroom and each curriculum area to ensure engaging, relevant experiences for all students. <p>The allocation of this funding has resulted in the following impact: Each classroom has been allocated funds for teachers to directly order supplies and other resources which support the teaching and learning activities in their classroom. Curriculum committees are formed and each key learning area is resourced as needed for whole school programs. The location funding supports other operational funding to ensure excellent resourcing across the school.</p> <p>After evaluation, the next steps to support our students will be: Continued purchase of up to date and relevant resources to support excellent teaching across the school.</p>
<p>Professional learning</p> <p>\$11,410.29</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 Douglas Park 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"> • High impact teaching strategies in reading. • High impact teaching strategies in numeracy. • Feedback • Student support • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning on 'Teaching Vocabulary' face to face and through literacy hub courses. Use of vocabulary strategies to continue to build inferential comprehension, indicating the importance of vocabulary to improve comprehension of text. <p>Professional learning on the 'Effective teaching of Reading' based on science of reading research.</p> <ul style="list-style-type: none"> • Continued online and face to face Professional learning 'Working with Big Ideas' led by the NSW Mathematics Strategy Professional Learning Team relevant to K-2 and 3-6 teachers. Professional learning informed by semester one 'Quantifying Numbers' (Learning progressions). Use of NSW Mathematics Strategy for professional learning to build on 'Working with Big Ideas'. <p>The allocation of this funding has resulted in the following impact: Professional learning on the teaching of vocabulary has emphasised the importance of vocabulary to reading comprehension. All teachers have included vocabulary teaching explicitly in their programs and as learning intentions with an increased understanding and use by students. Assessment processes, using the learning progressions indicated an improvement in the element of 'Understanding Texts' across the school. Emphasis on learning about the essentials of the science of reading has formed a great basis for all teachers to reflect on their learning and how they</p>

<p>Professional learning</p> <p>\$11,410.29</p>	<p>are differentiating for each child in their class. It has provided a clear foundation for the introduction of the new K-2 English syllabus. In mathematics, the professional learning using the NSW mathematics strategy has ensured focused attention is given to students in understanding the concepts of mathematics.. An emphasis on quantifying numbers has continued to occur with the indicators of the sub-elements analysed to graph student progress and inform teaching.</p> <p>After evaluation, the next steps to support our students will be: In English, there will be an emphasis on professional learning related to phonological understanding and a continued focus on vocabulary and strategies to find the main ideas in a variety of texts. In mathematics, increased automatic recall of number facts to support the teaching of "Big Ideas" will also be a focus as will an emphasis on applying an understanding of quantifying numbers to additive strategies. Use of the Universal Hub will focus on the consistent implementation of effective strategies to support the explicit teaching of English and Mathematics across the school.</p>
<p>QTSS release</p> <p>\$24,248.33</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>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"> • Feedback • Effective collaboration in planning and programming. • Effective collaboration in teaching and assessing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Teachers have collaborated in stage teams to plan and program and utilised online sharing through a staff online 'team' and planned through key learning committees. Opportunities for planning have been based in stage meetings, mentoring sessions for beginning teachers, all staff with the Digital Classroom Officer and to some extent planning in collaborative time.. An inquiry approach to what works best using shared expertise is beginning to be developed to focus collaborative processes. Teachers have undertaken professional learning on annotating and analysing evidence with a school developed proforma and opportunities to work together to collaboratively link explicit teaching strategies as evidence of the School Excellence Framework of learning, teaching and leading.</p> <p>After evaluation, the next steps to support our students will be: Further opportunities to work together and support each other collaboratively is still required to continue to develop strong and workable collaborative planning. Continued ways to explore this are needed to give teachers the confidence to try new strategies and approaches based on research based methods but in the spirit of genuine inquiry.</p>
<p>COVID ILSP</p> <p>\$70,939.00</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</p>

