**School context statement**

Double Bay Public School students are motivated learners who embrace 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**

2014 has again been one of great success for the students, staff and parents of Double Bay Public School. Our students have continued to excel academically, in the sporting arena and in creative and performing arts. As well as the opportunities offered to students to be involved in quality teaching and learning programs in their classes, a wide range of extra-curricular activities have been offered in 2014. These include specialist-taught PE lessons, Sport, Italian, Choir, Band, Debating, Public Speaking, Leadership Development, Peer Support, SRC, Ethics Classes, MaGneT, Create East, Gateways, Battle of the Minds, Week of Tastes and India Calling, as well as Camps, Excursions and a multitude of activities in the Creative and Performing Arts including Footsteps Dance Classes and fortnightly lessons in singing, percussion, dance and drama.

The staff have also availed themselves of every opportunity this year to be involved in professional learning programs and projects, linked to our school targets, which have enhanced their teaching skills and enriched the learning experiences of all our students. With three new syllabuses being introduced over the next two years – English this year and Mathematics and Science and Technology in 2015 – a strong focus for professional learning this year has been on the implementation of those syllabus documents.

Our P&C have once again provided yet another year of support and dedication by offering a vast range of fundraising and social events. Funds raised by the P & C have been used to purchase much needed classroom readers, to fund our Support Teacher Learning Assistance and to allow teachers to purchase appropriate classroom resources. The P&C also help to fund a technology coordinator for the school to ensure that classroom computers, the technology lab, iPads and the computer network are always functioning effectively. This year, for the first time, the P&C also funded a specialist Mathematics teacher to help to improve learning outcomes throughout the school. Our ability to supply the high quality teaching and learning programs that the students at Double Bay Public School engage in would be greatly hampered without the ongoing financial support of the P&C, so we are extremely grateful for their high level of support.

We also have many parents assist at Double Bay Public School in other ways besides fundraising, such as helping out at social activities for the children; sausage sizzling or selling cakes at social functions or fundraisers; listening to children read; organising Book Club; helping out in the library; looking after the veggie gardens; creating beautiful artworks with the students for art exhibitions or for the auction at our major fundraiser this year. Their support is always greatly appreciated.

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**

2014 was a good year for the P&C. We had a dedicated executive team and have sadly farewelled outgoing members: Rae Fry, Richard Press, Natalie Yan, Michelle McBride and Lyn Taylor for their outstanding and committed contribution.

Financially, 2014 ended well for the P&C. The Shimmer fundraiser was a great success and was up on previous years. It raised $33,000 and was an excellent event for the school community. The P&C conducted a range of smaller fundraising events from cake stalls and breakfasts, to discos
and music videos for sale. The Double Bay After School Activities programme continues to be a huge success and offers a wide variety of activities for students from kindergarten to year six.

In 2014, the P&C committed to continuing funding for the specialist Mathematics teacher, Mrs. Madigan, following positive feedback from staff. As with Mrs. Timms’ literacy support program, the Mathematics program benefits all students at the school (not just those who need extra help) by allowing for smaller Mathematics groups and more targeted learning. We are confident we will begin to see the results in the NAPLAN testing as we have done in the past with the Literacy/Reading results.

The long-awaited sunshade that we received a government grant for a portion of is in progress. The grant application was granted without the need for DA approval. It was later deemed that a DA was required, hence the hold up. That process is in place and we have every confidence the sunshade will be erected before the 2015 school year is out.

DBOOSH – the out of school hours care program - went from strength to strength and is a very positive addition to the school offering.

The P&C executive team would like to thank the staff for their commitment and the families of Double Bay Public School for a great year in 2014.

Jo Gore
P & C President 2014

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 Fanning to discuss fundraising events and issues within the school. The students learnt about appropriate meeting format and procedures.

In 2014, the SRC organised several fundraising events, such as Mufti Days and Pyjama Day. Funds raised were donated to the Sydney Children’s Hospital and Stewart House.

Sam Markert and Hannah Ulcoq
School Captains 2014

Student enrolment profile

<table>
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<th>Gender</th>
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Student attendance profile

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State DEC

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<td>94.2</td>
<td>94.7</td>
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</tr>
</tbody>
</table>

Management of non-attendance

Double Bay Public School’s attendance rate for 2014 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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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
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</table>

**Professional learning and teacher accreditation**

The staff have availed themselves of every opportunity this year to be involved in professional learning programs and projects linked to our school targets, which have enhanced their teaching skills and enriched the learning experiences of all our students. With three new syllabuses being implemented, a strong focus for professional learning this year has been on the delivery of these syllabus documents.

**Beginning Teachers**

In 2014, two of our temporary staff members were classed as ‘beginning teachers’. These teachers were provided with additional support throughout the year and were placed on grades alongside experienced staff members. Both staff members decided they would like to gain a year of experience before beginning the completion of their accreditation process. Every effort has been made to ensure these teachers have begun the process of logging their professional learning hours, which will count towards their accreditation process.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>241008.73</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1124872.74</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 89167.10   |
| Excursions                 | 66672.77   |
| Extracurricular dissections| 202281.35  |
| Library                    | 8760.78    |
| Training & development     | 14206.85   |
| Tied funds                 | 96872.35   |
| Casual relief teachers     | 87407.18   |
| Administration & office    | 182583.35  |
| School-operated canteen    | 0.00       |
| Utilities                  | 48549.01   |
| Maintenance                | 25389.94   |
| Trust accounts             | 7844.95    |
| Capital programs           | 26366.27   |
| **Total expenditure**      | 856101.90  |
| **Balance carried forward**| 268770.84  |

A full copy of the school’s 2014 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 2014

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 2014, the average mark in Reading was 457.6 compared to the state average of 423.3 with 69% of our students in the top two bands.

The average mark in Spelling was 453.5 compared to the state average of 423.9 with 62% of our students in the top two bands.

In Writing, the average mark was 438.1 compared to the state average of 409 with 65% of our students were in the top two bands.

The average mark in Grammar and Punctuation was 453.3 compared to the state average of 436 with 63% of our students in the top two bands.
NAPLAN Year 3 - Numeracy

In 2014, the average mark for Numeracy in Year 3 was 432.6 compared to the state average of 407.9 with 54% of our students scoring in the top two bands which was significantly higher than that of the State at 42%.

In the strands of Measurement, Data, Space and Geometry, 58% of our students were in the top two bands, which again was significantly higher than that of the State at 43%.

In Number, Patterns and Algebra, 46% of our students were in the top two bands, which was also significantly higher that the State at 37%.

NAPLAN Year 5 – Literacy

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

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, the average mark in Reading was 532.1 compared to the state average of 504.7 with 45% of our students in the top two bands.

In Writing, the average mark was 491.4 compared to the state average of 474.1 with 51% of our students in the top three bands.

The average mark in Spelling was 521.6 compared to the state average of 507.1 with 51% of our students in the top two bands.
The average mark in Grammar and Punctuation was 528.8 compared to the state average of 512.4 with 56% of our students in the top two bands.

NAPLAN Year 5 - Numeracy

In 2014, the average mark for Numeracy in Year 5 was 519.2 compared to the state average of 494.3 with 44% of our students scoring in the top two bands.

In the strands of Measurement, Data, Space and Geometry, 38% of our students were in the top two bands which was significantly higher than that of the State at 24%.

In Number, Patterns and Algebra, 40% of our students were in the top two bands, which again was higher than that of the State.

Other achievements

Arts

In the area of Creative and Performing Arts, Mr. Richard Sandham, from Directions in Music, has taken over the role of our Bandmaster this year. Mr. Sandham is highly committed to the Band and the Band Committee has worked very hard behind the scenes to support the Band in 2014.

This year the Band competed in the UNSW Band Competition and gained a silver award. They performed for some of our Years 3 to 6 Assemblies, at the Big Band Bash, at Bondi ‘Showcase’ and at ‘The Big Band Gig’, which is a Directions in Music initiative.

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.
Also in the area of performing arts, Mrs. Timms has again led our Senior Choir in 2014. The Senior Choir has performed at the Mothers’ Day Breakfast, Grandparents’ Day and at K-2 and Year 3-6 Assemblies.

The highlight of this year’s Creative and Performing Arts calendar, however, had to be our highly acclaimed musical ‘Best Foot Forward’. It truly brought the whole school community together to celebrate not only the talents of our wonderful Double Bay Public School students, but also the talents of our teachers and of the many parents who contributed their skills in theatre to support our lead actors with their roles. The musical was a joy to be a part of and we are so grateful that all of our students have had the opportunity to be a part of such a professional production and to have a lot of fun in the process.

