School context

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.

Principal’s message

2013 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 extracurricular activities have been offered in 2013 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 ‘Respectful Relationships’ Breakfast at Woollahra Council Chambers and ‘Double Bay’s Got Talent’. We also participated in the Premier’s Spelling Bee and the ‘Mathletics’, ‘Spellodrome’ and ‘Reading Eggs’ Programs – three 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 new NSW English Syllabus, based on the Australian Curriculum, which will be implemented in 2014. Much of this professional learning has been possible through our Bondi Community of Schools in the Eastern Suburbs (CoSiES). 2014 will see a continuation of this professional learning in the areas of Maths and Science, two other new syllabuses due for implementation in 2015.

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 Steven Guan’s role of Technology Co-ordinator. Steven is extremely knowledgeable and talented in all aspects of Technology. 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 and/or School Council message

Firstly I would like to thank the other members of the P&C Executive, Alison McKenzie – Secretary and Rae Fry – Treasurer, for their efforts and support in 2013. Also to the DBPS Principal (Andrea Garling) and Assistant Principals (Judith Morrice, Leanne Howarth and Dianne Timms) – each being a pleasure to work with toward the continued enhancement of our school. 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’ classroom 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.
Existing Projects

2013 saw even broader use of the P & C website - a valuable resource that allows on line 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 continues to support the implementation of the Cancer Council’s Sun Smart Program and, as such, a successful grant application by P&C Members has netted the P&C $30000 towards the construction of a huge shade cover for the multipurpose court. Congratulations to those parents. The shade cover will be installed in 2014.

Dialogue for the Future

There are various items being considered and worked upon for 2014, and beyond, that include:

i. Funding for a special support teacher for Mathematics and a continuation of the funding for the support teacher for Literacy.

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.

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 2013.

Student representative’s message

The SRC (Student Representative Council) was made up of two elected students from each class from Years 2-6 and the school captains. The SRC met fortnightly with Miss Edwards and Miss Myers to discuss fundraising events and issues within the school. The students learnt about appropriate meeting format and procedures.

In 2013, the SRC coordinated a Crazy Hair fundraiser for World Vision in Term One. In Term Two, a Pyjama Day was held to raise money for The Sydney Children’s Hospital. In Term three, The SRC organized a B day to support Bear Cottage.

Double Bay’s Got Talent was held again in 2013. This event was run by the SRC and gave every student an opportunity to showcase their many and varied talents. The SRC members were pivotal in running this whole school event.

Quang Thang Nguyen and May Pinnegar

School Captains 2013

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
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<td>186</td>
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Student enrolments by year and gender.
Student attendance profile

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<td>96.7</td>
<td>96.6</td>
<td>97.2</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.6</td>
<td>95.8</td>
<td>96.7</td>
<td>95.9</td>
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<tr>
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<td>3</td>
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<td>Total</td>
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<td>95.9</td>
<td>96.8</td>
<td>96.4</td>
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</tr>
</tbody>
</table>

Management of non-attendance

Double Bay Public School’s attendance rate for 2013 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 who require monitoring of their attendance.

Workforce information

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

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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
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<tr>
<td>Italian Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face Teachers</td>
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</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(s)</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>School 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 Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We have no indigenous staff members at Double Bay Public School this year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tr>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary 30/11/2013

**Income**
- Balance brought forward $243,196.54
- Global funds $167,378.46
- Tied funds $59,233.61
- School & community sources $443,960.00
- Interest $8,526.34
- Trust receipts $4,870.45
- Canteen $0.00
- Total income $927,165.40

**Expenditure**
- Teaching & learning
  - Key learning areas $55,746.96
  - Excursions $49,027.38
  - Extracurricular dissections $171,144.14
- Library $8,520.39
- Training & development $140,954.60
- Tied funds $68,741.04
- Casual relief teachers $54,405.21
- Administration & office $159,299.97
- School-operated canteen $0.00
- Utilities $48,989.59
- Maintenance $27,996.60
- Trust accounts $47,129.90
- Capital programs $23,477.03
- Total expenditure $686,156.67

**Balance carried forward** $241,008.73

A full copy of the school’s 2013 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 2013**

**Academic achievements**

**NAPLAN**

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.

