

Dobroyd Point Public School

Annual Report



2018



3873

Introduction

The Annual Report for **2018** 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.

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Principal

School contact details

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School background

School vision statement

The school and its community have high expectations of students and value the provision of a variety of learning opportunities, including the Italian language program, library program, music program and learning and support programs.

Our vision for the next three years is that Dobroyd Point Public School will provide rigorous teaching and learning opportunities that are future focused, challenging and incorporate authentic learning opportunities.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 243 students with 10 classes from Kindergarten to Year 6. Approximately 21 teachers (15 full-time equivalent positions) and 6 non-teaching staff work at the school.

Dobroyd Point Public School is part of an inclusive, warm and welcoming school community. The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The school empowers all students to embrace learning, achieve their personal best and develop academically, socially, emotionally, physically and creatively to their full potential.

The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial 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 support, digital technology and sport.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school is operating at the level of sustaining & growing in all three domains of Learning, Teaching and Leading as outlined in the School Excellence Framework. We are working to strategically develop our practices in the elements of curriculum, effective classroom practice and professional standards.

Our self-assessment and the external validation 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

Innovation

Purpose

To embed innovation in all teaching practices. To create dynamic and collaborative learning environments that develop student willingness towards critical and creative problem solving.

Overall summary of progress

During 2018 the school implemented a program to increase the use of future focused pedagogy across all classes. Staff participated in professional learning to improve their use of ICT in classrooms and improve the use of teaching spaces across the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Teaching programs, observations and reflections increasingly show innovative practices, including tools for collaboration. Implementation of STEM and STEAM problem-based learning, including involvement in real-world competitions and activities. | <ul style="list-style-type: none">• \$10,000 P&C Funds used to release 1 x class teacher to implement Innovation program in Semester 2• \$500 school funds used for teacher professional learning | <ul style="list-style-type: none">• Innovation program launched in Term 3 operating one day per week.• STEMShare kits containing robotics utilised in Term 4• Opportunities for students to participate in STEM & STEAM activities increased across the school.• Teaching spaces and practices improved to allow for greater student engagement. |
| Student work samples and discussions increasingly show the use of collaboration, problem-based learning and connections to real-world learning opportunities. | <ul style="list-style-type: none">• \$300 school funds used for 2 staff to attend professional learning on effective differentiation.• PL opportunities provided to staff through the use of an Instructional Leader 1 day a week in Semester 2 | <ul style="list-style-type: none">• Students displayed increased knowledge of ICT applications and lesson engagement. |
| Surveys show increased opportunities for team-teaching, collaboration and shared expertise, building teacher capacity. | <ul style="list-style-type: none">• Team teaching opportunities incorporated into whole school planning to develop teacher knowledge and expertise. | <ul style="list-style-type: none">• Collaborative planning and team teaching has increased teacher confidence and capacity. |

Next Steps

Expansion of the Innovation program to three days a week will take place in 2019, providing students with increased opportunities to engage with digital technologies. Staff will benefit from opportunities to work alongside an instructional leader to increase their knowledge and application of ICT and flexible learning opportunities into teaching and learning programs.

Strategic Direction 2

Literacy and Numeracy

Purpose

To implement a whole-school approach to engaging, high-quality teaching and learning opportunities in literacy and numeracy that maximises student outcomes.

Overall summary of progress

2018 saw a focus on literacy across the school. The Seven Steps to Writing Success program was implemented in all classes from Kindergarten to Year 6. Staff worked with an instructional leader to develop their skills and knowledge in the teaching of writing. Data analysis demonstrated increased achievement in student writing success across the school. Staff received professional learning in the use of the literacy progressions and now use the progressions appropriately to track student progress and identify areas of learning need.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Increased proportion of students in the top two NAPLAN bands in literacy and numeracy. | <ul style="list-style-type: none">• \$600 Professional learning for 2 staff to develop writing skills. | <ul style="list-style-type: none">• During 2018 the school focussed on developing literacy skills, specifically writing. 69% Year 3 students and 64% Year 5 students achieved in the top two NAPLAN bands for reading.• During 2019 the school will focus on developing numeracy skills. |
| Increased growth / value added internal and external measures in literacy and numeracy. | | <ul style="list-style-type: none">• Internal assessment measures reveal increase in quality of students' writing samples. |
| Increased teacher expertise in linking programs and assessments to maximise student outcomes. | <ul style="list-style-type: none">• Professional learning opportunities provided develop knowledge and application of literacy and numeracy progression.• \$10000 school funds used to provide an instructional leader to develop teacher knowledge and skills in the teaching of writing. | <ul style="list-style-type: none">• Teachers report more confidence in teaching the elements of writing. |

Next Steps

The Seven Steps to Writing Success program will continue to operate across all classes in 2019. Staff will undergo professional learning to improve the teaching of numeracy in all classes in 2019.

Strategic Direction 3

Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others.

Overall summary of progress

Positive Behaviour for Learning (PBL) was implemented across the school. The PBL team worked collaboratively to determine the school expectations and establish a common language for discussing the expectations.

Students participated in an introductory program to develop an understanding of mindfulness and develop effective strategies to meet individual needs. The PBL program complimented the mindfulness program, providing students with an increased understanding of the importance of taking responsibility for their actions and demonstrating resilience when faced with disappointment.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Evidenced-based change to whole school practices has resulted in measurable improvements in wellbeing and engagement to support learning. | <ul style="list-style-type: none">• \$1500 spent on PBL team training• The PBL team provided professional learning for all staff• Mindfulness program implemented for all classes K-6 (parents individually invoiced) | <ul style="list-style-type: none">• Behaviour improved across school• Reduced incidents of anxiety• Improved communication about wellbeing• Peer Support Program continued |
| Surveys show a positive learning community where students develop respect, responsibility and resilience. Care, compassion and empathy towards others is evident amongst students and staff to support learning. | <ul style="list-style-type: none">• Implementation of Wellbeing program• Whole school & community consultation to establish school wide expectations | <ul style="list-style-type: none">• PBL surveys – students, parents and staff have developed a positive understanding of the PBL program and understand the way the program has been implemented at the school.• The implementation has resulted in increased consistency in the way student behaviour is managed. |
| Planning for learning is increasingly informed by data about each student's wellbeing and learning needs in consultation with parents or carers. | | <ul style="list-style-type: none">• Assessment processes have been reviewed• All students with identified learning needs are provided with an Individual Education Plan |

Next Steps

The PBL program will be officially launched in Term 1 of 2019. The mindfulness program will be enhanced in 2019 to include strategies for coping with life changes and developing and maintaining positive friendships.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Aboriginal background loading \$ 6834 | <ul style="list-style-type: none"> • All students who identify as Aboriginal received a Personal Learning Plan (PLP) • All identified students achieved their personal learning goals as set out in their PLP |
| English language proficiency | English language proficiency \$5691 | <ul style="list-style-type: none"> • Identified students were provided with in-class support • Provision of additional Student Learning Support Officer (SLSO) time • Purchase of reading resources from Kindergarten – Year 2 |
| Low level adjustment for disability | Low level adjustment for disability \$65609 | <ul style="list-style-type: none"> • Learning achievements were assessed through individual assessment tasks • SLSO staff were provided to provide increased opportunities for students to access the curriculum • Student work samples demonstrate improvement in individual students results when considered with individual learning plans |
| Quality Teaching, Successful Students (QTSS) | QTSS release \$45582 | <ul style="list-style-type: none"> • Provision of additional support through provision of Learning and Support Teacher (LaST) for additional 2.5 days a week |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 127 | 127 | 124 | 122 |
| Girls | 133 | 127 | 116 | 121 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.3 | 95.5 | 96.3 | 94.4 |
| 1 | 96 | 95.5 | 95.9 | 95.2 |
| 2 | 95.8 | 95.6 | 95.8 | 95.1 |
| 3 | 97.6 | 96.6 | 95.1 | 94.6 |
| 4 | 96.6 | 95.3 | 96.9 | 93.6 |
| 5 | 97.9 | 97 | 96 | 95.5 |
| 6 | 95.2 | 97.6 | 94.9 | 95.6 |
| All Years | 96.6 | 96 | 95.9 | 94.8 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

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(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 8.23 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Administration and 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 2018.

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

All staff attained the level of proficient teacher accreditation by the end of 2018. Teachers employed before 2002 received automatic accreditation as of January 2018. New scheme teachers completed the requirements to attain accreditation by the end of 2018. All staff participated in the Professional Development Framework, identifying areas for personal professional development to support the ongoing improvement of student outcomes. Staff participated in a school development days and weekly morning administration meetings and afternoon professional development sessions addressing school targets. Professional learning also included mandatory compliance training such as Emergency Care, CPR and Child Protection training. External providers were engaged to train staff in mindfulness and wellbeing.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 188,844 |
| Revenue | 2,493,149 |
| Appropriation | 2,244,521 |
| Sale of Goods and Services | 5,215 |
| Grants and Contributions | 241,185 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,228 |
| Expenses | -2,286,426 |
| Recurrent Expenses | -2,285,094 |
| Employee Related | -2,022,779 |
| Operating Expenses | -262,315 |
| Capital Expenses | -1,332 |
| Employee Related | 0 |
| Operating Expenses | -1,332 |
| SURPLUS / DEFICIT FOR THE YEAR | 206,723 |
| Balance Carried Forward | 395,566 |

Dobroyd Point Public School demonstrated responsible use of funds in 2018. The new SAP finance system was implemented during 2018, so spending was monitored closely to determine the actual costs incurred to ensure policy requirements were met and student learning needs were addressed.

- Significant financial resources were used to purchase teaching and learning materials to support the implementation of a literacy project in 2018 as outlined in our school plan.
- Spending on staff professional development was increased during 2018 to ensure school projects including the implementation of PBL, mindfulness and literacy programs were appropriately supported.
- Funds were spent on building and grounds maintenance, including tree management.
- Surplus funds held over for 2019 will be used towards the Innovation program expanded from one day to three days a week, increased employment of Student Learning Support Officers to provide additional support in classrooms to address identified needs of students and ground improvements.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1,838,210 |
| Base Per Capita | 46,409 |
| Base Location | 0 |
| Other Base | 1,791,801 |
| Equity Total | 81,039 |
| Equity Aboriginal | 6,834 |
| Equity Socio economic | 2,906 |
| Equity Language | 5,691 |
| Equity Disability | 65,609 |
| Targeted Total | 77,925 |
| Other Total | 148,136 |
| Grand Total | 2,145,311 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

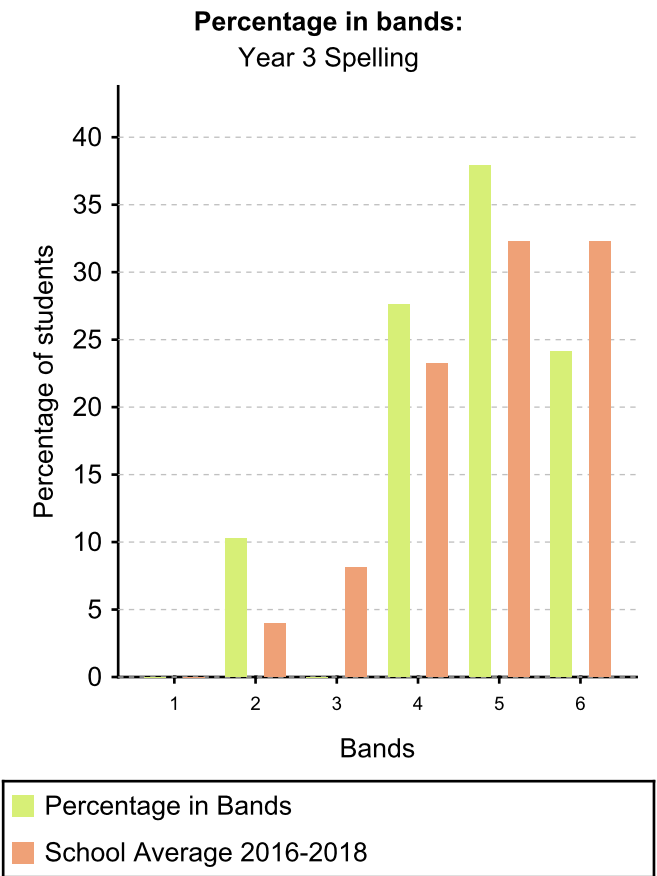
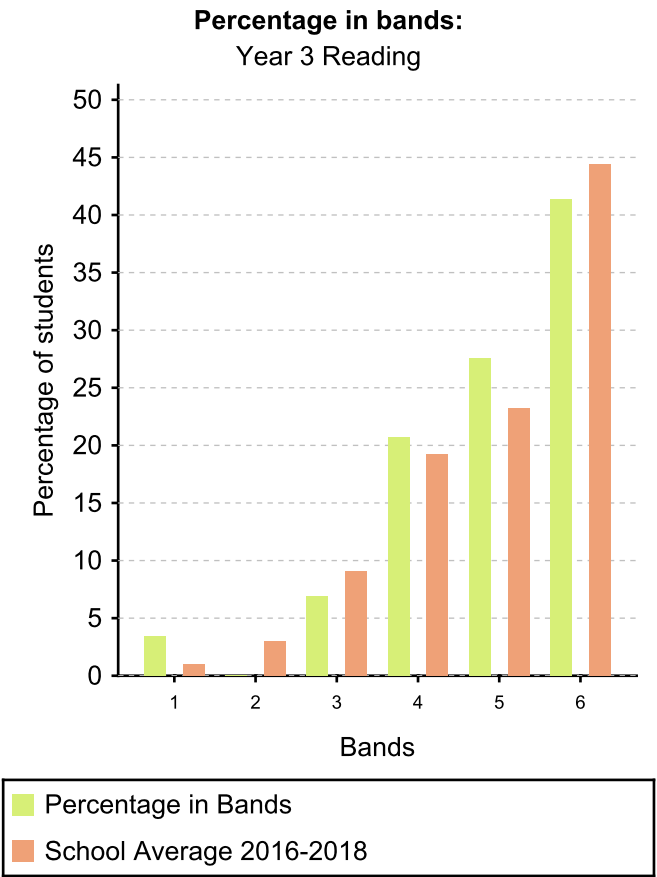
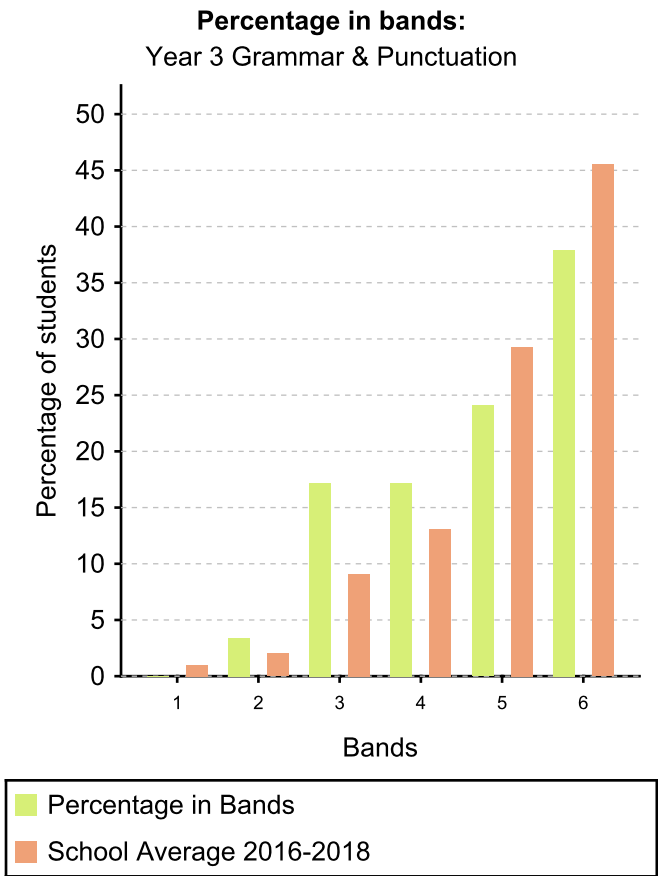
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school performed above State average in all areas for both Year 3 and Year 5. in literacy. The areas of

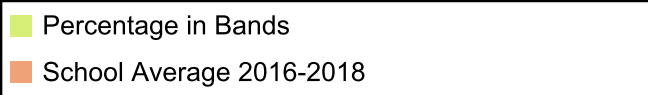
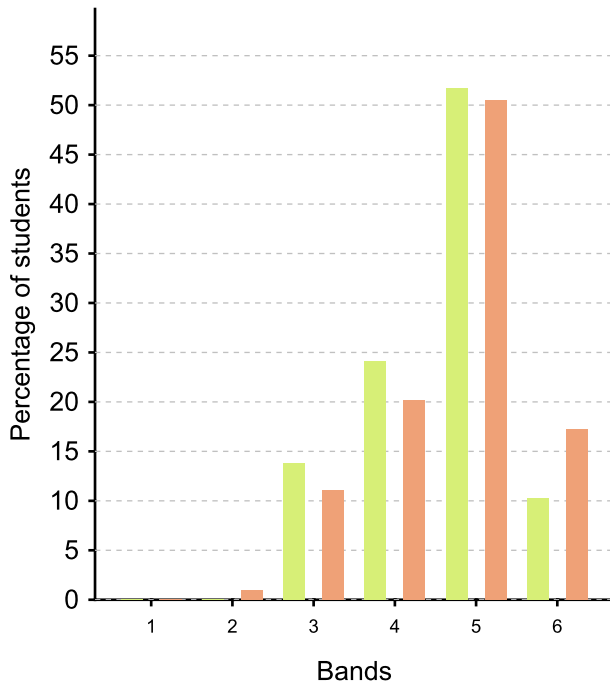
most improvement were Year 3 Reading, Year 5 Reading and Year 5 Spelling.

In 2018:

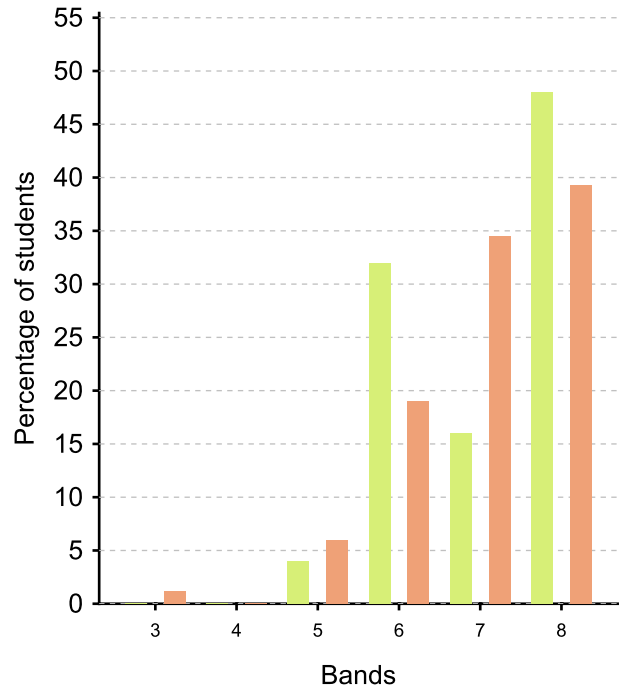
- 69% of Year 3 students achieved in the top two bands for reading.
- 64% of Year 5 students achieved in the top two bands for reading.



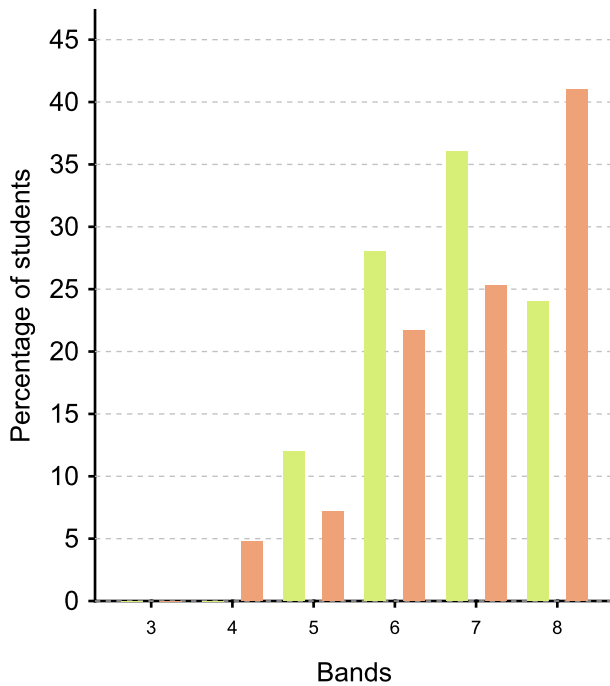
Percentage in bands:
Year 3 Writing



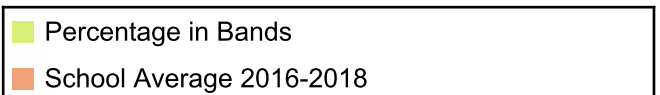
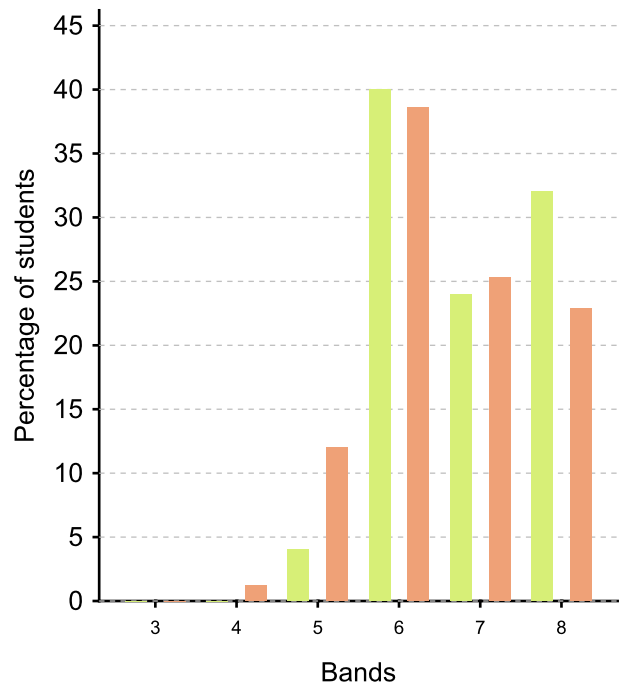
Percentage in bands:
Year 5 Reading



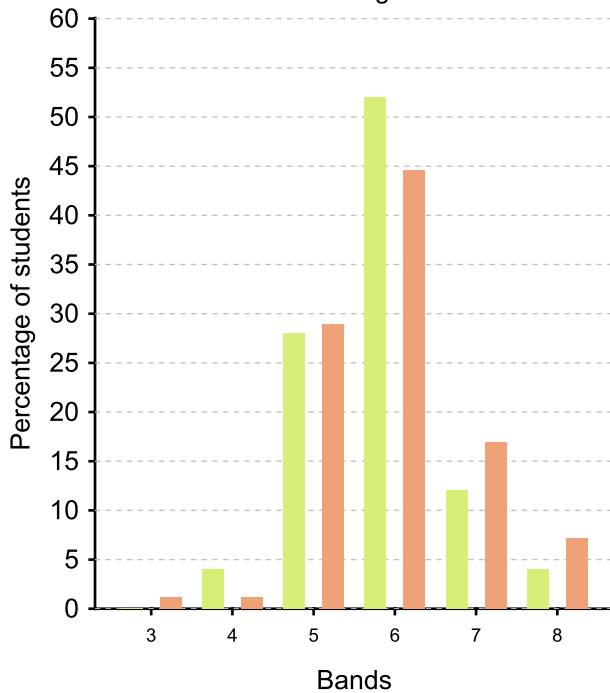
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

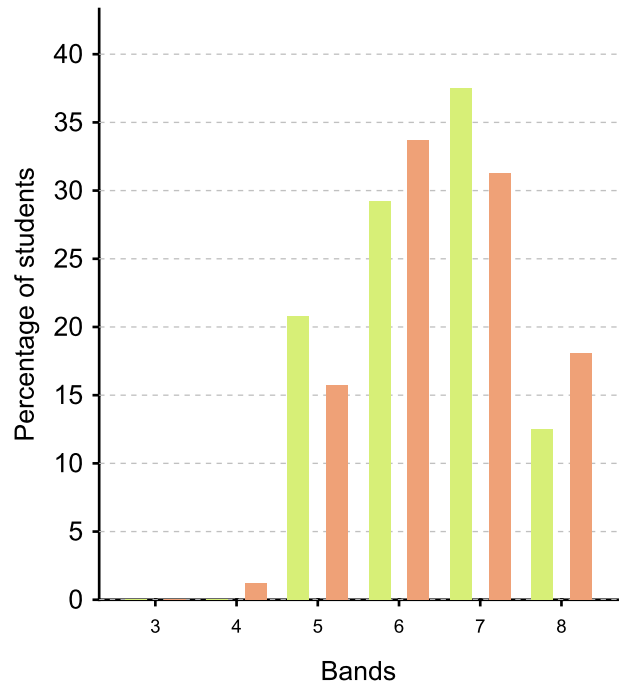


Percentage in Bands
School Average 2016-2018

In 2018 students in Year 3 and Year 5 performed above the State average in all areas.

The areas of most improvement from was Year 3 Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

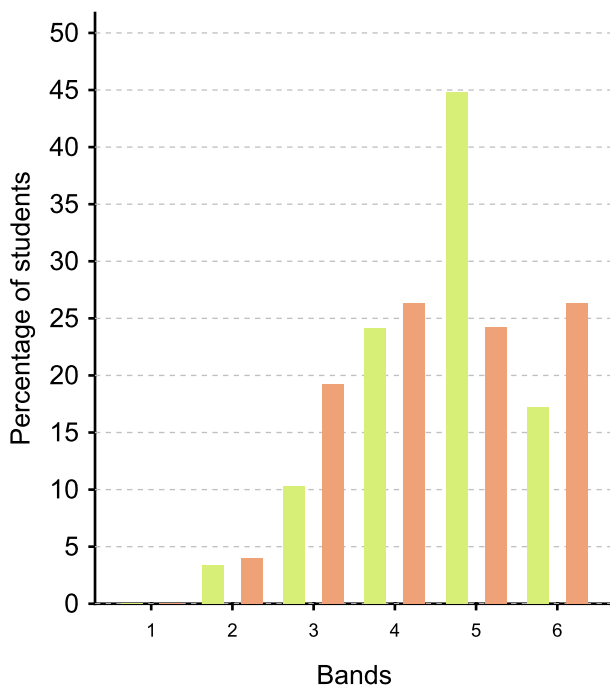
In line with the Premier's Priorities: Improving education results:

In 2018 69% of Year 3 students and 64% of Year 5 students achieved in the top two bands for reading.

In 2018 62% of Year 3 students and 50% of Year 5 students achieved in the top two bands for numeracy.

In line with State Priorities: Better Services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands: Aboriginal students at Dobroyd Point PS are achieving expected learning outcomes.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018



Parent/caregiver, student, teacher satisfaction

In 2018, 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:

- 92% Participate in school sports.
- 85% Have a positive sense of belonging.
- 92% Have positive relationships at school.
- 94% Value school outcomes and feel what they are taught at school is important.
- 93% Feel students at our school exhibit positive behaviour.
- 95% Feel they are trying hard to succeed at school.

Parent Survey Responses:

- 54 Parents responded to the survey.
- 82% Reported that the school provided specialist assistance to support their child's learning.
- 70% Feel welcome at our school.
- 60% Feel informed about their child's progress and behaviour at school.
- 72% Feel involved in committees, such as the P&C.

Teacher Survey Responses:

- 90% Feel school leaders are leading improvement and change.
- 89% Feel school leaders clearly communicate their strategic vision and values for our school.
- 81% Feel they communicate and engage with parents to improve student learning outcomes.
- 82% Collaborate with students and provide feedback to improve learning outcomes.
- 83% Use data effectively to make decisions and plan lessons to meet individual student needs.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated into 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.

Multicultural and anti-racism education

Dobroyd Point PS is committed to ensuring all students are aware of our diverse, multicultural society. Students from Kindergarten to Year 6 participate in the Italian Community Language program each week with a specialist Italian Teacher. The school has an appointed Anti-Racism Contact Officer (ARCO) who facilitates and resolves any concerns in a supportive and proactive manner.