

Dobroyd Point Public School

Annual Report



3873

Introduction

The Annual Report for **2017** 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.

Susan Morrissey

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

Our students and staff have enjoyed another successful year of teaching and learning at Dobroyd Point Public School. This report celebrates our successes throughout the school year, as well as identifying school priorities and future directions.

There have been many significant events held during 2017, including the buddy program, swimming and athletics carnivals, the Bay Run, parades, band, choir and recorder performances, the movie night and the Stage 3 Canberra excursion. The standout event of 2017 was the fantastic 80th birthday celebrations which was an opportunity for many community members, past students and staff to come together and remember the rich history of the school.

I was appointed to the Principal position at the start of Term 4, and I would like to acknowledge and thank Ms Marni Patterson for her outstanding leadership and hard work as Relieving Principal in the first three terms of 2017. Thank you to all staff for the commitment, expertise and energy they put into every day to provide the best possible opportunities and outcomes for our students. Thank you also to the parents and caregivers who have supported our school by volunteering in all aspects of school life and to those who participated in the vision workshops as we worked together towards our new 2018–2020 School Plan. I would like to thank the members of the P&C committee for their tremendous support during 2017. I am so grateful to be part of such a wonderful community.

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

Susan Morrissey

Principal

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, Marni Patterson the Relieving 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 your commitment and support over the last 12 months, Vice President Rachel Laing, Secretaries Fiona Berman and Mirko Nad and Secretary Jen Rowe. Rachel and Jen are stepping down in 2018 after making substantial contributions in many aspects of the P&C and school life.

2017 was an extremely busy year, schools are very busy places. Many initiatives were achieved by the Parents and Citizens of Dobroyd Point. 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 and Rachel and Artie Laing for the Trivia Night, Julie Nad for coordinating the Movie Night, and to the entire team led by James Millar, Clare Cody, Karen Eck, Jen Hazlewood, Danielle Veldre and Fiona Berman involved in coordinating our marquee event the Bay Run. The effort and passion put into these events by these people 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.

The Parents and Citizens also held an election BBQ and cake stall. The successful relationship developed to incorporate and assist the Year 6 fundraising endeavours was a positive that I would like to see continue on this year.

I also feel we have the balance right between fundraising events and social events. I feel it is really important to give back to our school community like we do at the Movie Night and Welcome BBQ. These are the people who attend and support our fundraising events.

The Parents and Citizens of Dobroyd Point supported the following initiatives, funding of \$35,000 was allocated to supplement learning support in 2018, on top of the funding allocated by the Department of Education. Early intervention through additional learning and support funding will be of benefit to the entire school community.

A new exciting initiative saw the allocation of funds of \$10,000 for a gifted and talented program which once again will benefit the school community. I feel it's important that the P&C look for new initiatives to support teaching and learning at Dobroyd Point.

The Parents and Citizens of Dobroyd Point have also allocated considerable funding to the following areas, the School Library \$30,000, funding of \$4,500 for the Athletics online programs, \$15,000 for a new PA system and school signage, \$6,000 on air conditioning in the Library, \$7500 on the renovation of the Sandpit and \$4,300 for new Sporting Uniforms.

An initiative that was discussed in the later stages of 2016 was the landscaping of the top end, eastern aspect of the playground. This work was carried out in the Christmas Holidays so that it would be ready for Day 1, Term 1 2018. We are very happy with the stage 1 works. I would like to thank Mirko Nad and his company Keystone Solutions who completed these works at cost price. Without his support these school improvements would simply not get done. Stage 2 of these works will be discussed early 2018.

The Parents and Citizens of Dobroyd Point were also represented on two panels for merit selection for our new School Principal and an office staff position. Representatives on these panels made valuable contributions to the process and I thank you for your involvement.

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 courses / opportunities, and coordinating the Woolworths Earn and Learn promotion, Bunnings BBQ and end of year raffle. Let me assure people involved in these capacities your efforts are appreciated.

I would like to take this opportunity to thank Marni Patterson as relieving Principal in 2017 for the support and time that she gave to the P&C. Marni and her staff presented very informative presentations on the NAPLAN results and data available. In a broader context this then led to an overview of literacy and numeracy programs in the school and techniques tips and hints for parents to assist this development of their child at home.

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 the P&C. We thank all staff for their continued support.

I would also like to thank our new Principal Susan Morrissey on her support, advice and commitment that she has demonstrated towards the P&C and we look forward to working with her as we progress into 2018.

Lastly I would encourage all families to be involved in some capacity in the P&C in 2018. It's a great way to be kept informed, to contribute to the quality education of your children and make new friends.

Darren Mitchell 2017 P&C President

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 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 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, student welfare and consistent assessment and reporting procedures have been a focus. Students demonstrate a high level of engagement in their learning and increased learning opportunities through the use of individualised learning plans developed in collaboration with the Learning and Support Team and the opportunity to participate in tasks to develop critical and creative thinking.

In the domain of Teaching, we have continued to focus on the integration of quality teaching practices across the school and collaborative planning and reporting. The analysis of internal and external data has improved the decision making process, allowing informed decision to be made to monitor student learning and identify areas for improvement in all curriculum areas. Collaborative planning and participation in the PDP process has allowed staff the opportunity to further develop their professional practice and improve student learning outcomes.

In the domain of Leading, strategic leadership and management process strategies have developed leadership opportunities across the school allowing for school improvement and professional effectiveness across the whole school community. The student leadership program provided students with opportunities to have a voice and practice leadership skills, developing confidence and encouraging initiative. The leadership capacity of all teachers is developed through authentic opportunities to take on specific roles and responsibilities across the school. The school community continues to be actively engaged and well informed about events at the school. Parents and caregivers continue to be engaged in decision-making opportunities and provide ongoing support to the school through P&C financial support of the Learning & Support program, technology and ICT initiatives.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Our staff has continued to refine their understanding and implementation of the Australian Curriculum with a focus on cross-curricular priorities, especially history & geography. In addition, staff participated in peer observations and critical reflection to improve professional practice using the Australian Professional Standards for Teachers as a benchmark. Ongoing professional learning and implementation of quality teaching practices have resulted in consistent levels of student progress in all curriculum areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Literacy & Numeracy \$6839</p> <p>Resources purchased</p> <p>Collaborative planning release</p>	<p>Initial Best Start data and PLAN data for students in K–2 informed planning and programming for differentiated lessons in literacy and numeracy.</p> <p>2017 NAPLAN results show:</p> <p>77.4% of Year 5 students achieved greater than or equal to expected growth in writing.</p> <p>71.9% of Year 5 students achieved greater than or equal to expected growth in numeracy.</p>

Next Steps

The 2018–2020 School Plan will continue to focus on quality teaching, with a specific focus on the development of literacy and numeracy skills across the curriculum. Explicit teaching and learning programs to improve student achievement in literacy and numeracy through the implementation of a differentiated teaching and learning program

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

To enhance the supportive, positive and safe environment, staff reviewed measurable targets to support the collection of ongoing valid and authentic data. Participation in the Tell Them From Me survey for students in Years 5 and 6 was continued and programs that support student voice, including the SRC, were strengthened.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	Low level adjust for disability \$63 715	<p>SLSO staff provided assistance in classrooms and on the playground for students with disability or additional learning needs.</p> <p>Students identified during the NCCD process received differentiated learning plans.</p> <p>Data from the Tell Them From Me surveys revealed 91% of students have a sense of belonging at school, while 90% of students have positive relationships at school.</p> <p>Students were involved in a range of community based initiatives including Peer Support and Peer Mediation.</p>

Next Steps

One strategic direction in the 2018 – 2010 School Plan will specifically focus on wellbeing, mindfulness and social and emotional learning. The implementation of Positive Behaviour for Learning (PBL) will commence in 2018 to continue to develop the positive learning environment at our school.

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

Staff participated in collaborative planning sessions across the school to improve expertise, quality teaching practices and develop consistency in teacher judgement in assessment and reporting and to inform planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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)	Teacher professional learning \$15 670	<p>All staff achieved professional accreditation at the end of 2017.</p> <p>Staff participated in the Professional Development Framework, setting goals and reflecting on personal practice in 2017.</p> <p>Tell Them From Me data revealed that teachers collaborate successfully about strategies that increase student engagement, teachers set high expectations for student learning, teachers help students set challenging learning goals, learning concepts are linked to prior learning and ICT is used effectively in the classroom.</p>

Next Steps

In order to continue to build a collaborative and dynamic learning community, innovative teaching practices will be a strategic direction in the 2018 – 2020 School Plan to develop student willingness towards critical and creative problem solving.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading \$5 776	100% of Aboriginal and Torres Strait Islander students were supported and had ILPs in place.
English language proficiency	English Language Proficiency \$4 913	Identified students were provided with in-class support. Provision of additional SLSO support time.
Low level adjustment for disability	Low level adjustment for disability \$63 715	SLSO staff were employed to assist in increasing opportunities for students to access the curriculum and actively participate in school activities. .
Socio-economic background	Socio-economic background \$2 613	Families who require assistance received support, ensuring all students attended excursions and received school uniforms or resources.
Support for beginning teachers	Support for beginning teachers \$4 063	Early scheme teachers were provided with extra release time including planning days to participate in targeted professional learning.
Premier's Priorities in Action	Literacy & Numeracy RAM \$6 839	Professional learning in literacy and numeracy and purchase of resources to support classroom activities.
Strengthening Family and Community Engagement	—	Parent information sessions were held throughout the year to inform parents about school initiatives, routines and procedures. Parent/teacher interviews were held twice a year to involve parents in educational planning.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	122	127	127	124
Girls	129	133	127	116

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	96.3	95.5	96.3
1	96.4	96	95.5	95.9
2	96.4	95.8	95.6	95.8
3	97.7	97.6	96.6	95.1
4	96.6	96.6	95.3	96.9
5	95.5	97.9	97	96
6	96.9	95.2	97.6	94.9
All Years	96.6	96.6	96	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is recorded and monitored as stated in the Department of Education School Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. There were no staff members who identified as being Aboriginal working at Dobroyd Point Public School in 2017.

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	35

Professional learning and teacher accreditation

During 2017, staff participated in a variety of professional learning opportunities to support the implementation of the School Plan. The implementation of the NSW syllabuses and 21st century learning skills were a focus for all teachers. All staff attended three scheduled school development days and weekly morning staff meetings were combined with fortnightly afternoon professional learning sessions addressing school targets. Our professional learning included a variety 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 external providers, at staff meetings, conferences, workshops at school

development days and through the sharing of staff expertise. Two early career teachers were accredited at proficient level throughout 2017.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	39,294
Revenue	2,337,113
Appropriation	2,092,584
Sale of Goods and Services	9,987
Grants and Contributions	233,460
Gain and Loss	0
Other Revenue	0
Investment Income	1,083
Expenses	-2,187,563
Recurrent Expenses	-2,187,563
Employee Related	-1,966,055
Operating Expenses	-221,508
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	149,550
Balance Carried Forward	188,844

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,768,295
Base Per Capita	38,818
Base Location	0
Other Base	1,729,478
Equity Total	77,036
Equity Aboriginal	5,776
Equity Socio economic	2,613
Equity Language	4,931
Equity Disability	63,715
Targeted Total	106,794
Other Total	128,064
Grand Total	2,080,189

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

In 2017 Students in Year 3 and Year 5 performed above the State and Department average in the areas of reading and writing.

58% of students in Year 3 were in the top two bands for reading.

68% of students in Year 3 were in the top two bands for writing.

75% of students in Year 5 were in the top two bands for reading.

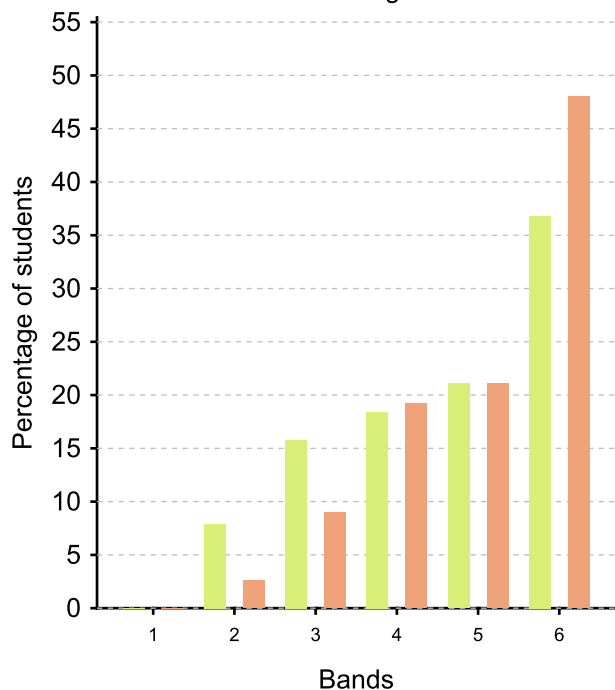
23% of students in Year 5 were in the top two bands for writing.

Reading continues to be an area of strength for students at Dobroyd Point PS. This is due to the success of the intervention programs provided to support students in reading, parent volunteers in the classrooms and the strong support of the home reading

program.

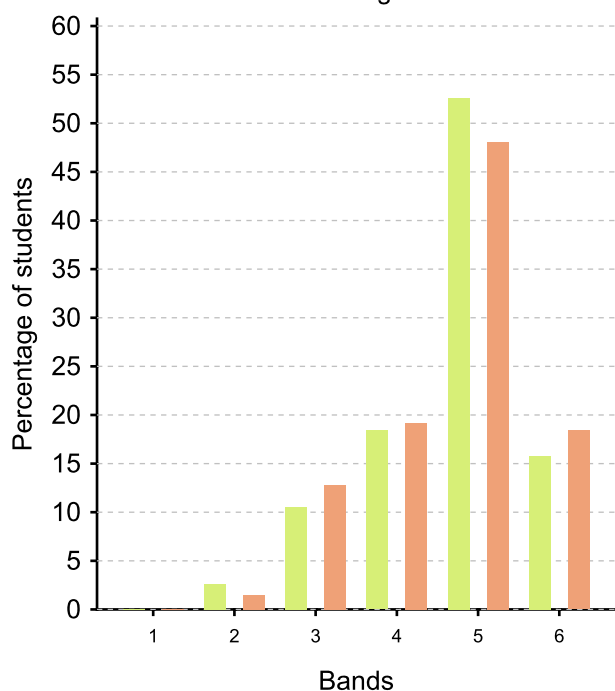
Growth between Year 3 and Year 5 in literacy revealed 63% of students demonstrated equal to, or greater than expected growth in reading and 77% of students demonstrated equal to, or greater than expected growth in writing. The results in writing were above State and Department average.

Percentage in bands:
Year 3 Reading



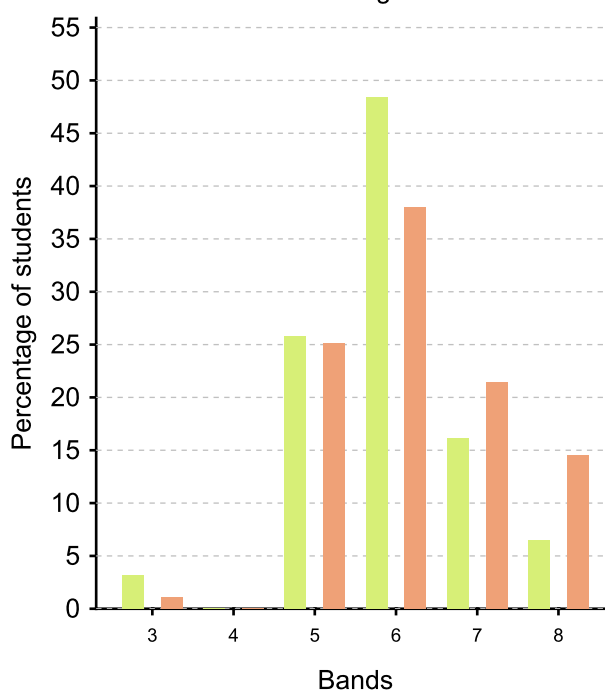
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



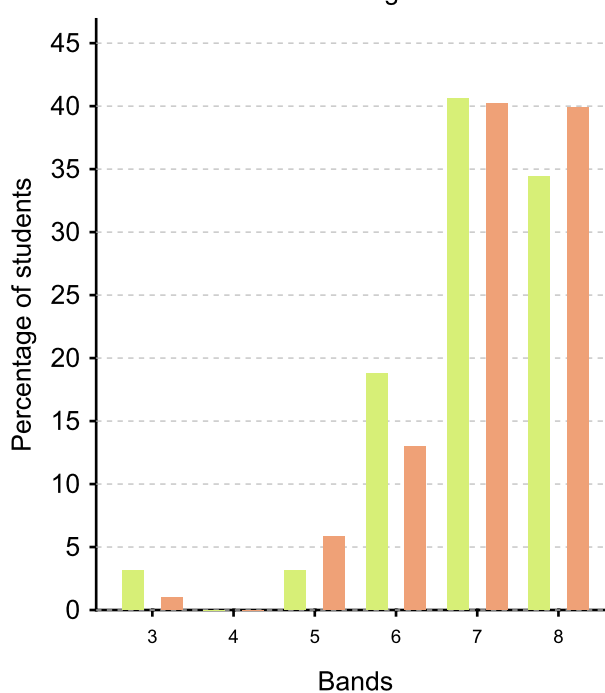
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



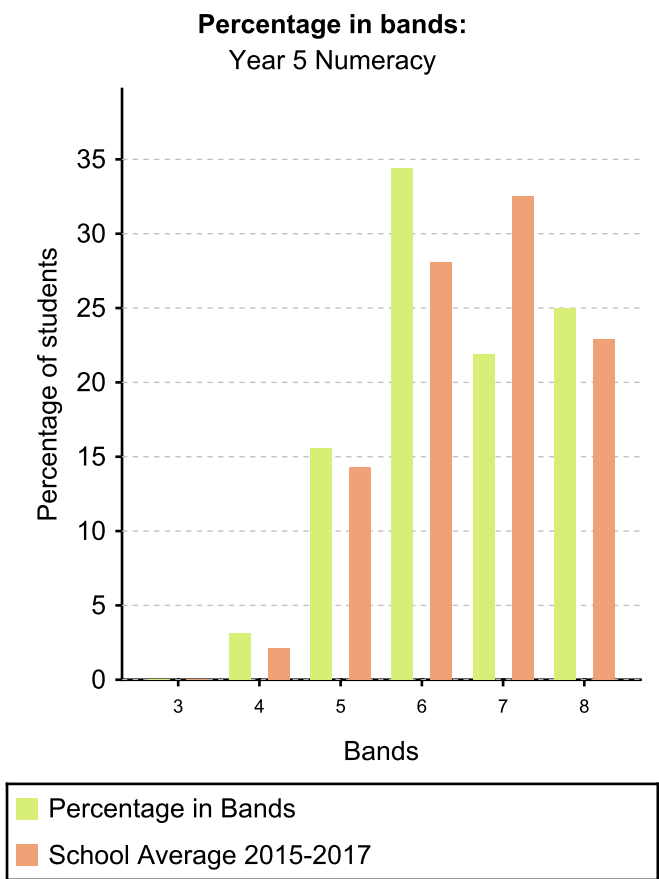
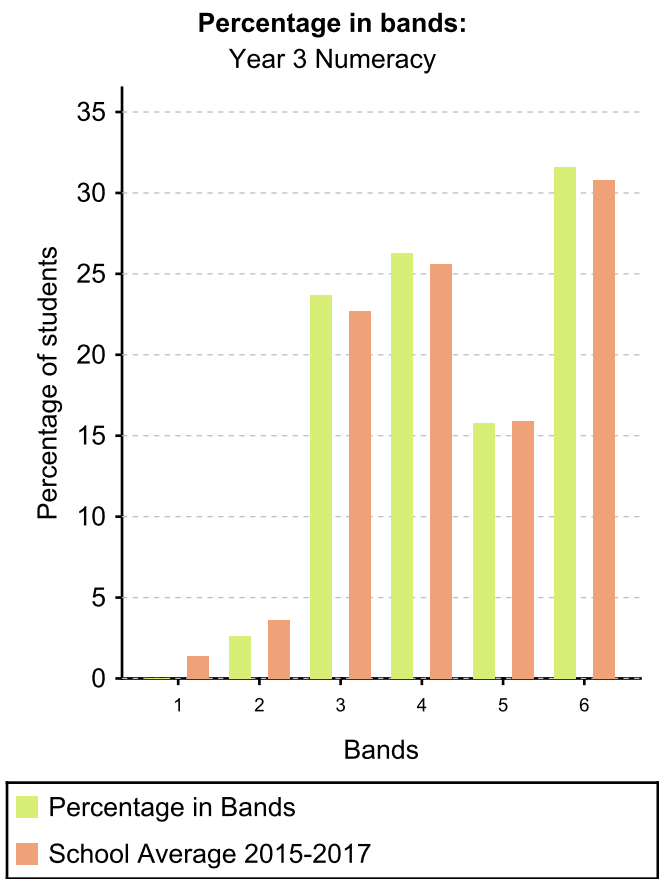
Percentage in Bands
School Average 2015-2017

In 2017 Students in Year 3 and Year 5 performed above the State and Department average in numeracy.

47% of students in Year 3 were in the top two bands for numeracy.

77% of students in Year 5 were in the top two bands for numeracy.

Growth between Year 3 and Year 5 in numeracy revealed 72% of students demonstrated equal to, or greater than expected growth.



The My School website provides detailed information and data for national literacy and numeracy

testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017, 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.

Student Survey Responses:

- 90% of students have friends at school they can trust and who encourage them to make positive choices.
- 96% of students believe schooling is useful in their lives and will have a strong bearing on their future.
- 98% of students do not get into trouble at school for disruptive or inappropriate behaviour.
- 78% of students are interested and motivated in their learning.
- 99% of students try hard to succeed in their learning.
- Students also reported they feel there is someone at school they can turn to for advice and who consistently provides advice, teachers are responsive to their needs and encourage independence and the school provides a positive learning climate.

Parent Survey Responses:

Parents completed the parent survey titled "Partners in Learning: Perspectives of Parents at Dobroyd Point PS",

- 48 parents responded to the survey, which was an improvement on 2016 results.
- Parents reported feeling welcome at the school.
- Parents reported feeling informed about their child's progress and behaviour at school.
- Parents reported that their child feels safe at school.

Teacher Survey Responses:

Teachers were invited to provide feedback through a survey titled "Focus on Learning". Teachers results revealed the following information:

- School leaders create a safe and orderly school environment.
- Collaboration helped to improve student engagement.
- High expectations were set for student learning outcomes.
- Data is used to inform planning and teaching practice.
- Technology is used regularly in classrooms for a variety of purposes to improve learning outcomes.
- Clear expectations for behaviour are established.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated into all teaching and learning programs across the school. All Aboriginal students have a Personalised Learning Plan (PLP) tailored to their specific learning needs. All Aboriginal students are achieving expected learning outcomes. The school engaged in activities which develop an appreciation and understanding of Aboriginal history and culture. We continue to build on our resources to support the History and Geography syllabuses.

Multicultural and anti-racism education

Dobroyd Point Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Stage planning days always include a review of class programs to ensure culturally inclusive classroom and school practices are embedded.

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>

Library

This has been another interesting and eventful year in the library. We had a most enjoyable Book Parade in Book Week on a lovely sunny day. It was wonderful to see the books and characters that the students chose. The staff performed a scene from Alice in Wonderland.

We had two very successful author visits during the year. Gus Gordon entertained the K–2 students and John Heffernan did some workshops with the Year 3–6 students. He had them writing and thinking like authors.

The Premier's Reading Challenge has recently finished and 197 students completed it. Our challenge for next year is to make it 100%. Twenty six students received gold awards for completing the Challenge four times and five students received platinum awards for completing the Challenges even times. These achievements were celebrated with two wonderful afternoon teas for the students who completed the Challenge.

Lunchtime in the library was conducted by the year 5 library monitors who provided drawing competitions for the students, read to the younger students and helped all students with any problems they may have had. It is a great leadership experience for Year 5 students and was finished off with a party in the library for all library monitors one lunchtime.

The library was also where we set up our history display for our school's 80th anniversary celebrations in August. Many former students and staff came to see the display and find their photos from long ago. It was a very rewarding experience. With first hand information provided by people involved with the school many years ago, it is planned to revisit our school's history next year and provide some new primary sources for our students to explore in their local history studies.

Looking to the future, a Library Committee was set up

early this year. It is comprised of our principal, teachers, parents and volunteers. During the year we have visited other libraries and have considered a wide range of shelving and seating ideas to modernise our library. With the help of a generous grant from our P&C we will be ordering new shelving, tables and seating to be delivered early in the new year. We also plan to purchase lap tops and iPads for the library and remove many of the PCs for use in classrooms. With the removal of our circulation desk during the holidays we will also have room for robotics activities in the library.

Barbara Palmer and Lynne Greene

Teacher Librarians

Music

Class Lessons

Our creative and talented students participated in a wide range of performing arts activities and ensembles in 2017. Every class from Kindergarten to Year 6 attended weekly music lessons with a Music Specialist Teacher. Lessons included group work in singing, moving, playing tuned and untuned percussion instruments, learning recorders, listening and understanding musical notation. Students enjoyed learning and performing vocal and dance items together as a school for Harmony Day, weekly assemblies, Education Week, Presentation Day and Music Count Us In. Music lessons continued to encourage cross curricula and Stage participation, with an emphasis on Dance forms in 2017. Harmony Day featured K–6 presenting short dances from around the world. In Term 4, classes prepared Italian cultural dances, including the Tarantella Napoletana. Stage 2 and 3 also explored the singing tradition of Naples by listening to and singing contemporary songs, and in conjunction with an Italian language unit of work about Naples.

Stage 3 Mini–Musical

"Six O'clock Rock", a rock'n'roll mini–musical, featured in 2017 as a Term 2 highlight. The show, set in the late 1950's, references a Johnny O'Keefe style TV Bandstand show as a dance competition drama unfolds. The two senior classes auditioned for roles, prepared dramatic and vocal items, assisted with technical and staging requirements and costuming with enthusiasm and skill during music lessons. Year 6 took on the lead roles, including solo songs and dances. Year 5 acted as the 'greek chorus', reacting and adding to the drama. On the School Hall stage, students were impressive performers as they developed an understanding of stagecraft and performance etiquette. Two packed performances were extremely well received, one for the whole school and an evening show for parents and friends. The school community were a great support, with parents and teachers helping with make up, technical issues, costumes and catering.

Music Ensembles

Strings, Concert Band, Senior Recorders, Junior

Recorders, Junior Choir and Senior Choir were offered in 2017 and rehearsed before and after school, requiring a commitment and high level of focus by participating students. Instrumental lessons tutored by professional musicians increased in take up, ensuring our ensembles continue to thrive within a small catchment. Senior Strings, Senior Recorders and Senior Choir participated in Arts Unit Festivals of Instrumental and Choral Music at the Sydney Opera House, learning their items from memory and representing our school with responsibility and a high level of skill. Junior Choir enjoyed performing in the Celebration Sing Out Community Concert at the Sydney Town Hall, helping to raise funds for the Music Therapy Unit at Westmead Children's Hospital. Concert Band developed a taste for rock charts and successfully presented items at school assemblies throughout the year. Several 'flash' performances by ensembles generated fun and surprise to encourage further student recruitment into 2018. Extension activities undertaken by senior students included participating in NSW State Recorder Camp, Create East, AMEB exams, Primarily Fun at SSC, webinars and Band workshops.

Public Speaking & Debating

Students in Years K–6 were involved in many informal public speaking opportunities, culminating in the participation of students across Years 3–6 in the Multicultural Public Speaking Competition. Students presented a range of speeches focusing on multiculturalism in Australia and global issues such as racism in sport.

Dobroyd Point PS students were also involved in the Inner West Friendly Debating Competition. The teams competed against schools within the region throughout Term 2 and 3. Students researched and spoke about topics that promoted analytical skills and higher order thinking. The debating team received regular training and performed exceptionally well in the competition.

Sport and PE

Dobroyd Point Public School has a strong sporting culture and all students participated in a range of sport and PDHPE activities. In 2017 where 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 PSSA winter soccer competition and girls played in the netball competition. All of the teams competed at a very high level. The Junior As girls' soccer team were grand finalists and the Junior Bs girls' soccer team were crowned premiers. Both the junior and senior boys' soccer teams reached their respective semi–finals.

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.

Students participated enthusiastically in weekly physical activity programs run by the school teaching staff and external sporting groups. Tennis Australia, National Rugby League and Touch Footy Australia, in coordination with teaching staff, ran weekly sporting programs to teach the skills of their respective sports.

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. Over forty students, approximately 28% 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. Dobroyd Point Public School students represented the school at a zone and regional level in netball, boys' football and AFL.

Information and Communication Technology

At Dobroyd Point Public School we engage students in authentic learning experiences that allow them to develop their knowledge, understanding and skills of information and communication technologies. We emphasise 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, iPad banks, online programs and robotics. In addition to this, we provide opportunities for our students to extend themselves beyond the school environment and explore areas of ICT that they are interested in. For example, In 2017 we ran a short film festival. With the inclusion of a common theme, students were provided with the opportunity to develop films using a variety of ICT resources. The students who placed in their respective category had the opportunity to attend a film making class at the Apple Genius Bar.

Our staff view Information and Communication Technology as an essential part of teaching and learning. Their active participation using collaborative learning tools during professional learning sessions that support; the coordination of ICT resources via the NSW DoE Platform, the integration of iPad Apps in teaching and learning and the navigation and introduction of Mathematics have enhanced the implementation of our ICT resources from K–6, including the purchase of additional iPads for the library and to specifically support K–Year 2 students.