Double Bay Public School
Annual School Report

2011
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

Bondi CoSiES

In 2011 Double Bay Public School formed an alliance with eleven other local public primary schools and our local secondary school, Rose Bay Secondary College, to form the Bondi Community of Schools in the Eastern Suburbs otherwise known as the Bondi CoSiES. The aim of this geographical group of schools is to work together for the benefit of all. Our first combined initiative, in conjunction with Woollahra Council, was a White Ribbon Day Cocktail Party at Woollahra Council Chambers in November. This inaugural event was felt to be so significant that it has been added to Woollahra Council’s annual calendar.

India Calling

This year one of our Year 3 classes participated in ‘India Calling’, a Sydney region initiative. The project involved seven schools and aimed to promote knowledge and understanding of Indian culture and Hindi language. The students took part in regular video conferences, Hindi lessons taught by specialist teachers and went on excursions to other schools involved. They also had the opportunity to sing at a Deepavali Celebration at New South Wales Parliament House.

One of the most engaging aspects of the ‘India Calling’ Project was the ‘hands on’ approach that of the Indian Teachers. Each time they came to Double Bay Public School they brought outfits for the children to dress in, cooked wonderful Indian dishes for all of the students to partake of and brought to life the vibrancy of Indian culture through songs and dances.

Student achievement in 2011

Literacy – NAPLAN Year 3

In 2011, the average mark in Reading was 466.3 compared to the state average of 423.7 with 85% of our students in the top three bands. The average mark in Writing was 455.6 compared to the state average of 429.2 with 98% of our students in the top three bands. The average mark in Spelling was 465.3 compared to the state average of 420.8 with 91% of our students in the top three bands. The average mark in Grammar and Punctuation was 468.4 compared to the state average of 430.7 with 87% of our students in the top three bands.

Numeracy – NAPLAN Year 3

In 2011, the average mark for Numeracy in Year 3 was 421.4 compared to the state average of 406.6 with 76% of our students scoring in the top three bands.

Literacy – NAPLAN Year 5

In 2011, the average mark in Reading was 536.3 compared to the state average of 496.0 with 82% of our students in the top three bands. The average mark in Writing was 510.3 compared to the state average of 492.7 with 73% of our students in the top three bands. The average mark in Spelling was 516.9 compared to the state average of 498.3 with 71% of our students in the top three bands. The average mark in Grammar and Punctuation was 542.7 compared to the state average of 509.0 with 90% of our students in the top three bands.

Numeracy – NAPLAN Year 5

In 2011 the average mark for Numeracy in Year 5 was 527.6 compared to a state average of 500.6 with 73% of our students scoring in the top three bands.
Messages

Principal’s message

2011 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 opportunities offered to our students to be involved in quality teaching and learning programs in their classes, a wide range of extra-curricular activities have been offered in 2011 such as specialist-taught PE lessons, Sport, Italian, Choir, Band, Public Speaking, Chess, Leadership Development, Peer Support, Camps, Excursions and a multitude of activities in the Creative and Performing Arts, including the White Ribbon Day artwork and ‘Double Bay’s Got Talent’. We also participated in the Premier’s Spelling Bee and the ‘Mathletics’ and ‘Spellodrome’ Programs – two popular online programs which our students really enjoy.

The staff have availed themselves of every opportunity 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 of our students. One particular focus has been professional learning in the use of our Interactive White Boards (IWB’s). Both school and P&C funds have been used to ensure that we have a state-of-the-art IWB in every classroom.

Our thanks go 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 so successful.

Funds raised by the P&C have been used to purchase much needed classroom readers, to fund our Support Teacher Learning Assistance (STLA), to allow teachers to purchase appropriate classroom resources and to help fund Stephen Guan’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 on behalf of the students and the staff.

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

Andrea Garling

P & C message

Thank you to all of those parents who contributed to our P&C Association during 2011. We have completed the year with a long list of successes and a firm footing for 2012.