<p>COVID ILSP</p> <p>\$70,939.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students are involved in the program based on assessed data in term one. New students are added or taken off the program as ascertained by continued assessment processes and external data. Learning has been tracked in specific groups of the learning progressions of literacy and numeracy. Regular tutoring across the year has supported students and increased their skill, understanding and confidence in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Targeted support through tutoring for individual and small groups of students in literacy and numeracy.</p>
<p>Per capita</p> <p>\$30,321.56</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Douglas Park 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"> • Student support • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Whole school resources across the curriculum are purchased to support classroom learning. This includes physical resources as well subscriptions and technology updates. Funding is also utilised to contribute towards the employment of additional teaching staff to support school programs, including the maintenance of smaller classes. <p>The allocation of this funding has resulted in the following impact: Activities in dance, sport, special days, assemblies, NAIDOC Week activities and a bush tucker garden have all been developed to ensure a range of supportive experiences are developed across the school to ensure inclusivity and a strong sense of belonging. The employment of an additional teacher by combining equity and per capita funding has ensured excellent quality teaching based on smaller classes with close attention to individual needs and differentiation.</p> <p>After evaluation, the next steps to support our students will be: Continued use of funding to support human and physical resources to further promote excellent teaching and learning programs across the school.</p>
<p>AP Curriculum & Instruction</p> <p>\$60,228.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • High impact teaching strategies in reading. • High impact teaching strategies in numeracy. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • An Assistant Principal Curriculum and Instruction was employed from term two 2022 to develop and support understanding of new curriculum across the school. <p>The allocation of this funding has resulted in the following impact: Teachers have been led through professional learning to analyse data in literacy and numeracy to inform teaching, use new methods of assessment and to develop knowledge and understanding of the new Kindergarten to Year 2 syllabus in English and Mathematics. Classroom demonstrations and</p>

After evaluation, the next steps to support our students will be:

Continued development of professional learning in the implementation of the new Kindergarten to Year 2 syllabuses as well as an understanding and knowledge of the upcoming Years 3-6 syllabus in English and Mathematics. Opportunities for collaboration, demonstration, mentoring and observations will continue to be a focus to promote excellence in teaching and learning.



Dance program

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	73	71	72	66
Girls	56	53	48	49

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.7	92.0	94.5	89.1
1	93.8	95.1	91.2	86.6
2	96.0	94.4	94.1	87.8
3	92.2	95.6	89.9	87.9
4	92.4	94.4	92.8	82.0
5	93.8	96.2	89.9	90.3
6	94.1	95.4	93.4	82.5
All Years	94.1	94.6	92.1	86.4
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.



Whole school performance

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
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

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.



Sharing literature

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	111,352
Revenue	1,686,895
Appropriation	1,658,506
Sale of Goods and Services	843
Grants and contributions	26,370
Investment income	1,176
Expenses	-1,644,012
Employee related	-1,523,583
Operating expenses	-120,429
Surplus / deficit for the year	42,883
Closing Balance	154,235

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.



Easter Hat Parade

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	115,262
Equity Total	133,702
Equity - Aboriginal	5,464
Equity - Socio-economic	66,292
Equity - Language	2,400
Equity - Disability	59,546
Base Total	1,119,395
Base - Per Capita	30,322
Base - Location	2,445
Base - Other	1,086,629
Other Total	125,066
Grand Total	1,493,425

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.



Physical education skills

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.



Outdoor learning

Parent/caregiver, student, teacher satisfaction

This year, students, staff and parents were surveyed using the Tell Them From Me online survey process. Students in Years Four, Five and Six were surveyed in March and October while staff and parents were surveyed in September. Overall, high levels of satisfaction were evident.

In the online surveys, students indicated high levels of satisfaction related to positive behaviour in the school, expectations for success, quality instruction, positive growth orientation, efforts to succeed and participation in sport. Advocacy by school staff, explicit teaching, effective learning time, positive teacher and student relationships were pleasing and similar to the state norms. Students reported less bullying than state norms which was positive but a lower overall level of sense of belonging. Continued anti-bullying programs and positive programs to develop care and understanding for one another will be ongoing. High levels of school pride were evident in the student surveys. Students were asked to comment on areas which could be improved. Some students commented on the continued need for development of technology, more choice of subjects and improved sporting equipment.

