2010 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
‘Strike a pose’ – Double Bay’s Mannequin Festival
KL was invited to participate in the festival by Nerida Winter, a class parent and Double Bay shop owner. The mannequin and paint used was provided by the Double Bay Partnership. KL’s inspiration came from a painting which all of the children at Double Bay Public School helped to create in 2009 when the indigenous artist, Mugudun, visited our school. The completed mannequins, including KL’s, were displayed in public spaces throughout Double Bay between 17th March and 28th March, 2010.

Student achievement in 2010

Literacy – NAPLAN Year 3
In 2010, the average mark in Reading was 454.4 compared to the state average of 414.3 with 85.7% of our students in the top three bands. The average mark in Writing was 458.9 compared to the state average of 422.6 with 97.1% of our students in the top three bands. The average mark in Spelling was 428.6 compared to the state average of 408.3 with 79.4% of our students in the top three bands. The average mark in Grammar and Punctuation was 443.4 compared to the state average of 416.3 with 70.6% of our students in the top three bands.

Numeracy – NAPLAN Year 3
In 2010, the average mark for Numeracy in Year 3 was 409.5 compared to the state average of 396.1 with 66.6% of our students scoring in the top three bands.

Literacy – NAPLAN Year 5
In 2010, the average mark in Reading was 531.6 compared to the state average of 489.0 with 82.4% of our students in the top three bands. The average mark in Writing was 525.9 compared to the state average of 488.4 with 76.5% of our students in the top three bands. The average mark in Spelling was 531.6 compared to the state average of 498.2 with 82.4% of our students in the top three bands. The average mark in Grammar and Punctuation was 519.7 compared to the state average of 504.8 with 64.8% of our students in the top three bands.

Numeracy – NAPLAN Year 5
In 2010, the average mark for Numeracy in Year 5 was 521.2 compared to the state average of 494.1 with 85.3% of our students scoring in the top three bands.

Messages

Principal’s message
2010 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 extracurricular activities have been offered in 2010 such as specialist-taught PE lessons, Sport, Italian, Choir, Band, Debating, Public Speaking, Chess, Leadership Development, Peer Support, 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 White Boards (IWBs). We are extremely lucky that due to the hard work and generosity of our P&C we have an interactive white board in every classroom. Interactive white boards are exciting, technological, teaching tools that enhance the engagement of all students in their learning.

Our thanks go, also, to our P&C President, Johnathan Raja, the P & C Executive and P & C members for another year of support and a fantastic range of social and fundraising events. Thank you to all of the parents who have helped to make this year’s events so successful. It is a tribute to our parents’ ingenuity that, despite the fact that we had no hall and very limited playground space for most of the year, social and fundraising activities went ahead ‘as normal’ and it is amazing that the hall handover only happened on the very morning of our major P & C fundraiser, the ‘Trivia Night’, which was both a great social function and a very successful fundraiser.

Funds raised by the P & C have been used to purchase much needed classroom readers, to fund our Support Teacher Learning Assistance, to allow teachers to purchase appropriate classroom resources and to help fund Ms Cascio’s role of Technology Co-ordinator. Our ability to supply the high quality teaching and learning programs we offer at Double Bay Public School would be greatly hampered without the ongoing financial support of the P & C, so thank you so much on behalf of the children and the staff. Funds raised on the Trivia Night have been dedicated to fitting out the hall to make it an effective performance space.

Many parents help out at Double Bay Public School in other ways besides fundraising so we would like to thank all of our parents who have supported the school this year by helping out at social activities for the children; sausage sizzling or selling cakes at a social function or fundraiser; listening to children read; organising Book Club; helping out in the library; looking after the veggie gardens; creating beautiful artworks with the students for art exhibitions or for auction at Trivia Night. We always need and appreciate your support.

Over the last few years we have also been fortunate to benefit through funding from other sources besides our parents’ fundraising efforts. This year, through the ‘Building the Education Revolution’ Commonwealth funding we have been lucky to have our wonderful new hall built and a playground and toilet block upgrade. Now that the hall is completed the children once again have access to our multi-purpose court, also built with Commonwealth Government funds.

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, Principal

P & C and/or School Council message

I would like to start by thanking the Executive of the Double Bay Public School P & C, the parents, the citizens, and most of all, the staff of the school for a fantastic 2010.

I think it is important that we all recognize our Principal, Andrea Garling, for her steadfast focus on the wellbeing of our children, and maintaining a staff that are committed to our children’s best interests, both academically and socially. The impact they have on our children is significant, and not simply because of the number of hours they spend together each week.

