2008 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 reach their potential in all areas.

Staff
The staff at Double Bay Public School are highly regarded, hard working and caring professionals who work effectively with parents and the wider school 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’ provided a wide range of extra-curricula activities on-site including dance, drama, art and craft, sailing, soccer and karate.

Tracey Fellows, CEO of Microsoft Australia joined us during Education Week as ‘Principal for a Day’. Years 5 and 6 made us proud in ‘J ROCK’ and Year 6 showed their skills in ‘It’s Academic’.

Student achievement in 2008

Literacy – NAPLAN Year 3
The average mark for literacy in Year 3 was 436.5 compared to the state average of 419.5 with 76% of students scoring in the top three bands. 32% of the students were in the top band for writing.

Numeracy – NAPLAN Year 3
The average mark for numeracy in Year 3 was 440.8 compared to the state average of 409.6 with 88% of the students in the top three bands.

Literacy – NAPLAN Year 5
The average mark for literacy in Year 5 was 530.1 compared to the state average of 497.4 with 67% of the students in the top three bands and no students under band 5.

Numeracy – NAPLAN Year 5
The average mark for numeracy in Year 5 was 498.7 compared to the state average of 489.1 with 62% of the students in the top three bands.

Messages

Principal’s message
In 2008 Double Bay Public School celebrated our 125th Anniversary. Many events were held to commemorate this very special occasion.

All students and staff participated in ‘Classrooms Past’ where we recreated the classrooms of 1883, the year Double Bay Public School was established. We all dressed as students and staff of this era and the students learnt first hand what schools and teaching was like at that time.

Double Bay Public School’s 125th Anniversary Art Show was a spectacular event and was the culmination of many months of collaboration between parents, students and staff. Many parents worked closely with their child’s class and the class teacher to produce beautiful individual artworks for each child, to be sold at the Art Show, and also a group artwork, to be auctioned at the Art Show. It was a wonderful example of the close and supportive relationship that the students and staff share with the parent body and it was also an extremely successful fundraiser. $40,000 was raised to purchase and install nine Interactive Whiteboards, ensuring that every classroom and the library would have access to one of these amazing technological teaching tools.

Another major event to commemorate Double Bay Public School’s 125 years of dedication to quality education was our 125th Anniversary Celebration Concert. Present-day students, staff and parents were joined by old boys and girls, previous staff members and parents in an evening that included viewing memorabilia – a book of all of the students who had been caned and why proved popular reading – and a ‘Past, Present and Future’ Display in the Hall. Our Junior and Senior Bands, Junior and Senior Choirs and Recorder Group performed and then we were treated to all of the students from Kindergarten to Year 6 performing traditional and modern Christmas Carols. The Christmas Carol evening has a long tradition at Double Bay Public School. The evening ended with a sausage sizzle picnic in Steyne Park.

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 and/or School Council message
The P&C at Double Bay Public School strives to represent the views of the parents and citizens of the broader school community. Primarily we focus
on the well-being of the kids and we do everything possible to make their early childhood education both enjoyable and rewarding. We also look to promote local community spirit and the culture cultivated by the teachers and support staff.

The year kicked off with an Open Day and Morning Tea for new parents followed by the annual Cocktail Party. Key fundraising events included a highly successful Art Show that celebrated the art of all students in the school and well known local identities. The Mothers’ Day Stall & Fathers’ Day Breakfast were well attended as were the annual movie nights and discos.

Key fundraising goals for the year were to introduce new electronic whiteboards into all classrooms, subsidising an STLA teacher, upgrading class readers and a contribution toward basic classroom resources for each class.

Many parents and staff have made a great contribution to the school in 2008, none more so than the Class Representatives who co-ordinated a lot of the fundraising and liaised between families and teachers.

Parents are also actively involved in many of the day to day initiatives at the school. These include helping out in the classroom with individual reading sessions, supporting extra curricular activities, keeping the school gardens in reasonable order, and organising and running some fantastic after school activities. All parent involvement is voluntary, greatly appreciated and conducted in consultation with school staff.

Matt Tapper, P&C President

Student representative's message

The Student Representative Council (SRC) is made up of two elected representatives from each class in Years 2 to 6. The 2008 SRC met regularly with Mrs Walsh-Gay to discuss fundraising events and issues that arose in the school community.

The main initiative for the SRC in 2008 was to establish an Environment Committee and to work on ways the school could reduce its waste. The SRC attended an Environmental Leadership Day at Grays Point Public School and learned about different environmental initiatives that schools in the region were running. As a result of the day, the SRC decided to conduct a waste audit to see how it could work to reduce the waste sent to landfill. The waste audit revealed that 33 per cent of the waste we put in the skip bin could be composted. In light of this, the SRC held two major fundraising events to facilitate the purchase of compost bins and to partially fund the construction of raised garden beds.

The students were also involved in Toyota’s ‘National Tree Day’. Students from the SRC planted native saplings in the front area of the school with Courtney and Hilton from the television program So You Think You Can Dance.

The other fundraising events that were held were: Footy Colours Day where $275 was raised for the Fight Cancer Foundation; a MUFTI day which raised $242 for the Royal Society for the Protection and Care of Animals (RSPCA); and the Canteen Bandanna Day, which raised over $900 for young people living with cancer.

The last event the SRC ran for the year was the “Double Bay’s Got Talent” competition. Students from K-6 performed dance, drama, comedy and music items at lunchtime in front of their peers. The competition was a great success both as a fundraising activity and as an enjoyable opportunity for students to showcase their talents.

Rachel Smith and Patrick Meares

School context

Student information

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

Student enrolment profile

Since 2004 retention of our students from Years 3 to 6 has steadily increased, as have Double Bay Public School’s overall enrolments.

In 2004 we had 287 students, 200 of these were in Kindergarten to Year 2 and 87 were in Years 3 to 6. In 2008 our school enrolment was 344, 196 students were in Kindergarten to Year 2 and 148 were in Years 3 to 6.

In an area surrounded by non-government schools, the increase in enrolments and, especially the increased retention of students in Years 3 to 6, reflects parents’ satisfaction with Double Bay Public School’s programs, policies and teaching practices.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>144</td>
<td>174</td>
<td>165</td>
<td>162</td>
<td>132</td>
</tr>
<tr>
<td>Female</td>
<td>143</td>
<td>149</td>
<td>155</td>
<td>172</td>
<td>181</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2008 our students’ attendance rate was well above Sydney Region and State averages.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.8</td>
<td>94.9</td>
<td>95.1</td>
<td>95.7</td>
</tr>
<tr>
<td>Region</td>
<td>94.8</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Student attendance rates

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1/2J</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes
In 2008 Double Bay Public School had 12 single grade classes and two composite classes: 1/2J and 3/4W.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of Italian</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face (RFF)</td>
<td>.6</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School administration Officer</td>
<td>1.5</td>
</tr>
<tr>
<td>Counselor</td>
<td>.4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.3</td>
</tr>
<tr>
<td>Total</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Staff retention
In 2008 two vacant Assistant Principals’ positions, created by Mrs Helen Purcell’s and Mrs Christine Farley’s retirements at the end of 2007, were filled by Miss Carol Johnston and Miss Judith Morrice, permanent classroom teachers at our school.

The two classroom teacher positions created by their promotions were filled by Mrs Amelia Done and Miss Stacey Poulton. Ms Carmelina Cascio, a long-term teacher of Italian at Double Bay Public School, was successful in her application to become a permanent classroom teacher and Miss Christine Koliatsos joined our staff as our teacher of Italian. At the end of the year Mrs Sheila Bollard successfully applied for the Principal’s position at Malabar Public School.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.3%.

Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>294,407.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>140,534.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51,725.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>328,159.00</td>
</tr>
<tr>
<td>Interest</td>
<td>21,793.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>61,714.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>898,332.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 65,732.00  |
| Excursions                 | 42,278.00  |
| Extracurricular dissections| 131,914.00 |
| Library                    | 5,373.00   |
| Training & development     | 8,718.00   |
| Tied funds                 | 52,299.00  |
| Casual relief teachers     | 43,118.00  |
| Administration & office    | 151,649.00 |
| School-operated canteen    | 0.00       |
| Utilities                  | 28,585.00  |
| Maintenance                | 22,954.00  |
| Trust accounts             | 34,984.00  |
| Capital programs           | 1,235.00   |
| **Total expenditure**      | 588,839.00 |
| **Balance carried forward**| 309,493.00 |

A full copy of the school's 2008 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 2008**

**Achievements**

**Arts**

All students continue to have access to a wide variety of creative arts at Double Bay Public School. Throughout 2008, students have been involved in:

- Our K-2 School Choir, performing at special assemblies and local events, including the 'Spring Concert', the 'Transition to School Forum' at the Novotel Hotel, Brighton Beach and at Double Bay Public School's 125th Celebration Concert;
- Our Year 3-6 Choir, which performed at the 'Primary Schools Choral Concert' at the Opera House; Open Day for Education Week; the ‘Spring Concert’; Presentation Day and our 125th Anniversary Celebration Concert;
- Double Bay Public School Bands, performing at assemblies and special events, including: Orientation Day; Woollahra Pre-School; Open Day for Education Week; ‘Showcase’; the Band Bash Concert; the Spring Concert; Speech Day and our 125th Anniversary Celebration Concert. 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;
- Our Year 2 Recorder Group who performed at our 125th Anniversary Celebration Concert;
- All students from Kindergarten to Year 6 working with parents to produce an individual and a class group artwork for our 125th Anniversary Art Show;
- The Koori Art Expressions Exhibition: ‘The Apology: first steps’ in which one of our students’ artwork was selected to be used for the invitation for this very special Regional Art Exhibition;
- In-school performances including ‘Puppets and Masks of Italy’;
- The ‘Footsteps Dance Program’ with all students from K- 4 performing a dance at the ‘Dance Expo’;
- Years 5 and 6 performing in ‘J Rock’, a ‘Be Healthy Get Active’ initiative at Homebush Sports Centre;
- Woollahra Library Annual Art Competition for students K-2;
- 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.

**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 keep the students fit and healthy through active class programs, as well as sport. These teachers conduct fitness testing as part of their program and students strive to improve on their personal best with each successive test.
The ‘At School’ Sports Program aims at improving gross motor skills, flexibility, hand-eye coordination, concentration and stamina. In 2008, this was achieved through multi-skills programs, ten pin bowling and a circus skills program. Teachers trained in these specific areas supplied specialised equipment to make the experience a valuable and enjoyable one, while satisfying the Department of Education and Training outcomes for Physical Education.

In 2008 Double Bay Public School recorded its highest number ever of students participating in The Primary School Sport Association (PSSA) Sporting Competition. We fielded 6 netball teams, 2 soccer teams, 1 softball team, 1 T-ball team, 2 cricket teams and, for the first time in many years, 3 rugby league teams.

The Netball Senior A’s were the 2008 Premiers and the Senior B’s were runners-up.

In addition, a lunch-time Austag Competition was conducted, in which 60 students participated. Clinics were also organised through NSW Soccer, NSW Cricket, Sydney Roosters, Sydney Swans, Australian Rugby League and AFL Development.

Double Bay Public School had representation at district and regional competitions in Swimming, Athletics, Cross Country, Netball, Rugby League and Rugby Union. Students competed at state level in Swimming and Athletics.

Academic

In the National Assessment Program in Literacy and Numeracy (NAPLAN), 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)

47 students in Year 3 and 26 students in Year 5 sat the NAPLAN tests in Literacy and Numeracy.

Literacy – NAPLAN Year 3

In 2008, 47 Year 3 students sat for NAPLAN. The results indicate that the school continues to score above the state average. In the Reading component, 64% of the students were in the top 2 bands compared to 47% average for the state.

In the Writing component, 62% of the students were in the top 2 bands compared to 54% average for the state.

In the Spelling component 55% of the students were in the top 2 bands compared to 46% average for the state.

In the Grammar and Punctuation component 51% of the students were in the top 2 bands compared to 43% average for the state.

In Writing, the school showed strengths in developing characters and settings, vocabulary and spelling but there is room for improvement in engagement of audience, the creation, selection and crafting of ideas for a narrative, text structure and paragraphs.

In Spelling, the school was above the state percentage in 18 out of 25 questions and, in 5 of the questions, the school was more than 10% above the state average.

In Grammar and Punctuation, the school was above the state percentage in 16 out of 25 questions but there is room for improvement in parenthetical commas, pronouns, speech marks and prepositions.
Numeracy – NAPLAN Year 3

In 2008, 47 Year 3 students sat for NAPLAN. The results indicate that the school continues to score above the state average. In Number, Patterns and Algebra, 61% of the students were in the top 2 bands compared to 43% average for the state. In Measurement, Data, Space and Geometry, 59% of the students were in the top 2 bands compared to 43% average for the state.

Year 3 students showed strengths in addition involving money, position, 2D and 3D visualisation, area, interpretation of data and time.

There is room for improvement in problem solving involving two-step problems, volume, repetitive patterns and 3D involving identification of objects within a composite model.
**Literacy – NAPLAN Year 5**

In 2008, 26 Year 5 students sat for NAPLAN. The results indicate that the school continues to score above the state average. In the Reading component, 54% of the students were in the top 2 bands compared to 33% average for the state. In the Writing component, 50% of the students were in the top 2 bands compared to 30% average for the state. In the Spelling component 47% of the students were in the top 2 bands compared to 37% average for the state. In the Grammar and Punctuation component 46% of the students were in the top 2 bands compared to 36% average for the state.

In Reading the school scored more than 10% above the state average in 14 of the 35 questions and showed strengths in identifying the main idea, connecting and synthesising ideas, locating information and identifying the purpose of an illustration. Further growth needs to shown in making inferences interpreting information.

In Writing, the school showed strengths in developing characters and settings, and vocabulary and punctuation but 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 Spelling, the school was above the state percentage in 21 out of 25 questions and, in 12 of the questions, the school was more than 10% above the state average.

In Grammar and Punctuation, the school was above the state percentage in 17 out of 25 questions but revision of direct and indirect speech is needed.
Numeracy – NAPLAN Year 5

In 2008, 26 Year 5 students sat for NAPLAN. The results indicate that the school continues to score above the state average. In Number, Patterns and Algebra, 31% of the students were in the top 2 bands compared to 25% average for the state. In Measurement, Data, Space and Geometry, 31% of the students were in the top 2 bands compared to 28% average for the state.

Year 5 students showed strengths in addition involving money, analysing data in horizontal graphs, using the language of chance and assigning a numerical value and place value in decimals.

There is room for improvement in division of four digit numbers, locating decimals on the number line, analysing timetables and the expanded form of decimals.

Progress in literacy

In Year 5, 65% of the 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 “value added” to the students’ previous levels and indicates their
preparedness for their continued success in literacy.

In Literacy the schools average growth was 85.4 compared to the state growth of 80.7. Girls’ progress was greater than the progress of boys. 41.2% of the students were at or above the 75th percentile.

The average progress in reading for the school was 85.64 compared to the state growth of 86.8. In reading, girls’ progress was greater than boys’ progress. 47.4% of the students scored at or above the 75th percentile. 52.6% of the students had a growth rate equal to or above that of the state’s minimum growth measure.

The average progress in writing for the school was 92.74 compared to the state growth of 68.5. In writing, girls’ progress was greater than boys’ progress. 35.3% of the students scored at or above the 75th percentile. 47.1% of the students had a growth rate equal to or above that of the state’s minimum growth measure.

Progress in numeracy

In Year 5, 65% of the 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 “value added” to the students’ previous levels and indicates their preparedness for their continued success in numeracy.

In Numeracy the average progress for the school was 76.01 compared to the states growth of 79.7. Boys’ progress was greater than the progress of girls. 31.6% of the students scored above the 75th percentile. 52.6% of the 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 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</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>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</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>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.

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.

Other programs
Best Start Kindergarten Assessments
The purpose of the ‘Best Start’ Kindergarten assessment process is to provide information for Kindergarten teachers to: build on each student’s current knowledge and experiences and to develop quality teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.

Assessments are carried out early in the child’s first year at school in English and Maths and assist the classroom teacher to: better determine accurate starting points for teaching for the class, groups of students and individual students and provide parents/carers with informed feedback about their child’s early literacy development. As a result of the Best Start literacy assessment, teachers will be better placed to deliver syllabus-based instruction that moves students towards literacy and numeracy achievement levels outlined in the NSW K-6 syllabus.

Progress on 2008 targets

Target 1: Improved outcomes in Literacy
Our achievements include:

- Improved outcomes in NAPLAN Literacy for Years 3 (Stage 2 students). In 2008, 79% of the students were in the top three bands compared to the state average of 76%.
- Improved outcomes in NAPLAN Literacy for Years 5 (Stage 3 students). In 2008, 77% of the students were in the top three bands compared to the state average of 63% showing an increase of 6% on 2007 results. The progress in Writing between year 3 and year 5 was 90% compared to average state progress of 77%.
- Improved outcomes reported by staff in K to 2 literacy assessments and exit levels in reading established for each grade.
- Assessing Year 3 to 6 students using PAT standardised tests to establish students’ reading ages and plan appropriate teacher learning programs.
- Improved outcomes in spelling in stages 2 and 3 compared to the state average. Premier’s Spelling Bee implemented to raise the profile of spelling in the school.
- Staff professional learning in skill development in the teaching of reading.
- Purchasing and implementing ‘Stars and Cars’ as a diagnostic tool to target specific comprehension strategies.
- K to 6 staff more effectively monitoring progress in literacy using CTJ strategies to ensure common understanding of outcome achievement.
- Analysis of UNSW English assessments to show areas of need.
- Reading Recovery, STLA and ESL teachers targeting students in need.
- Analysis of Best Start assessments to plan for students’ learning needs.
Target 2: Improved outcomes in Numeracy

Our achievements include:

- Improved outcomes in NAPLAN Numeracy for Year 3 students. In 2008, 88% of students were in the top three bands compared to the state average of 67%.
- Improved outcomes in NAPLAN Numeracy for Years 5 students. In 2008, 62% of the students were in the top three bands compared to the state average of 52%.
- Analysis of UNSW Tests 3-6 to assess areas to target.
- Analysis of Best Start assessment for Kindergarten in Mathematics to inform teachers’ planning.
- K-6 staff more effectively teaching all strands of mathematics through incorporating Framework in Number (Count Me in Too), Go Maths Program and using updated concrete materials.
- Stage 3 students participating in Maths Days, focussing on Measurement and Space.

Target 3: Improved outcomes in technology

Our achievements include:

- The purchasing of Interactive Whiteboards (IWB’s) for remaining classrooms and the Library.
- Professional learning for all staff in the use of IWB’s.
- Installation of a DVD player, AV Equipment and a Hall Projector to maximise use of resources by staff and the parent community.
- Computer co-ordinator attending professional learning days each term.
- Implementing a weekly timetable for optimum use of computer lab in the library.
- The decision being made that one staff member would be released 1 day/week in 2009 as the computer co-ordinator.

Target 4: Embedding Thinking Skills into all Key Learning Areas

Our achievements include:

- Participation in professional learning with Ralph Pirozzo.
- Continuous up-skilling of all Double Bay Public School staff to enable the incorporation of thinking skills into their teaching and learning activities.
- Formation of programs highlighting thinking skills in classrooms and using Ralph Pirozzo’s matrix and ‘Six Thinking Hats’ to differentiate the curriculum for all students in all classes.
- Use of higher order thinking processes including ‘Hear, Hidden, Head’ in Reading Comprehension and Think Tanks in Maths.

Target 5: Leadership development

Our achievements include:

- Teachers taking on leadership roles to organise whole school sustainability programs, a waste audit and the Peer Support Program.
- Participants from the SRC, parents, caregivers, teachers and community members participating in the 2010 Summit to develop future scenarios for Double Bay Public School.
- Participation of parents from each class in coordinating with classroom teachers to successfully produce artworks from each child, culminating in the success of the Double Bay Public School Art Show.
- Buddy classes meeting each week.
- Peer support training for senior students and implementation of peer support activities in Term 3.
- Leadership training for Executive Staff members.
- Regular SRC meetings, setting agendas and goals for the whole school.
- Attendance of Assistant Principals at Executive Meetings and Conferences and 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 2008 our school carried out evaluations of Planning.

Educational and management practice

Key Evaluations.

In 2008 our school carried out evaluations of Planning and Writing.

Educational and management practice.

Planning
Background

In 2008 parents, students and staff contributed to the evaluation of Planning at Double Bay Public School by completing the Planning School Map Survey.

Findings and Conclusions.

Seventeen families completed the Planning Survey. The results for each question are recorded as follows:

All of the parent responses were extremely positive. 94% of parents believed that the main purpose of school targets was to improve student learning outcomes. 82% of parents agreed that the school’s Annual School Report identifies the reasons for school targets; the school implements a comprehensive management plan and the school’s planning processes are responsive to emerging needs.

Ten staff members completed the survey. The results of their responses are recorded in the following graph:

Areas of strength include: 100% of teachers responding believe that the main purpose of the school is to improve student learning outcomes and that school priorities to improve school performance are identified through planned evaluation. 90% of staff believe that the school has involved staff, students and parents in decisions about school purpose and that that collaboration is reflected in school planning documents.

The students at Double Bay Public School were asked to complete the School Map Survey on Planning and their results are recorded on the following graph:

Areas of strength included 82% of students agreeing that school documents are developed with the support of staff, students and parents and 75% of students believing that the main purpose of school targets is to improve student learning outcomes.

Future Directions.

All stakeholder groups indicated a desire to have a greater understanding about the processes used to decide on, purchase and allocate resources. Processes will be implemented in 2009 to better inform all stakeholders about how resource needs are identified and resources allocated.

Curriculum

As part of the school’s literacy focus the Learning Support Team (LST) investigated the area of Writing and looked at a number of initiatives to improve the standard of Writing across the school.

Background

The implementation of the National Assessment Plan in Literacy and Numeracy (NAPLAN) created a focus on the writing of narratives, as this was the text type chosen for the writing component of NAPLAN.
Findings and conclusions

An investigation of the standard of narrative writing across the school revealed the following results: generally students were not putting enough time into planning and structuring their narratives; there was little use of figurative language; there was poor development of character and plot and language conventions needed to be revised.

Future directions

The strategies suggested by the LST include: professional learning for all staff in narrative writing and the rubric used to mark the NAPLAN Writing strand; use of rubrics for narrative writing in classrooms to ensure consistency of expectations across the stages and introduction of ‘Writer of the Month’ Awards at Assemblies.

Other evaluations

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents and staff, through a school survey, about which programs and initiatives were working well in the school and which could be improved.

Generally parent and staff satisfaction was of a high level. Areas of strength identified by parents were: community; teaching staff; location; Double Bay Out of School Hours (DBOOSH) Care Centre and After School Activities.

Areas of strength identified by staff included: staff relationships; location; the quality of our students and appreciation for the strong support of our Double Bay Public School community.

The areas suggested for improvement formed the focus areas for our 2010 Summit and subsequently the areas that have now become targets for our 2009 Double Bay Public School Annual School Report and for our 2009 – 2011 School Management Plan. They are:

- Student well-being and resilience
- Sustainability
- Technology
- Communication

School development 2009 – 2011

Double Bay Public School has developed a three year plan in line with Department of Education and Training (DET) guidelines. Below are the targets we have set to work towards in 2009.

Targets for 2009

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

Strategies to achieve this target include:

- Strategic planning for effective classroom practice in Writing and Reading Comprehension linked to the Quality Teaching Model.
- Professional learning in literacy with a focus on Writing and Reading Comprehension, eg. 7 Steps to Writing, Literacy in the Interactive Classroom.
- Use of Guided Reading criteria “Here Hidden Head” strategies to develop higher order thinking skills in Reading Comprehension.
- Implementation of a scope and sequence for writing including text types for K to 6.
- Development of writing rubrics based on the DET English syllabus, CTJ and NAPLAN writing criteria.
- Introduction of a “Writer of the Month” award for each Stage from K to 6.
- Use of Best Start and NAPLAN analysis to inform individual student learning in K to 6.
- Purchase of resources to support Reading Comprehension and Writing.
- Staff sharing of effective strategies in stage meetings and on DBPS intranet.

Our success will be measured by:

- More 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 Writing and Reading and greater success in UNSW Competition in English.
- Strong evidence of continuity across the stages in programming and communication of expectations to students and parents.
- Consistent teacher judgement in assessing and reporting.
Target 2: Improved individual student outcomes in Measurement, Patterns and Algebra and Working Mathematically.

Strategies to achieve this target include:

- Strategic planning for effective classroom practice linked to the Quality Teaching Model to demonstrate growth in results and continuity across the stages.
- Programming to reflect use of DET syllabus, Learning Framework in Number, SENA, and Teaching Measurement.
- Professional learning in numeracy with a focus on Measurement and Patterns and Algebra eg. Numeracy in the Interactive Classroom.
- Use of Region and school based personnel to support learning programs in Teaching Measurement and Patterns and Algebra
- Use of a range of resources including Teaching Measurement, GO MATHS, IWB’s and concrete materials.
- 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 school 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 Patterns and Algebra and greater success in UNSW Mathematics Competition.
- 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:

- Equipping the school with improved technology and establishing a purpose-built computer area.
- Staff meetings and Staff Development Days to examine IWB’s and Connected Classrooms and plan appropriate teaching/learning programs.
- Completion of CLAS survey online to determine school and individual needs for technology support and training.
- Individual training of staff in use of technology by computer coordinator.
- Introduction of School Based Student Reporting.
- Enhanced use of ‘Staffshare’ on school computer network.
- Purchase of software to support classroom teaching/learning programs.
- Teaching/learning programs reflecting use of technology by students across the KLAs to record and publish work using a variety of formats.

Our success will be measured by:

- Teaching staff who are confident and can use technology to enhance their teaching through the Quality Teaching Model.
- Students’ learning enhanced through access to a wide range of learning options as a result of improved technology opportunities within the school.
- More effective reporting to parents through School Based Student Reporting.

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

Strategies to achieve this target include:

- Incorporation of the School Environmental Management Plan (SEMP) into the School Management Plan.
- Regular revision of recycling programs for effectiveness and investigation of new recycling opportunities.
- Particular emphasis on water recycling, energy sustainability and waste management.
- Monitoring and maintaining water and energy savings.
- Reporting by the Student Representative Council on playground needs and OH&S Committee on unsafe areas in the playground.
- Installation of the multipurpose court to support a healthy environment and lifestyle for the students.
- Creation of garden beds and worm farms to support ‘hands on’ learning experiences for the students with a link to the Science Syllabus.
- Promotion of community activities to promote and encourage pride in a sustainable school environment.
Our success will be measured by:

- Beautification of the school environment and a school community which cares for and maintains that environment.
- Effective management of resources and recycling programs leading to improved environmental sustainability.
- Reduction in energy and water consumption resulting in lower utility costs.
- Students who have developed informed opinions and will continue to engage in environmentally sound practices.

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

Strategies to achieve this target include:

- Promotion of high standards of student behaviour, civic responsibility and citizenship through enhanced and broadened student welfare activities.
- Promotion of the Double Bay Public School Fair Discipline Policy.
- Use of Restorative Practices to resolve conflict situations and inappropriate behaviours.
- Further development of the SRC to promote and develop the leadership and decision making skills of students.
- Heightening of the status and impact of Captains and School Prefects, House Captains and Student Representative Council Members through significant activities within the school community.
- Evaluation of the effectiveness of the Peer Support Program and discussion on implementation of different modules from the Peer Support Program.
- Continuation and enhancement of the Buddy System.
- Continuation of a focus on effective anti-bullying strategies.

Our success will be measured by:

- Provision of a safe, nurturing and supportive environment in which all students can learn life-long skills of responsibility and resilience.
- A school culture and management practice that responds to individual students' needs and backgrounds.
- Increased numbers of students taking on leadership roles using effective strategies learnt through school activities and programs such as Peer Support.

**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: