

Dobroyd Point Public School

Annual Report



2016



3873

Introduction

The Annual Report for 2016 is provided to the community of Dobroyd Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Marni Patterson

Relieving Principal

School contact details

Dobroyd Point Public School

Waratah St

Haberfield, 2045

www.dobroydpt-p.schools.nsw.edu.au

dobroydpt-p.School@det.nsw.edu.au

9797 8249

Message from the Principal

It is with great pride that I report on the achievements and successes of Dobroyd Point Public School. 2016 was a busy and productive year for the school community as we continued to endeavour to provide quality education in a safe and inclusive environment.

Some of the highlights of the school year included:

- Our Annual School Movie Night, which includes a student-made short film competition. Students from K–6 are invited to make a short film to submit, and the shortlisted films are viewed on the night.
- Participation in the Inner West Debating Competition, with over thirty students from Years 4–6 achieving outstanding results, coming third overall.
- Our Education Week Showcase, allowing parents, grandparents and the wider school community to celebrate our school's achievements and to see the great work that is being completed in our classrooms.

Throughout 2016 the commitment of the executive, teachers, support staff and volunteers has been commendable and this has resulted with students' receiving a very high standard of education. Sadly, we said goodbye to our Principal, Mr John Quinn, who retired after 8 years of commitment to Dobroyd Point Public School. We thank him for his tireless work and wish him all the best in his retirement.

Dobroyd Point Public School continues to be a vibrant learning community where students are nurtured, constantly challenged and extended in their learning. One of the most notable aspects of Dobroyd Point is that it is a place where students are enthusiastically engaged with their learning and other aspects of school life. At the close of another year it is timely to acknowledge the strengths of our school, the incredible demonstration of student leadership through the Student Representative Council and School Leadership team; the professionalism and commitment of our staff and the dedication of both the parent body and the P&C who work tirelessly to support our school's endeavours.

Message from the school community

The Dobroyd Point Public School Parents and Citizens Association is a group dedicated to enriching the educational experience of our children at Dobroyd Point Public School. This is achieved by supporting the school, the School Principal and the teaching staff in providing quality education and enhanced outcomes in all learning areas for all children.

I would like to take this opportunity to thank the executive of the Parents and Citizens Association for their commitment and support over the last 12 months, Vice Presidents Rachel Laing and Kim Waters, Secretaries Fiona Berman and Jen Browne, and Secretary Jen Rowe. 2016 was an extremely busy year – schools are very busy places and ours is no

different.

Many initiatives were achieved by the Parents and Citizens of Dobroyd Point this year. In terms of fundraising and social events many events were held. I would like to thank the following people for coordinating such events, Anna and Gabe Virgona for the Trivia Night, Julie Nad for coordinating the Movie Night, and Susan Bentley and Natalie Cooper for coordinating the Bay Run. The effort and passion put into these events is outstanding.

These people worked with committees to ensure these events were very successful. I thank all committees involved and all people in the school community who attended, sponsored and supported in some way. Without question such commitment continues on and fosters a sense of community at Dobroyd Point Public School.

It would also be remiss of me not to formally thank Usha Zuzza and Margo Pasin who have worked tirelessly in our uniform shop over many years now. This commitment is demonstrated by many parents who help in so many different ways at Dobroyd Point whether it be involved in helping in the library, being involved in reading and other curriculum programs, transporting students to debating, sporting and leadership opportunities.

The opportunities that are available to our children happen as a result of the dedication of the teachers of Dobroyd Point. Many staff have attended meetings and the fundraising and social events held by the P&C. At these events they are very much hands on, helping and assisting in many ways.

Lastly I would encourage all families to be involved in some capacity in the P&C. It's a great way to be kept informed and to positively contribute to the quality education of your children.

Darren Mitchell, 2016 P&C President

Message from the students

Our first year at Dobroyd Point Public School was in kindergarten in 2010. We spent time with our year 6 buddies and we learnt to read and write. We remember our 100th day of school where we made necklaces with 100 fruit loops and other fun activities celebrating 100 days. At that time, Year 6 seemed so far away and we could not have imagined that 7 years later we would be reflecting on that day.

We still look back and talk about our time in Kindergarten, every year when a new group of children start. When we stop and think about 7 years at Dobroyd Point, our first thought is that it is a fantastic school. The teachers here are so kind, friendly and fun. They make the school an enjoyable place to learn and happy place to be at. Being a small school means we all get to know all the teachers and they know each of us. They are a wonderful team of teachers and as we leave the school we also want to wish them a great year to come.

In addition we would like to give a special thank you to Mr Quinn for all of his support over the past 7 years. Mr Quinn started at the school a term or two before we started Kindergarten, so our Dobroyd journey has been for about the same amount of time. You have put so much time and consideration into the students here. We wish him all of the best for his retirement and travels in 2017.

There are so many opportunities available to all of us here at Dobroyd Point. From Sport to music, debating, drama, chess, the Schools Spectacular, recorder and even the chance to travel to China for music. Everyone gets involved and works together.

The other important lesson that Dobroyd has taught us is how important it is to be inclusive. We are a small school but we are a big community. We know everyone in the school by face and most by name, so there is always someone to smile at and say hi to when you are at the local shops or park. We might be leaving Dobroyd Point Public School, but we are always going to be a part of this community.

Jodi Berman & Oscar Neufeld, 2016 School Captains

School background

School vision statement

At Dobroyd Point Public School:

- We nurture and challenge children's intellectual, physical and imaginative capacities
- We care for our students with humanity and sensitivity
- We strive to maximise potential for later schooling and for the quality of life itself

School context

Dobroyd Point Public School (P4) is situated in the federation suburb of Haberfield. The school has an enrolment of 261 students with 11 classes from Kindergarten to Year 6. Approximately 20 teachers (15 full-time equivalent positions) and 6 non-teaching staff work at the school.

DPPS "The School Among the Trees" is a community focused school with committed teachers and rigorous curriculum programs dedicated to academic growth and development. The school has long identified with the Italian cultural heritage of the area and all students participate in an Italian Community Language Program.

The community has a strong sense of involvement and partnership and the school has a warm, caring and friendly atmosphere. There is an active Parents and Citizens organisation that raises funds to support programs and purchase resources for school initiatives.

The school and its community have high expectations of students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, Music, Learning and Support, and Digital Technology and Sport, amongst other key learning areas.

Dobroyd Point Public School's school plans articulate what we will do to ensure every student in DPPS has access to quality teachers and quality teaching.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The school has continued to focus on creating a positive and productive learning culture amongst staff and students. The importance of wellbeing has been evident in the way that students are relating to each other and, importantly, in the high level of engagement of students in learning. Attention to individual learning needs has been a continued focus throughout the year. We have also successfully provided for the strong participation and contribution of Aboriginal students at school.

Our major focus in the domain of Teaching has been on collaborative practice. The implementation of new curriculum in history and geography have been the focus for professional learning, working in stage teams to plan and program. The authentic integration of technology for learning, building a culture of classroom observation and reflective practice and a strong emphasis on quality teaching programs highlight consistent improvement in student learning.

In the domain of Leading, our emphasis has been on financial planning as a result of the new Resource Allocation Model, and implementation of the LMBR management system. School leaders have worked effectively with all staff to ensure a safe learning environment exists for everyone. Consistent leadership of the implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Improving student achievement through quality teaching in all curriculum areas

Purpose

- To nurture and challenge intellectual, physical and imaginative capacities
- To motivate students to reach their full potential through a creative, innovative and resourceful curriculum
- To promote excellence by providing stimulating and quality learning experiences, ensuring that there is legitimate progression of learning over time for each student.

Overall summary of progress

Consistent focus on quality teaching and learning has resulted in student progress across all key learning areas.

Our staff has continued to develop their understanding and implementation of the Australian Curriculum. Staff members continue to deepen their understanding of the new history, geography and science syllabuses. They worked collaboratively to engage in critical reflection of their teaching practice to facilitate implementation of Quality Teaching elements.

Teachers used student performance data and PLAN to track and evaluate student learning and to provide explicit, specific feedback to students about improving in literacy and numeracy. Collaborative practices around programming and developing assessments has enhanced consistent teacher judgement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students achieving at or above expected grade achievement level on aspects of the Primary Literacy and Numeracy (PLAN) continuum:</p> <ul style="list-style-type: none">• 60% reading texts (Baseline 45% in 2014)• 60% writing (Baseline 45% in 2014)• 60% early arithmetic strategies (Yr 1 baseline 56% in 2014) <p>External data will indicate improved student achievement, with school averages exceeding similar school group averages in achievement and growth</p> <p>e.g. 75% of students achieving at or above expected growth from year 3 to 5 in NAPLAN Lit and Num (Baseline last 3 year average 2014 – 66%)</p> <p>Evidence of student growth in school based literacy and numeracy assessments.</p>	<p>K–2 PLAN data shows that:</p> <ul style="list-style-type: none">• 84% students achieved at or above grade achievement in "Reading Texts"• 63% students achieved at or above expected grade achievement in "Writing"• 76% of students achieved at or above grade expectation in early arithmetical strategies <p>Our 2016 NAPLAN data demonstrates:</p> <ul style="list-style-type: none">• 79% of students demonstrating at or above expected growth for reading• All students across Year 5 achieving positive growth, with 82% of students achieving at or above expected growth in Numeracy	<p>Resources purchased</p> <p>Collaborative planning release</p> <p>Literacy & Numeracy K–6– \$7848.00</p>

Next Steps

To build the strength of teaching and learning programs to improve student achievement, we will:

- Review the school-wide Professional Learning schedule and identify areas of priority for staff professional development.

- Continue to focus on the implementation of new syllabuses and associated capabilities and/or cross-curricula priorities, especially History & Geography.

Strategic Direction 2

Caring for students with humanity and sensitivity, promoting student voice to build a positive, safe and enriching environment

Purpose

- To develop our students' capacity to participate in a fair, just and tolerant society.
- To care for students with humanity, sensitivity and enlightened discipline, as developing human beings, worthy of genuine respect.

Overall summary of progress

Our continued school-wide focus on student wellbeing has enabled us to achieve continued progress in this strategic direction. Every day our students have endeavoured to work together to develop their capacity to learn. Where possible we have encouraged children to actively take responsibility for their own learning and demonstrate their participation in the school community by being involved in effective decision making. This is evident in our school leadership program, supported by the Student Representative Council.

Student wellbeing has been enhanced through various programs in place within the school. Peer Support has been a focus for building student leadership and all students have been involved in learning about promoting harmony in the school environment. Students were involved in The Wheelies Roadshow and Just Like Me disability awareness programs to enhance inclusiveness within the school community.

The learning and support team developed improved strategies to identify and support learning across the school, with support from the P&C directed towards Student Learning Support Officer assistance with classes K-6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Personalised Learning and Support Planning for all students with disability or additional learning and support needs, as measured in the Nationally Consistent Collection of Data on Students with Disability.• Data from the Tell Them From Me student survey reflect student engagement, wellbeing & effective teaching strategies. (Baseline data from 2015 student survey)• Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.	<ul style="list-style-type: none">• Staff were involved in the identification and collection of data for the NCCD.• The Learning Support Team (LST) ensured that students requiring adjustments and learning support were catered and planned for using available resources.• Data from the Tell Them From Me surveys reflected 91% of students felt that they had positive relationships at school.• DPPS students were actively involved in a wide range of community-based fundraising activities, including the Little Heroes Swim Academy Swimathon, with a team of students representing the school to support a student at DPPS. The school's efforts were recognised through the Ashfield Wests Community Awards, being award runners up.	Low level adjustment for disability – \$11583.00

Next Steps

To enhance the sense of a supportive, positive and safe environment, we will:

- Review measurable targets to support the collection of ongoing valid and authentic data.
- Continue to participate in the Tell Them From Me survey for Year 5 and 6 students, staff and community members.
- Revise the Student Leadership procedures.
- Continue to strengthen programs that support student participation and voice, including the SRC.
- Investigate and evaluate potential wellbeing programs for DPPS school context.

Strategic Direction 3

Inspiring a collaborative and dynamic learning community.

Purpose

- To develop the leadership capacity of all staff with ongoing performance improvement combined with knowledge and understanding of the Australian Standards for Teachers.
- To promote a culture that demonstrates the building of educational aspiration across the wider school community.
- For students to develop their capacity to learn and play an active role in independent and collaborative learning contexts both at home and at school.

Overall summary of progress

The implementation of the Performance and Development Framework was an important focus during 2016. The framework has provided the structure to support teachers in their professional learning and facilitate professional growth. Teachers formulated professional learning goals, gathered evidence of their achievement and reflected and reviewed their progress collaboratively with their stage leaders.

School leaders have worked to build capacity by supporting and fostering quality teaching through mentoring and collaboration between teachers, finding the best ways to facilitate learning, and by promoting a culture of high expectations. Data from the Tell Them From Me surveys show students have developed sense of belong and positive engagement with school, and value the positive relationships they have with the teaching staff at Dobroyd Point.

Greater engagement of parents and carers was supported by several parent information sessions. Sessions were delivered in regards to enhancing parent knowledge about skills and understanding of teaching and learning practices in K–2 reading as well as promoting cyber–safety and reporting NAPLAN data, including school trends and strategies for student improvement.

DPPS held various successful community events throughout the year, including the widely known Bay Run and our local Short Film Festival. Both events had a high level of community engagement and promoted positive relationships with the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All teachers achieving professional accreditation. (22% in 2014)• Evidence of all teachers achieving targets within the Performance Development Framework.• Improved trend data from the Tell Them From Me Focus on Learning staff surveys, relating to effective teaching strategies and evidence based drivers of student learning. (Baseline data from 2014 staff survey)	<ul style="list-style-type: none">• 41% of DPPS staff have achieved professional accreditation in 2016.• All staff have completed their Professional Development Framework, discussing and reviewing the process and implications for goal setting for 2017.• Tell Them From Me data showed that teacher's believe that students are set high expectations and are given explicit, consistent feedback. Teachers feel as though there is a high level of collaboration with with their colleagues.	<p>Collaborative planning release</p> <p>Professional learning – whole school and identified by teachers through their Performance Development Plans</p> <p>Teacher Professional Learning – \$13,676.00</p>

Next Steps

In 2017, staff at DPPS will engage in further collaborative planning to allow for:

- Greater consistency in regard to the content and method of delivery of learning experiences in like stage classes
- Further focus on collaborative programming, allowing time for stage–based planning and programming
- Greater sharing of resources .

To continue to build a dynamic learning community, we will also:

- Support community partnerships and P&C led events
- Review Parent Information sessions to enhance rates of participation
- Update the school website and explore social media to celebrate and promote school achievement.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal and Torres Strait Islander students have a PLP that is regularly reviewed with parents, students and teachers.</p> <p>Resources were purchased to support the cross-curriculum priority regarding Aboriginal and Torres Strait Islander histories and cultures.</p>	<ul style="list-style-type: none"> • Aboriginal background loading (\$4 572.00)
English language proficiency	<p>TR days supported to conduct assessment and collaborative planning.</p> <p>Purchase of additional EAL/D school resources.</p>	<ul style="list-style-type: none"> • English language proficiency (\$7 103.00)
Low level adjustment for disability	<p>Student learning support officers (SLSOs) supported through timetabling, resources and professional learning.</p> <p>IEPs developed for students with learning needs.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$11 583.00)
Socio-economic background	<p>LaST, stage teams and executives monitored and evaluated planning, programming, teaching, assessing and reporting.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$3 056.00)
Support for beginning teachers	<p>The Department of Education (DoE) provided Dobroyd Point Public School with support funding for a beginning teacher who entered duty in Term 2 as permanent for the first time in 2016.</p> <p>This beginning teacher had:</p> <ul style="list-style-type: none"> • reduced responsibilities and teaching loads to support the development of their skills in the first year • ongoing feedback and support embedded in the collaborative practices of the school • mentoring from an Assistant Principal in the form of classroom observation and structured feedback 	<ul style="list-style-type: none"> • Support for beginning teachers (\$10 817.00)
Premier's Priorities in Action	<p>Collaborative programming focused on evaluating literacy and numeracy programs and stage based assessments.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy RAM (\$7 848.00)
Strengthening Family and Community Engagement	<p>Parents were engaged in a number of workshops to enhance knowledge and understanding, particularly about:</p> <ul style="list-style-type: none"> • Reading programs • Cybersafety • Learning and support programs 	<ul style="list-style-type: none"> • Resources (\$7 316.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	115	122	127	127
Girls	128	129	133	127

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.4	96.3	95.5
1	94.9	96.4	96	95.5
2	97.5	96.4	95.8	95.6
3	97.1	97.7	97.6	96.6
4	95.9	96.6	96.6	95.3
5	96.1	95.5	97.9	97
6	96.9	96.9	95.2	97.6
All Years	96.3	96.6	96.6	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KP	20
1/K T	16
KR	20
1 D/N	22
2L	21
2H	19
3/4 MT	26
3D	25
4S	27
5J	27
6P	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.96
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff members have identified as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	41

Professional learning and teacher accreditation

During 2016, staff at DPPS undertook a wide range of professional learning activities. Courses and programs were identified, linking to school and Department of Education targets. The implementation of the NSW syllabuses and 21st century learning skills were a focus for all teachers.

All staff attended the five scheduled school development days and our weekly morning staff meetings were combined with fortnightly afternoon professional learning sessions addressing school targets. Our professional learning included a variety of Department of Education annual compliance training courses, such as the Code of Conduct, Emergency Care, CPR, Asthma, Anaphylaxis and Child Protection.

Training was delivered in a variety of ways including by outside providers, at staff meetings, conferences, workshops at school development days and through the sharing of staff expertise.

Three early career teachers were accredited at proficient level throughout 2016, with the school also supporting casual teachers seeking accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	129 469.39
Global funds	204 931.54
Tied funds	167 588.74
School & community sources	151 516.71
Interest	2 149.59
Trust receipts	5 012.15
Canteen	0.00
Total income	660 668.12
Expenditure	
Teaching & learning	
Key learning areas	10 424.84
Excursions	32 312.44
Extracurricular dissections	116 569.17
Library	7 007.26
Training & development	0.00
Tied funds	117 008.28
Short term relief	45 119.55
Administration & office	44 426.70
School-operated canteen	0.00
Utilities	31 591.73
Maintenance	40 017.74
Trust accounts	4 787.38
Capital programs	36 842.06
Total expenditure	486 107.15
Balance carried forward	174 560.97

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	182 563.66
(2a) Appropriation	174 560.97
(2b) Sale of Goods and Services	-18.00
(2c) Grants and Contributions	7 939.61
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	81.08
Expenses	-143 269.55
Recurrent Expenses	-143 269.55
(3a) Employee Related	-86 739.36
(3b) Operating Expenses	-56 530.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	39 294.11
Balance Carried Forward	39 294.11

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 858 088.41
Base Per Capita	14 009.64
Base Location	0.00
Other Base	1 844 078.77
Equity Total	77 325.23
Equity Aboriginal	4 572.47
Equity Socio economic	3 056.14
Equity Language	7 103.18
Equity Disability	62 593.44
Targeted Total	58 210.01
Other Total	114 937.97
Grand Total	2 108 561.61

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

School performance

NAPLAN

A happy, caring environment and a rigorous academic program at the school have contributed the students to achieve pleasing results in NAPLAN testing.

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.

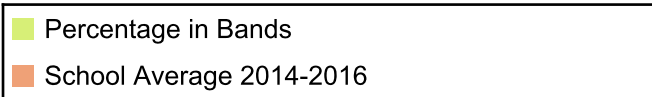
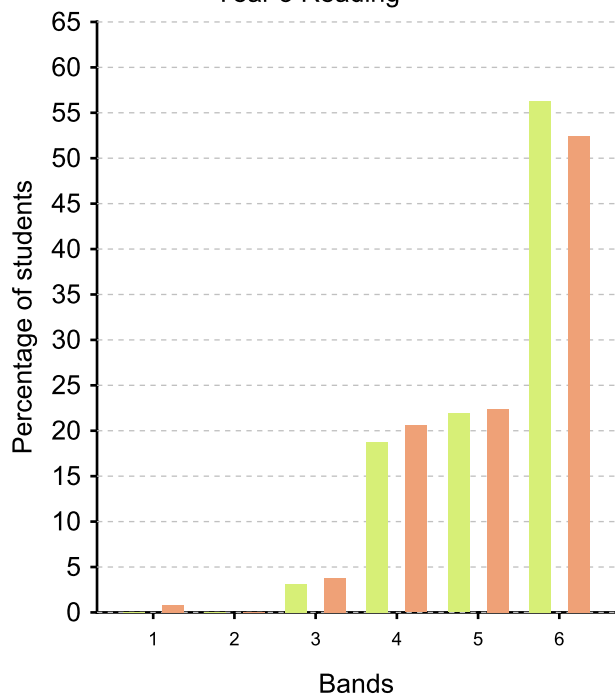
To measure achievement in literacy, students are tested in reading, writing, spelling and grammar & punctuation.

In 2016, 78% of Year 3 students and 81% of Year 5 students were proficient in reading.

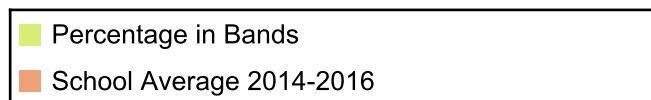
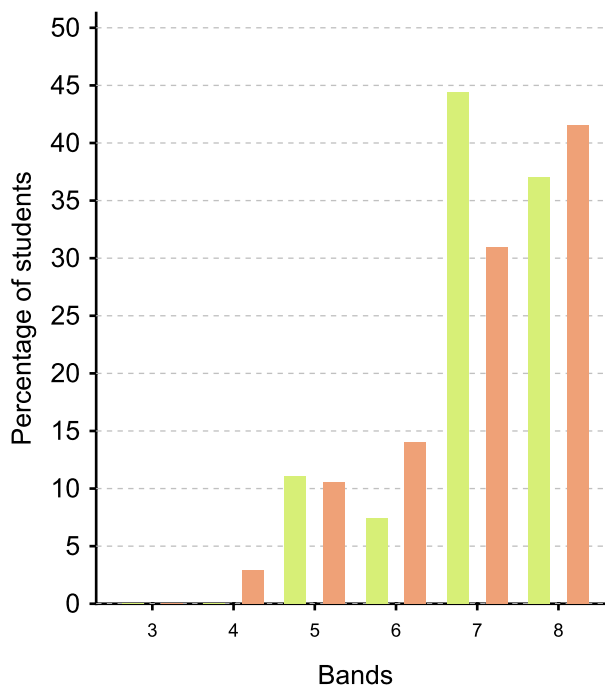
72% of Year 3 were proficient in writing and 33% of Year 5 students were proficient in writing.

In Year 5, 79.2% of students achieved greater than or equal to expected growth in reading.

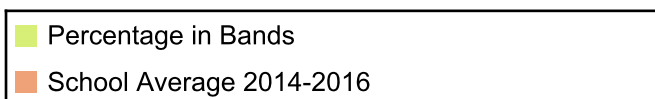
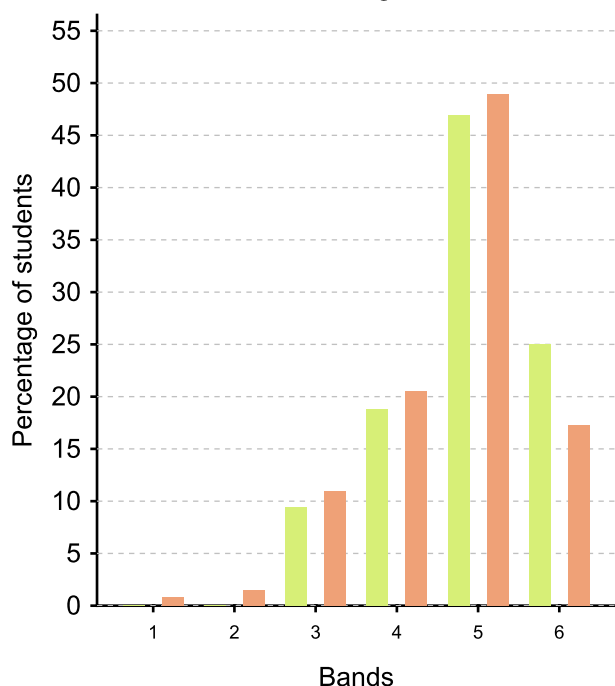
Percentage in bands:
Year 3 Reading



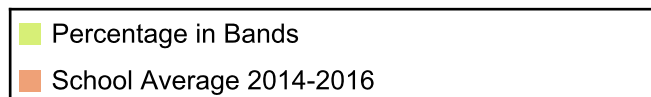
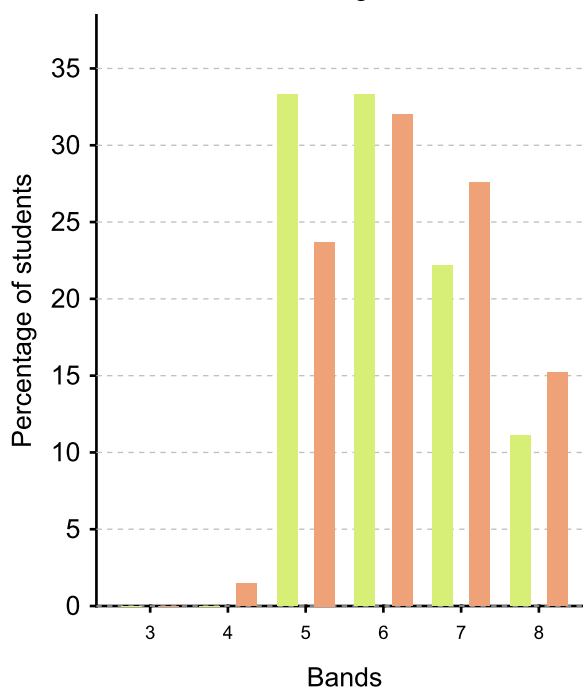
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Writing

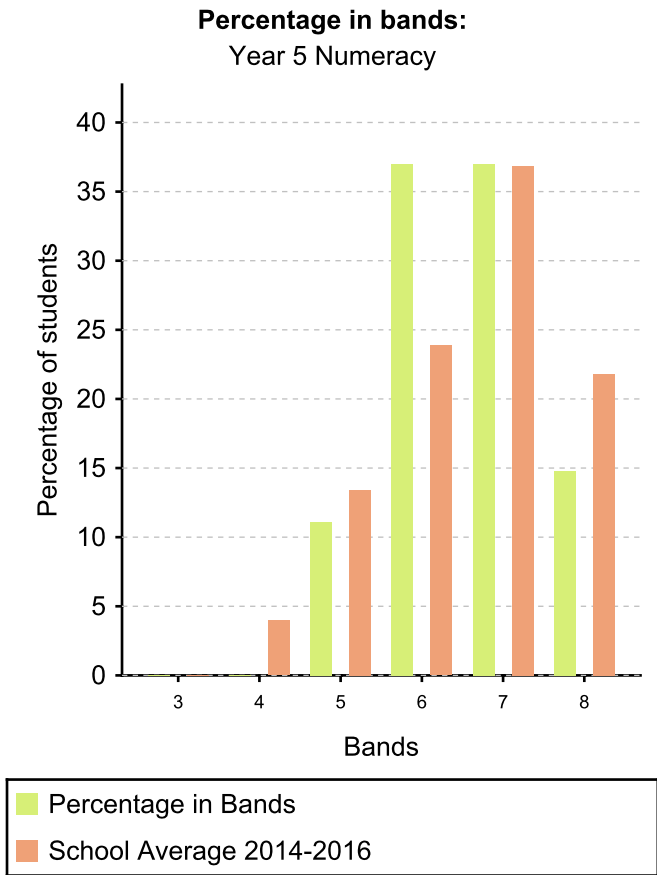
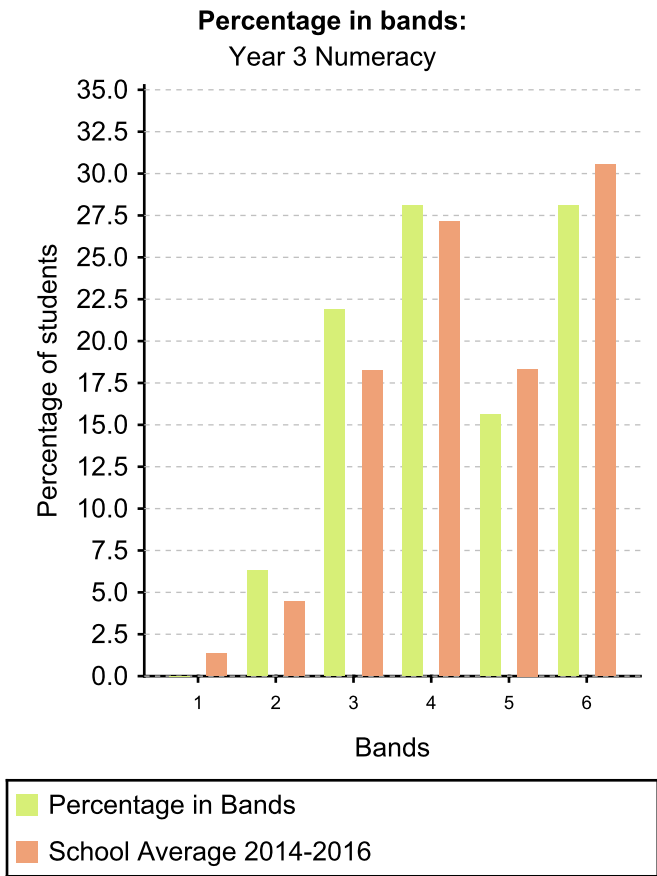


To measure achievement in numeracy, students are tested on concepts such as number, patterns & algebra, data, measurement and space & geometry.

In 2016, 44% of Year 3 students and 52% of Year 5 students were proficient in numeracy.

In Year 5, 82.6% of students achieved greater than or

equal to expected growth in numeracy. This is an outstanding achievement, especially when compared to the student growth in 'like' schools.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, students, teachers and parents were invited to participate in the "Tell Them From Me" surveys. These surveys covered multiple aspects of school life, including data on school and classroom effectiveness.

Students

The student survey showed:

- Above average results when compared to other NSW school students in regards to having a positive sense of belonging
- 91% of students reported that they had positive relationships at school
- 95% of students reported that they demonstrate positive behaviour at school
- Above average results in regards to feeling interested and motivated in their learning, with 93% of students reporting that they try hard to succeed in their learning
- Above average results when compared to other NSW Schools when considering positive student-teacher relationships.

Teachers

Teachers were invited to provide feedback through a survey titled "Focus on Learning". 17 teachers completed the survey, which included eight measures, scored on a ten point scale with 5 being a neutral response.

The survey concluded that:

- Teachers feel as though they are supported by school leaders who assist them to create a safe and orderly school environment
- There is a high level of collaboration when developing strategies for student engagement, and when building learning opportunities and assessments.
- Teachers set high expectations for students and they monitor progress and give effective feedback to students. They use data from assessments to inform their lesson planning and to set learning goals for students, engaging parents with these goals and involving them in their child's learning.
- Teachers feel as though their classrooms are inclusive and establish clear expectations for classroom behaviour.

Parents

Only 5 respondents completed the parent survey titled "Partners in Learning: Perspectives of Parents at Dobroyd Point PS", and as such the data was not sufficient for an effective analysis. Increasing the number of participants will be a school focus for 2017.

Policy requirements

Aboriginal education

Programs in Aboriginal education at DPPS were designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. DPPS had 8 Aboriginal students enrolled in 2016.

Aboriginal education programs were incorporated and integrated at every level throughout the year. The school continued to place high importance on building awareness of Aboriginal and Torres Strait Islander perspectives through teaching and learning activities as well as events such as NAIDOC week and Sorry Day.

There were opportunities for staff professional learning relating to Aboriginal culture, Aboriginal pedagogies and the incorporation of Aboriginal histories and perspectives in teaching and learning. This occurred particularly with reference to the National Curriculum and the importance of Aboriginal education as a cross-curriculum priority.

Personalised Learning Plans (PLPs) tailored to Aboriginal students' needs have been part of a process to encourage student, parent/caregiver and teacher collaboration and to review data relating to the progress of Aboriginal students. Aboriginal students' literacy and numeracy achievements were very pleasing with all Aboriginal students achieving stage-appropriate outcomes.

Multicultural and anti-racism education

Multicultural education at Dobroyd Point PS relates to a wide range of school activities and includes both the Music and Italian Community Language program and classroom teaching programs to promote intercultural understanding and skills.

Harmony Day celebrations were an opportunity to develop understandings around racism and discrimination and to promote positive school/community relations. We held an assembly and celebrated our diversity through dance. Lessons taught in the classroom helped to develop knowledge, skills, values and attitudes of Australia's culturally diverse society, acknowledging and celebrating our differences and similarities.

Students from Kindergarten to Year 6 participated in the Italian Community Language program each week with a specialist Italian teacher. The Italian program is developed through a 'spiral approach' where topics are taught through themes whilst simultaneously emphasising basic grammar and vocabulary to encourage the development of long-term memory. Additionally, the library now offers a collection of Italian books for students to borrow.

The school has an appointed Anti Racism Contact officer who facilitates and resolves any concerns in a supportive and proactive manner.

Other school programs

OSHCare

The out-of-school-hours and vacation care programs are operated by an independent provider, Primary OSHCare, and is very well supported by the community. More information available at <http://www.primaryoshcare.com.au/>

The School Canteen

The School Canteen operates at DPPS five days a week. Online ordering is available for families.

The canteen's philosophy revolves around:

- bringing food back to basics for children
- making food from scratch without the use of artificial colours and flavours
- utilising a qualified child nutritionist to plan meals

Additionally, the canteen also provides meal packages for home, and promotes a healthy lifestyle through partnering with local sporting groups to offer discounts for our students.

More information available at <http://www.theschoolcanteen.com.au>

Music

Music enjoyed a high profile at Dobroyd Point Public School with students participating in a variety of large and small ensembles and creative activities throughout 2016.

Weekly music classes with a Specialist Music Teacher provided opportunities for students from K–6 to sing, play and extend their rhythmic and aural skills. Children performed on tuned and untuned percussion instruments and with developing fine motor control playing recorders.

Performances by class, stage and instrumental groups included Harmony Day, Anzac Day, Education Week and Music Count Us In. The school held two special assemblies, "Cantare" in Term 2 and "Imagine" in Term 3, showcasing a variety of songs and dances to celebrate Italian culture and providing the music ensembles to perform for their peers.

Instrumental Program

Dobroyd students continued to show interest in learning musical instruments throughout 2016. Opportunities were given for students to learn brass, woodwind, percussion and strings both before and after school. In Term 4, a recruitment drive was implemented to strengthen the music ensembles for 2017.

Strings

DPPS String Ensemble participated in the Festival of Instrumental Music at the Sydney Opera House after learning four pieces by memory. Tutored by Mr Masaki Nakamura, the strong cello section and developing

violins also played at the community Haberfield Festa and school assemblies with great acclaim.

Choirs

Dobroyd Point PS continued a long tradition of choral participation and excellence. The Senior Choir performed in the Festival of Choral Music at the Sydney Opera House and Junior Choir in the Primary Proms at the Sydney Town Hall. Rehearsals weekly before school involved fun warm up games, two-part singing and flash choir events. One highlight was an Aladdin medley performance, complete with costumes. Two students from the school also sang in the NSW Junior Singers as an extension activity.

Recorders

Our strong, confident Senior Recorder group played in the Festival of Instrumental Music at the Sydney Opera House. They enjoyed learning challenging pieces and played at a high standard. The Junior Recorder group enjoyed lunch time activities and are building their skills for performances. A small group of students attended the NSW Recorder Camp for extension activities, and two of our senior students travelled to China as part of the NSW Public Schools delegation.

DPPS Concert Band

Students in the concert band performed in a wide range of school events, including whole school assemblies and Education Week celebrations as well as participating in community events such as the Inner West Ensembles Festival and Primarily fun, hosted by local high schools. With a varied repertoire and playing levels, Mr Christopher Harley encouraged ensemble skills and improved sounds in weekly morning rehearsals. The Concert Band linked students from Years 3 to 6 with older students providing mentoring and having fun at band breakfasts.

Debating

In 2016, a group of thirty students from Years 4–6 participated in the Inner West Debating Competition, competing throughout terms 2 and 3 against students from other schools within the district. The topics encouraged students to explore a range of complex issues, whilst developing skills in creating logical and coherent arguments. The debating teams received training on a weekly basis and performed extremely well.

Sport and PDHPE

Dobroyd Point Public School has a strong sporting culture and all students participated in a range of sport and PDHPE activities. In 2016, we had boys and girls/junior and senior teams participating in the local inter-school winter PSSA competitions. Additionally, we had a wide range of school sporting options. Our students joined in school, district and state sporting carnivals.

Boys and girls played in the winter soccer competition

and girls played in the netball competition. All of the teams competed at a very high level. Students participated enthusiastically in weekly 'Be Skilled, Be Fit Gymnastics' sessions in term one, as well as cricket, soccer and netball skills programs.

Twenty-five students, approximately 20% of the Year 3–6 students at Dobroyd Point, participated in the WSPSSA Zone Swimming Carnival.

Thirty-two students, approximately 23% of Years 3–6, participated in the WSPSSA Zone Cross-Country Carnival.

26 Boys took part in the PSSA Junior and Senior Boys Soccer competition, 16 Girls took part in the PSSA netball competition and 30 girls took part in the PSSA girls soccer competition. 72 students, approximately 52% of students Years 3–6, represented the school in the Winter PSSA competitions. The other 48% of students participated in a basketball program run over 2 terms, funded by a sporting schools government grant worth around \$4000.

Over fifty students, approximately 38% of Year 3–6 students, participated in the WSPSSA Zone Athletics Carnival. From each of the zone carnivals a number of students progressed to compete in the Sydney East PSSA regional and state carnivals.

Students also represented the school at zone and regional levels in soccer, cricket, rugby league, softball, tennis and netball.

Information and Communication Technology

At Dobroyd Point Public School we develop and implement engaging learning opportunities that equip our children with 21st century skills, knowledge and understanding. Our aim is to equip the students with the attributes that will allow them to thrive in our fast-changing world. Information and Communication Technology plays an essential role in our teaching and learning.

We emphasize the development of collaboration, critical thinking, creativity and communication by employing a vast range of resources including: Interactive Whiteboards, a Computer Lab, Portable Laptop banks and iPad banks.

Our staff have attended and presented professional learning opportunities to enhance the implementation of our ICT resources from K–6. Sessions that support; the coordination of ICT resources via the NSW DoE Platform, the management of Apple iPads with Apple Configuration and the use of Google Apps for student collaboration has enhanced the staff ability to maximise these resources in their lessons.