I would like to thank our Principal, Andrea Garling, for her continued stewardship of the school, the teachers and our children’s education. I would also like to thank the teachers for their consideration of the needs of each student and the efforts they have made to deliver an educational experience that will serve them throughout their lives.

Our year of achievements in review:

- The Double Bay Public School Band reaffirmed as critical part of school life and functioning under the umbrella of the P&C
- A thriving After School Activities Program
- A three year sponsorship agreement secured with Richardson and Wrench
- An energetic and fun Year 1 Parent led Major Fundraiser
- All ongoing financial commitments to the school met: Support Teacher Learning Assistance (STLA) two days a week; readers; classroom resources; IT Support
- Funding for two Interactive White Boards
- Major AV installation in the hall expanding the functionality and use of the hall
- Café blinds on the hall covered outdoor learning area (COLA) again extending its functionality and use
- Canteen fittings including a stove, freezer and microwave
- Support to block the OPTUS proposal to install a telecommunications facility in close proximity to our school
- Exploring options for the supply of uniforms for the school to improve access, allow for cotton options and reduce cost
- Exploring options for sustainable vegetation and gardening

Our focus for 2012 includes:
- Support for school identified priorities
- Identification of issues and opportunities that will support and enable the school
- Sustainable systems and processes
- Increased membership and broader participation
- Establishment of our Double Bay Public School P&C Association Website
- Execution of all 2011 commitments including the new glass doors in Block B and the laying on the commemorative pavers

I would also like thank our outgoing Executive and Sub-Committee stewards who have worked hard this year to keep the P&C focused on our objectives and on supporting the school in meaningful ways. Finally, I would like to welcome the new leadership and pledge my continued support for them and the P&C.

Jonathan Raja
P&C President 2011

Student representative’s message

The Student Representative Council (SRC) is made up of two elected students from each class from Years 2 to 6 as well as the School Captains. The SRC met fortnightly with Miss Edwards 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 fundraiser on the last day of Term 1 (8th April) to raise money for victims of the Christchurch, New Zealand earthquake. The SRC members wrote the words NEW ZEALAND in chalk on the multi-purpose court so that students and parents could place their gold coin donation on top of the letters. Students also wore MUFTI on this day. The SRC raised $610 on this day.

On the 31st May the SRC held a Pyjama Day at school to raise money and awareness for the Sydney Children’s Hospital Foundation’s ‘Gold Week’. The SRC students felt that this was a particularly special cause as there are students who attend Double Bay Public School who have spent significant periods of time in the Sydney Children’s Hospital. Students brought in a gold coin donation and wore pyjamas on this day to gain a sense of what it might be like for children who have to wear their pyjamas all day in hospital. The day was a great success and lots of fun. $544.60 was raised.

One of the most significant events that the SRC coordinated this year was the trivia day held on 22nd June. There were two trivia sessions (a K-2 and a Year 3-6 session), both run by the SRC members. Students were split into groups with a mixture of students from each year group to answer a variety of questions covering a range of topics. All students thoroughly enjoyed the day. A total of $75.90 was raised.

As part of 2011’s Literacy and Numeracy week, the SRC organised a book swap on the 9th September to raise money for the Indigenous Literacy Foundation. On this day, students brought in a book that they no longer needed but enjoyed reading, to be sold at the book stall. They were then able to exchange a gold coin for a book of their choice from the stall. Mixed up MUFTI outfits were worn by students. $425 was raised on this day.

Double Bay’s Got Talent was back again this year. Once again this annual event was run by the SRC and gave every student in the school an opportunity 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 stage heats and the whole school finale. Their jobs included judging and announcing. This event was thoroughly enjoyed by the whole school.

Madeleine Sherston and Toby Fellas
School Captains 2011
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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>132</td>
<td>149</td>
<td>149</td>
<td>160</td>
</tr>
<tr>
<td>Female</td>
<td>172</td>
<td>181</td>
<td>186</td>
<td>196</td>
<td>197</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Double Bay Public School’s attendance rate for 2011 was higher than both Sydney Region’s and the rate for the state.

We have very few attendance issues at double Bay public School. The Home School Liaison Officer (HSLO) regularly checks our rolls and discusses any students that need following up regarding their attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Ki</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K5</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2P/F</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4I</td>
<td>3</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4I</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>5E</td>
<td>5</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011 Double Bay Public School was comprised of fifteen classes. Of these ten were single grade and five were composite classes.

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>12</td>
</tr>
<tr>
<td>Italian Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face Teachers</td>
<td>1</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>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>
their workforce. We have no indigenous staff members at Double Bay Public School this year.

**Staff retention**

Staff retention is high at Double Bay Public School. Staff changes during 2011 were due to teachers retiring, being promoted or going on maternity leave.

**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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>217 424</td>
</tr>
<tr>
<td>Global funds</td>
<td>175 670</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76 021</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>312 178</td>
</tr>
<tr>
<td>Interest</td>
<td>13 173</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20 245</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>814 711</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

All students continue to have access to a wide variety of Creative and Performing Arts experiences at Double Bay Public School. In 2011, our students have been involved in:

- Our Year 3 – 6 Choir, which performed at Open Day for Education Week; at the Spring Concert; at Presentation Day.
- Double Bay Public School Bands, performing at assemblies and special events, including: Woollahra Pre-School; Open Day; ‘Showcase’; the Big Band Bash and Presentation Day. Both Bands also competed in the University of New South Wales Band Competition with the Senior Band winning gold and the Junior Band being awarded silver for their performances.
- All students working with class parents to produce spectacular class artworks for auction at our Spring Racing Carnival.
- All students from Kindergarten to Year 6 performing at the Education Week Concert.
- All students from Kindergarten to Year 6 participating in the Jellybeams Music Program and Dance2BFit classes.
- ‘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 ‘Emily Eyefinger’.
Two students receiving scholarships for Secondary School for their achievements in the performing arts and one child being accepted into Newtown Performing Arts High School.

Year 3 to 6 students participating in a workshop with the Australian Ballet.

Four of our students successfully making it to the District level of the Sydney Region East K-6 Public Speaking Competition.

**Sport**

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

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

In 2011, 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 Gala Days in Rugby League, Netball and Oztag.

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 to improve gross motor skills, flexibility, hand-eye coordination, concentration and stamina. In 2011 this was achieved through a multi-skills program, run at school, as well as a swimming program, delivering a structured program for non-swimmers through to squad swimmers.

In 2011, Double Bay School entered 8 Netball Teams, 2 Soccer Teams, 3 Rugby League Teams, 2 Cricket Teams, 1 Softball Team and 1 T-ball Team and 6 Oztag Teams in the Primary Schools Sports Association (PSSA) Competition.

Our achievements include:

- Our Junior Netball, Junior T-ball and Under 9’s Rugby League Teams becoming Sydney Coastal Premiers.
- Our Senior Netball Team, Under 10’s Rugby Team, Junior Cricket Team and Senior Softball Team were also successful in securing positions in the finals.
- Our Year 6 Netball Team successfully defending their premiership in the Eastern Suburbs Combined Primary School Netball Competition, winning the title for the third consecutive year.
- Representation at Regional level in Athletics, Swimming, Cross Country, Soccer and Hockey.

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. In 2011 we farewelled Mrs Virginia Bower. Mrs Bower was the teacher who was instrumental in establishing the Specialist PE Program that is now so much a part of Double Bay Public School’s profile and school culture. We will miss her and we thank her for the sporting ethos she has engendered in our school.

**Academic**

In the National Assessment Program (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 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 2011, 51 Year 3 students sat for the NAPLAN Literacy Test. The results indicate that the school continues to score well above the state average.

In Reading, 72% of students were in the top two bands compared to a 47% average for the state. The school showed strengths in locating and connecting information, identifying the main
ideas, visual literacy and applied comprehension. Continued attention needs to be given to inferential and evaluative comprehension.

In Writing, 72% of students were in the top two bands compared to 61% average for the state. The school showed strengths in elaborating ideas, using authoritative and technical words and recognising the difference between compound and complex sentences. Further instruction is needed in writing paragraphs that contain a main idea and an elaboration.

In Spelling, 78% of students were in the top two bands compared to 51% for the state. The school was above the state in all ten spelling questions with seven questions scoring 10% or more above the state average.

In the Grammar and Punctuation component 69% of students were in the top two bands compared to 40% for the state. The school was above the state in all ten questions and 10% or more above in five questions. This above average knowledge is also transferring to their writing.
Numeracy – NAPLAN Year 3

In 2011, 51 Year 3 students sat for the NAPLAN Test in Numeracy. The results indicate a growth of students in the top two bands. In 2010, 18% of students were in the top two bands and in 2011 42% were in the top two bands in Measurement, Data, Space and Geometry.

In Number, Patterns and Algebra the percentages remain constant with the school at state level.

In Measurement, Data, Space and Geometry, 67% of students were in the top 3 bands compared to 61% for the state.

Areas of strength are symmetry and position, number patterns and addition. Areas to work on are fractions and time.

Literacy – NAPLAN Year 5

In 2011, 37 Year 5 students sat for the NAPLAN Literacy Test. The results indicate that the school continues to score well above the state average.

In Reading, 51% of students were in the top three bands compared to a 35% average for the state. The school showed strengths in interpreting information, making inferences, summarising, and recognising the purpose of in-text punctuation for effect. Further growth is necessary in locating information within a text.

In Writing, 30% of students were in the top three bands compared to a 27% average for the state. Writing will be a focus for improvement across the state next year. The school showed strengths in text structure, sentence structure, vocabulary and spelling. Further development is required in engaging the reader, elaborating on ideas, using cohesive links and using a variety of sentences.
In Spelling, 41% of students were in the top three bands compared to 35% for the state. The school was above the state in twenty-one of the twenty-five spelling questions.

In the Grammar and Punctuation component 59% of students were in the top three bands compared to 41% for the state. Use of capitalisation in direct speech and conjunctions in complex sentences require attention to improve outcomes.

Numeracy – NAPLAN Year 5

In 2011, 37 Year 5 students sat for the NAPLAN Test in Numeracy. The results indicate an overall growth of students in the top band. In 2010, 12% of students were in the top band for Numeracy and in 2011, 27% of students were in the top band.

In Number, Patterns and Algebra, 46% of students are in the top two bands, compared to 33% for the state.

In Measurement, Data, Space and Geometry, 38% of students were in the top 2 bands compared to 31% for the state.

Areas of strength are 3D shapes, decimals, multiplication and money. Areas to work on are number patterns and data.
Progress in literacy

In Year 5, 95% 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 93.7 compared to the state’s growth of 74. The average growth for girls was 103.3 compared to that of boys which was 83.6. Students’ scoring above the 75th percentile was 38.8% with 83.3% 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 87.2 compared to the state’s growth of 74.2. The average growth for girls was 67.4 compared to that of boys which was 108.1. Students’ scoring above the 75th percentile was 37.1% with 74.3% of students having a growth rate equal to or above that of the state’s minimum growth measure.

Progress in numeracy

In Numeracy the average progress for the school was 93.5 compared to the state’s growth of 94.3. The average growth for girls was 87.2 compared to that of boys which was 100.1. Students’ scoring above the 75th percentile was 31.4% with 54.3% 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 2011**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education is an important learning area at Double Bay Public School. During 2011, 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.

During NAIDOC Week and Reconciliation Week students participated in a range of cultural and creative arts activities. The school purchased a range of resources for Aboriginal Education including the ‘Yarning Up’ Literacy Kit.