- **Year 3**
  - from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5**
  - from Band 3 (lowest) to Band 8 (highest for Year 5)

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 to access the school data.

**NAPLAN Year 3 - Literacy**

(including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, the average mark in Reading was 457.1 compared to the state average of 424.8 with 89% of our students in the top three bands.

![Percentage in bands: Year 3 Reading](chart.png)
In Writing, 76% of our students were in the top three bands.

The average mark in Spelling was 454.0 compared to the state average of 423 with 94% of our students in the top three bands, compared to the State average of 72%.

The average mark in Grammar and Punctuation was 471.7 compared to the state average of 437.5 with 92% of our students in the top three bands.

NAPLAN Year 3 - Numeracy

In 2013, the average mark for Numeracy in Year 3 was 429.8 compared to the state average of 404.6 with 84% of our students scoring in the top three bands.

In the strands of Measurement, Data, Space and Geometry, 76% of our students were in the top three bands which was significantly higher that either the State or Region.

In Number, Patterns and Algebra, 84% of our students were in the top three bands which was also significantly higher that the State.
NAPLAN Year 5 – Literacy
(including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, the average mark in Reading was 518.4 compared to the state average of 507.0 with 82% of our students in the top three bands.

In Writing, 68% of our students were in the top three bands.

The average mark in Spelling was 526.0 compared to the state average of 504.6 with 77% of our students in the top three bands.
The average mark in Grammar and Punctuation was 535.4 compared to the state average of 508.4 with 82% of our students in the top three bands. This was an area of strength for our school.

NAPLAN Year 5- Numeracy

In 2013, the average mark for Numeracy in Year 5 was 503.9 compared to the state average of 495.1 with 77% of our students scoring in the top three bands. This was a significant area of growth for our school.

In the strands of Measurement, Data, Space and Geometry, 82% of our students were in the top three bands which was significantly higher that either the State or Region.

Other achievements

Arts

All students continue to have access to a wide variety of Creative and Performing Arts experiences at Double Bay Public School.

We offer students the opportunity to be part of both a Junior and Senior School Band. Andrew Blenkinsopp continued with us as Bandmaster until the end of Term 3 this year when Adam Guzowski, from ‘Directions in Music’, took over. Thanks to our supportive Band Committee and the mature attitude of Band students, the transition was very smooth and successful.

This year both Bands competed in the UNSW Band Competition, performed at assemblies and whole school events and participated in the Big Band Bash. Our Senior Band performed at the Bondi ‘Showcase’ at Souths Juniors.

We also offer students the opportunity to be part of both a Junior and Senior school choir. Our Senior Choir performed beautifully in the CoSIES Combined Choir Concert at Rose Bay Secondary College in Term 4, and then again at the Respectful Relationships Breakfast at Woollahra Council Chambers for White Ribbon Day.

All students participated in the ‘Dance 2B Fit’ program in Term 3. Professional dance instructors visited the school each week, teaching
the students some fun dance moves to improve coordination and create opportunities for students to gain self-esteem and confidence.

Several of our primary students participated in the Community of Schools in the Eastern Suburbs (CoSiES) ‘Flash Mob’ performance at Bondi Beach for Education Week.

Once again, ‘Double Bay’s Got Talent’ (a Student Representative Council initiative) took place, highlighting the many and varied talents of our students from Kindergarten to Year 6.

In the area of Visual Arts, all students worked with class parents to produce spectacular class artworks for auction at our major fundraising event.

Four of our students were successful in reaching District level of the Sydney Region East K-6 Public Speaking Competition.

**Sport**

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

Double Bay Public School has a specialist PE/Sports teacher who develops programs to engage students in skills training, fitness evaluation and games strategies. The students are encouraged to achieve their personal best performances in a safe environment.

In 2013, all students participated in the Premier’s Sporting Challenge, which is designed to encourage optimal fitness levels for all our students from Kindergarten to Year 6; and selected students participated in Gala Days in Rugby League and Netball.

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 2013 this was achieved through a multi-skills program and a swimming program for skill development.

In 2013, Double Bay Public School entered 8 Netball Teams, 2 Soccer Teams, 5 Rugby League/Rugby Union Teams, 2 Cricket Teams, 1 Softball Team, 1 T-ball Team and 7 Oztag Teams in the Primary Schools Sports Association (PSSA) Competition.

Our achievements include:
- Our Senior A Netball Team and Under 9s Rugby League/Rugby Union Teams becoming Sydney Coastal PSSA Premiers.
- Our Softball, Junior Cricket, Junior Girls Oztag, and Under 10s Rugby League/Rugby Union Teams 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 and Swimming, and representation at State level in Swimming. We also had several students selected in Zone teams in Netball, Softball, Rugby League, Rugby Union and Tennis.

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.

**Significant programs and initiatives**

**Whole School Events/Programs**

Throughout the year the students were involved in a wide variety of activities. These included performances by visiting authors or speakers, parades to celebrate Easter and Book Week, Creative and Performing Arts (CAPA) Groups and Dance groups and leadership sessions. The whole school participated in ANZAC Day and Remembrance Day Services led by the senior students.

**Excursions**

Excursions are important events that support the teaching and learning programs at our school. The Stage 2 children went for a ‘Zoosnooz’ which involved staying at Taronga Zoo for a night. This was a much anticipated and enjoyable event. Parents accompanied some of the teaching staff on this overnight camp. The Stage 3 children
travelled to Bathurst for part of their study on ‘Gold’. They learnt about the history of the Gold Rush and had the opportunity to pan for gold.

India Calling

India Calling was a significant program offered at Double Bay Public School in 2013. This requires an in-depth study of India, including video conferencing, culminating in visits to the Diwali Festival and a night at NSW Parliament House.

Sustainability

The formation of the ‘Green Team’ has been instrumental in the continuing sustainable initiatives at Double Bay Public School this year. The children have continued to be active and are more aware of the necessity to continue with ‘Waste Free Wednesday’, recycling and reducing the use of power and water. Recognition of recycling and being environmentally aware is rewarded with Environmental Awards in assembly.

Gifted and Talented Education

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 a term to participate in the program.

Gateways is a program for students in Years 1 – 6, and two or three children from each year are selected to attend a two day workshop in the area of science.

The students at Double Bay Public School were given the opportunity to participate in a variety of programs for gifted and talented children through their involvement in Create East, OC and Selective High School tests and the UNSW English and Maths tests.

Aboriginal education

Aboriginal Education is an important learning area at Double Bay Public School. During 2013, 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. Students also attended a performance conducted by ‘Cultural Infusion’ based on Aboriginal culture and story-telling.

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).

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

All students from Kindergarten to Year 6 receive Italian language and culture lessons. The study of languages in K-6 is a component of the K-6 HSIE key learning area and consists of a core element and an optional element. The core element is embedded in the cultures outcomes in the K-6 HSIE syllabus and focuses on learning about languages and learning about the world through languages. The optional element focuses on learning to use a language to communicate. The study of languages in K-6 can be used to enrich student learning and also to contribute to the achievement of the K-6 HSIE cultures outcomes.

To further celebrate the language and culture of Italian, our students participate in a themed Italian Day and view a cultural performance.

All students K-6 celebrated ‘Harmony Day’, which is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. The theme was Many Stories – One Australia. By participating in Harmony Day activities, the students gained an understanding of how all Australians from diverse backgrounds equally belong to our nation and enrich it.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013 our school carried out evaluations of School Culture and Mathematics.
School Culture
In 2013 parents, students and staff contributed to the evaluation of ‘School Culture’ by completing the School Map Survey. While students and staff completed a hardcopy of the survey the parent component was offered online through ‘Survey Monkey’.

Findings and Conclusions
The responses of the parents who completed the survey were positive. 90% of parents who responded believed that the school leaders have a positive influence on the school culture while 88% of parent respondents believed that the school knows about the families and community in which it serves, that the school often praises and rewards individuals who are successful and that the parents support what is happening at the school. However, only 72% of the parents who responded believed that the school is continually finding ways to improve what it does.

All students from Year 2 to Year 6 completed the survey. For reporting purposes, these results have been divided into groups by year, except for Years Four and Five which were merged as they will be the senior students in 2014.

In Year Two, 98% of respondents reported that they felt the students are the school’s main concern. 98% of respondents in Year Two also believed that Double Bay Public School encourages everyone to learn and that new students are made to feel welcome. Year Two also felt the school appreciated having them as students and encourages students to achieve their best.

In Year Three, the results were similar with 90% of respondents reporting that they felt that Double Bay Public School appreciated having them as students and encourages students to achieve their best.

In Years Four and Five, 92% of the respondents believe the school encourages everyone to learn with 80% stating that Double Bay Public School caters for the learning needs of all students. 100% of Year Six students strongly believe the school encourages students to achieve their best. 90% of the respondents feel that the school leaders have a positive influence on the school.

Many of the staff completed the survey with 97% believing that Double Bay Public School encourages students to achieve their best and that the school recognises and celebrates achievement. 100% of staff agreed that meeting the needs of the students is the school’s main priority and were proud of Double Bay Public School.

91% of staff believed that they understand and respond to the community in which they work and that Double Bay Public School is continually finding ways to improve and make changes when necessary.

However, only 80% of teachers believed that the school community recognises, values and supports the contribution of new members to the culture of the school and that the school culture supports a sense of ownership of the school.

Future Directions
The areas that will be the focus of future discussion and investigation are: staff support what is happening in the school (staff and parents), student support for what is happening in the school (students), the school caters for learning needs of all students and is continually looking for ways to improve what it does (parents).

Curriculum - Mathematics
Background
Implementation of the the new Mathematics syllabus, based on the Australian Curriculum, is mandatory in January, 2015. In 2013, the staff at Double Bay Public School took the opportunity to evaluate the teaching of Mathematics in the school with a view to begin early implementation of the syllabus during 2014.

Findings and Conclusions
All staff reported that they felt confident and competent in the teaching of Mathematics, as demonstrated by our strong NAPLAN results over many years.

During the latter part of 2013 the staff began to familiarize themselves with the new syllabus through online tutorials and discussions around certain aspects of the document. One of these support documents assisted staff to understand
which features of the new syllabus are similar to those in the existing syllabus and which features are different, allowing staff time to think and create activities for implementation of the new syllabus which the staff at Double Bay Public School will begin in 2014.

Future Directions

The staff is using this year to familiarise themselves with the new syllabus and will implement it in 2014. Many Professional Learning activities are being designed by the Executive to orientate the staff to the new syllabus. During Term One of 2014 there are many professional learning days being organized by the Bondi Community of Schools in the Eastern Suburbs (CoSiES) to ensure staff in our schools have a thorough knowledge and understanding of the requirements of the Mathematics syllabus before full implementation in 2015.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Improved student performance in literacy
Enhanced student engagement in all aspects of literacy

Evidence of progress towards outcomes in 2013:

- Improved NAPLAN results in spelling with 80% of year 5 girls in the top two bands.
- Improved NAPLAN results in reading for Year 3 boys whose results were 20% higher than the state in the top two bands.
- Teachers continuing to successfully implement strategies from the Programming Strategies Handbook and analysis of SMART data to inform teaching and planning strategies.
- Staff utilising Best Start activities and NAPLAN online resources to develop student’s literacy skills.

- Targeting identified students for support through Reading Recovery, STLA, ESL and LAST programs to cater for individual learning needs.

Strategies to achieve these outcomes in 2014

- Implementation of the ‘Success for Boys’ philosophy and incorporating Best Start and NAPLAN online teaching strategies.
- Professional learning opportunities and the implementation of the VCOP (Vocabulary, Connectives, Openers and Punctuation) program to improve skills in writing.
- Implement the Take Home Reader program for all students, K-4 and implement School Reading Awards, K-6.
- Use of Best Start, NAPLAN analysis, PLAN and Program Builder to assist with individual student learning outcomes.
- Executive to lead the staff in implementing the new NSW English curriculum aligned with the Australian Curriculum.

School priority 2

Numeracy

Outcomes from 2012–2014

Improved student performance in Numeracy
Enhanced student engagement in all aspects of Numeracy

Evidence of progress towards outcomes in 2013:

- Increasing the number of Year 5 students in the top three bands. In 2013, 77% of the students were in the top three bands compared to 45% in 2012.
- Consistent results for Year 3 students achieving higher than State average for Stage One outcomes with 65% of students achieving these outcomes compared to the State average of 58%.
- Improved student understanding and use of the language of Mathematics, as evidenced by classroom and practical activities.
- Analysis of NAPLAN results has shown strength in the areas of data, Measurement and Space for Year 5
students, and in Number, Patterns and Algebra for Year 3 students.

• Continued use of authentic school-based assessments to form ability groups in Mathematics in Stages 2 & 3.

• Analysis and implementation of Best Start K – 2 to assist teacher planning to cater for the individual learning needs of students.

• Providing quality Maths resources to support teaching and learning programs.

• Consistent results in NAPLAN Numeracy for Year 3 students with 84% of students placed in the top three bands compared to the State average of 67% and 77% of students in Year 5 compared to the State average of 54%.

• High usage of the Mathematical resources store room, indicates practical activities are embedded into the teaching of mathematics.

• Ongoing review of equipment and resources to ensure they are in working order and are replaced and added to as required.

• Surveyed the staff and students to give an indication of the use of Mathletics at school and home. The use at home is lower, but staff consider it is a valuable resource so the school will continue the subscription in 2014.

**Strategies to achieve these outcomes in 2014:**

• Explicit teaching of mathematical language and incorporating it in children’s everyday activities.

• Continue implementation of HOT activities and authentic assessments to enable CTJ and to cater for individual differences.

• Use Best Start and SMART data to access appropriate teaching/learning strategies to meet student needs within the classroom.

• Ensure storage of resources to allow easy access from year to year and stage to stage. Maintain and replenish resources for classroom use.

• Embedding practical activities into the revised Mathematics scope and sequence which reflects the new NSW Mathematics syllabus (aligned with Australian Curriculum).

• Professional Learning to use PLAN in order to monitor the progress of individual students on the Numeracy continuum.

• Professional Learning provided by online courses (Syllabus Plus) and the Maths Consultant (TOWN). CoSiEs (Community of Schools in Eastern Suburbs) organised Leading change in Maths Professional Learning and school based Maths demonstration lessons.

• Continued use of Mathletics as support for classroom teaching.

**School priority 3**  
Connected Learning

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2013:**

• Our school website is being updated on a weekly basis, with current photographs and newsletters.

• Almost all newsletters going home are electronic.

• Video Conference facilities have been used successfully for India Calling and by staff for professional learning opportunities.

• ‘Momentum: Easy School Resources’ has continued to be accessed by all staff for reporting to parents and for electronic roll marking.

• The employment of a computer technician one day per week for computer and networking maintenance has continued.

**Strategies to achieve these outcomes in 2014:**

• ‘Mathletics’ K – 6 and Reading Eggs K - 2 will continue in 2014.
• Use video conferences to participate in India Calling and Professional Learning opportunities.
• Provide training for all staff to enable them to use the wireless network and associated mobile devices effectively.
• Continue to allocate a budget to the upkeep and maintenance of technological equipment in the school.
• Allocate a staff member to coordinate technology in the school.
• Connected Learning team will meet on a regular basis.
• Information received by Computer Coordinator from the Regional ICT Team will be distributed via email to staff.
• Ongoing upgrade and maintenance of the school website to include current practices, policies, photos, notes, newsletters, etc.
• Continue to use Momentum ESR to mark class rolls electronically.

School priority 4
Sustainability
Outcomes from 2012–2014
Increased commitment of staff, parents and students to the processes that underpin a sustainable environment

Evidence of progress towards outcomes in 2013:
• The successful implementation of the Waste Free Wednesday program where children are rewarded for bringing recess and lunch that does not involve any waste. Classes complete graphs each week to gauge the number of students who bring a waste free lunch on a weekly basis.
• The composting of fruit and vegetable scraps and brown paper, led by our green team (senior students) and promoted to all students during class time and in the playground.
• All classrooms efficiently use paper recycling baskets which are emptied weekly by Year 6 students into our school’s paper recycling bin.
• The planting and maintaining of herb and vegetable gardens. Parents and Grandparents, along with students, are responsible for the upkeep of this project.

Strategies to achieve these outcomes in 2014:
• Embedding effective classroom practice to create a sustainable school environment.
• Continuing Professional Learning to inform and remind all staff members about school based ecological practices.
• Utilise available external experts and sustainability resources.
• Continued review of all recycling programs and the efficiency of composting programs within the school.
• Monitoring and maintaining water and energy saving procedures.
• Planting and maintaining the garden beds for hands-on learning experiences.

School priority 5
Creative and Performing Arts
Outcomes from 2012–2014
Increased access for all students to a wide range of creative and performing arts opportunities

Evidence of progress towards outcomes in 2013:
• Through the CoSiES Staff Development Days there were specific workshops designed and run by specialists for teachers enabling them to increase their knowledge and understanding of components of the CAPA syllabus.
• Implementation of CAPA groups for all Stages on a rotational basis ensuring all students experience the different elements of the CAPA syllabus, including dance, drama, percussion, singing and recorder.
• All classes were involved in performances at school assemblies, festivals such as Harmony Day and Book Week parades and significant events such as ANZAC Day.
• All Kindergarten to Year 2 students saw the production of “Possum Magic” performed live at the Enmore Theatre.

• Students across the school entered a range of art contests sponsored by State and Local Government and commercial and community groups.

• All students from Kindergarten to Year 6 were invited to participate in the annual ‘Double Bay’s Got Talent’ performance at the end of the year. Families are invited to attend this spectacular and popular event.

• The Senior and Junior Bands performed at various events throughout the year including assemblies, ‘Big Band Bash’ and ‘Showcase’.

• A group of dancers were invited to join with other schools in the region to form the ‘Flashmob’ dance group which performed in Education Week at Bondi.

• Dance, drama, music and visual arts programs were implemented across K-6 with opportunities for students to display their work and perform at various assemblies throughout the year. Their art works are displayed around the school, enabling students to view work completed by their peers.

• Artworks completed by classes with the help of parents were displayed at the major fundraising event during the year.

• A music storeroom has been allocated to ensure instruments are easily accessible for classroom use.

• Opportunities have been provided for staff to attend specialist training sessions in teaching Choirs.

• The Senior and Junior Choirs continued this year and they performed at special school events such as Book Week, Education Week, Presentation Day and the Carols evening.

• The Year Two recorder group performed at the end of year Christmas Concert.

• The Senior and Junior Band continued this year and there was a change in the management of the bands, with ‘Directions in Music’ overseeing the Band Program.

Strategies to achieve these outcomes in 2014:

• Organise the CAPA groups across Stages or Years ensuring all students have access to the various elements throughout the year.

• Form a committee of interested and talented teachers to manage a whole school production with the coordinator being appointed by the CAPA group and approved by staff at a meeting.

• Engage specific parents and community workers with specialised expertise to help with the production of the whole school performance, such as lighting, props and costume design.

• Plan the visual arts lessons and activities to help with the background and backdrop for the performance.

• Devise an action plan with timeframes ensuring all components of the performance are organised and have checks to keep it achievable.

• Link the theme of the production into all Key Learning Areas.

• School Choirs.

• Year Two Recorder Group.

• Continuation of the Senior and Junior Band program.

School priority 6
Best Practice

Outcomes from 2012–2014

Commitment of all staff to a school culture that supports excellence and accountability in all aspects of school life

Evidence of progress towards outcomes in 2013:

• Cooperative and collaborative planning.

• Peer mentoring to share teaching strategies in stage and grade meetings.

• In-servicing colleagues to improve CTJ and best practice.
• Implementation of Team leadership for school improvement based on data obtained from school community surveys.
• Continuing staff’s demonstration of ‘duty of care’ requirements when planning and supervising rich learning tasks.

Strategies to achieve these outcomes in 2014:
• Implementation of ‘Team Leadership for School Improvement’ strategies.
• Implementation of a broad range of leadership roles to reflect the importance of shared responsibilities.
• Continual review of meeting structures 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 for all staff.
• Promoting peer mentoring to share expertise and teaching strategies.
• Evaluating and reflecting on school based teaching/learning activities and achievement data.
• Reviewing and updating all school policies.
• Understanding the importance of ‘duty of care’ when planning and supervising activities for children.

Professional learning
During 2013, the staff members at Double Bay Public School took part in a variety of Professional Learning opportunities. These opportunities included: ‘Leading Change in English and Mathematics’ – to enable a smooth transition for staff in their implementation of the new syllabus documents; Implementing the New Mathematics Syllabus – online courses for classroom teachers to deepen their understanding of the new Mathematics Syllabus; Taking off with Numeracy (TOWN) - a program which aims to provide explicit guidance in designing whole class teaching programs to further develop each student’s numeracy understanding, particularly in Place Value, and Multiplication and Division; Positive Partnerships – a program which aims to establish essential relationships between school networks, families, carers and the greater community through autism educational initiatives; Critical and Creative Thinking and Visual Literacy- courses designed to complement the implementation of the new English syllabus.

Parent/caregiver, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers, through a school survey, about which programs and initiatives were working well at Double Bay Public School and which could be improved.

Generally, parent, student and teacher satisfaction was of a high level. Areas of strength identified by the students were: location, the sport program including PSSA, the teaching, support and office staff, variety and mix of educational experiences, school community and classroom environment.

Teachers identified positive staff relationships and collaborative planning, location and the supportive parent body with their outstanding commitment and generous funding contributions to Double Bay Public School as areas of strength.

Parents identified the size of the school as being a positive as it is small enough for individual attention yet large enough to offer a broad array of activities. An area for improvement as suggested by the parents was one of communication. This is also an area of strength as the parents enjoy the weekly newsletter but would like to be able to access the permission notes online.

The areas suggested for improvement by the students were broken up into year groups and the results were: Year 2 – toilets, technology and the majority who said they couldn’t think of anything; Year 3 – toilets, technology such as iPads, more variety in arts curriculum; Years 4 & 5 – more choice in PSSA, toilets, technology; Year 6 – toilets, addressing bullying issues, more creative activities.
The areas identified by the teachers were: upgrading and maintenance of technology, and associated activities and addressing issues associated with the crowded curriculum.

Overall satisfaction with the school is also evident through increased enrolments, high retention rates of students within the senior classes, a hard working staff and an extremely positive and supportive parent body and wider community.

**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.

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

Andrea Garling, Principal
Judith Morrice, Assistant Principal
Leanne Howarth, Assistant Principal
Diane Timms, Assistant Principal
Amy Edwards, Relieving Assistant Principal
Brad Caldwell-Eyles, P&C President

**School contact information**

Double Bay Public School
William Street, Double Bay, 2028
Ph: 02 9363 3456
Fax: 02 9327 8901
Email: doublebay-p.school@det.nsw.edu.au
Web: www.doublebay-p.school.nsw.edu.au
School Code: 1768

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