Sport

In 2014 our school entered an unprecedented number of teams in the Primary Schools’ Sports Association inter-school competitions. We entered 8 netball teams, 2 soccer teams, 5 rugby league/union teams, 2 cricket teams, 1 softball team, 1 T-ball team, 2 basketball ball teams and 8 Oz tag teams. This is a huge number of teams for a school our size.

Some highlights of the PSSA sporting year were:

- Our Senior A Netball Team, Senior Boys Basketball, Opens Rugby Union, Under 9’s Rugby League and Under 10’s Rugby League Teams all becoming Sydney Coastal PSSA Premiers.
- Our Junior Netball teams, Junior A Blue & Junior A White, were also joint premiers, which is an amazing effort with over 40 teams competing in the competition.
- Our Junior Cricket, Senior Cricket, Junior Girls Oz tag, Junior Boys Oz tag, Senior Girls Oz tag, Softball, Junior mixed basketball and Under 9’s & Under 10’s Rugby Union Teams also successfully secured places in the finals.

Double Bay Public School students competed successfully at Regional level in Swimming and Athletics and we also had representation at state level in swimming. As well as those achievements, we had several students selected in Zone teams in Netball, Softball, Rugby League, Basketball and Tennis; and we had a student selected for Regional representation in Netball.

This year was our sixth year of participating in the Premier’s Sporting Challenge, an activity designed to ensure optimum fitness levels for all of our students from Kindergarten to Year 6. Our students also competed in several external sports programs, Gala Days and all students from Year 2 to 6 were involved in a Sports Expo towards the end of Term 4 involving 8 participating Sport providers.

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 day of workshops conducted by ‘Koomurri Management’ based on Aboriginal culture, storytelling, boomerang throwing, painting, singing and dancing.

Multicultural education and anti-racism

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.

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 viewed 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 ‘Everyone Belongs’. 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.

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 attended Point Wolstoncroft to take part in a variety of team building activities. This was a much anticipated and enjoyable event. The Stage 3 children travelled to Canberra for part of their study on ‘Government’. They learnt about the three levels of government and how parliament works. They also had the opportunity to visit Parliament House, the Australian War Memorial, the Australian Mint, the NSW Academy of Sport and Questacon.

India Calling

India Calling was a significant program offered at Double Bay Public School in 2014. This requires an in-depth study of India, including video conferencing, and culminates 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. Members of the ‘Green Team’ take composting buckets around to the students at morning tea and lunch time to collect compostable food waste.

Students have been involved in a variety of opportunities to develop their awareness of the importance of sustainability throughout the year. These opportunities have involved taking part in Tree Day, attending the Australian Garden Show at Centennial Park, taking part in Earth Hour and ‘Clean Up Australia Day’.

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. Four of our students were selected to take part in 2014.

Gateways is a program for students in Years 1 – 6, and two or three children from each year are selected each term to attend workshops in the areas of Science, Mathematics and History.

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. Years 5 and 6 students also took part in a ‘Battle of the Minds’ competition.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluations of Science and Technology and School Planning.

Science and Technology

Background

With the new Australian Curriculum Science and Technology syllabus due to be introduced in 2014, and then mandatory in 2015, the staff at Double Bay Public School took this opportunity to evaluate the teaching of Science and Technology in the school.
Findings and conclusions

Class teachers at Double Bay Public School are very excited about the new Science and Technology syllabus. Our former syllabus has become quite out-dated and staff feel that it didn’t encourage enough ‘hands-on’ opportunities for students.

At Double Bay Public School, we have a good collection of ‘Primary Connections (Linking Science with Literacy)’ units, and these have now been aligned very closely with the new Science and Technology syllabus. Stage 3 classes trialled one of the Primary Connections units in 2014, using the new Science and Technology outcomes. The results were excellent. Both class teachers and students enjoyed the new approach to the subject. It allowed for more ‘hands-on’ opportunities and really allowed students to take responsibility for their own learning using various scientific approaches.

Future directions

A new Science and Technology scope and sequence will be developed very early in 2015 and teachers will be able to access all ‘Primary Connections’ units through ‘Scootle’. ‘Scootle’ is a national digital learning repository which provides Australian teachers with access to more than 20,000 digital learning items. It is supported by the NSW DEC and is aligned to core areas of the Australian Curriculum. Two Science and Technology units will be taught by each Stage in 2015, leaving room for one HSIE unit to be taught and one History unit to be trialed (implementation of the new History syllabus will be mandatory in 2016).

School Planning

The introduction of a new, highly structured and very different planning process for school plans for the 2015 – 2017 planning cycle by the Department of Education and Communities precipitated a reflection by Double Bay Public School staff on previous planning processes and a strong focus on planning for the future at our school.

The Executive Team read and discussed all of the documentation about the new planning format. An information session was run for all staff by our Principal of Leadership, Stephen Gray. The Executive Team was involved in several discussions about the implications of the implementation of the new format, especially the strong focus on whole school community consultation.

Several strategies were decided on for students, parents and staff, including: The school ‘Back Pack’ activity to help us form our school vision for the future; a four-point survey; and forums for all stakeholder groups, which were based on focus questions arising from the data gathered from the four-point survey.

School planning 2012–2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improved student performance in literacy

Enhanced student engagement in all aspects of literacy

Evidence of achievement of outcomes in 2014:

- Improved NAPLAN results in reading for Year 5 with a 20% increase of students in the top band from 2013 – 2014.
- Improved NAPLAN results in spelling for Year 3 with an 11% increase of students in the top band from 2013 – 2014.
- Teachers continued to successfully implement strategies from the Programming Strategies Handbook and analysis of SMART data to inform their teaching and planning strategies.
- Class teachers have plotted students on the literacy continuum using PLAN. This has enabled teachers to target specific groups of students according to clusters in order to provide specific learning opportunities that will ultimately allow students to move forward on to the next cluster.
- Students have been identified for support through Reading Recovery, STLA, ESL and LAST programs to cater for individual learning needs.
- Strategies from the VCOP (Vocabulary, Connectives, Openers and Punctuation) have been implemented in classrooms to improve skills in writing.
- Staff members have revisited the ‘Success for Boys’ philosophy and have been incorporating Best Start and NAPLAN teaching strategies.
• The Take Home Reader program for all students K-4 has taken place and students have been receiving School Reading Awards in assemblies.

• The implementation of the new NSW English curriculum has begun and class teachers have been working collaboratively to develop new units of work aligned with the new syllabus across grades and stages.

**Strategies to achieve these outcomes in 2015:**

• Engaging new texts that are aligned with the current English syllabus will be purchased to supplement our existing library of books.

• New units of work will continue to be developed in consultation with the new outcomes of the new English syllabus.

• Differentiation of units of work to cater for individual learning needs and to encourage engagement.

• Improvement of students’ computer literacy through the purchase and use of a variety of technological devices.

• Professional learning opportunities to ensure the successful implementation of the new English syllabus.

**School priority 2 Numeracy**

**Outcomes from 2012–2014**

Improved student performance in Numeracy

Enhanced student engagement in all aspects of Numeracy

**Evidence of achievement of outcomes in 2014:**

• 80% of Year 5 students were in the top three bands compared to 77% in 2013 and 45% in 2012.

• 54% of Year 3 students were in the top two bands compared to a state level of 43%.

• Professional learning opportunities with Anita Chin resulted in ‘word walls’ being developed and used throughout the school to encourage and develop consistent mathematical language.

• Mathematics groups (according to ability levels) in Stages 2 and 3 continued to run. This allowed for teachers to focus more easily on specific target areas according to their cohort of students.

• All K-2 classes plotted their students on the Numeracy Continuum using PLAN.

• All classes are now using the ‘write and wipe’ boards with resources published by Anita Chin, Double Bay Public School teachers or Genie Educational.

• Quality mathematical resources have been purchased to complement resources already in the school.

• Practical activities have been created and shared amongst all classes and are used on a regular basis.

• Mathletics has again been used as an extra mathematical tool to support the learning of students.

• New Mathematics scope and sequences have been developed according to the new Mathematics syllabus and are being followed by staff and students.

**Strategies to achieve these outcomes in 2015:**

• In consultation with the P&C, continue with our Mathematics specialist support teacher to improve student learning outcomes.

