Double Bay Public School
Annual School Report

2012
Our school at a glance

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

You Can Do It

The ‘You Can Do It’ Program’s core purpose is to develop students’ social and emotional capabilities, including: confidence; persistence; organization; getting along and resilience. This is done through curriculum programs taught to students focusing on the five capabilities outlined.

MaGneT

MaGneT is a program run by Rose Bay Secondary College for gifted and talented students in the senior years of primary school. Selected students attend Rose Bay Secondary College for one day per week during one term to participate in the program.

Tournament of the Minds

Tournament of the Minds (TOM) is a problem solving program for teams of students from both primary and secondary years. Teams solve challenges from a choice of disciplines: Applied Technology; Language Literature; Maths Engineering and Social Sciences. TOM aims to enhance the potential of our youth by developing diverse skills, enterprise, time management and the discipline to work collaboratively within a competitive environment.

Jellybeans Music

The Jellybeans Music program brings experienced and highly qualified music specialists into primary schools to deliver a systematic music program covering: Singing; Movement; Performance Skills; Aural Skills; and Composing and Improvising. The emphasis is on meeting curriculum requirements by covering musical concepts through musical activities. The Program includes an individual assessment of students’ participation and skills.

Student achievement in 2012

Literacy – NAPLAN Year 3

In 2012, the average mark in Reading was 457.3 compared to the state average of 426.9 with 78% of our students in the top three bands. In Writing, 94% of our students were in the top three bands. The average mark in Spelling was 452.0 compared to the state average of 428.1 with 92% of our students in the top three bands. The average mark in Grammar and Punctuation was 466.1 compared to the state average of 434.5 with 90% of our students in the top three bands.

Numeracy – NAPLAN Year 3

In 2012 the average mark for Numeracy in Year 3 was 442.0 compared to the state average of 405.7 with 92% of our students scoring in the top three bands. This was an area of great strength in our school. In the strands of Measurement, Data, Space and Geometry, 69% of our students were in the top two bands which was significantly higher than either the state or region. In Number, Patterns and Algebra, 62% of our students were in the top two bands which was also significantly higher than the state or region.

Literacy – NAPLAN Year 5

In 2012, the average mark in Reading was 492 compared to the state average of 500.1 with 60% of our students in the top three bands. In Writing, 53% of our students were in the top three bands. The average mark in Spelling was 503.9 compared to the state average of 507.6 with 73% of our students in the top three bands. The average mark in Grammar and Punctuation was 517.4 compared to the state average of 503.7 with 67% of our students in the top three bands. This was an area of strength for our school.
Numeracy – NAPLAN Year 5

In 2012 the average mark for Numeracy in Year 5 was 489.7 compared to the state average of 498.8 with 45% of our students scoring in the top three bands.

Messages

Principal’s message

2012 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 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 2012 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 ‘Spelleodrome’ 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 and that programs developed for the IWB’s are constantly being updated and shared amongst the staff.

Our thanks go to our P&C President, Brad Caldwell-Eyles, 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. Stephen is an extremely talented Technology support for our school. His knowledge and expertise ensure that classroom computers, the technology lab and the computer network are always functioning effectively.

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

A number of special mentions need to be made. Firstly to the departing executive who have provided the 2012 P & C with such a solid legacy and foundation. Also to the DBPS Principal (Andrea Garling) and Assistant Principals (Judith Morrice, Ann Madigan and Leanne Howarth) – each being a pleasure to work with toward the continued enhancement of our school. And further, many thanks to the other members of the new executive (Alison McKenzie – Secretary; Rae Fry – Treasurer) for their efforts and support. Ultimately – a thank you to all those parents who continue to give their time and indeed generous financial support toward the betterment of the P & C and insomuch the school facilities for our children.

Continued Support

Each year the P & C gives financial support to the school which provides for such items as the Support Teacher Learning Assistant (STLA); additional readers for the kids; teachers’ class room resources and IT support.

