

2023 Annual Report

Douglas Park Public School



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Introduction

The Annual Report for 2023 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.

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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 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.

The school works closely with an active P&C, local businesses and community organisations. 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.

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.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

AP Curriculum & Instruction

Professional learning

English language proficiency

Low level adjustment for disability

Summary of progress

The initiatives of high impact strategies in reading and numeracy have been effective in implementing activities to improve student learning in 2023. External data in assessments including Naplan and Check-In were analysed as well as internal data from PAT testing and stage assessments. Student learning was tracked in the literacy and numeracy progressions for understanding text and place value. Overall, students have shown good results, with growth and improvement evident in reading and numeracy skills across the school. The results in the various assessments show similar needs for further development with the comprehension skills of literal and inferential text, vocabulary and understanding language processes as a priority in reading. Further work on vocabulary and fluency will need to be emphasised, with a focus on these skills assisting in the development of strong comprehension skills.

In numeracy, applying number understanding to problem solving continues to be a priority. Skills in numeracy, particularly related to place value, additive and multiplicative strategies needs continued development. Enhancing student ability to apply their number knowledge to space and measurement is also an area requiring focus across the school.

A focus in the early years has been on the implementation of Initial lit with teachers trained in teaching and assessing the program. Results have shown a marked improvement in students' understanding, knowledge and use of phonological skills to decode texts. This has provided a strong basis for continued development and mastery of skills in phonics and spelling. This reflects the strong emphasis on the science of reading research which the school has continued to pursue.

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

Professional learning for all teachers was prioritised particularly in relation to explicit teaching and assessment. Staff meeting sessions and in class support led by the APCI has focused on the content, skills, strategies and assessment in implementing the new K-2 English and Mathematics syllabuses as well as introducing the new 3-6 syllabus for all staff.

These areas of literacy and numeracy will continue to be a focus in 2024.

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
An increase in the Check-in Assessment mean scaled score for	The Check-in Assessment mean scale score indicates an increase in the reading score in 2023 for both Year 3 and 5 compared to 2022.

reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>In Year 3, there has been a 43.8 increase in the mean scale score and in Year 5 there has been a 55.3 increase in the mean scale score.</p> <p>The school results in both Year 3 and Year 5 were higher than statistically similar schools. Check-in results have clearly improved in reading in 2023.</p>
An increase in the Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The Check-in Assessment mean scale score indicates an increase in the numeracy score in 2023 for both Year 3 and 5 compared to 2022.</p> <p>In Year 3, there has been a 8.7 increase in the mean scale score and in Year 5 there has been a 60.1 increase in the mean scale score.</p> <p>The school results in both Year 3 and Year 5 were higher than statistically similar schools. Check-in results have clearly improved in numeracy in 2023.</p>
* A 5% or more increase of students in K-6 meeting stage level indicators in the Literacy progression of Understanding Text and in the Numeracy progression of Quantifying Numbers.	<p>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 students meeting stage levels in Understanding Texts and an increase of students meeting stage outcomes in Quantifying Numbers between 2022 and 2023.</p> <p>84 % of students have demonstrated growth in Understanding Texts as assessed using the learning progressions.</p> <p>90% of students have demonstrated growth in Quantifying Numbers as assessed using the learning progressions.</p>
* A 5% or more increase of students in Years 1-6 demonstrating growth in the Progressive Achievement Test (PAT) in mathematics and reading comprehension.	<p>Students in Years 1 to Year 6 were assessed in mathematics and reading comprehension using the Progressive Achievement Tests in 2023 and compared to results in 2022. Results remained similar but there was notable improvement in the Year 3 reading result and the Year 5 mathematics result. There has been an overall average score increase of 0.3 in reading and an average score increase of 0.3 in mathematics. PAT testing indicates the percentage of students achieving growth in reading comprehension and mathematics has remained consistent with 2022 results.</p>
* Value added data tracked for the cohort of Kindergarten Best Start in 2021 and Year 2 in 2023 demonstrates an increase in growth of phonological processes in reading.	<p>Valued added data in phonological processes and fluency has demonstrated an increase in the growth of reading processes with 73% of students displaying average to above average stage level skills.</p>

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

QTSS release
AP Curriculum & Instruction
Professional learning
Per capita
Integration funding support
Low level adjustment for disability
Socio-economic background
Aboriginal background
English language proficiency

Summary of progress

Initiatives

- **Feedback**
- **Student support**

Summary of progress

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

A focus on clear learning intentions, success criteria and both verbal and written feedback in all classrooms was emphasised through shared programming, lesson planning and observations. Teachers shared varying ways to reflect on teaching strategies and provide feedback that informs future teaching and learning. A common feedback strategy continued to be used throughout the school and students were involved in providing peer feedback as well as self-assessment processes.

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 occurred for two beginning teachers regularly each week and all teachers supported each other with feedback through lesson observations.

Professional learning related to the new syllabuses has integrated learning intentions and feedback as well providing a common basis for the new learning content and particularly in regard to the new units of work. The feedback strategies relate closely to differentiated strategies for all learners. Continued opportunities to develop personal and relevant feedback to students to engage them in their learning and improve their skills and understanding will be a priority.

Student support strategies has been a vital part of our school in 2023. A dedicated learning support team has met regularly to assist teachers to provide clear learning adjustments and individual learning plans. Resources have been allocated for additional School Learning Officer Support both in classrooms and in the playground. Practical activities such as craft club, coding club, debating, performing arts, robotics and bush tucker gardening have continued to be regular activities which have further enhanced student engagement and a happy school climate in 2023.

Executive staff have completed training in High Potential Gifted Education and led all staff through professional learning in the identification and implementation of programs for students. Teachers have developed extension activities and focused on differentiation in key learning areas of the curriculum. Continued work in this area will be a focus in 2024. Positive behaviour programs have been further developed and revised in light of the new behaviour policy which will be

further developed in relation to the revised policy.

Strategies to ensure good patterns of attendance in all classes have been promoted and data regularly analysed with improvement noted across the school. Continued strategies to increase the percentage of students attending more than 90% of the time will be a priority in 2024.

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 or more has increased by 28.90%.
* 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.	Tell Them From Me data shows that 85.06% of students have reported positive wellbeing outcomes across the positive wellbeing measures. This is a decrease of 3.48%. Above state and similar schools results are evident in all three areas of advocacy at school, sense of belonging and expectations of success.

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

Socio-economic background
QTSS release

Summary of progress

Teachers have regularly collaborated throughout the year for planning, programming, teaching and assessing. Planning and programming was particularly effective in relation to the introduction of new syllabuses. This provided a common purpose as staff examined the new units of work and shared ideas and resources.

A focus of professional learning was on the development of additive strategies in mathematics with a cycle of 'learn, reflect, do' led by the APCI. All teachers participated in the learning and then implemented the strategies in their classrooms over a set period. Teachers then led professional learning of other staff by sharing one of the strategies. This allowed for excellent collaboration and a bank of strategies. The strategies were taught and observed by colleagues and follow-up collaboration with assessment tasks occurred.

Collaboration also occurred in the area of writing with a daily skills approach in all classes, professional learning related to assessing based on Naplan and consistent teacher judgement of writing samples. This allowed for determination of strengths and areas of common need across the school to inform teaching.

In the area of technology through the implementation of the Digital Classroom Officer position, regular demonstration and team-teaching of robotics and coding occurred, assisting teachers to develop new skills to use in their own classroom.

Regular mentoring occurred with early career teachers with one gaining accreditation during the year. A focus in staff meetings was on regular collaborative opportunities to work together on scope and sequences, programming and assessment tasks.

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.

As the school completed external validation during 2023, a successful collaborative approach was implemented to collect, annotate and analyse evidence. All teachers contributed with solid examples of teaching practice, positive learning situations and data. It assisted teachers to grow in their confidence to use the School Excellence Framework and analyse teaching and learning, sharing with one another at the same time. It ensured that our external validation was effective and jointly developed.

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
* Regular, planned collaboration between teachers results in high	Observation and program analysis indicates that 100% staff have actively collaborated with colleagues from within the school and other schools to

quality, sustainable programs and initiatives operating across the curriculum as evident in programs and teacher observations.	reflect and improve upon teaching practice.
*All teachers demonstrate and embed high quality skills in explicit teaching across all key learning areas as evident in programs and teacher observations.	100% of teachers participated in observations based on quality teaching with emphasis on explicit teaching and feedback related to additive strategies and writing skills.
* Assessment data indicates a 5% or more increase of students in Years 1-6 achieving 'Sound' or above in meeting syllabus outcomes across the curriculum.	<p>Assessment data indicates a consistent result 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, 77% of students achieved sound or above on semester two reports. In number, 81% of students achieved sound or above on semester two reports.</p>
* Staff surveys and Tell Them From Me Data indicates continued improvement in the area of teacher collaboration.	There have been professional learning sessions for teachers to work together on new syllabuses in English and Mathematics, programming and assessment. The Assistant Principal Curriculum Instruction has collaborated with teachers in classroom demonstrations and with data analysis. The Digital Classroom Officer has collaborated regularly through demonstrated lessons and discussions with teachers which has continued to be very effective in improving technology across the school. Tell Them From Me data has indicated that teachers value and contribute towards staff collaboration across the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,721.00</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"> • Feedback • Student support • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The employment of three 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>\$47,697.49</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"> • High impact teaching strategies in reading. • High impact teaching strategies in numeracy. • Student support • Effective collaboration in planning and programming. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. <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>\$6,637.33</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</p>

<p>Aboriginal background</p> <p>\$6,637.33</p>	<p>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"> • Student support • 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 deliver personalised support for Aboriginal students • 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. 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. Students gained cultural understanding through the initiatives led by local Aboriginal elders, particularly by visiting sites throughout the district.</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 with links to local Aboriginal experiences through the Wollondilly Community Cultural program and AECG connections.</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"> • High impact teaching strategies in reading. • Student support • 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"> • High impact teaching strategies in numeracy. • Student support • Other funded activities

<p>Low level adjustment for disability</p> <p>\$59,545.78</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: An additional School Learning Support Officers was employed to support students with low level adjustments in both classrooms and the playground. This ensured that a high level of support was available each day of the week and provided positive effects, both academically and socially for students.</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>\$2,435.49</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 classroom teaching across the curriculum and for the use of technology. <p>The allocation of this funding has resulted in the following impact: All classrooms are well resourced with up to date materials to match the implementation of new syllabuses. Technology is regularly updated and available in all classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continued use of excellent resourcing, particularly to enable the effective teaching of new curriculum.</p>
<p>Professional learning</p> <p>\$11,635.48</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"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: All teachers have completed high quality professional learning related to mandatory training and their own PDP goals. Professional Learning funds provided for casual teachers to be employed as well as courses/ conferences to be attended.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for all staff related to implementation of new curriculum including collaboration with other staff, sharing expertise, completing courses and attending conferences to gain latest research and</p>

Professional learning \$11,635.48	effective pedagogy.
QTSS release \$24,620.54	<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 • Student support • Effective collaboration in teaching and assessing. • Other funded activities <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 • 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 are released to collaborate with executive and one one another for programming, assessment analysis, collecting evidence, professional discussions and observations. Teachers have successfully collaborated with one another to support colleagues and improve learning for students through assessment analysis to inform teaching.</p> <p>After evaluation, the next steps to support our students will be: Further opportunities for teachers to collaborate together to plan, teach, observe other colleagues and apply consistent teacher judgement to assessment analysis.</p>
COVID ILSP \$53,148.00	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students have gained skills in literacy and numeracy through focused attention and differentiated learning. Skills in phonics, vocabulary development, fluency, comprehension, additive strategies and place value understanding have been a focus across the year. Students have gained in confidence and have shown improvement in their skills and confidence.</p> <p>After evaluation, the next steps to support our students will be: Continued tracking of student progress through regular assessment and using data to inform teaching at the point of need. Individual and small group support by teaching and SLSO support as monitored by the learning Support Team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	71	72	66	59
Girls	53	48	49	49

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.0	94.5	89.1	93.6
1	95.1	91.2	86.6	93.0
2	94.4	94.1	87.8	91.2
3	95.6	89.9	87.9	92.4
4	94.4	92.8	82.0	95.8
5	96.2	89.9	90.3	90.6
6	95.4	93.4	82.5	90.4
All Years	94.6	92.1	86.4	92.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.4
Classroom Teacher(s)	4.62
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	154,234.81
Revenue	1,692,612.78
Appropriation	1,645,696.94
Sale of Goods and Services	609.99
Grants and contributions	42,292.72
Investment income	4,013.13
Expenses	-1,565,178.60
Employee related	-1,452,633.15
Operating expenses	-112,545.45
Surplus / deficit for the year	127,434.18
Closing Balance	281,668.99

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.

	2023 SBAR Adjustments (\$)
Targeted Total	118,721
Equity Total	116,281
Equity - Aboriginal	6,637
Equity - Socio-economic	47,697
Equity - Language	2,400
Equity - Disability	59,546
Base Total	1,145,039
Base - Per Capita	29,930
Base - Location	2,435
Base - Other	1,112,673
Other Total	123,725
Grand Total	1,503,765

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 4-6 were surveyed twice in the year via the online surveys. High levels of responses were indicated in the areas of explicit teaching, positive behaviour, advocacy at school, expectations of success, student perseverance level and positive growth orientation. Areas for development included the promotion of a sense of belonging and a positive learning climate for all students. Further strategies to ensure all students feel supported with wellbeing issues will be a focus.

Parents were surveyed via the online surveys. Results indicated a high level of satisfaction in most areas of the survey. This included parents feeling welcome at the school and being well informed. Other areas included having an inclusive, culturally safe school, catering for students with special needs, safety at school and students being clear about rules and expectations. School support for positive behaviour and learning was positive and parents noted that student reports were clear and indicative of ways for parents to support student learning. Parents noted that phone texts, newsletters and the school website are favourable means of communication. Parents and visitors were also surveyed at events throughout the year with very high levels of participation, enjoyment and pride in the personal, caring nature throughout the school.

Teachers were surveyed via the online surveys, including permanent and temporary teachers. Strengths which were indicated included inclusivity, with a positive learning culture and high expectations for all students. Teachers noted that a safe and orderly environment was present and a variety of learning opportunities were regularly available to students. Teachers indicated that the school staff worked positively to bring about innovation and change and focused on relevant curriculum development. Collaborative teaching processes, data informing practice and the setting of challenging goals were areas noted for continued development.

Overall, a high level of satisfaction was evident from teachers, students and parents.

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.