• Continue to use our purchased resources and practical activities to engage students and create a more stimulating learning environment.

• Continue to follow, and modify and adapt where necessary, our new scope and sequences aligned with the Australian Curriculum syllabus.

• Continue to encourage the use of correct and appropriate mathematical language during class time and in the playground.

• Locate and develop a suitable storage system for mathematics resources to enable easy access for all grades and stages and to allow easy transfer from classroom to classroom.

• Replenish mathematics resources where necessary.

• Continue to use Mathletics as a tool to support the learning of students.
School priority 3
Connected Learning

Outcomes from 2012–2014
Increased use of interactive technologies for learning, teaching and for teacher professional learning

Evidence of achievement of outcomes in 2014:
- A new wireless networking system has been installed in the school. All buildings in the school have access to the wireless network.
- Staff members have been trained and are successfully using the wireless network and associated mobile devices effectively.
- 30 iPads have been purchased and all classes are using the iPads successfully. The iPads have lifted engagement levels of students. An iPad timetable ensures equitable access to the iPads.
- ‘Mathletics’ K – 6 and Reading Eggs K - 2 have continued to run successfully in 2014.
- Our video conference facilities have been regularly used for India Calling and Professional Learning opportunities.
- Almost all newsletters in the school are delivered via email.
- The school website is updated regularly with photographs, newsletters and school event information.
- All staff members are using ESR Momentum to develop school reports and mark class rolls.

Strategies to achieve these outcomes in 2015:
- The ESR Welfare module will be set up to enable staff members to monitor the welfare of students. This will include behavior incidents, accidents reports, medical information, absence notes, etc.
- The school will be looking into leasing lap-tops for students in Years 5 and 6.
- ‘Mathletics’ K – 6 and Reading Eggs K - 2 will continue to run.
- The school will be looking into gradually replacing old interactive whiteboards with new ‘4-point touch’ interactive whiteboards and ‘Comm Boxes’.
- More applications will be purchased for iPads.
- The school will be looking into incorporating a ‘movie-making’ program using iPads for students in Years 5 and 6.
- The school will be using ‘Schoolzine’, which is a multi-functional newsletter distribution service with an interactive platform that can be accessed via the Internet.

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 achievement of outcomes in 2014:
- Staff have implemented effective classroom practice to create a sustainable school environment, and this is being maintained across the school.
- We are part of the Eastern Suburbs Sustainable Schools Network (ESSSN). This enables us to keep up-to-date with current research and share ideas about the ongoing maintenance of sustainability in our school.
- We have continued to utilise available external experts and sustainability resources.
- Our recycling programs and composting programs within the school have been running successfully and we will continue these.
- We have continued to monitor and maintain water and energy saving procedures.
- We celebrated ‘Tree Day’ with a school-wide promotional day with guest celebrities and a sausage sizzle.
- On ‘Plant a Tree Day’, Year 2 planted trees at the school. This initiative was organized by Planet Ark.
- 5/6M attended ‘The Australian Garden Show’ at Centennial Park. They created a green serpent.
- We have continued to implement ‘Waste-Free Wednesday’ at school. All students are encouraged to pack a waste-free recess and lunch on these days.
- We have a ‘Green Team’ of students who are responsible for composting in the school. These students take out composting buckets
at recess and lunch to collect compostable waste from recess and lunch. These students then add this waste to the compost bins.

**Strategies to achieve these outcomes in 2015:**

- We will be taking part in ‘Clean Up Australia Day’ again next year. We will allocate Stages to certain areas of the school playground and Steyne Park to collect any waste.
- We will be celebrating and encouraging all families to ‘switch off’ for Earth Hour next year. A member from Woollahra Council will attend our school assemblies to talk to students about Earth Hour and how the initiative helps our planet to ultimately become more sustainable.
- Our shade cloth over the multi-purpose court is due to go up next year, and we will be landscaping the garden underneath to create a more welcoming, natural environment.