In 2010 the P & C successfully updated and circulated our Bylaws and Constitution, and I would like to pick up on an important tenant from the constitution as a guiding principle for 2011: The association is formed and acts for the benefit of our children through working collaboratively with the school, not within a strict chain of command, but as it is for dancers, things go better when it is known who is taking the lead.

In 2010 the P & C successfully updated and circulated our Bylaws and Constitution, and I would like to pick up on an important tenant from the constitution as a guiding principle for 2011: The association is formed and acts for the benefit of our children through working collaboratively with the school, not within a strict chain of command, but as it is for dancers, things go better when it is known who is taking the lead.

Clearly, a large part of what the P & C does is to provide time and financial assistance to the school on programs that benefit the children and the school community. In the recent past this
included working with the school to support the application for our new multi-purpose hall, through the Commonwealth Government’s Building the Education Revolution (BER) ‘Schools for the 21st Century’ funding and to support the application for our new playground surface, refurbished play equipment, refurbished toilet block facilities and Covered Outdoor Learning Area (COLA) through the Commonwealth Government’s BER ‘National School Pride’ funding. Another of our important roles is our annual effort of raising money, this year under more difficult than usual circumstances due to not having a hall and also only having very limited playground space.

This leads me to a few acknowledgements I would like to make to individuals who have made a difference in 2010. To Jo Kloster, a word of thanks for a difficult job well done for a great Trivia event and other successful events throughout the year; to Lesley Cameron for having taken over and continued to build upon the fantastic ‘After School Activities’ Program; to Charon Needle for efforts with the Band; and to Bruce Treloar for having stepped up to the role of Band Treasurer.

For 2011, I anticipate an exciting year, a new set of interests and concerns, but I am sure it will be successful and our children will benefit from their time at Double Bay Public School.

Johnathan Raja, P & C President

Student representative’s message

The Student Representative Council (SRC) is made up of two elected students from each class from Years 2 to 5 as well as the Captains, Vice-Captains and Prefects. The SRC met regularly with Mrs Laing and Miss Budden to discuss fundraising events and issues in the school. The students learned about appropriate meeting procedures and format.

This year the SRC coordinated a MUFTI day held on the 30th June to raise money for the RSPCA, a charity that the students felt strongly about supporting. The SRC representatives spent time designing posters to promote the day and raise awareness of the importance of supporting the RSPCA. Students wore plain clothes on this day and brought in a gold coin donation. The day was made all the more worthwhile by a visit from a representative of the RSPCA. She spoke to the students about what the RSPCA does, how it is run and the ways in which our donation would be used. The day was highly successful: the school raised $515.15.

As 2010 was the NSW Department of Education and Training’s Year of Learning for Sustainability the SRC felt that they should take the opportunity to raise awareness about environmental issues and how we can care for and preserve our environment. As the area of energy consumption in the school was of particular concern, they decided to hold a No Energy Day. This involved everyone in the school, students and staff alike, working through a whole day without the use of electricity. The school operated without the use of lights, fans, air conditioners, interactive whiteboards, photocopiers, computers and printers. The students thoroughly enjoyed the day and it was highly successful in that it promoted discussion about energy consumption both at school and at home.

‘Double Bay’s Got Talent’ was back again this year in our new school hall. Once again this annual event was run by the SRC and gave every student in the school a chance to showcase their many and varied talents such as dancing, singing, gymnastics, acting, musical performances and comedy. The SRC students played a vital role in the running of the weekly shows. Their jobs included judging, announcing and money collection at the door. This year we raised $527.95 which has been donated to UNICEF to specifically purchase two ‘School-in-a-Box’ Kits to support schools affected by the floods in Pakistan.

Lola Aspiotis and Tommy Hielscher

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>165</td>
<td>162</td>
<td>132</td>
<td>149</td>
<td>149</td>
</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>172</td>
<td>181</td>
<td>186</td>
<td>196</td>
</tr>
</tbody>
</table>
Management of non-attendance

Double Bay Public School’s student attendance rate for 2010 compared favourably with Sydney Region’s attendance rate and was, again, higher than the average attendance rate for the state.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2P/F</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 Double Bay Public School grew to fifteen classes. Eleven of these classes were single grade: KE; KL; KP; KS; 1C; 1J; 1M; 2L; 2M; 3J; and 4L; and four were composite classes: 2P/F; 3/4M; 5/6B and 5/6C.

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>Deputy Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>-</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>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>21.1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of
their workforce. We have no Indigenous staff members at Double Bay Public School this year.

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>197,223.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>153,881.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49,949.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>317,977.00</td>
</tr>
<tr>
<td>Interest</td>
<td>9,894.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,388.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>733,312.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>58,233.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>123,901.00</td>
</tr>
<tr>
<td>Library</td>
<td>7,032.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6,284.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>61,232.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>41,472.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>98,660.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34,128.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20,791.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,393.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,554.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>515,890.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>217,422.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meetings of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Achievements
Arts
All students continue to have access to a wide variety of Creative and Performing Arts experiences at Double Bay Public School. In 2010, our students have been involved in:

- Our Year 3 – 6 Choir, which performed at Open Day for Education Week; at the Combined Choir Performance at Rose Bay Secondary College and at Presentation Day.
- Double Bay Public School Bands, performing at assemblies and special events, including: Orientation Day; Woollahra Pre-School; Open Day; ‘Showcase’ and Presentation Day. However, the highlight for our Bands for 2010 was the ‘Double Bay Public School Band’s 20th Anniversary Concert’, held on Sunday 21st November in our new school hall. Our present Band members were joined by ex-Band members to provide the large audience with a wonderful afternoon of entertainment. The Waverley-Bondi Brass Band and the Rose Bay Secondary College Junior Jazz Ensemble joined us, on the day, as did our present Bandmaster Andrew Blenkinsopp and the Band’s founding Band Conductor, Andrea Bromberger. It was an afternoon to remember and a real credit to all of our present and past Band students, Band staff and parents who have supported our Bands.

- All students worked with class parents to produce spectacular class artworks for auction at our Trivia Night.
- All students from Kindergarten to Year 6 performed at the Celebration Concert on the evening of Monday 13th December in our new school hall.
- All students from Kindergarten to Year 6 worked in their Peer Support group to participate in arts activities to celebrate NAIDOC Week.
- Students in 1C and selected students from 2PF, 2L, 3/4M, 4L, 5/6B and 5/6C entered artworks in the Regional Koori Art Exhibition.
• Three of our students made it to the Grand Finals of the Bondi District Public Speaking Competition at Rose Bay Public School.
• K-2 students participated in the Woollahra Library Annual Book Week Art Competition.
• Year 3-6 students participated in Digi-Ed sessions, producing an animated movie 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.
• K – 2 children experiencing ‘live’ theatre by attending the performance of ‘Wombat Stew’.
• Students from Years 3 to 6 attended the ‘Sculptures by the Sea’ Exhibition and Workshops.

**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 2010, all students participated in the Premier’s Sporting Challenge, which is designed to encourage optimal fitness levels for all of our students from Kindergarten to Year 6; and selected students participated in Rugby League and Rugby Union Gala Days.

In addition, Year 2 participated 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 2010 this was achieved through multi-skills programs, run both at school and through the Sports Unit at Sydney University, as well as swimming programs, delivering a structured program for non-swimmers through to squad swimmers.

In 2010, Double Bay School entered 7 Netball teams, 2 Soccer teams, 3 Rugby League teams, 2 Cricket teams, 1 Softball team and 1 T-ball team in the Primary Schools Sports Association (PSSA) Competition.

Our achievements include:
• Competition winners in the Junior PSSA Netball.
• 1st in the Eastern Suburbs Combined Netball Competition in the Year 3, 4, and Year 6 divisions.
• Runners up in the Sydney Coastal PSSA Junior Cricket.
• 3rd in the Sydney Coastal PSSA Open Softball competition.
• 3rd in the Sydney Coastal PSSA Under 9’s Rugby League competition.
• 4th in the Sydney Coastal PSSA Under 10’s Rugby League.
• 4th in the Sydney Coastal PSSA Opens Rugby League.
• Representation at Regional level in Athletics, Swimming, Cross Country, Soccer and Hockey.
• Representation at State level in Athletics, with Charlotte McGill becoming the Under 8 years of age state champion in the 100 metre sprint.

Congratulations to all our students on their successes and thank you to the teachers on our staff who so ably supported our students in their PE and Sporting Programs this year.

**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 these 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)  

Literacy – NAPLAN Year 3  
In 2010, 34 students Year 3 students sat for the NAPLAN Literacy Test. The results indicate that the school continues to score above the state average.  

In Reading, 58% were in the top 2 bands compared to 48% average for the state. In reading, the school showed strengths in generalising about a key attribute of a character in a narrative, recognizing the relationship of a sentence to surrounding text and identifying a speaker’s opinion in a persuasive text. Attention needs to be given to inferential and evaluative understanding.  

In Writing, 70% of students were in the top 2 bands compared to a 56% average for the state. In writing the school showed strengths in the creation, selection and crafting of ideas for a narrative, and the production of grammatically correct, structurally sound and meaningful sentences. Revision of punctuation and paragraphing is needed.  

In Spelling, 50% of students were in the top 2 bands compared to 46% for the state. In spelling the school was above the state in 17 out of the 25 questions and 10% above in 6 questions. Emphasis will continue to be given to explicit teaching of spelling rules.
In the Grammar and Punctuation component, 62% of students were in the top 2 bands compared to 54% for the state. In grammar and punctuation the school was above the state in 16 out of 23 questions and 10% above in 6 questions. Transference of these skills to writing is needed.

**Numeracy – NAPLAN Year 3**

In 2010, 34 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, 70% of students were in the top 3 bands compared to 60% average for the state. In measurement, Data, Space and Geometry, 66% of students were in the top 3 bands compared to 65% for the state. Areas of strength are chance data, 3Dand 2D shapes, multiplication, and subtraction, fractions and number patterns. Areas of weakness are problem solving, direction, area and rotation.

**Literacy – NAPLAN Year 5**

In 2010, 35 Year 5 students sat for the NAPLAN Numeracy Test. The results indicate that the school continues to score above the state average.

In Reading, 53% of students were in the top 2 bands compared to 33% average for the state. In reading, the school showed strengths in identifying a point of view, linking ideas, identifying information and identifying persuasive strategy. Further growth is necessary when inferring a character’s thoughts and interpreting their words.
In Writing, 50% of students were in the top 2 bands compared to a 27% state average. In writing the school showed strengths in capacity to orient, engage and affect the reader, organization and paragraphs. There is room for improvement in the portrayal and development of a character.

In Spelling, 50% of students were in the top 2 bands compared to 36% state average. Explicit teaching of rules will improve progress.

In Grammar and Punctuation, 38% of students were in the top 2 bands compared to a 45% state average. Clauses and conjunctions in compound sentences need attention to improve outcomes.
Numeracy – NAPLAN Year 5

In 2010 34 Year 5 students sat for the NAPLAN Numeracy test. The results indicate that the school continues to score above the state average. In Number, Patterns and Algebra, 77% of students were in the top 3 bands compared to 53% average for the state. In Measurement, Data, Space and Geometry 80% were in the top 3 bands compared to 54% average for the state. Year 5 showed strengths in interpreting a column graph, identifying a pattern and identifying decimals in expanded form. There is progress to be made in Numeracy, moving students from band 5 and 6 to bands 7 and 8 through the explicit teaching of higher order concepts.

Progress in literacy

In Year 5, 91% of the students’ results for NAPLAN can be compared to their previous results in Year 3 NAPLAN. 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 Reading the average progress for the school was 85.9 compared to the state’s growth of 66.6. The average growth for girls was 80.9 compared to that of boys which was 93.7. Students’ scoring above the 75th percentile was 48.39% with 74.2% of students having a growth rate equal to or above that of the state’s minimum growth measure.

In Writing, the average progress for the school was 85.9 compared to the state’s growth of 66.6. The average growth for girls was 80.9 compared to that of boys which was 93.7. Students’ scoring above the 75th percentile was 48.39% with 74.2% of students having a growth rate equal to or above that of the state’s minimum growth measure.

In Spelling, the average progress for the school was 101.9 compared to the state’s growth of 82.6. The average growth for girls was 93.4 compared to that of boys which was 115.5. Students’ scoring above the 75th percentile was 45.16% with 71.0% of students having a growth rate equal to or above that of the state’s minimum growth measure.
In Grammar & Punctuation, the average progress for the school was 89.1 compared to the state’s growth of 95.4. The average growth for girls was 88.6 compared to that of boys which was 89.9. Students’ scoring above the 75th percentile was 22.58% with 67.7% of students having a growth rate equal to or above that of the state’s minimum growth measure.

In Numeracy the average progress for the school was 93.0 compared to the state’s growth of 89.1. The average growth for girls was 95.1 compared to that of boys which was 89.7. Students’ scoring above the 75th percentile was 29.03% with 64.5% of students having 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 2010**

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<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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<td><strong>Numeracy</strong></td>
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Significant programs and initiatives

**Aboriginal education**

Aboriginal Education is an important learning area at Double Bay Public School. During 2010, Aboriginal perspectives were integrated into teaching programs across all Key Learning Areas (KLA’s) and ‘Acknowledgement of Country’ was a feature of all major events and weekly assemblies.

All students from 1C, and selected students from 2PF, 2L, 3/4M, 4L, 5/6B and 5/6C submitted works for ‘Koori Art Expressions’, a Sydney Region initiative. The theme for this year’s exhibition was ‘Unsung Heroes, Closing the Gap by Leading the Way’. All of our paintings were selected to be displayed in the ‘Koori Art Expressions’ Exhibition which was held at the Australian Museum, in College Street.

The mannequin, which was decorated by KL and entered in the ‘Strike a Pose’ Exhibition this year, was inspired by the work of the Aboriginal Artist, Mugudun, who spent a day with Double Bay Public School students during the previous year talking about his paintings and creating an artwork with all of our students from K-6, which was then donated to the school.

**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.

**Connected learning**

Since the installation of our Connected Classroom technology equipment, all staff have been inserviced in its use for video conferencing. Staff have also been inserviced on the use of the Notebook 10 software, establishing a Blog and effective use of the Interactive White Boards in their classrooms.

**Progress on 2010 targets**

**Target 1: Improved individual outcomes in Spelling, Grammar and Comprehension.**

Our achievements include:

- Improved outcomes in Year 3 NAPLAN Literacy. In 2010, 83% of students were in the top three bands compared with the State average of 70%. Year 3 girls have improved by 30 scale scores from the data in 2009 in the aspects of reading.

- Improved outcomes in Year 5 NAPLAN Literacy. In 2010, 76% of students were in the top three bands compared to the State average of 61%. The progress in Writing between Year 3 and Year 5 was 92% compared to the State progress of 83%.

- Year 5 girls are 47 scales above the State average in the aspect of reading.
• Year 5 [Language Background Other Than English (LBOTE)] students are 44 scales above the average State growth in the aspect of spelling.
• Analysis of Best Start assessments to plan for Kindergarten students’ learning needs.
• Targeting of students through Reading Recovery, STLA and ESL programs to cater for individual needs.
• Professional Learning in the analysis of NAPLAN results and the use of ‘SMART Data’ and ‘NAPLAN Teaching Strategies’ to inform programming.
• Implementation of initiatives such as our Read-a-Thon and a K-6 Literacy Day.
• Professional Learning through outside Consultants in areas of Spelling, Grammar and Comprehension with courses such as ‘Reading Matters’ and ‘Writing across the KLAs’.
• Early Stage One and Stage One Professional Learning involving sharing of information through educational publications, CDs and practical observations from ‘A Good First Year’ and ‘Growing the Gains’ at staff meetings.
• Stage One involvement in Sturt University writing strategies and rubric development.
• Stage Three writing rubric – Narrative based on NAPLAN marking criteria.
• Planning of 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.
• Continuing to use HEAR HIDDEN HEAD strategies to teach inferential comprehension and using the STARS and CARS program to teach specific reading comprehension skills.
• Cooperatively planning Novel Study Units and embedding rich tasks to develop higher order thinking skills.
• Use of IT and IWB’s to further enhance delivery of guided reading programs including emailing and blogging.
• Whole school implementation and Professional Learning in ‘Spellodrome’ and use of teacher resources.
• Collaborative planning of programs and assessment tasks across all areas to ensure consistency of communicating and reporting to parents.

**Target 2: Improved individual student outcomes in measurement, patterns and algebra and working mathematically.**

Our achievements include:

• Improved results in NAPLAN Numeracy for Year 3 students. In 2010, 66% of the students were in the top 3 bands compared to 60% across the state.
• Improved results in NAPLAN Numeracy for Year 5 students. In 2010, 86% of the students were in the top 3 bands compared to 57% across the state.
• Analysis of NAPLAN results with a view to increasing growth in the upper bands.
• Analysis of Best Start assessments for Kindergarten in Mathematics to inform teachers’ planning and catering for students’ individual learning needs.
• Differentiating the curriculum K-6 and implementing STLA and Gifted and Talented programs to target students with special needs.
• Incorporating a ‘Numeracy Day’ into teaching and learning programs K-6 with an emphasis on Working Mathematically and Measurement.
• Professional learning in IWB tools and the ‘Mathletics’ Program.
• Introduction of a Scope and Sequence K – 6 to guide whole school planning, incorporating findings from NAPLAN analysis and teaching strategies from EMSAD.
Target 3: Improved Outcomes in Technology.

Our achievements include:

- Effective use of the computer lab. There has been an upgrading of the lab facilities including the roll out of our new computers and $9000 spent on upgrading the cabling to make the lab OH&S compliant.
- A new timetable has meant greater usage of the schools computer resources. Each class now has two 45 minute sessions per week.
- The lab has been utilised successfully for Staff Development Days on ICT.
- Teachers have completed a CLAS survey to identify individual technology needs.
- There has been an enhanced use of Staff Share for online resources on a stage-based level.
- Having a dedicated day for an ICT Computer Co-ordinator has meant that the maintenance of the Staff Share facility has resulted in a more user-friendly and organised space.
- Technology has been better integrated into Teaching and Learning programs across the KLA’s by all staff members.
- Blogs have been introduced for the use of staff and students as a publishing space tied to the current unit of work.
- Our school website has been redesigned and is currently being used as a promotional tool.
- There has been an improved uptake of our emailed newsletter with the majority of parents now taking up this option.
- Staff development meetings have been undertaken on a regular basis to enhance the ICT skills of staff.
- Regional professional learning courses to enhance the staff skills in a variety of ICT areas have been undertaken by staff.
- Having a designated Computer Coordinator each Friday has meant trouble-shooting has been undertaken efficiently and with much greater success. Communication to the parent body on technology issues has also been enhanced
- Useful ICT initiatives for staff have been raised.
- Continued the use of SBSR for reporting to parents.
- Purchase of flashdrives for each student to enhance their ability to save and transport work from one computer to another with ease.
- Continuation of embedding explicit teaching of ICT skills into class programs to ensure that the skills necessary for effective use of the technology are learnt by all students.

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

Our achievements include:

- Continued use of the Multi Purpose Court to support a healthy lifestyle and environment for Double Bay School students.
- Re-turfing of the ‘Oasis’ for use by students during recess and lunch and outdoor classroom activities.
- Continued review of effective management of resources and recycling programs.
- Continued implementation of recycling, composting and waste reduction through the Student Representative Council (SRC), including Energy Free Days, Lights Off Campaign, Healthy Food Days and access to healthy food purchased at the school canteen.
- Nurturing the garden beds to support ‘hands on’ learning.
- Completing a water audit to incorporate the findings into the 2011 SEMP.
- Replanting and beautifying the school environment following the completion of the new school hall.
- Implementing sustainability classroom units of work K-6 to engage all students in environmentally sound practices.
Target 5: Enhanced leadership skills, resilience and wellbeing for students and staff.

Our achievements include:

- Implementation of leadership training for Captains, Prefects and SRC members, where students learn about the qualities required for leadership positions and meeting procedures. Year 6 attendance at Young Leadership Day Conference to promote and develop leadership skills.
- Regular SRC meetings where students conduct meetings, enhance their decision making skills and set agendas and goals for the school community with a focus on students’ needs. Highlight was the No Energy Day run by SRC.
- Delivery of the Peer Support Program to all classes, focusing on anti-bullying with the training of senior students to encourage a nurturing and supportive environment. Participation in the Buddy program.
- Implementation of the Bounce Back program to enhance the learning of life long skills of responsibility and resilience across the school through the use of humour as a coping mechanism.
- Continuous mentoring of permanent, temporary and New Scheme Teachers by the Executive staff. Attendance of Executive Staff at Network Meetings and Conferences.

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 2010 our school carried out evaluations of Learning and Creative and Performing Arts (CAPA).

Educational and management practice

Learning

**Background**

In 2010 parents, students and staff contributed to the evaluation of ‘Learning’ at Double Bay Public School by completing the School Map Survey.

**Findings and Conclusions**

Twenty-three families completed the survey. Overall the parent responses were extremely positive. 95% of parents who returned the survey believed that all classrooms are interesting learning places with access to good equipment to aid in the learning process of their children. 87% of parents believed Double Bay Public School expects students to achieve to the best of their ability demonstrating a pride in their learning and the teachers provide a balance of independent and group learning activities. However, only 40% of parents believed that there is adequate communication about their child’s learning and the child reflecting upon their own learning.

All students from Year 2 to Year 6 completed the survey. 94% of Double Bay Public School students believed that the school has high expectations of each student and that the students take pride in their learning. 89% of the students believed that their classroom is an interesting place to learn. 86% of students agreed that the teachers find new ways to help them understand and provide a variety of good equipment to assist with the learning process. However, 78% of students feel there is inadequate communication with their parents about their learning and a lack of utilization of support personnel, parents and the community in the learning process.

All of the teaching staff completed the survey with 100% being proud of Double Bay Public School and believing that the school provides excellent learning opportunities within a stimulating and secure environment. 100% of staff believed that the school supports communication about students’ learning between home and school and that a wide range of appropriate resources are used to assist the children with their learning. 100% of staff believed that the school has high expectations of students and that students have access to guidance from people other than themselves to assist the children in the learning process. 100% of the teachers believed that along with providing a balance between independent and group learning activities that they also reflect upon their current teaching practices, share ideas and experiences and continually access Professional Learning. However, only 50% of teachers believed students reflect on their own learning and engage in self-assessment, and only 20% of
teachers believed that students take responsibility for their own learning.

**Future Directions**

The three areas that will be the focus of future discussion and investigation are: the school informing parents of teacher Professional Learning (parents and students), the school communicating more effectively how staff members collaborate in planning, programming, assessing and evaluating learning across grades/stages (parents and students) and the student population being actively encouraged to reflect on their learning and to engage in self-assessment tasks (staff).

**Curriculum**

Creative and Performing Arts (CAPA)

**Background**

Over the past two years surveys of our parent body have indicated concern over the extent of classroom teaching and learning programs in the Creative and Performing Arts. Whilst parents are happy with the Senior Choir and the Band Programs and whole school programs such as ‘Dance to be Fit’ and ‘Double Bay’s Got Talent’ the view has been expressed that parents would like to see more comprehensive programs in some areas, especially music and drama.

**Findings and conclusions**

When surveyed, some classroom teachers expressed a concern at their level of competence in teaching programs in music. Young teachers often complete their teaching degrees with no/minimal music components.

We concluded that we would spend 2011 investigating and trialing music and drama programs and developing a model for implementation in our three year plan for 2012 – 2014.

**Future directions**

It was decided that we would invite Susan Sukkar, the Sydney Region Arts Consultant, to our school to investigate the programs that are available through the Department of Education and Training to support Creative and Performing Arts at Double Bay Public School. A team of staff members will investigate appropriate programs and suggest a range of programs to trial in 2010 and include as a targeted area in our next three year plan for 2012 – 2014.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers, through an open-ended survey about which programs and initiatives were working well in the school and which could be improved.

Generally parent, student and teacher satisfaction was of a high level. Areas of strength identified by the parents were: the teaching staff; After School Activities (ASA); and the location of the school.

Areas of strength identified by our students included: the programs provided by the school such as sport, concerts, excursions, parades; computer accessibility; the location of the school; and the teaching staff.

The staff identified the cooperation between staff; the environment including the location and grounds; and the resources and extra programs such as Peer Support and Buddies as areas of strength for Double Bay Public School.

The areas suggested for improvement from the parents were: communication including the reporting on their child’s progress, they find it fragmented at times and would like more use of electronic communication; and improved facilities for, and more comprehensive programs in, Creative and Practical Arts.

The children’s suggestions for improvement were broken up into their grades and the results of the surveys were: Grade 2 – equipment in the playground; lack of social activities such as discos and excursions; and the anti-social behaviour of some children; Grades 3 & 4 – the toilet facilities; the lack of social events; and they would like more sport equipment in the playground; Grades 5 & 6 - the equipment in the classroom such as air conditioners, blinds and upstairs doors; the toilet facilities and bullying,

The areas identified by the staff as requiring attention were: the distribution of responsibilities among the staff to ensure the maintenance and purchase of curriculum resources and the pre-budgeting / planning for resources over the whole year to ensure a systematic replacement
of equipment, such as air conditioners, IWBs, printers and display boards.

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

Again, in 2010, our focus for professional learning was around our targets of: literacy; numeracy; technology; student well-being and leadership; and environmental sustainability. All of our teaching staff engaged in professional learning activities, either at school or organized by Sydney Region, to enhance their teaching skills in our targeted areas.

Professional Learning Courses included: ‘Kindergarten: A Good First Year’; ‘Growing the Gains’; ‘Literacy and Numeracy in the Interactive Classroom’; Effective Teaching of Patterns and Algebra’; Technology for Gifted & Talented Students; a Staff Development Day in Sustainability and Sustainability Workshops with Woollahra Council. These are just a small number of the professional learning initiatives that Double Bay staff members enthusiastically engaged in during 2010.

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 2011.

Targets for 2011

Target 1: Improved individual student outcomes in Reading, Comprehension and Text Structure.

Strategies to achieve this target include:

• Planning for effective classroom practice in target areas linked to the Quality Teaching Framework.
• Use of guided reading criteria “Here Hidden Head” strategies to develop higher order thinking skills in Comprehension, focusing on predicting, identifying, interpreting and inferring.
• Continued use of reading and writing rubrics based on the DET syllabus, Consistency of Teacher Judgement (CTJ) and NAPLAN writing criteria.
• Continuation of ‘Writer of the Month’ awards.
• Use of Best Start and NAPLAN analysis to improve individual student learning in K – 6, explicitly focusing on text structure, grammar and punctuation within reading and writing.
• Strong evidence of continuing across the Stage programming and communication of consistent expectations to students and parents.
• Embedding of ‘Spellodrome’ in class and home activities.

Our success will be measured by:

• Increased student engagement and participation in reading and writing activities.
• Effective teaching and learning programs which show evidence of the Quality Teaching Framework, reflecting analysis of NAPLAN and Best Start.
• Achievement of stage-appropriate outcomes and provision for students to achieve above their stage level.
• Improved NAPLAN results in Reading and Writing.
• CTJ in planning, assessing and reporting.
• Added value to the results of students from Year 3 to Year 5 in NAPLAN.

Target 2: Improved individual student outcomes in Problem Solving, Measurement and Space.

Strategies to achieve this target include:

• Planning for effective classroom practice linked to the Quality Teaching Model with a focus on Problem Solving, Measurement and Space.
• Programming to reflect use of the DET syllabus, ‘Learning Framework in Number’,
‘SENA’ and DET ‘Teaching Measurement and Angles’ support documents.

- Use of Best Start and NAPLAN analysis to inform individual student learning from Kindergarten to Year 6.
- Embedded use of hands-on experiences, including concrete materials to further develop knowledge and skills in Space, Geometry and Measurement.
- Explicit teaching using a range of resources including Best Start and NAPLAN Teaching Strategies, ‘GO MATHS’, IWB’s and DET support documents.
- Ongoing Professional Learning in Numeracy, with a focus on Problem Solving, Measurement and Space.
- Sharing of effective strategies by teaching staff in Stage meetings and via the intranet following professional learning experiences.

Our success will be measured by:

- Increasingly effective teaching/learning programs which demonstrate use of the Quality Teaching Framework.
- Differentiated learning programs which cater for individual needs and allow students to achieve significant progress.
- Increased overall growth from Year 3 to Year 5 in NAPLAN results for Problem Solving, Measurement and Space.
- Increased participation in Professional Learning opportunities in Problem Solving, Measurement and Space.
- Consistent Teacher Judgement (CTJ) in planning, assessing and reporting.

**Target 3: Improved student and staff outcomes in the use of Technology within the school.**

Strategies to achieve this target include:

- Modification of the ICT Scope and Sequence across all Years and Stages.
- Teaching and Learning programs that engage all students in positive technology applications.
- Continued Professional Learning, with the assistance of Consultants and Colleagues, to share effective teaching and learning practices.
- Effective use of good quality and well organised programs.
- Continuous maintenance of all hardware ensuring students and staff trouble-free access to learning programs across the KLAs.

Our success will be measured by:

- The use of a modified ICT Scope and Sequence to reflect a structured framework for developing ICT skills.
- The teaching staff confidently using and sharing technology to enhance their teaching practice.
- The development and implementation of an equipment register to formalise the replacement of equipment to ensure consistency across the school.

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

Strategies to achieve this target include:

- Refining all recycling programs to embed sustainability into daily practice for students and staff.
- Continued use of garden beds to support ‘hands on’ learning experiences for children.
- Promotion of community activities to encourage pride in a sustainable school.
- Installation of rainwater tanks to fill cisterns in the student toilet block.
- Continued implementation of recycling and composting procedures to reduce waste and maintain water and energy savings.
• Replanting of native garden beds to encourage native flora and fauna and to reduce water consumption.

Our success will be measured by:

• Reduction in energy and water consumption and the amount of waste produced.

• Effective management of resources and recycling programs including the use of Council grants to assist with the school sustainability target.

• The engagement and participation of students, teachers and community members in environmentally sound practices.

• The environmentally friendly design of our school grounds.

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

Strategies to achieve this target include:

• Promoting high standards of student behaviour, civic responsibility and citizenship.

• Embedding of Restorative Practice and resilience training in classroom practice from Kindergarten to Year 6 and in the wider school community.

• Training of students in the Peer Support Program, the Leadership Program and in the procedures and practices associated with being a member of the Student Representative Council (SRC).

• Empowering students to reflect on and formulate ideas around school issues through the Student Survey and Student Representative Council.

• Investigation and trialing of the “You Can Do It” Program.

Our success will be measured by:

• Provision of a safe, nurturing environment in which all students can learn the life skills of responsibility and resilience.

• Successful implementation of programs resulting in improved leadership and representation of students.

• Consistent implementation of Restorative Practice and Double Bay Public School Discipline Policy by all staff members.

**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.

Andrea Garling, Principal
Carol Johnston, Assistant Principal
Judith Morrice, Assistant Principal
Ann Madigan, Assistant Principal
Diane Timms, Assistant Principal (Relieving)
Johnathan Raja, P & C President

**School contact information**

Double Bay Public School
William Street, Double Bay 2028
Ph: 9363 3456
Fax: 9327 8901
Email: doublebay-p.school@det.nsw.edu.au
Web: www.doublebay-p.schools.nsw.edu.au
School Code: 1768

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: http://www.schools.nsw.edu.au/asr