The band receives continued financial assistance.

Lesley Cameron’s hard work and the successful After School Activities (ASA) Program is a valuable asset providing enrichment to our children and adding some additional income to the P & C funds.
New Projects

2012 saw the planning, development and launch of a new P & C website. A valuable resource that allows online payments for various P & C facilities; collates an array of valuable information as a ‘one-stop shop’ for parents to use and even provides a calendar-synchronising application that will automatically update each subscriber’s own desk top or ‘smart phone’ with pertinent school dates and events.

The P & C has approved funding for further air conditioning units to be installed in ‘needy’ classrooms.

New furnishings required in the canteen have also been funded.

The P&C has agreed to the implementation and financial support of the Cancer Council’s Sun Smart Program.

Dialogue for the Future

There are various items being considered and worked upon for 2013, and beyond, that include:

i. Additional special support teacher(s) for Mathematics and English.

ii. A Master Plan for the school so that projects can be ‘rolled out’ in an organised and cohesive manner, aimed at attaining an overall enhanced vision of the school facilities.

iii. Improvement of on-line facilities (notices; payments; ordering).

iv. New opportunities for financial support outside of the school.

v. The elaboration of the ASA systems and programs offered.

vi. The improving connection between the P & C and teacher body.

vii. Expansion of Primary Schools Sports Association (PSSA) participation opportunities.

The Executive look forward to bringing the school and P & C even closer together to create a unified, medium to long term vision; improve efficiencies; increase communications and ultimately provide for an even-more outstanding school experience for the current students and those still to enrol at Double Bay Public School.

Brad Caldwell-Eyles
P & C President 2012.

Student representative’s message

2012 was another successful year for the Student Representative Council (SRC). The 20 members along with the two supporting teachers organized four great events. In Term One, the SRC organized a Mufti Day in support of victims of the Queensland floods. In Term Two, they arranged a Pyjama Day to raise money for The Sydney Children’s Hospital’s Gold Week. In Term Three, the SRC hosted a Kindergarten to Year 2 and a Year 3 to Year 6 Trivia Day, which engaged all of the students at Double Bay Public School. Finally, in Term Four they hosted, judged and help to run ‘Double Bay’s Got Talent’, an event which the whole school enjoyed.

The students of the SRC meet one lunch time per fortnight to help organize and promote these events. They bring the ideas that they have obtained from meetings with their class to the SRC Meetings. Year Six members of the SRC chair the SRC meetings and report on the decisions of the SRC at Assemblies.

Eliza Treloar and Nicolas Peter

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>
<th>2012</th>
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<tr>
<td>Male</td>
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<td>132</td>
<td>149</td>
<td>149</td>
<td>160</td>
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<td>181</td>
<td>186</td>
<td>196</td>
<td>197</td>
<td>193</td>
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</table>
Management of non-attendance

Double Bay Public School's attendance rate is always higher than the state average. We have very few attendance issues at our school. The Home School Liaison Officer (HSLO) regularly monitors teachers’ class rolls and ‘flags’ any students that need following up regarding their attendance.

Structure of classes

In 2012 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>
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<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>.4</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>.4</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>4</td>
</tr>
<tr>
<td>Total</td>
<td>24.4</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.

Staff retention

Staff retention is high at Double Bay Public School for both our permanent teaching and non-teaching staff and our temporary teaching and non-teaching staff. Mrs Madigan, one of our Assistant Principals and a teacher of our senior students, retired at the end of 2012.

Teacher qualifications

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

Financial summary

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

<table>
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<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
<td>4537</td>
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<tr>
<td>Canteen</td>
<td>000</td>
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<tr>
<td>Total income</td>
<td>927713.00</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 55893
- Excursions: 61440
- Extracurricular dissections: 162998

Library: 7238
Training & development: 14972
Tied funds: 72351
Casual relief teachers: 51960
Administration & office: 109740
School-operated canteen: 0.00
Utilities: 46288
Maintenance: 22677
Trust accounts: 4533
Capital programs: 74426

Total expenditure: 684516.00

Balance carried forward: 0.00

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent
Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

All students continue to have access to a wide variety of Creative and Performing Arts experiences at Double Bay Public School. In 2012, our students have been involved in:

- Our Year 3 – 6 Choir, which performed at Assemblies and special events, such as Presentation Day.
- Double Bay Public School Bands, performing at Assemblies and special events, including: Woollahra Pre-School; Open Day; ‘Bondi Showcase’; the Big Band Bash, the Spring Concert and Presentation Day. Both Bands also competed in the University of New South Wales Band Competition and our Senior Band competed in the McDonalds Sydney Eisteddfod.
- All students working with class parents to produce spectacular class artworks for auction at our P&C major fundraiser, the Vegas Night.
- All students from Kindergarten to Year 6 performing at our end of year Carols Evening.
- All students from Kindergarten to Year 6 participating in the Jellybeans Music Program.
- ‘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.
- Five of our students being selected to participate in Sydney Region’s Create East’s performance of ‘Sacred Ground’ at the Seymour Centre.
- Our Double Bay Public School dance group participating in the Bondi Community of Schools in the Eastern Suburbs (CoSiES) ‘Flash Mob’ performance at Bondi Beach for Education Week.
- Four of our students successfully making it to the District level of the Sydney Region East K-6 Public Speaking Competition.
- Four of our students successfully making it to the District level of the Regional Spelling Bee.
- Seven of our students taking part in the final of the Sydney East Regional Final of ‘Tournament of the Minds’.

**Sport**

The sporting program offered at Double Bay Public School is a comprehensive and varied one, encompassing healthy lifestyle programs, skills-based school sport and physical education programs, and competitive sport.

Double Bay Public School retains a specialist PE/Sport teacher who develops and engages 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 2012, 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, all Year 2 students 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, sports skills, flexibility, hand-eye coordination, concentration and stamina. In 2012 this was achieved through multi-skills programs, run at school.

In 2012, Double Bay School entered 7 Netball Teams, 2 Soccer Teams, 6 Rugby League and Union Teams, 2 Cricket Teams, 1 Softball Team, 1 T-ball Team and 8 Oztag Teams in the Primary Schools Sports Association (PSSA) Competition.
Our achievements include:

- Our Junior A Netball, Junior T-ball, Under 9’s Rugby League and Union Teams and our Senior Boys Oztag Team becoming Sydney Coastal PSSA Premiers.
- Our Senior A Blue and Junior A White Netball Teams and our Senior Softball Team were 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 fourth consecutive year. In 2012, we had eight teams playing in the Saturday school competition.
- Representation at Regional level in Athletics and Swimming.
- Several students were selected in Zone teams in Netball, Softball, Rugby League, Rugby Union, Touch and AFL.
- Our Under 10’s Rugby League Team was the winner of the Brad Fittler Shield and our Girls Rugby Team was selected to play in a state-wide competition.

**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)

**Reading – NAPLAN Year 3**

In 2012, 52 students sat for the NAPLAN Literacy Test. The results indicate that the school continues to score well above the state average.

In Reading, 73% of students were in the top two bands compared to a 50% average for the state. The school showed strengths in locating and connecting information, identifying the main ideas and making inferences. Continued attention needs to be given to interpreting sequencing events in poetry.

In Writing, 65% of students were in the top two bands compared with a 57% 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 identifying audience and writing elementary texts.
In Spelling, 69% of students were in the top two bands, compared to 50% for the state. The school was above the state in all but one spelling question with ten questions scoring 10% or more above the state average.

In the Grammar and Punctuation component 67% of students were in the top two bands compared to 55% for the state. The school showed strength in answering 23 out of the 26 questions above the state. Further instruction is necessary in identifying the correct use of a contraction.