**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.

**Progress on 2011 targets**

**Target 1**

**Improved individual outcomes in reading, comprehension and text structure in writing**

Our achievements include:

- Improved NAPLAN results in Reading with an increase from 58% of Year 3 students in the top two bands in 2010 to 72% in 2011.
- Improved NAPLAN results in Reading with an increase from 21% of Year 5 students in the top band in 2010 to 30% in 2011.
- Improved NAPLAN results in Grammar and Punctuation with an increase from 62% of Year 3 students in the top two bands in 2010 to 69% in 2011.
- Improved NAPLAN results in Grammar and Punctuation with an increase from 38% of Year 5 students in the top two bands in 2010 to 60% in 2011.
- K-6 rubrics were developed for persuasive writing and have been used effectively by class teachers to assess the work of students.
- Analysis of Best Start data to plan and cater for the needs of individual students in early stage 1 and stage 1.
- The implementation of ‘hear, hidden and head’ strategies to teach inferential comprehension.
Continually upgrading levelled readers to support the needs of all students.

Targeting of students through Reading Recovery, Support Teacher Learning Assistance (STLA) and English Second Language (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.

**Target 2**

**Improved individual student outcomes in problem solving, measurement and space**

Our achievements include:

- Improved results in NAPLAN Numeracy for Year 3 students. In 2011, 76% of students were in the top 3 bands compared to 66% of our Year 3 students in 2010.
- Consistent results in NAPLAN Numeracy for Year 5 students. In 2011, 83% of students were in the top 3 bands compared to 86% of Year 5 students in 2010.
- Improved NAPLAN results in the strand of Data, Measurement and Space and Geometry with an increase from 18% of Year 3 students in the top two bands in 2010 to 42% in 2011.
- Improved NAPLAN results in the strand of Data, Measurement and Space and Geometry with an increase from 30% of Year 5 students in the top two bands in 2010 to 38% in 2011.
- Analysis of Best Start data for Kindergarten students to inform teacher planning to enable them to cater for the individual learning needs of students.
- Analysis of a combination of qualitative and quantitative assessment data to form student groups in Mathematics, including stage groups in stage 3.
- Differentiating the curriculum K-6 and implementing STLA and Gifted and Talented programs to target students with special needs.
- Professional learning in IWB tools and the development of a list of interactive websites suited to the Mathematics curriculum for grades K-6.
- Through whole school planning, a scope and sequence and shared assessment tasks have been developed. Consistent Teacher Judgement and use of technology have led to improved outcomes for students.
- The purchase of quality resources to support the measurement and space strands of Mathematics have had a positive impact.

**Target 3**

**Improved Outcomes in Technology**

Our achievements include:

- Ongoing effective use of the computer laboratory. Each class has access to two 45 minute sessions per week. An interactive whiteboard in the computer lab allows lessons to be taught in the most efficient manner.
- ‘Mathletics’ has been integrated with greater success across all grade levels. It has also been used effectively for homework purposes and for preparing Year 2 students for NAPLAN through the use of NAPLAN style tests.
- There has been an increase in the sharing of resource-based technology amongst staff members.
- There has been an increased use of the ‘Connected Classroom’, particularly with regular video conferences for the ‘India Calling’ unit.
- Interactive whiteboards are being used regularly by staff as a teaching and learning tool in the classroom.
- The majority of parents now receive the school newsletter via email.
- There has been an increase in the use of email as a communication tool between the school, staff and parents.
- The parent community is using group emails as an effective way to communicate amongst themselves and with the school in regard to P&C and social events.
- The school website is being accessed by the school and wider community with greater
success, resulting in new enrolments and positive feedback to the school.

- Staff members have been using class allocated budgets to purchase technology-based resources for use in the classroom.
- Staff and students have become more conscious of updating and maintaining technology tools within the school.
- The P&C have agreed to financially supporting the purchase of new interactive whiteboards and to upgrading of older interactive whiteboards in the school.
- The school has subscribed to ‘Teach This’ – a website with a broad variety of printable resources, games and activities.

**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 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 School Environmental Management Plan (SEMP).
- Replanting and beautifying the school environment following the completion of the new school hall.
- Implementing classroom units of work K-6 in Sustainability to engage all students in environmentally sound practices.

**Target 5**

**Enhanced leadership skills, resilience and well-being 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. Highlights were: Trivia Day, Mixed-Up Mufti/Book Swap (proceeds went to Indigenous Literacy Foundation) and money was raised for the New Zealand earthquake victims.
- Delivery of the Peer Support Program to all classes, focusing on relationships with the training of senior students to encourage a nurturing and supportive environment. Students developed strategies in managing playground relationships, resulting in fewer playground incidents.
- Retraining of the Double Bay Public School community in Restorative Practice. This included professional development of all stakeholders in strategies to embed Restorative Practice across all learning areas.
- Continuous mentoring of Permanent, Temporary and New Scheme Teachers by the Executive staff.

**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 2011 our school carried out evaluations of Teaching and Italian.

**Educational and management practice**

Teaching
**Background**

In 2011 the parents, students and the staff at Double Bay Public School contributed to the evaluation of ‘Teaching’ by completing the School Map Survey. This year, for the first time, the parent component was offered online through a Zoomerang Survey, in response to parental requests.

**Findings and conclusions**

Forty families completed the survey, 19 of these completed the survey online. Overall the parent responses were extremely positive. 98% of parents who returned the survey believed that their child’s teacher manages the class in an effective way helping the children learn and that their child’s teacher knows what their child can do and what they need to learn.

96% of parents believe Double Bay Public School provides an interesting learning program for their child, while 93% believe the teachers have interesting and appropriate activities to suit their child’s needs and abilities.

However, 45% of parents believed that they and the students don’t fully understand the assessment process or believe they are receiving valuable feedback on their child’s academic achievements.

All students from Year 2 to Year 6 completed the survey. The results have been reported in Stages. Overall the students were positive about the teaching practices at Double Bay Public School.

In Stage 3, 96% of students believe that what they are learning is important with 96% reporting that their teachers tell them what they are learning and why they are learning it. 84% of Stage 3 students believe the school reports and parent interviews provide valuable information about their learning.

In Stage 2, 91% of the children believe that their classroom activities are helpful to their learning, that they are engaged in interesting learning activities and that their teachers know what they can do and what they need to do to improve.

100% of Stage 1 students believe that the reporting system provides valuable information for their parents about their achievements. 97% of Stage 1 children believe that the teachers manage their classrooms enabling them to learn.

However, 27% of Stage 3 students feel there is inadequate information given on how their learning will be assessed. In Stages 2 and 1, 22% and 13% children respectively felt their teachers didn’t fully explain what they need to learn and the reasons for learning it.

All teaching staff completed the survey. 100% believe that they have management strategies in place to maximise student learning. 100% of the staff also believe that they always maintain records of students’ work. The majority of staff who responded to the survey believe their teaching programs respond to the students’ interests, needs and abilities with 7% who believe this is an area they could be better informed on how to do it while covering the curriculum.

**Future directions**

Focus areas for our staff for 2012 will be: ensuring that students know what they are expected to learn and why; more fully explaining the assessment processes used at Double Bay Public School to students and parents; and ensuring that feedback on students’ academic achievement is explicit and valuable.

**Curriculum**

**Italian**

**Background**

Italian has been the language other than English that has been taught at Double Bay Public School for a number of years. It is for this reason the staff chose it as the curriculum area to be evaluated in 2011. It is viewed as an integral part of the positive learning experience for the students at Double Bay but the overcrowded curriculum concerns teachers and they wanted to see if there were ways that some of the class outcomes that they needed to achieve within the school year could be covered in the students’ Italian sessions.

**Findings and conclusions**

Analysis of the survey results identified a number of recommendations: more collaborative planning to enable the Italian syllabus to be incorporated into teaching–learning outcomes within each classroom; to fully inform the school community of the program i.e. a cultural experience, not full language immersion; and to engage the students in a wider variety of relevant Italian cultural experiences.
Future directions
It was decided to timetable sessions for collaborative planning so all staff are involved in the selection and implementation of identified outcomes common to Italian and the classroom program. The Italian teacher, via the school newsletter, will provide the parent body with regular updates regarding the current program. To assist with providing a rich learning experience for all the students, the Italian teacher will be provided with appropriate resources and Professional Learning opportunities to ensure Best Teaching Practice.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Generally, satisfaction was of a high level. Areas of strength identified by parents were: the professionalism of the staff, the positive learning environment and the feeling of community.

Areas of strength identified by our students included: the environment, the school’s location and the refurbished playground, the ‘funny, usually calm and making learning fun’ teachers and the programs provided including sport and camps.

The staff identified the professionalism, dedication and friendliness between each other, the ideal location and the open and honest communication between school and parents as positives about working at Double Bay Public School.

The parents identified the areas for improvement as being: the streamlining of communication between staff and parents through email contact and the ability to access notes and permission slips online, through the website.

The suggestions for student improvements were separated into Stage groups and Stage 3 identified the upgrading of fixtures such as blinds, doors and toilets as a main issue and the updating and more accessibility to computers and IT hardware and software.

Stage 2 had similar views in the areas of fixtures and IT but they also added they would like to increase the length of their camp excursion.

Stage 1 wish to be allowed to bring their electronic games to school.

The staff identified the overloaded curriculum, the fixtures and the updating of the website to include notes and payments as areas they would like to see improved.

Professional learning
Again, in 2011, 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.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy
Outcome for 2012–2014
Improved student engagement and performance in Literacy

2012 Targets to achieve this outcome include:

- To increase the percentage of Year 3 boys in the top two bands in reading from 49% to 55% by 2013.
- To show continuous growth of Year 5 students in the proficiency of Literacy skills.
- To improve student results in implied and inferential comprehension.

Strategies to achieve these targets include:

- Professional learning in literacy, including the ‘Success for Boys’ Program and incorporating ‘Choosing Literacy Strategies that Work’; Programming and Strategies Handbook; Best Start and NAPLAN online teaching strategies.
• Using Best Start and NAPLAN analysis to assist with individual student learning outcomes.

• Identifying needs and cooperatively planning for effective classroom practice using literacy time and small group teaching.

• Using newspapers/magazines (interest related) to improve student engagement.

• Purchasing and implementing the use of gender appropriate texts.

• Literacy related teaching and learning programs on Interactive White Boards (IWB’s) reflecting Best Practice.

• Development of literacy rubrics based on DET syllabus, Consistency of Teacher Judgement (CTJ) and NAPLAN analysis.

• Continuing ‘Writer of the Month’ Awards K-6 and Spellodrome K-6.

School priority 2 - Numeracy

Outcome for 2012–2014

Improved student engagement and performance in Numeracy

2012 Targets to achieve this outcome include:

• Raising the number of Year 3 students achieving ES1 & Stage 1 outcomes in NAPLAN Numeracy from 77% to 85% by 2012.

• Increasing the number of Year 3 and Year 5 students in the top 2 bands from 38% to 43% by 2012 and 45% by 2013.

• Developing and implementing authentic school-based methods of assessing mathematics, evident through accurate identification of A-E students.

• Improving student understanding and use of the language of mathematics, evident through the analysis and comparison of student work samples from 2011 to 2012.

Strategies to achieve these targets include:

• Using Best Start and NAPLAN analysis and teaching strategies to ensure Quality Teaching practices are occurring.

• Providing professional learning related to the NAPLAN overview to in-service staff on how to meet criteria.

• Developing and implementing Higher Order Thinking (HOT) activities and authentic assessments.

• Incorporating the explicit teaching of mathematical language in student learning activities.

• Organizing the storage of resources to promote their use in quality teaching practices.

School priority 3 – Connected Learning

Outcome for 2012–2014

Increased use of interactive technologies for learning, teaching and for teacher professional learning.

2012 Targets to achieve this outcome include:

• To develop teacher competence in the use of technology and teaching and learning by increasing the number of staff using digital equipment and multi-media software.

• To improve the use of technology to enhance communication between all stakeholders in the school.

• To provide professional learning opportunities for staff in the implementation of the electronic school management system, Easy School Resources.

Strategies to achieve these targets include:

• Using notice board to inform staff of upcoming video conferences and virtual excursions.

• Each Stage making a commitment to use the video conference facilities each year.

• Developing a small team of staff to be up-skilled in depth with regard to digital equipment and multi-media software to share with Stage teams and the whole staff.

• Allocating Professional Learning time to up-skill staff on using multi-media software.
Allocating a budget to the upkeep and maintenance of technological equipment in the school.

Allocating a staff member to coordinate technology in the school – upkeep website, professional learning opportunities, reminders on maintenance, newsletters, upkeep of shared network etc.

Developing a technology committee. Committee will meet on a regular basis (e.g. once a fortnight) to work on technology in the school.

Computer Coordinator attending Regional Technology Meetings.

Principal attending Network 8 Principals’ Meetings to gain an insight into the latest technology trends in the Department of Education and Communities.

Upgrading and maintaining website to include current practices, policies, photos, notes, newsletters, etc.

Implementing an SMS notification system for the school. Add to information sheet that goes home at the beginning of the year.

Ensuring that each class has an allocated digital camera.

Introducing Web Attend via Easy School Resources to enable staff to mark their class rolls electronically.

Introducing new reporting system via Easy School Resources.

Providing Professional Learning opportunities to enable a smooth transition to use the electronic school management system (Easy School Resources).

To involve all stages/grades in a specific practical area within sustainability

Strategies to achieve these targets include:

- Planning for effective classroom practice linked to creating a sustainable school environment.
- Continuing professional learning to inform and upskill all staff members in school-based ecological practices.
- Utilising available external experts and sustainability resources.
- Continued review of all recycling programs and composting programs within the school.
- Monitoring and maintaining water and energy saving procedures.
- Promoting the use of the garden beds for hands-on learning experiences.
- Rewriting the scope and sequence to reflect our increased commitment to sustainability.

**School priority 5 – Creative and Performing Arts**

**Outcome for 2012–2014**

Increased access for all students to a wide range of Creative and Performing Arts (CAPA) opportunities

**2012 Targets to achieve this outcome include:**

- To provide professional learning opportunities for staff in creative and performing arts to enhance student learning.
- To provide opportunities through specialized instruction for students to access a range CAPA activities.

Strategies to achieve these targets include:

- Developing teachers’ knowledge and understanding of Visual Arts through the Staff Development Day at the Art Gallery of NSW.
- Continuing and expanding teacher expertise in the area of music specifically the ‘Jellybeans In-Schools’ program with the view of teacher participation in 2012 - teacher responsibility from 2013.

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**School priority 4 – Sustainability**

**Outcome for 2012–2014**

Increased commitment of staff, parents and students to the processes that underpin a sustainable environment.

**2012 Targets to achieve this outcome include:**

- To embed sustainability in the curriculum through all key learning areas
• Investigating professional learning courses in the area of Drama, Art and involving the Regional Arts Consultant.
• Implementation of CAPA programs i.e. Jellybeans Music, Visual Art, including art appreciation arising from Staff Development Day at the NSW Art Gallery.
• Implementing Drama into class programs and timetables.
• Drama Workshops for teachers.
• Dance Group for Years 5 & 6.
• Opportunities for our Choir and Dance Group to perform widely.

School priority 6 – Best Practice

Outcome for 2012–2014
Commitment of all staff to a school culture that supports excellence and accountability in all aspects of school life

2012 Targets to achieve this outcome include:
• To develop and implement a best practice policy that encompasses recommendations from the evaluation of policies, procedures and practices at Double Bay Public School.

Strategies to achieve these targets include:
• Identifying skill based roles and creating role statements that define responsibilities.
• Promoting peer mentoring to share expertise and teaching strategies.
• Reporting and reflecting on school based teaching learning activities.
• Demonstrating an understanding the importance of ‘duty of care’ when planning and supervising activities for children.
• Implementing a broad range of leadership roles to reflect the importance of shared responsibilities
• Reviewing meeting structures to maintain transparent decision making and to disseminate information.
• Reviewing and updating all school policies.
• Involvement in ‘Team Leadership for School Improvement’ professional learning.

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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