In the online survey, parent responses were above state norms in responses to questions about the school being a welcome and inclusive school as well as the school's support for positive behaviour. Parents indicated that they felt welcome when visiting, able to readily speak to school staff and were well informed about school activities. Similar results to the state norms were indicated in relation to safety at school and the school's support for student learning, particularly that the students were encouraged to do their best. Some suggestions included more learning support teachers, increased focus on areas that students struggle with and having some teachers who teach in an assigned area.

Responses from the online survey by teachers indicated similar results to state norms, including that the school was inclusive with students displaying a strong sense of belonging and that teachers presented high expectations for student learning. Teachers believed that the school ensured a safe, orderly environment for student learning and that parents were involved and supportive of their child's progress at school. They noted the support for students with special learning needs and increased development in the opportunities for students to use computers and other interactive technology. Areas noted by teachers included continued processes to develop effective feedback on teaching, the development of learning goals for students, increased collaborative teaching practice and continued development of leadership capacity in order to further promote engaging, purposeful learning across the school.



Parent involvement

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 have Aboriginal perspectives and studies across all key learning areas. Continued development of our bush tucker garden occurred with input from Aboriginal Liaison officers and a high level of student involvement in the design and maintenance of the garden. High quality reading resources also supported teaching units. NAIDOC Week was celebrated with rotating class activities to which parents and community members were invited. It was a highlight as all students were thoroughly involved and gained further insights into Aboriginal culture.

The Australian Flag and the Aboriginal flag are flown each day. In addition, specific acknowledgement of country occurs at assemblies and public events. Specific, personalised educational learning plans are developed for all Aboriginal students with discussions held with parents and students to set goals and monitor progress throughout the year.

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 an anti-racism policy and has a trained anti-racism officer who discusses issues with students throughout the year. Our school continues to emphasise a peaceful climate of acceptance and respect.

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 acknowledges the importance of promoting the cultural and linguistic diversity of Australia as a whole. In pursuing this aim, the school annually focuses and implements a program around multicultural studies, specifically around the Multicultural Public Speaking Competition. This involves units of work in Years Three to Six in which students prepare individual presentations around the themes of multiculturalism. High quality resources support teaching units, particularly in relation to the history and geography syllabuses and through the study of texts and

concepts in the implementation of the English syllabus. Harmony Day was celebrated by all classes with a range of activities to promote acceptance and diversity.

Other School Programs (optional)

Personal Development, Health, Physical Education

Sport is highly valued at our school with all students participating in the Premiers' Sporting Challenge throughout the year. Students represented our school at district and area carnivals. Three students represented at state level in swimming, hockey and golf. One student achieved an outstanding result, gaining third place at the Australian Golf Championships.

Our school continues to be an active school with our emphasis on a healthy lifestyle which was supported by the Healthy Canteen strategy and Sun Safe strategy. Students in all classes attended an incursion of Wheelchair Basketball, led by Disability Sports, NSW. An effective scope and sequence in Personal Development, Health and Physical Education is taught in all classes with fitness skills a priority as well as regular weekly physical education lessons.

Sustainability

The school's sustainability program continued to develop with a productive vegetable patch, regularly used by the school canteen. The school recycling program continued each week and once again the school participated in the Clean Up Australia initiative.

Creative Arts

During the year, all students participated in a range of creative arts programs, including dance, drama, music and visual arts. A whole school dance program was held in term two, led by qualified dance teachers. A major highlight of the year was the whole school performance in term four. Every student was involved, with colourful costumes as well as fine singing, dancing and acting combining to create an enjoyable, vibrant performance. A major prop was created through a combination of engineering and artistic design, utilising technology. A weekly lunchtime craft club was held which was enthusiastically attended by many students. The creative arts continues to be a strong and vital aspect of our school curriculum.

Camping and excursion program

A varied, active camping and excursion program is held throughout the year. All students have opportunities to be involved in a range of activities. Students in Kindergarten to Year Two attended the Camden Park Environmental Centre for farm studies as well as an evening camp in the school playground. Students in Stage Two and Stage three attended a three day camping program at Stanwell Tops. The camping and excursion program is a highly valued and an engaging aspect of the school's curriculum. It supports learning across the curriculum as well as student well being, promoting self-confidence and resilience.



Caring for our school