## 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 achievement of outcomes in 2014:

- Provision of CAPA groups across stages or years, enabling all students to experience the various elements throughout the year. A decision to have two casts for the school musical was made and the directors were appointed for each cast. The casts were made up and each class was given their song.
- Each teacher was given a folder containing all information related to their item.
- Teams were formed and they were responsible for various aspects of the school musical. These included the areas of performance, organisational aspects and front of house. Within each of these groups were smaller groups. Each team was responsible for ensuring their aspect was competed.
- Auditions were held for all interested children for the main cast.
- Experts were brought in to run workshops, assisting the children to develop their acting, singing and voice projection skills.
- Class teachers were responsible for preparing their class for their routine, the opening and finale items.
- The P & C were involved in securing sponsorship and in the printing of programs, posters and the advertising of the event.
- Parents were involved in assisting the class teachers in preparing their class for the performance in areas such as makeup, hairstyles and making or sourcing of costumes.
- The sale of tickets was outsourced to a company ‘Try Booking’ which proved to be successful.
- A lighting and sound expert was employed to direct the lights and sound area of the performance.
- A parent filmed the event and DVDs will be available early in 2015.
- In 2014, the Senior and Junior Choirs performed at a variety of school events. At the end of the year they combined for a performance at Presentation Day.
- The School Band continued with the amalgamation of the Senior and Junior Band. Directions in Music continue to coordinate the band program at Double Bay Public School.

### Strategies to achieve these outcomes in 2015:

- Organise the CAPA groups across Stages or Year groups ensuring all students have access to the various elements throughout the year.
- Singing times have been organised for the K – 2 students with a specialist music teacher.
- Providing the students with the opportunity to join the School Band, the Junior or Senior Choir and to perform at school assemblies, special days and at public events including the combined CoSiES Choir.
- This year the School Band will be going on a Band Camp with other schools to further develop their musical skills and knowledge.
- Provision of Professional Learning opportunities for the staff from Stage 2 & Stage 3 in the area of Public Speaking and all
children will be involved in a school developed Public Speaking program.

- The Dance group has auditioned for School Spectacular and Showcase.
- All the students from Kindergarten to Year Six will be involved in the specialised Music program Inspire during Term 3. All students will have a class music lesson per week as well as a group singing session.
- We will nominate students for Create East once again, and hope to have several students selected to take part in the production.
- In Term 2, students in Stage 2 & 3 will be involved in the Footsteps program which will provide them with the opportunity to learn and perform modern dance.
- In Term 2, students in K – 2 will be involved in the Dance 2B Fit program which will provide them with the opportunity to learn and perform modern dance.

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 achievement of outcomes in 2014:

- 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, with the school’s Bullying and Discipline policies being a priority.
- Understanding the importance of ‘duty of care’ when planning and supervising activities for children.

Strategies to achieve these outcomes in 2015:

- Providing professional learning opportunities for class teachers on curriculum differentiation with regards to the new syllabus documents.
- Providing collaborative Stage group sessions for class teachers to develop rich assessment tasks that will enable students to reach the highest possible learning outcomes they are capable of achieving.
- Providing collaborative Stage group sessions for class teachers to develop school-wide scope and sequences and new units of work that will be aligned with the new syllabus documents.
- Seeking professional learning opportunities to learn about and implement the Positive Behaviour for Learning program.
- Continuation of professional learning opportunities and networking with the CoSiES Group (Community of Schools in the Eastern Suburbs).
- Implementation of the ESR Momentum Welfare module to enable tracking of student welfare.
- Continuation of incorporating improved methods of communication between the school and parent community.
- Setting up ‘Schoolzine’ as an electronic, interactive communication tool between the school and parent community.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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 diversity of learning opportunities, the care and support of students by the teachers, the location and atmosphere of the school, and the strong school community.
Areas of strength identified by our students included: the location of the school (including access to Steyne Park for playing), the caring nature of teachers, access to a wide range of sporting opportunities, and improved access to technology.

The staff identified the professionalism and friendliness of staff, the culture of learning at the school, the location of the school, and access to a wide range of sporting opportunities as strengths.

A small percentage of the parent community still believes communication across the school needs to be improved, along with higher academic expectations for our students.

Our students would like to have more opportunities to access technology and would like to see the school and the park toilets refurbished.

The staff would like to see the school discipline policy reviewed and improved upon, and would like to see the school advancing more with regards to technology.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. Our three Strategic Directions for our new school plan are based on:

- Quality Teaching and Learning
- Quality Relationships
- Quality Systems

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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