In 2012, 52 Year 3 students sat for the NAPLAN Test in Numeracy. The results indicate a growth of students in the top two bands with 62% of students achieving results in the top two bands compared to the state average of 39%. In 2011, 37% of students were in the top two bands and in 2012, 62% of students were in the top two bands in Numeracy.

In Measurement, Data, Space and Geometry, 69% of students were in the top two bands compared to 41% for the state.

The overall mean for Year 3 Double Bay Public School students was above the Region and State for Numeracy in all areas with the only area of weakness being converting analog time to digital.

**Numeracy – NAPLAN Year 3**

In 2012, 52 Year 3 students sat for the NAPLAN Test in Numeracy. The results indicate a growth of students in the top two bands with 62% of students achieving results in the top two bands compared to the state average of 39%. In 2011, 37% of students were in the top two bands and in 2012, 62% of students were in the top two bands in Numeracy.

In 2012, the strand Number, Patterns and Algebra was an area of strength for the school with 62% of students in the top two bands compared to 43% for the state.

In Measurement, Data, Space and Geometry, 69% of students were in the top two bands compared to 41% for the state.

The overall mean for Year 3 Double Bay Public School students was above the Region and State for Numeracy in all areas with the only area of weakness being converting analog time to digital.

**Reading – NAPLAN Year 5**

In 2012, 30 Year 5 students sat for the NAPLAN Literacy Test. The results indicate that the school scores are comparable to those of the state.

In Reading, 60% of students were in the top three bands compared to a 70% average for the state. The school showed strengths in making inferences and recognising the purpose of in-text punctuation of effect. Further growth is
necessary in identifying the main idea and locating detail within a text.

In Writing, 53% of students were in the top three bands compared to 52% for the state. The school showed strengths in organising structure, punctuation, vocabulary and spelling. Further development is required in engaging the reader, elaborating on ideas and using a variety of sentences.

In Spelling, 73% of students were in the top three bands compared to 67% for the state. Areas of weakness for the school were identifying an error and using prefixes.

In the Grammar and Punctuation component, 50% of students were in the top two bands compared to 45% for the state. Areas to work on are identifying correct use of complex sentences and correct subject verb agreement. Areas of strength for the school were capitalisation and using adverbs.
Numeracy – NAPLAN Year 5

In 2012, 29 students sat for the NAPLAN Test in Numeracy. In Numeracy in 2012, 45% of the students achieved results in the top three bands.

In Number, Patterns and Algebra, 52% of the students were in the top three bands.

In Measurement, Data, Space and Geometry, 17% of students were in the top two bands.

Areas of strength for the school were whole numbers, identifying survey questions, matching 2D shapes to description, problem solving and number patterns. Further work is required in area, probability, 3D objects and fractions and decimals.

Progress in reading

In Year 5, 27 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 59.2 compared to the state’s growth of 77.8. The average growth for girls was 74.0 compared to that of boys which was 43.2. The percentage of students scoring above the 75th percentile was 19.2% with 50% of students having a growth rate equal to or above that of the state’s minimum growth measure.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal Education is an important learning area at Double Bay Public School. During 2012, 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.

**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 1 to 6 study a culture from another country as 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 2012 priorities**

**Priority 1 - Literacy**

**Outcome**

- Improved student engagement and performance in literacy.

**Our achievements include:**

- Improved NAPLAN results in reading with 64% of Year 3 boys in the top two bands.
- Implementation of the six areas of comprehension from ‘Reading Matters’.
- Continuing to cooperatively plan to support student needs and reflect best teaching practice.
- Periodically updating and upgrading leveled reading texts.
- Professional Learning in NAPLAN analysis data, SMART Data and Best Start.
- Trialing Reading Eggs K-2 and continued implementation of Spelldrome.
- Targeting identified students for support through Reading Recovery, STLA, ESL and LAST programs to cater for individual learning needs.
- Continuing ‘Writer of the Month’ awards
- Continuing to provide relevant teaching and learning strategies to improve student comprehension K-6.

**School priority 2 – Numeracy**

**Outcome for 2012-2014**

- Improved student engagement and performance in numeracy.

**Our achievements include:**

- Improved results in NAPLAN for Year 3 students achieving ES1 and S1 outcomes in NAPLAN Numeracy from 77% to 80%. These results were consistently higher than the State average of 73%.
- Increasing the number of Year 3 students in the top two bands. In 2012, 62% of the students were in the top 2 bands compared to the State average of 39%.
- Consistent results in NAPLAN Numeracy for Year 5 students with 93% of students placed in the top 4 bands compared to the State average of 83%.
- Analysis of NAPLAN results has shown strength in the area of Patterns and Algebra for Year 5 students.
- Improved NAPLAN results in Numeracy with an increase from 38% of Year 3 students in the top two bands in 2011 to 62% in 2012.
- Improved student understanding and use of the language of Mathematics.
- Analysis and implementation of Best Start K – 2 to assist teacher planning to cater for the individual learning needs of students.
- Consistent use of authentic school-based assessments to form ability groups in Mathematics in Stages 2 & 3.
- Revision of the Mathematics scope and sequence and development of shared assessment activities to allow for accurate identification of student achievement.
- Providing quality Mathematics resources to support teaching programs.
School priority 3 – Connected Learning
Outcome for 2012 - 2014

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

Our achievements include:

- Effective use of the computer lab by all classes and staff.
- Upgrading of the computer lab facilities.
- Roll out of new computers.
- Technology has been utilised in teaching and learning programs across all Key Learning Areas.
- Blogs have been introduced for usage by staff and students as a publishing space tied to current units of work.
- The school website has been redesigned and is currently being used as a promotional tool.
- Increased use of e-mail to send the school newsletter to parents.
- Staff development meetings and professional learning courses with an ICT focus have been undertaken on a regular basis to enhance the ICT skills of staff.
- ‘Easy School Resources’ being accessed by staff for reporting to parents.
- Planning for ‘Easy School Resources’ to be accessed by all staff in 2013 for electronic roll marking and tracking the welfare of all students.
- Staff being trained successfully in the ‘Attendance’ module for ‘Easy School Resources’.
- Available video conference opportunities communicated to staff.
- The employment of a computer technician one day per week for computer and network maintenance.
- The relief of a staff member one day per fortnight for computer, networking and website maintenance.

School priority 4 – Sustainability
Outcome for 2012 – 2014

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

Our achievements include:

- Ongoing discussions in classrooms about composting, recycling, energy and water saving procedures.
- Explicit teaching of sustainable practices through key topics across all Key Learning Areas e.g. Rainforests, Antarctica, National Parks.
- Selected student representatives in each classroom responsible for turning off all electrical devices when not in use.
- Consistent parent involvement in maintaining garden bed areas.

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.

Our achievements include:

- Increase in teachers’ knowledge and understanding of Visual Arts through the Staff Development Day at the Art Gallery of NSW.
- Implementation of the ‘Jellybeans in-Schools’ music program.
- Development of teachers’ expertise in the area of music specifically through the ‘Jellybeans in-Schools’ music program.
- Implementation of in class CAPA programs.
- Introduction of a Stage 3 Dance group.
- Opportunities provided for choir and dance performances throughout the year.
- Involving parents across K-6 in CAPA lessons.
- Providing Gifted and Talented students in the area of CAPA with the opportunity to audition for ‘Create East’.
- Participation in ‘Koori Art’.
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.

Our achievements include:

- Sharing expertise and teaching strategies through peer mentoring and grade and stage meetings.
- Cooperatively planning and evaluating current teaching/learning activities to reflect Best Practice and consistency of teacher judgement (CTJ).
- In-servicing colleagues after professional learning to develop whole school teaching practices in order to improve student learning outcomes.
- Executive involvement in ‘Team Leadership for School Improvement’ professional learning.
- Whole staff introduction to ‘Team Leadership for School Improvement’ including initial school survey.
- Ongoing demonstration of staff’s understanding of ‘duty of care’ when planning and supervising student activities.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Management and English.

Management

Background

In 2012, the parents, staff and students of Double Bay Public School contributed to the evaluation of School Management by completing the School Map Survey. While the staff and students completed a hard copy of the survey, the parent component, as requested, was offered online through a Zoomerang Survey.

Findings and conclusions

The responses of the parents who completed the survey were extremely positive. 98% of parents who responded believed that the staff at the school was valued, that teachers undertook training to improve their classroom teaching and that the allocation of money and other resources was managed effectively. 95% of parents believed that the school is continually looking at ways to improve its performance and that the school cares about its students and the discipline is fair. However, only 90% of the parents who responded believed that the school regularly measures the success of its programs and continually makes changes to improve what it does.

The responses of the staff were also very positive. 98% of staff believed that the school was continually looking at ways to improve its performance and that students’ needs, interests, abilities and systemic requirements determine the curriculum and school organization. 98% of staff also felt that student welfare needs are reflected in the school’s policies, programs and practices and that the allocation of money and other resources was managed effectively. 95% of staff believed that the school continually makes minor changes to its programs to improve what it does, that professional development is planned, systemic and effective and that the school’s processes and procedures address staff welfare needs. However, only 90% of staff felt that the school makes major changes from time to time and that the school’s plan, policies, programs and practices are effectively supervised and supported.

95% of our students believed that the staff at the school are valued and supported, the school is well organized and the school communicates effectively with students and parents. 90% of students felt that the school is continually looking at ways to improve its performance, that minor changes are made to improve what the school does, that the educational needs of all students are met by the school and that the school cares about the students and the discipline is fair. However, only 85% of students believed that the school regularly measures the success of its programs and that the school makes major changes from time to time.

Future directions

Focus areas for 2013 will be on communicating to parents and students about the evaluation of
programs in the school, as to whether or not they are successful, and what changes have been made as a result of that evaluation. For staff the areas of school planning, policy and program development and the supervision of day to day practices will be a strong focus.

Curriculum

English

Background

With the new English syllabus, based on the Australian Curriculum, due to be introduced in 2013, as an orientation year, the staff at Double Bay Public School took this opportunity to evaluate the teaching of English in the school.

Findings and conclusions

All staff reported that they felt confident and competent in the teaching of English, as demonstrated by our strong results in the NAPLAN Literacy Tests over a period of many years, especially citing our outstanding results in NAPLAN Literacy for Year 3 in 2012.

Although a hard copy of the new English syllabus will not be available for staff until 2013, several support documents were available in 2012 and the syllabus was available online for staff to familiarize themselves with. One of these support documents assisted staff to understand which features are similar in the new syllabus and which are different, allowing staff to build on their previous knowledge of the old syllabus by focusing on the features of the new syllabus which are different.

Future directions

The staff will use the 2013 orientation year to fully familiarize themselves with the new English syllabus before full implementation in 2014. Many professional learning activities are being designed by the Executive to orientate the staff to the new syllabus. A two day conference at the beginning of Term 2 for staff is also being organised by the Bondi Community of Schools in the Eastern Suburbs (Bondi CoSiES) to ensure that staff in our schools have a thorough knowledge and understanding of the requirements of the English syllabus before full implementation in 2014.

Parent, student, and teacher satisfaction

In 2012, 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 commitment and professionalism of staff; the community feeling of the school and its location, as well as the positive atmosphere of the school as a place for learning. They felt communication had improved as a result of the Newsletter being emailed to them.

Areas of strength identified by our students included: the location of the school; the school facilities eg the multipurpose court, the park, the library, air conditioning in classrooms and our interactive whiteboards; the opportunities to engage in the many and varied activities that the school has to offer; the encouraging manner of the staff; the use of computers and the sporting programs and camps. Early Stage One and Stage Three identified the new doors on their classrooms as a significant improvement to their area as being important.

The staff identified the professionalism and friendliness of staff and their willingness to share resources and plan collaboratively as a strength, as well as the location of the school. The atmosphere of the school as a positive place to work was important to the staff.

The parents identified the areas for improvement as continuing to further develop communication electronically with notes and reminders of special events and online banking facilities as being useful for them.

The suggestions for student improvements were separated into Stage groups and Stage 3 (Years 5 and 6) identified the expansion of roles as senior students to enable them to have more responsibility within the school, such as canteen monitors and playground assistants. They also felt that the upkeep of technology in the school, especially the technology lab, was important and suggested using blogs for homework assignments.

Stage 2 (Years 3 and 4) made suggestions similar to Stage 3 but they would like to have more equipment to play with in the park during lunchtimes.
Stage 1 (Years 1 and 2) wished they had more time to play on the equipment at school. The staff expressed concerns about the overloaded curriculum, uncertainty about changes to the structure of the Department of Education and Communities in relation to Professional Learning and the availability of support for the new NSW syllabuses, based on the Australian Curriculum.

Professional learning
Again, in 2012, our focus for professional learning was around our targets of literacy; numeracy; connected learning; sustainability; creative and performing arts and best practice. 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.

2013 Targets to achieve this outcome include:
• Demonstrating continuous growth of Year 3 students’ literacy skills.
• Increasing the percentage of Year 5 boys in the top two bands in reading.
• Improving student results in applied 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.

School priority 2 - Numeracy
Outcome for 2012–2014
• Improved student performance in Numeracy.
• Enhanced student engagement in all aspects of Numeracy.

2013 Targets to achieve this outcome include:
• Increasing the number of Year 3 students in the top two bands to 65% by 2013.
• Increasing the number of Year 5 students in the top two bands to 30% in 2013 and 45% by 2014.
• Developing authentic school-based methods of assessing mathematics, which are used to accurately identify student achievement on an A-E continuum as in their reports.
• Continued improvement of student understanding and use of the language of
• Analysis of SMART data to identify focus areas of need.
• Reflecting on use of appropriate resources for boys and girls.
• Developing new teaching and learning programs to reflect students’ interests and identified abilities, specifically focusing on comprehension strategies.
• Introducing reading awards.
• Continuing ‘Writer of the Month’ awards and Spellodrome K – 6.
• Use of support staff (Reading Recovery, ESL, Learning and Support Teacher and Librarian) to work with groups of children with specific learning needs.
• Use of newspapers/magazines (interest related) to improve student engagement.
• Trialing the ‘Reading Eggs’ Program online.
• Use of Best Start and NAPLAN analysis to assist with individual student learning outcomes.
• Identifying each student’s cluster on the Literacy Continuum to develop explicit teaching strategies to support student learning.
mathematics, evident in the analysis and comparison of student work samples.

- Increasing the number of Year 3 students achieving band 5 in NAPLAN.

**Strategies to achieve these targets include:**

- Development and implementation of ‘Higher Order Thinking’ activities and authentic assessments to enable CTJ.
- Explicit teaching of mathematical language.
- Professional Learning related to NAPLAN.
- Use of Best Start and NAPLAN data to develop Quality Teaching practices, including SMART data teaching and learning strategies.
- Ensuring accessibility of resources for all teaching staff.
- Embedding practical activities into the K-6 Mathematics scope and sequence.
- Identifying each student’s cluster on the Numeracy Continuum to develop explicit teaching strategies to support student learning.
- Continuing the use of Mathletics.

**School priority 3 – Connected Learning**

**Outcome for 2012 – 2014**

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

**2013 Targets to achieve this outcome include:**

- Developing teacher competence in the use of technology.
- Increasing student and staff use of digital equipment and multi-media software.
- Improving the use of technology to enhance communication between all stakeholders in the school.
- Providing professional learning opportunities for staff in the implementation of the welfare component of the electronic school management system ‘Easy School Resources’.

**Strategies to achieve these targets include:**

- Use of the video conference facilities each year by every Stage.
- Development of 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.
- Allocation of professional learning time to up-skill staff on using multi-media software.
- Allocation of school budget to the upkeep and maintenance of technological equipment in the school.
- Allocation of a staff member to coordinate technology in the school – upkeep website, professional learning opportunities, reminders on maintenance, newsletters, upkeep of shared network etc.
- Development of a technology committee which will meet on a regular basis (e.g. once a fortnight) to work on technology in the school.
- Technology coordinator attendance at regional technology meetings.
- Upgrading and maintenance of school website to include current practices, policies, photos, notes, newsletters etc.
- Implementation of 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.
- Introduction of Web Attend via ‘Easy School Resources’ to enable staff to mark their class rolls electronically.
- Introduction of new reporting system via ‘Easy School Resources’.
- Providing professional learning opportunities for staff in the welfare component of the electronic school management system ‘Easy School Resources’.
School priority 4 – Sustainability

Outcome for 2012 - 2014

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

2013 Targets to achieve this outcome include:

• Embed sustainability in the curriculum through all Key Learning Areas.
• Involve all stages/grades and the school community in specific practical areas 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 up-skill 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.
• Reviewing efficiency of school composting.
• Monitoring and maintaining water and energy saving procedures.
• Promoting the use of garden beds for hands-on learning experiences.
• Developing teaching programs across all Key Learning Areas that embed 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.

2013 Targets to achieve this outcome include:

• To continue to provide professional learning opportunities for staff in Creative and Performing Arts to enhance student learning.
• To continue to provide opportunities through specialised instruction for students to access a range of CAPA activities.

Strategies to achieve these targets include:

• Developing teachers’ knowledge through continued professional learning opportunities in Visual Arts.
• S & S Art Supplies to in-service staff at a professional learning session as part of a Staff Development Day or K-6 meeting.
• Continued use of parent expertise to support the teaching and learning of Visual Arts in the classroom.
• Purchasing a wide range of art supplies for specific needs e.g. clay for sculpture.
• Implementation of Drama workshops for teachers run by specialised instructors.
• Planning for Term 3 concert or musical.
• Continued implementation of quality Drama lessons across K-6.
• Implementation of dance group sessions across K-6.
• Continuing Stage 3 Gifted and Talented dance group.
• Expansion of teacher expertise in the area of music using the ‘Jellybeans in-Schools’ program.
• Demonstration of how to use the program on Interactive Whiteboards.
• Investigating the use of the music room for whole class lessons and developing a school timetable for music lessons
• Appointing a teacher as a school music coordinator
• Purchasing and establishing an effective storage system for musical equipment.
• Introduction of Year 2 recorder group.
• Continuation of the school choirs.
• Continuation of the Junior and Senior Band program.
• Promoting Visual Arts in the community e.g. Koori Art / Art in the Park / School Art Show.
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.

2013 Targets to achieve this outcome include:

- To develop and implement a Best Practice policy that encompasses the recommendations from the evaluation of policies, procedures and practices and Double Bay Public School.

Strategies to achieve these targets include:

- Implementation of a broad range of leadership roles to reflect the importance of shared responsibilities.
- Implementation of ‘Team Leadership for School Improvement’ strategies.
- Review of meetings to maintain transparent decision making and to effectively disseminate information.
- Identifying leadership roles within the school, creating role statements that define responsibilities and distributing roles equitably amongst all staff.
- Promoting peer mentoring to share expertise and teaching strategies.
- Evaluating and reflecting on school based teaching/learning activities.
- Reviewing and updating all school policies.
- Reflecting on the importance of ‘duty of care’ when planning and supervising activities for children.

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
Judith Morrice, Assistant Principal
Leanne Howarth, Assistant Principal
Diane Timms, Assistant Principal
Anna Budden, Classroom Teacher
Brad Caldwell-Eyles, P&C President

School contact information

Double Bay Public School
William Street, Double Bay
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: