2009 Annual School Report
Double Bay Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Double Bay Public School students are motivated learners who engender the school’s motto of ‘Kindness and Courtesy’. They thrive in a well-resourced school, due to the hard work and efforts of our supportive parent body, who work tirelessly to fundraise in order to provide our students with the resources necessary to enable them to achieve their potential in all areas.

Staff
The Double Bay Public School staff is a group of highly regarded, dedicated and caring professionals who work effectively with parents and the wider community to achieve the best possible outcomes for our students. They bring a range of talents and strengths to their roles that enrich and extend the school curriculum. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
After School Activities
The ‘After School Activities Program’ has once again this year offered our students at Double Bay Public School the opportunity to be involved in purposeful activities in a wide range of areas including soccer, karate, dance, music, drama and visual arts. With these activities being held on-site they are a perfect way to involve our students in healthy, creative activities without parents having to drive their children to different venues and wait for their activities to conclude.

MaGneT
Four of our gifted and talented students participated in the ‘MaGneT Program’ at Rose Bay Secondary College in 2009. The program draws together highly gifted students from local primary schools to Rose Bay Secondary College to participate in a series of challenging and exciting learning opportunities. The topics studied this year were: Advanced Number Patterns; Future Studies and the Secrets of the Vikings. All of the students reported that they enjoyed the challenges of the program and the opportunity to meet students from other local primary schools with similar interests and ability levels.

Student achievement in 2009

Literacy – NAPLAN Year 3
The average mark for Literacy in Year 3 was 445.0 compared to the state average of 424.5 with 57% of our students in the top three bands. 62.2% of our students were in the top two bands for Reading.

Numeracy – NAPLAN Year 3
The average mark for Numeracy in Year 3 was 431.5 compared to the state average of 405.8 with 80% of our students scoring in the top three bands.

Literacy – NAPLAN Year 5
The average mark for Literacy in Year 5 was 535.9 compared to the state average of 501.4 with 56.5% of our students scoring in the top three bands. 64.3% of our students were in the top two bands for Reading.

Numeracy – NAPLAN Year 5
The average mark for Numeracy in Year 3 was 534.9 compared to the state average of 502.9 with 86.7% of our students scoring in the top three bands.

Messages
Principal's message
2009 has been an extremely successful year for the students, staff and parents of Double Bay Public School. Our students have excelled academically, in the sporting arena and in the creative and performing arts. As well as the opportunities offered to our students to be involved in quality teaching and learning programs in their classes, a wide range of extra-curricular activities have been offered in 2009 such as specialist-taught PE lessons, Sport, Italian, Choir, Band, Debating, Public Speaking, Chess, Leadership Development, Peer Support, Dance2BFit Classes, Digi-Ed Animated Movie Making sessions, Camps, Excursions and a multitude of activities in the Creative and Performing Arts, including ‘Koori Art Expressions’ and ‘Double Bay’s Got Talent’. We also participated in the Premier’s Spelling Bee and the ‘Mathletics’ and ‘Spellodrome’ Programs – two popular, challenging online programs which our students really enjoy.

The staff have availed themselves of every opportunity this year to be involved in professional learning programs and projects, linked to our school targets, which have enhanced their teaching skills and enriched the learning experiences of all our students. One particular focus has been professional learning in the use of our Interactive Whiteboards (IWBs). We are extremely lucky that due to the hard work and generosity of our P&C we now have an interactive
whiteboard in every classroom. Interactive whiteboards are exciting, technological, teaching tools that enhance the engagement of all students in their learning.

Thank you to Matt Tapper, our P&C President, the P&C Executive and all P&C members for another year of support and a wonderful range of social and fundraising events. Congratulations to Jo Kloster and the Fete Committee for a fantastic fete this year. We even received a letter from the Mayor of Woollahra, Councillor Andrew Petrie, describing our fete as a wonderful community event and asking us to consider holding it annually. Funds raised by the P & C have been used to purchase our interactive whiteboards, install a security phone/intercom system and ensure the safety of our students by installing a special safety film on any of our windows that could be a danger to students if they shattered.

Over the last few years we have also been fortunate to benefit through funding from other sources besides our parents’ fundraising efforts. Our new car park and multipurpose court, funded through the Commonwealth Government’s ‘Investing in Our Schools’ Program, have now been completed. Through the ‘Building the Education Revolution’ Program funds have been promised for a new hall, new playground equipment and surfacing, a toilet block upgrade and seating and shade near our multipurpose court. All of this work should be completed by the end of Term 2, 2010 and will greatly enhance our school facilities.

The staff also held two fundraising activities during 2009. Funds from our Walkathon, held during Term 1, were used to create our new Computer Lab as part of our Library refurbishment. Library shelving was purchased using funds raised through our Term 3 Readathon.

I hope that you take the time to celebrate the achievements that are outlined in this report. They are the result of the combined efforts of our whole school community – our students, our parents and our staff - and they reflect the strong and positive community spirit that is so much a part of Double Bay Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Andrea Garling

P&C message

Firstly, I would like to thank the Executive of the Double Bay P&C, the parents and citizens and, most of all, the Double Bay Public School staff for a very successful and rewarding year. We can look back on 2009 with both a sense of achievement and also a better understanding of how we, on the P&C, can add more value to the school community.

I would like to acknowledge our Principal, Andrea Garling, for continuing to build the capacity and capability of the staff at Double Bay Public School whilst managing and working within the staffing guidelines, as set out by the Department of Education and Training.

At the beginning of 2009 we agreed to, if possible, honour a number of funding priorities for 2009 and I am pleased to say we delivered on our promise: the completion of the Staff Car Park and Multipurpose Court; funding for two days of the Support Teacher Learning Assistant position; a teacher’s allowance for renewable resources; and a $5000 donation to purchase new home readers.

In addition, the Double Bay Public School P&C has been able to fund: safety glass in all windows deemed hazardous to the children; a telecommunications system in each classroom to primarily aid security; and air conditioning units for upstairs classrooms.

In 2010 we will also see the benefits of the Government Grants under the Building Education Revolution: a new multi purpose hall and an upgraded playground surface, outdoor courtside shelters and upgraded toilet block.

The highlight of the year, in the context of reaching out to the community, was no doubt the Double Bay Public School Fete. Jo Kloster and her team did the P & C and the school proud by putting on a great community event.

As I’m stepping down as President I’d like to offer a few thoughts on what I’ve learnt over the past two years: our primary focus should always be how to do the best for our children, it’s not about our own needs as parents… it’s about the needs of our children.

The Principal and staff of the school make the difference … the bricks and mortar are of secondary importance … therefore engaging constructively and supporting and being solutions-focussed with the Double Bay Public School staff is where we can add, as parents, the most value.

Matt Tapper, P&C President

Student representative’s message

The Student Representative Council (SRC) is made up of two elected students from each class from Year Two to Six as well as the Prefects and Captains. The SRC met regularly with Mrs Walsh-Gay on Thursday lunches to discuss fundraising events and issues in the school. The students
learned about appropriate meeting procedures and format as well as how to compose proposals for changes to school procedures. The SRC had a very successful year. This year’s main fundraiser was the Wicked Wheelz Day held on 9th September 2009. Our goal for the day was to raise $2000 so we could purchase bike racks for the school and to encourage a healthy lifestyle by riding to school. On this day, all the students from Kindergarten to Year Six brought a bike or scooter to school and joined in some activities relating to bike and scooter safety. We came up with this idea after a Kindergarten parent came to the school with her child riding a bike and realised there weren’t any bike racks. Emily Kucukalic spoke with the SRC and we came up with the idea of Wicked Wheelz Day. The Year 6 SRC students then solicited support from local businesses for the day and managed to raise a total of $2000 to buy our school bike racks!! This was a great effort and we couldn’t have done it without the help of Mrs Walsh-Gay and Emily Kucukalic.

The students were also involved in the United Nations Children’s Emergency Funds (UNICEF) Day for Change. During the day all students in the school participated in activities and learnt about what children in other countries do and how different their lives are from ours. This was a really interesting day and we raised over $300 for this worthy cause.

This year the SRC wanted to raise awareness of our environment and became responsible for implementing the recycling and composting of school waste. Double Bay Public School now has 4 large compost bins and all waste is collected after recess and lunch and placed in the compost bins. Students were encouraged to bring reusable lunch containers and drink bottles to eliminate plastic wrappers and poppers which can kill sea animals and pollute the seas, as Steyne Park, where we eat our morning tea and lunch, is very close to the water. The compost made will be then be used on the recently completed garden beds beside the new car park. We tried really hard this year to keep our school environmentally friendly and we feel we’ve done a good job.

At the Double Bay School fete held in November the SRC was responsible for running the Jumping Castle and we raised $100. These funds were sent to the School of St Jude’s in Tanzania. Double Bay’s Got Talent was back again this year. This annual event is run by the SRC and gives every student in the school an opportunity to showcase their many talents. This year we raised around $700 that will go towards the School of St Jude’s in Tanzania.

Georgia Murray and Mackenzie Muirhead
We have very few attendance issues at Double Bay Public School. The Home School Liaison Officer (HSLO) regularly checks our class rolls and discusses any students that need following up regarding their attendance.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2P</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1/2P</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1M</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4J</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
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<tr>
<td>4H</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>16</td>
<td>30</td>
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<tr>
<td>K1/L</td>
<td>1</td>
<td>8</td>
<td>19</td>
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<tr>
<td>K1/L</td>
<td>K</td>
<td>11</td>
<td>19</td>
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<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2009 Double Bay Public School had fourteen classes. Nine of these classes were single grade classes and five were composite classes: K/1L; 1/2P; 3/4J; 5/6B and 5/6W.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>309 493.00</td>
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<tr>
<td>Global funds</td>
<td>174 903.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47 028.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>447 737.00</td>
</tr>
<tr>
<td>Interest</td>
<td>10 833.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31 240.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 021 234.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>58 946.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>52 129.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>157 462.00</td>
</tr>
<tr>
<td>Library</td>
<td>5 163.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 768.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169 010.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25 865.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>122 667.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34 019.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26 879.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>82 666.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>84 011.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>824 011.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>197 223.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts
All students continue to have access to a wide variety of Creative Arts experiences at Double Bay Public School. Throughout 2009, students have been involved in:

- Our Year 3 – 6 Choir, which performed at: the ‘Primary Schools Combined Concert’ at the Opera House; Open Day for Education Week; the ‘Spring Concert’; the School Fete and Presentation Day.
- Double Bay Public School Bands, performing at assemblies and special events, including: Orientation Day; Woollahra Pre-School; Open Day for Education Week; ‘Showcase’; the School Fete; the Spring Concert and Presentation Day. Both Bands participated in the School Band Camp and the Performing Band competed in the ‘NSW Band Competition’. Children learning musical instruments also have access to music tutors to develop their music skills and knowledge, which enables them to progress from the Training Band to the Performance Band.
- All students from Kindergarten to Year 6 worked with their Peer Support Group when participating in a range of creative arts activities to celebrate NAIDOC Week and UNICEF Day for Change.
- Children from 2L, 2F and 3/4J had their artworks displayed in the Regional ‘Koori Art Expressions’ Exhibition.
- In-school performances including “Puppets and Masks of Italy”.
- The Dance2BFit Program involving all students from Kindergarten to Year 6.
- Years 5 and 6 performing in a Dance/Drama item at ‘Bondi Showcase.’
- K-2 students successfully participating in Woollahra Library’s Annual Book Week Art Competition.
- Digi-Ed sessions for classes, producing animated movies for each child involved.
- ‘Double Bay’s Got Talent’, a Student Representative Council (SRC) initiative highlighting the many and varied talents of our students from Kindergarten to Year 6.
- Stage 3 students organising their own “Archibald Art Competition”.

Sport
The sporting program offered at Double Bay Public School is a comprehensive and varied one, encompassing healthy lifestyle programs and competitive sport.

Double Bay Public School retains two specialist PE/Sports teachers who develop and engage our students in active class programs encompassing skills training, fitness evaluation and games strategies. The students are encouraged to achieve their personal best performances in a safe environment.

In addition, Year 2 participates in the NSW School Swimming Scheme.

Friday Sport for Years 3 to 6 has two components:
- non-competitive sport
- Primary Schools Sports Association (PSSA) competition.

The non-competitive component aims at improving gross motor skills, flexibility, hand-eye coordination, concentration and stamina. In 2009, this was achieved through multi-skills programs and swimming programs.

The number of teams entered in the PSSA competition continues to grow as new sports are introduced. In 2009, Double Bay School entered 7 Netball teams, 2 Soccer teams, 3 Rugby League teams, 2 Cricket teams, 3 Austag teams, 2 AFL teams 1 Softball team and 1 Tball team.

Our achievements include:
- 2nd in the Sydney Coastal PSSA Junior Cricket competition.
- 2nd in the Sydney Coastal PSSA Under 9’s Rugby League competition.
- 1st in the Eastern Suburbs Combined Netball Competition for Year 6 which competes on Saturday mornings.
- Representation at Regional level in Athletics, Swimming, Cross Country and AFL.
- Representation at State level in Athletics.

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
and/or
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

In 2009, 47 Year 3 students sat for the NAPLAN Literacy Test. The results indicate that the school continues to score above the state average.

In the Reading component, 62% of students were in the top 2 bands compared to a 48% average for the state. In Reading, the school showed strengths in locating and interpreting simple information and identifying purpose but results varied on making inferences.

In the Writing component, 62% of students were in the top 2 bands compared to a 52% average for the state. In Writing, the school showed strengths in developing characters and setting, sentence structure, vocabulary and cohesion. There is room for improvement in paragraphing.

In the Spelling component, 53% of students were in the top 2 bands compared to a 51% average for the state. In Spelling the school was above the state in 14 out of 23 questions and 10% above in 3 questions. Students need to improve their understanding and application of spelling rules.
In the Grammar and Punctuation component, 73% of students were in the top 2 bands compared to a 53% average for the state. In Grammar and Punctuation, the school was above the state percentage in all questions and 10% above the state in 13 out of 23 questions.

Numeracy – NAPLAN Year 3

In 2009, 47 Year 3 students sat for the NAPLAN Test in Numeracy. The results indicate that the school continues to score above the state average. In Number, Patterns and Algebra, 55% of students were in the top 2 bands compared to a 41% average for the state. In Measurement, Data, Space and Geometry, 44% of students were in the top 2 bands compared to a 34% average for the state.

Year 3 students showed strengths in addition, time, volume and capacity, chance, area and 3D shapes.

There is room for improvement in solving capacity problems involving fractions, recognising 2D shapes and determining the number of cubes in a 2D representation, problem solving involving two-step problems and working mathematically.

Literacy – NAPLAN Year 5

In 2008, 30 Year 5 students sat for the NAPLAN Test in Literacy. The results indicate that the school continues to score above the state average.

In the Reading component, 64% of students were in the top 2 bands compared to a 40% average for the state. Our students showed strengths in identifying the main idea, locating information and identifying the purpose of a convention, identifying ideas across two paragraphs and identifying and making inferences in a graphic advertisement. Further growth is necessary when identifying the narrator’s belief in a narrative text.

In the Writing component, 43% of students were in the top 2 bands compared to a 27% average for the state. The school showed strengths in developing characters and settings, vocabulary, punctuation and sentence structure.

There is room for improvement in using narrative devices to improve and engage the reader, using effective and varied sentences and elaboration of ideas to explore a theme.
In the Spelling component, 43% of students were in the top 2 bands compared to a 37% average for the state. The school was above the state percentage in 14 out of 23 questions and, in 3 of the questions, the school was more than 10% above the state average.

In the Grammar and Punctuation component, 61% of students were in the top 2 bands compared to a 40% average for the state. The school was above the state percentage in all 23 questions and 10% above the state in 13 questions.
Numeracy – NAPLAN Year 5

In 2009, 30 year 5 students sat for the NAPLAN Test in Numeracy. The results indicate that the school continues to score above the state average. In Number, Patterns and Algebra, 50% of students were in the top 2 bands compared to a 36% average for the state. In Measurement, Data, Space and Geometry, 47% of students were in the top 2 bands compared to a 31% average for the state.

Year 5 students showed strengths in addition and subtraction, analysing data when calculating differences in graphs, recognising 2D reflected shapes, calculating elapsed time in timetables and calculating perimeter.

There is room for improvement in division of four digit numbers, equivalent fractions, calculating area and locating decimals on the number line.

Progress in literacy

In Year 5, 77% of students’ results for NAPLAN can be compared to their previous results in Year 3 for the BST. The growth data shows how the school has ‘added value’ to the students’ previous levels and indicates their preparedness for continued success in literacy.

In Literacy the school’s average growth was 87.5 compared to the state growth of 77.6. Girls’ progress was greater than the progress of boys. 43.5% of the girls were at or above the 75th percentile.

The average progress in reading for the school was 72.5 compared to the state growth of 87.7. In reading, girls’ progress was greater than boys’ progress. 56% of students had a growth rate equal to or above that of the state’s minimum growth measure.

Progress in numeracy

In Year 5, 77% of students’ results for NAPLAN can be compared to their previous results in Year 3 for the BST. The growth data shows how the school has ‘added value’ to the students’ previous levels and indicates their preparedness for continued success in numeracy.
In Numeracy the average progress for the school was 108.8 compared to the state’s growth of 95.3. Girls’ progress was greater than boys’. 39.1% of students scored above the 75th percentile. 65.2% of students had a growth rate equal to or above that of the state’s minimum growth measure.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Aboriginal Education is an important learning area at Double Bay Public School. During 2008, Aboriginal perspectives were integrated into teaching programs across all Key Learning Areas (KLAs) and ‘Acknowledgement of Country’ was a feature of all major events and weekly assemblies.

Students from 2F, 2L and 3/4J submitted works for ‘Koori Art Expressions’, a Sydney Region initiative. The theme for this year’s exhibition was ‘Honouring our Elders, Nurturing our Youth’. All three paintings were selected to be displayed in the ‘Koori Art Expressions’ Exhibition in the Fountain Court, Parliament House.

The Aboriginal Artist, Mugudun, spent a day with Double Bay Public School students talking about his paintings and creating an artwork with the students, which was then donated to the school. Brian Cook, one of our parents, organised the visit and an Aboriginal Art Show of contemporary works, by both acclaimed and emerging Aboriginal artists, was held in the evening. It was a wonderful cultural and social event for our students, parents and staff.

**Multicultural education**

Multicultural Education is an important part of the school curriculum at Double Bay Public School. A strong English as a Second Language (ESL) Program is provided to support students from Non-English Speaking Backgrounds (NESB) and all students from Kindergarten to Year 6 receive Italian language and culture lessons.

All students have the opportunity to be involved in the Multicultural Public Speaking Competition and students in Years 3 to 6 study a culture from another country as a part of Human Society and its Environment (HSIE).

Individual differences are acknowledged, valued and celebrated at Double Bay Public School and every class has lessons on anti-racism within their class program.

**Respect and responsibility**

‘Respect’ is the value that has been most commonly identified by staff and parents as being essential for, not only the way our students treat each other, but also for the way that all members of our school community interact with each other. To reflect the importance of respect at our school, our school rules have been simplified to: ‘Respect Yourself; Respect Each Other; Respect our Environment’. Our Double Bay Public School motto, ‘Kindness and Courtesy’, also reflects the
importance that the school places on positive relationships with all stakeholders.

We have continued with ‘Restorative Practices’, as a positive way to resolve issues and to encourage all of our Double Bay Public School students to take responsibility for their own actions and behaviour.

**Progress on 2009 targets**

**Target 1: Improved individual student outcomes in Reading Comprehension and Writing.**

Our achievements include:

- Improved outcomes in Year 3 NAPLAN Literacy. In 2009, 91% of students were in the top three bands compared to the state average of 77% showing an increase of 12% on 2008 results.
- Improved outcomes in Year 5 NAPLAN Literacy. In 2009, 93% of students were in the top three bands compared to the state average of 64% showing an increase of 16% on 2008 results. The progress in Writing between year 3 and year 5 was 85% compared to the state progress of 60%.
- Use of Best Start individual learning plans.
- Targeting of students through RR, STLA and ESL programs to cater for individual needs.
- Professional learning in the analysis of NAPLAN results and use of SMART Data.
- Stage Spelling Programs using SMART teaching strategies to explicitly teach spelling rules and family groups.
- Embedding explicit teaching of grammar into the writing program and using support teaching staff to effectively deliver programs and target individual needs in the classroom.
- Incorporating HEAR HIDDEN HEAD strategies to teach inferential comprehension and using the STARS and CARS Program to teach specific reading comprehension skills.
- Co-operatively planning Novel Study units and embedding rich tasks to develop higher order thinking skills.
- Use of Technology and IWBs to further enhance delivery of guided reading programs.

**Target 2: Improved individual student outcomes in Measurement, Patterns and Algebra and Working Mathematically.**

Our achievements include:

- Improved outcomes in NAPLAN Numeracy for Year 3 students. In 2009, 80% of students were in the top three bands compared to the state average of 65%.
- Improved outcomes in NAPLAN Numeracy for Years 5. In 2009, 87% of students were in the top three bands compared to the state average of 59% showing an increase of 25% on 2008 results. All students have shown improvement with girls displaying significant growth across all strands.
- Analysis of Best Start assessments for Kindergarten in Mathematics to inform teachers’ planning and catering for the students learning needs.
- Targeting of students through STLA programs to cater for individual needs.
- Professional Learning in the analysis of NAPLAN results and use of SMART Data and Teaching Strategies to inform programming. Cooperative planning in stages, including use of Go Maths and DET Teaching Measurement resources.

**Target 3: Improved outcomes in Technology**

Our achievements include:

- Establishment of a designated computer laboratory to allow each class 2x45 minute sessions per week.
- Professional learning for staff in IWB including the Notebook training package on staff share.
- Release of one staff member 1 day per week as the computer coordinator to improve and maintain ICT.
- Attendance of computer co-ordinator at coordinators meetings and professional learning courses.
- Reporting to parents using SBSR.
- Improvement in systems using IT including resources folders and data banks of notices and risk assessments.
- Improved communication including emailing of School Express to families.

**Target 4: Increased awareness of, and responsibility for, the environment by students, staff and community.**

Our achievements include:

- Installation of a multipurpose court to support a healthy environment and lifestyle for Double Bay Public School students.
- Implementation of recycling, composting and waste-reduction programs as a result of a waste audit carried out by the Student Representative Council (SRC).
• Regular reporting by the SRC on playground needs and by the OH&S Committee on unsafe areas in the playground.
• Formation of an Environment Committee of staff and interested parents to assist in implementation of our SEMP and to assist the staff and students in beautifying and caring for our school environment.
• Creation of garden beds to support ‘hands on’ learning experiences for students, with a link to the Science syllabus.

**Target 5: Enhanced leadership skills, resilience, and wellbeing for students and staff.**

Our achievements include:

• Implementation of the Bounce Back Program to enhance the learning of life-long skills of responsibility and resilience across the school.
• Delivery of the Peer Support program to all classes, focusing on Values Education, with the training of senior students to lead groups and further develop their leadership skills.
• Participation in the Buddy Program matching younger students with older students to enhance a nurturing and supportive environment.
• Monitoring of the Homework Policy in Stage 3 to reflect parent expectations.
• Regular SRC meetings where students learn how to conduct meetings, enhance their decision making skills and set agendas and goals for the school community with a focus on students’ needs.
• Attendance of Assistant Principals at Executive Meetings and Conferences and continuous mentoring of permanent and temporary staff and New Scheme Teachers.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and Homework.

**Educational and management practice**

**Background**

In 2009 parents, students and staff contributed to the evaluation of ‘School Culture’ at Double Bay Public School by completing the School Map Survey.

**Findings and conclusions**

Forty-five families completed the survey. Overall the parent responses were extremely positive. 94% of parents believed that the students are the school’s main concern. 93% were proud of our school and agreed that Double Bay Public School praises and rewards individuals that are successful. 89% believed that parents support what is happening at the school and that the school encourages everyone to learn. 85% of parents agreed that the school is continually finding ways to improve what it does and 83% believed that school leaders have a positive influence on school culture. 82% of parents acknowledged that Double Bay Public School knows about the families and community in which it serves and 80% believed that the school appreciates having their child as a student. However, only 66% of parents believed that the school makes important changes to what it does when necessary and caters for the learning needs of all students.

All students from Year 2 to Year 6 completed the survey. 95% of students believed that new students are made welcome and that Double Bay Public School encourages everyone to learn. 91% of students agreed that the school praises and rewards students who are successful and 90% were proud of our school. 88% of students believed that Double Bay Public School caters for the learning needs of all students and appreciates having them as students. However, only 76% of students agreed that the school makes important changes when necessary.

All of the teaching staff completed the survey. 100% of the staff were proud of Double Bay Public School and believed that the school recognises and celebrates achievement. 100% of staff agreed that meeting the needs of the students is the school’s main priority and that the school encourages students to achieve their best.

93% of staff believed that the school encourages everybody to be a continuing learner and 92% agreed that school leaders have a positive influence on the school culture, that staff understand and respond to the context of the community in which they work, that staff support what is happening at the school, that the school’s curriculum caters for the learning needs of all students, that the school is continually finding ways to improve what it does and that, when necessary, the school makes important changes to what it does.

However, only 85% of teachers believed that the school culture supports a sense of ownership of the school and that the school community recognizes, values and supports the contribution of new members to the culture of the school.
Future directions
The three areas that will be the focus of future discussion and investigation are: the school makes important changes to what it does, when necessary (parents and students), the school caters for the learning needs of all students (parents), the school culture supports a sense of ownership of the school (staff) and the school community recognises, values and supports the contribution of new members to the culture of the school (staff).

Curriculum
The area chosen for evaluation in 2009 was Homework. Whilst not an individual curriculum area it can involve tasks and activities from all curriculum areas and it has always been a hotly debated topic at Double Bay Public School.

A new Draft Homework policy was implemented in 2009 to ensure consistency across the stages and the provision of homework which is meaningful and caters for individual needs. It was also deemed important that the students’ lives reflected a balance between study time, physical activity, creative and unstructured play, and relaxation. The policy also needed to be flexible to accommodate the commitments of a busy family life.

Background
In 2008 the ‘2010 Summit’, where staff, parents and students combined forces to determine the school’s directions and priorities for the next three years, revealed a need to review the homework policy as expectations of parents and staff were wide ranging when it came to the provision of homework. This resulted in inconsistencies across the school. A committee consisting of teachers and parents was formed to investigate and research the educational value of homework and develop a new homework policy for Double Bay Public School.

Findings and conclusions
Research findings indicated that homework has educational value. However, it should be appropriate in amount given and time spent according to the age and development of the student. It should also cater for individual needs. In addition, students need time to process and synthesize knowledge and skills gained during the school day, time for physical activity, time to contribute to the household and learn life skills and time to relax. Too much homework can have a negative effect on family relationships and cause conflict.

This research was presented to a parent forum and the Double Bay Public School Homework Draft Policy was formulated to reflect these findings.

Future directions
Evaluation of the Draft Homework Policy revealed general satisfaction with the policy by staff, students and parents. Parent surveys revealed a concern that Stage 3 students needed more formalised homework in preparation for their transition to high school. Changes were made accordingly and will be implemented in 2010.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers, through a school survey, about which programs and initiatives were working well in the school and which could be improved.

Generally parent, student and staff satisfaction was of a high level. Areas of strength identified by the parents were: Double Bay Public School’s location, teaching staff, educational programs, school community and the Double Bay Out Of School Hours (DBOOSH) Care Centre.

Areas of strength identified by our students included: our school’s location; being able to use Steyne Park for PE, recess and lunch; our school’s teachers and the extra-curricula activities provided by the school, including sport and excursions.

The staff identified staff relationships, location, the quality of our students and appreciation for the strong support of our Double Bay Public School community as areas of strength.

The areas suggested for improvement by the parents were: communication, anti-bullying strategies and opportunities for children to participate in wider curriculum activities including music and the arts.

The children’s suggestions for improvement were broken up into their grades and the results of their surveys were: Grade 2 – the canteen, toilets and a playground upgrade; Grades 3 & 4 – the toilets, new doors for the upstairs classrooms and a playground upgrade; Grades 5 & 6 – fun learning, more leadership roles and the toilets.

The area identified by the staff was the difficulty catering for the diverse needs of students within their classrooms.

Overall satisfaction with the school is also evident through increased enrolments, increased retention of students in the senior classes, a happy and hard-working staff and a positive and supportive parent body and wider community.
Professional learning
Double Bay Public School staff participated in professional learning programs and projects linked to our school targets during 2009 with a strong focus on training for Interactive Whiteboards, School Based Student Reporting, Notebook 10, ‘Mathletics’ and ‘Best Start’, as well as annual updates in child protection, resuscitation, anaphylaxis and the Department of Education and Training’s Code of Conduct. Our Staff Development Days focussed on Literacy, Visual Arts and Science and staff were involved in many Sydney Region Professional Learning Projects including ‘Literacy and Numeracy in the K-6 Interactive Classroom’, ‘Creating and Using Wikis to Engage Student Learning’, ‘Count Me in Too’ and ‘Effective Teaching of Patterns and Algebra’.

School development 2009 – 2011
Double Bay Public School has developed a three year plan in line with DET guidelines. Below are the targets we have set to work towards in 2010.

Targets for 2010

Target 1: Improved individual student outcomes in Spelling, Grammar and Comprehension.
Strategies to achieve this target include:
- Professional learning in literacy with a focus on spelling, grammar and comprehension using ‘Choosing Literacy Strategies that Work’ ‘Programming and Strategies Handbook’, ‘Literacy Focus on Spelling’, Best Start and NAPLAN online teaching strategies.
- Planning for effective classroom practice in Spelling, Grammar and Comprehension linked to the Quality Teaching Model.
- Use of guided reading criteria “Here Hidden Head” strategies to develop higher order thinking skills in Comprehension.
- Development of spelling and comprehension rubrics based on the DET syllabus, CTJ and NAPLAN writing criteria.
- Continuing ‘Writer of the Month’ awards K- 6.
- Use of Best Start and NAPLAN analysis to inform individual student learning in K to 6.
- Staff sharing of effective strategies in stage meetings and access for staff to rich learning activities through the intranet.
- Implementation of ‘Spellodrome’ K-6
Our success will be measured by:
- Effective teaching/learning programs which show evidence of the Quality Teaching model.
- Achievement of stage appropriate outcomes and provision for students to achieve above their stage level.
- Improved NAPLAN results in Spelling, Grammar and Comprehension.
- Strong evidence of continuity across the stages in programming and communication of expectations to students and parents.
- CTJ in planning, assessing and reporting.

Target 2: Improved individual student outcomes in Measurement, Data and Working Mathematically.
Strategies to achieve this target include:
- Planning for effective classroom practice linked to the Quality Teaching model.
- Programming to reflect use of DET syllabus, Learning Framework in Number, SENA and Teaching Measurement.
- Continued professional learning in numeracy with a focus on Measurement and Data, incorporating Working Mathematically Skills.
- Continued use of Region and school based personnel to support learning programs in Teaching Measurement and Data.
- Use of a range of resources including Best Start and NAPLAN teaching strategies, GO MATHS, IWBs and ‘Mathletics’.
- Use of Best Start and NAPLAN analysis to inform individual student learning in K to 6.
- Staff sharing of effective strategies in stage meetings and on intranet.

Our success will be measured by:
- More effective teaching/learning programs which show evidence of the Quality Teaching model.
- Differentiated learning programs which cater for individual needs and allow students to achieve above their stage level.
- Improved NAPLAN results in Measurement and Data.
- Greater variety of teaching strategies and resources to cater for different learning styles and to allow students to effectively learn at instructional level.

Target 3: Improved outcomes in technology.
Strategies to achieve this target include:
- Effective use of the computer lab.
- Using CLAS survey to determine school and individual needs for technology training.
- Enhanced use of ‘Staff Share’ for online resources and CTJ.
- Teaching/learning programs that reflect use of technology by students across the KLA's.
- Improved DBPS website and re-designed newsletter, accessed online.

Our success will be measured by:
- Teaching staff confidently using and sharing technology to enhance their teaching.
- Students’ learning enhanced by access to a wide range of technological learning options.
- More parents accessing the DBPS website and newsletter online.

**Target 4: Increased awareness of, and responsibility for, the environment by students, staff and community.**

Strategies to achieve this target include:
- Updating and incorporating the School Environmental Management Plan (SEMP) into the School Management Plan.
- Reviewing all recycling programs with particular emphasis on water recycling, energy sustainability and waste management.
- Reviewing our procedures for monitoring and maintaining water and energy savings.
- Use of garden beds to support ‘hands on’ learning experiences for the students.
- Promotion of community activities to encourage pride in a sustainable school.
- The development of a Student Garden Club.

Our success will be measured by:
- Beautification and ongoing care of the school environment.
- Effective management of resources and recycling programs.
- Reduction in energy and water consumption and the amount of waste produced.
- Students continuing to engage in environmentally sound practices.

**Target 5: Enhanced leadership skills, resilience, and wellbeing for students and staff.**

Strategies to achieve this target include:
- Promoting high standards of student behaviour, civic responsibility and citizenship.
- Staff inserviced in Restorative Practice.
- Inservicing SRC members to promote leadership and decision making skills.
- Heightening of the status and impact of school leaders through genuine leadership roles in the school community.
- Implementation of the Peer Support Program, Leadership Program and the Buddy system.
- Continuation of a focus on effective anti-bullying strategies for all students K-6.
- Empowering students to reflect and verbalise on school issues.

Our success will be measured by:
- Provision of a safe, nurturing and supportive environment in which all students can learn life skills of responsibility and resilience.
- Students participating in the school leadership process and confidently expressing their opinions.
- Increased numbers of students effectively taking on leadership roles.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: