**Introduction**

The Annual Report for 2016 is provided to the community of Doonside 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.

David Galea - Principal

**School contact details**

Doonside Public School  
Cnr Kildare Road and School Parade  
Doonside, 2767  
www.doonside-p.schools.nsw.edu.au  
doonside-p.School@det.nsw.edu.au  
9622 3575

**Message from the Principal**

Doonside Public School caters for the academic, social and emotional needs of children from a range of socio-economic, language and cultural backgrounds. The Annual School Report provides a snapshot of achievements and performances throughout 2016. However this overview does not provide detailed information on school procedures or on the way the school community influences student learning and school culture.

Doonside Public School has a long tradition of providing a solid foundation for student learning based on explicit teaching practices and a strong student welfare focus. In 2016 the school continued to purchase additional technology for each classroom and for each student. Some paintwork and building upgrades have also continued. Many teaching and learning resources have been purchased and upgraded to ensure that staff and students have access to the most up to date equipment.

We have continued to broaden the emphasis on cultural and sporting activities with events such as our annual school concert, cultural celebrations, inter-school sporting competitions and academic days.

Doonside PS Wingarra Preschool staff has continued to build strong relationships with parents and the broader community and their influence have led to an increase in the enrolment of Aboriginal children in preschool. Funding support has also helped to strengthen the transition to school program for Aboriginal students. Our preschool achieved the rating of “Exceeding” in the National Quality Framework assessment 2015.

In partnership with Doonside Cottage we have continued to implement our weekly playgroup session for families and this has led to more families accessing early childhood programs and interagency support in the early years.

We are committed to:

Excellence and Equity in Teaching by developing Quality Teaching and Learning Programs for all students.

Empowering students to become lifelong learners who are responsible and independent decision makers.

Encouraging collegiality, team spirit and collaborative action, whilst promoting the welfare and development of students and staff.

Enhancing the partnership between the school and its community.

Fostering an environment that utilises its resources efficiently to promote maximum benefit for all students.

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

David Galea - Principal
School background

School vision statement

Doonside Public School aims to provide a caring, happy environment in which each child will be equipped with knowledge, skills and the acceptance necessary to be an achieving member of our changing society.

Our school provides children with:

A warm, caring educational environment where staff, children, parents and the community work together to attain the best possible educational outcomes.

The opportunity and encouragement to develop to their full potential - academically, emotionally, culturally, socially and physically.

A model for acceptable social behaviour and responsibility within the school and the community.

We are committed to:

- Excellence and equity in teaching and learning; Excellence and equity in leadership;
- Excellence and equity in engagement;
- Empowering students to become responsible and independent decision makers; (WBF)
- Promoting the concept of 'lifelong learning'; (WBF)
- Ensuring quality teaching and learning programs for all students;
- Promoting the welfare and development of students and staff; (WBF)
- Encouraging collegiality, team spirit and collaborative action;
- Enhancing the partnership between the school and its community; and
- Fostering an environment that utilises its resources efficiently to promote maximum benefit for all students.

School context

Doonside Public School is located beside Doonside Railway Station in the Western Sydney Region of NSW. The school’s history dates back to the late 1930's when local farms were subdivided and allotments were provided for the settlement of returned soldiers.

Our school population of 227 students (P-6), includes children with 23 languages and cultural backgrounds. The school has a significant Aboriginal and Torres Strait Islander population (29.7%) and 48% of students from non-English speaking backgrounds. We have a staff at a variety of experiences levels, ranging from Early Career Teachers to more experienced teaching staff. Our local community is supported by a number of government and non-government agencies. The Preschool caters for Aboriginal students as a Regional resource. Doonside Public is supported by the DoE through various funding programs.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning Elements:

Under the Learning Elements Domain, the school assessed our progress against the specified areas of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Each sub domain can be rated as delivering, sustaining and growing or excelling.

In all aspects of the “Learning Elements” Domain we have achieved Delivering. This incorporates the following:

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

School programs address the needs of identified student groups (e.g., Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Against the domain of “Learning Culture” and “Wellbeing” we have achieved Sustaining and Growing. This incorporates the following:

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Students care for self, and contribute to the wellbeing of others and the wider community.

In the domain of “Curriculum and Learning” we are working at Excelling, with a continued and rigorous focus on achieving this level in all domain areas.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Evidence to support these achievements is compiled through the course of core business and stands as the backbone of process and practice under which we operate. Evidence is identified and collated to support the achievement level identified.
Teaching Elements:

Under the Teaching Elements Domain, the school assessed our progress against the specified areas of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. Each sub domain can be rated as Delivering, Sustaining and Growing or Excelling.

In all aspects of the “Teaching Elements” Domain we have surpassed Delivering across all sub domains.

Against the all sub domains of “Effective Classroom Practice”, “Data Skills and Use”, “Collaborative Practice, “Learning and Development” and “Professional Standards "we have achieved Sustaining and Growing. This incorporates the following:

Teachers regularly use student performance data another student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Teachers incorporate data analysis in their planning for learning.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school leadership team engages the school community in reflecting on student performance data.

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

School identifies expertise within its staff and draws on this to further develop its professional community.

Teachers actively share learning from targeted professional development with others.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas

Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals.

Teachers work beyond their classrooms to contribute to broader school programs.

In the domains of “Effective Classroom Practice”, “Collaborative Practice” and “Learning and Development” we have achieved Excelling.

This incorporates the following aspects:

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

The school is recognised as expert in the provision of support to beginning and early career teachers.
Leading Elements:

Under the Leading Elements Domain, the school assessed our progress against the specified areas of Leadership, School Planning, Implementations and Reporting, School resources and Management Practices and Processes. Each sub domain can be rated as Delivering, Sustaining and Growing or Excelling.

In all aspects of the “Leading” Domain we have surpassed Delivering across all sub domains.

Against all aspects of the “Leading” domain, we have surpassed Sustaining and Growing.

Against all aspects of the “Leading” domain we have achieved Excelling. This incorporates the following sub domains:

- Staff have purposeful leadership roles based on professional expertise.
- The school community is committed to the school’s strategic directions and practices to achieve educational priorities.
- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.
- The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.
- Established processes build the capacity of the school community to use data and evidence for strategic school improvement.
- Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- Longer-term financial planning is integrated with school planning and implementation processes.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.
- Practices and processes are responsive to school community feedback.
- Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.

Self-Assessment Processes and Evidence

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

Self-reflection process and progress is conducted as a whole school/whole staff identified professional development each term. Discussions regarding future directions to achieve identified goals will provide clear focus areas in line with strategic directions and milestones.

Evidence to support these achievements is compiled through the course of core business and stands as the backbone of process and practice under which we operate. Evidence is identified and collated to support the achievement level identified.
Strategic Direction 1
Teaching and Learning

Purpose
To initiate an integrated and systematic approach to support all students to become competent, creative and collaborative learners with a relentless focus on lifelong learning attitudes, values and practices.

Overall summary of progress
Significant growth in reading levels are a result of focussed learning support being provided to K-6 students.

Analysis of the school’s achievement in growth against NAPLAN indicates that there is a significant improvement in all areas, specifically in the area of Spelling, for which the school has a standardised program.

Teaching and learning programs, all Key Learning Areas (KLA’s) are monitored each term for professional growth and to ensure expectations are met. Classroom observations support the pedagogical delivery of quality teaching instruction.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
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<tr>
<td>75% or more of all to meet Premier's Targets for Literacy and Numeracy.</td>
<td>Students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts introduced and taught at level8 and above. They use a range of sources of information in the text, along with their prior knowledge, to make sense of the texts they read. With teacher guidance, students use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text. <strong>Achievement Results Term 4 2016</strong> <strong>Kindergarten Data Term 4- 2016-Literacy</strong> Reading Text- By the end of kindergarten 2016 - 75% of all students were working at or above cluster 4 Comprehension- By the end of kindergarten 2016 – 59% of all students were working at or above cluster 4 Writing- By the end of kindergarten 2016 - 81% of all students were working at or above cluster 4</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives. This is further supported through the following: Professional development $11,887.00 GTIL $13, 127.38 ATSIEP $6,310.14</td>
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</table>

| 50% of students K-2 meeting the Premier's Targets in Numeracy (EAlS). | **By the end of Kindergarten** By the end of Kindergarten, students should be able to correctly count up to 20 items and be able to complete an oral count to thirty. They should also be able to identify numerals up to 20. As students can be at different places on each of these aspects, information is needed on the Forward number word sequence, Early arithmetical strategies and Numeral identification. **Kindergarten Data Term 4 -2016-Mathematics** | RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives. This is further supported |
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<td>50% of students K-2 meeting the Premier's Targets in Numeracy (EAIS).</td>
<td>Forward number sequence- By the end of kindergarten 2016 - 97% of all students were working at or above level</td>
<td>through the following:</td>
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<td>Numeral Identification- By the end of kindergarten 2016 – 94% of all students were working at or above level</td>
<td>Professional development - $11,887.00</td>
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<td>Early Arithmetic Strategies- By the end of kindergarten 2016 - 97% of all students were working at or above level</td>
<td>GTIL - $13,127.38</td>
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<td>ATSIEP - $6,310.14</td>
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<tr>
<td>Reduce the difference in Student trend data in English and Mathematics between state and school by 50%.</td>
<td>Year3</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures.</td>
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<td>Specific details can be found in Key Initiatives.</td>
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<td>Reduce the difference in Student trend data in English and Mathematics between state and school by 50%.</td>
<td>Average Scaled growth of students Year 5 Mathematics 98.2% compared to 91.7% of for all Year 5 students in NSW.</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
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<td></td>
<td>Teachers have continued to use and improved their program content with the use of the NSW Syllabus for the Australian Curriculum. Development of learning tasks that ensure outcomes are addressed at the stage/age appropriate level for the students in their classes.</td>
<td>This is further supported through the following: Professional development $11,887.00 GTIL $13,127.38 ATSIEP $6,310.14</td>
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<td></td>
<td>Teaching and learning programs for Mathematics are monitored each term for professional growth and to ensure expectations are met. Classroom observations support the pedagogical delivery of quality Mathematics instructions. Analysis of the school's achievement in growth against NAPLAN indicates that there is a significant improvement.</td>
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## Next Steps

- Demonstration and team teaching lessons with K-2 teachers in delivery of lessons based on Early Learning Plans and assist with grouping students according to data based on clusters.

- Uninterrupted Literacy sessions to continue as practice at Doonside Public School.

- Continued implementation of Early Action for Success strategy.

- Continued review and evaluation of student achievement data and areas of need to update programme as required.

- TPL as a support strategy for teachers on effective guided reading models of instruction and focus identified in Mathematics / Numeracy.

- Programming against the English syllabus will be refined.

- Continued monitoring of teaching and learning programs to ensure DoE and school expectations are delivered.
Strategic Direction 2

Leadership

Purpose

To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting students, staff and parents to challenge themselves as members of the wider school community.

Overall summary of progress

The needs of the school in terms of leadership were addressed and facilitated, providing opportunities to all staff to develop leadership skills at a higher level.

The focus on Excellence was demonstrated throughout school wide practices, with the delivery of efficiency measures to streamline practices which enable learning to remain the core business.

Whole school practices and systems were reviewed and updated where necessary.

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<td>Instructional Leader rigorous analysis of PLAN data, PD in the teaching of K-2 Literacy / Numeracy guiding contextually responsive tiered learning.</td>
<td><strong>Early Action for Success 2016</strong>&lt;br&gt;The instructional leader and the instructional teacher play a key role in building staff skills and knowledge in teaching and assessing numeracy. Teachers are assisted to customise flexible learning groups for numeracy based on data and consistent teacher judgement. Tiered targeted interventions by the instructional teacher are programmed for students who have been identified as being at risk of not meeting minimal benchmarks in numeracy.&lt;br&gt;&lt;br&gt;PLAN data is used as a baseline for all interventions in numeracy. The use of and the analysis of this data enables tailored support to be available for students with more complex numeracy needs as identified by classroom teachers in the school learning and support meetings.</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures.&lt;br&gt;Specific details can be found in Key Initiatives.</td>
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<tr>
<td>TEN-Targeting&lt;br&gt;Early Numeracy programme forms the basis of teaching and learning Numeracy K-2. Teachers have had the opportunity to participate in 20 hours of professional development to become TEN trained teachers. Evidence of the use of this program is demonstrated during professional discussion around data, planning and programing and class visits.</td>
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<tr>
<td>The school principal and executive staff have embraced this strategy and have made available all essential funds, time and equipment needed to enhance the numeracy learning of both the teachers (through professional development release days) and the students. This strategy will be continued in –</td>
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<td>STAFF(EAFS)</td>
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| Instructional Leader rigorous analysis of PLAN data, PD in the teaching of K-2 Literacy / Numeracy guiding contextually responsive tiered learning. | • Staff indicates a greater sense of collegiality through the lesson sharing model along with an improvement in program design and delivery, student engagement and outcomes.  
• More conscious use of mathematical meta-language by staff.  
• Teachers have continued to reflect on their teaching practice.  
• Teachers continue to deepen their knowledge of the curriculum and continuum and are more accurately plotting their students on the Numeracy Continuum.  
• Shared planning has increased the teacher’s ability to differentiate the activities there by providing avenues of success for all students.  
• Documented referral to Learning Support Team for the assessment of learning and behavioural difficulties so that appropriate interventions and support plans may be developed. | RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives. |
| Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities. | **StaffLeadership Opportunities**  
A number of staff achieved their Executive positions during 2016. As a result of staff vacancy successful candidates participated through EOI selection to their role as Assistant Principal. This role requires the supervision of a designated team within the school, along with a mentoring capacity and a variety of procedural responsibilities.  
This experience has built the capacity of staff both in the executive roles, in their ability to support and improve pedagogical practice for other teachers. It has required constant reflective practice to enable mentoring to be effective. Further it has shown that executive in these roles have built their capacity to develop and run whole school programs and events.  
Doonside Public School continues the employment of a Deputy Principal to support whole school priority areas, mentoring of Assistant Principals and conferencing with student leaders to develop their skills.  
It is envisaged that these vacancies will remain for 2017 and will be filled by the current occupants.  
**Student Leadership Opportunities**  
School leaders (captains, vice captains and prefects) were elected into their positions through whole school selection at the conclusion of 2015.  
Sporting captains, SRC leaders and curriculum leaders (ie. library monitors) were elected into their positions at the commencement of 2016. | RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives. |
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<td>Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.</td>
<td>All students in a leadership capacity are given the opportunity to engage in the school community through various activities including assemblies, peer support programs (Better Buddies) and leadership conferencing with executive staff. Students are encouraged to participate in various extra-curricular activities and are supported in their ability to engage appropriately during these times. They are further supported in their leadership development through attending leadership camp and leadership excursions that encourage team building, resilience training and problem solving. Student leadership opportunities will continue at Doonside Public School.</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
</tr>
<tr>
<td>100% of teaching staff will have a working Professional Development Plan</td>
<td>Professional Development Plans/Professional Development Framework With the introduction of the Professional Development Framework as a means to improving teacher quality, staff undertook a process of developing their own Professional Development Plans. This process involved a series of goal setting opportunities where teachers identified their own strengths and areas of development and identified strategic goals to reach their outcomes. Doonside Public School staff have undergone a process of Professional Learning Plans for a number of years. In 2016, staff continued to engage in the implementation of their Professional Development Plan under the new guidelines from the DoE. These documents are designed to enable staff to identify professional goals and to monitor the achievement of these goals in consultation with their supervising teachers. Further to this is the self-analysis and assessment of their own performance against timelines that provide a framework for monitoring. PDP’s are actively used as a source of information in seeking Teacher Professional Learning opportunities as well as identifying strengths among staff members in the delivery of school based professional development or in the coordination or support of events and initiatives.</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
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### Next Steps

Collegial exchange to build the capacity of staff through interaction with the “Expert in the room”. Teachers engage in PD in all areas as identified and required, guided by Professional Development Plan, student needs and school strategic directions.

Provide opportunities to undertake leadership where applicable.

Staff to continue to deepen their knowledge of the curriculum and continuum and to monitor outcome achievement through data collection and analysis.
Continued support for staff seeking accreditation at all levels as well as support for executive assisting in the preparation of accreditation documents and supporting reports.

Further TPL where required to support teachers both with PDP development and in achievement of goals.

PDP’s to be reviewed and updated to reflect the changing professional needs of all staff and the school
Strategic Direction 3

Engagement

Purpose

To initiate, facilitate, inspire and support the connection between the learner and their learning.

Overall summary of progress

Parent understanding of DoE and School guidelines and expectations has increased collegiality between parents, school and Student Services.

Rigorous monitoring, follow up and communication re student attendance has demonstrated the growth in student rate.

Parents are made aware of other community resources available to help with their family needs.

Increase support and opportunities for cultural engagement / development based learning for students and teaching staff K-6.

School supports and embraces / celebrates multicultural inclusivity

Recognition of important cultural events celebrated in the community/ families including: Community Expo; Parent Teacher interviews; Grandparents day; Multicultural Day; Education Week; Anzac Day; Harmony Day; NAIDOC Day; Maths Fun Day; Literacy Fun Day; Sporting events; Concerts; Books in Homes; Rugby; AFL; Backyard RL; Soccer NSW; UWS Heartbeat; Special Education Christmas party; Red Cross; School Spectacular; Excursions; Incursions; Indigenous Literacy; Swim Scheme; High School Transition; Kindergarten/Preschool transition; Halogen Leadership Young leaders day in the city; Camp; Leadership camp; Student leadership opportunities; Gallery; "Open Door" policy; PSSA; Mini Olympics; Year 6 Graduation and Farewell; Presentation Day; Badge ceremonies; PBL awards; Movie day; Token Day.

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| Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%. | **Student surveys**  
91% of students indicated that they do things in the classroom that are new and exciting.  
83% of students indicated that their teacher plans class activities that are interesting and engaging.  
**Staff surveys**  
100% of staff indicated that they consider whether a group activity best meets the needs of individual students in Literacy 95% indicated for Numeracy.  
85% of staff indicated that Literacy development is dependent on the quality of the teaching for Literacy and 90% indicated for Numeracy.  
**Management of non-attendance**  
In 2016 our school continued to implement an attendance action plan which incorporated strategies aimed at improving attendance and reducing absences or unexplained absences across the school.  
Strategies include:  
Regular contact with families. This ongoing | Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S  
RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures.  
Specific details can be found in Key Initiatives. |
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<td>Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%.</td>
<td>communication with families allowed us to have all absences explained as well as informing us of students intending to move out of area. Parents provided with information about the legal requirements for students to attend school. Posters and newsletter articles were published to support this message. Informing families about the various options for making attendance notifications to the school including written (letter or email) and verbal (phone or in person). Families with high absenteeism were invited to meetings with the School Attendance Officer or the Aboriginal Home School Liaison Officer where the importance of regular attendance was explained. Information about school and outer agency support was also provided. Overseas travel by students and its change in classification had a limited impact on attendance this year compared with previous years. Positive strategies to reward excellent attendance continued to be implemented. Certificates were given at the end of semester one for perfect attendance. Trophies were awarded for perfect attendance at our end of year awards ceremony in line with our recognition and reward processes. Access to our AEO allowed parents other communication channels, thus ensuring that absences were recorded and justified.</td>
<td>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
</tr>
<tr>
<td>Maintain and strengthen parent / carer participation at the school to improve engagement and educational outcomes for all students through community consultation.</td>
<td><strong>Parent surveys</strong> Parents were surveyed and their responses are indicated below; 100% of parents indicated they feel welcomed in the school 90% of parents indicated that they feel the school values their help and interest. 100% of parents indicated that they share in the education of their child. 100% of parents indicated that the school’s current aim is to improve the quality of learning and teaching. 100% of parents indicated that parent involvement is welcomed and valued. <strong>Attendance at functions</strong> The school has observed greater engagement of parents and community members at school events. This is evident through the high attendance of parents at our K-2 and 3-6 assemblies in addition to...</td>
<td>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
</tr>
</tbody>
</table>
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and strengthen parent / carer participation at the school to improve engagement and educational outcomes for all students through community consultation.</td>
<td>school assemblies / events.</td>
<td>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S</td>
</tr>
<tr>
<td><strong>P&amp;C/Parent Helpers</strong></td>
<td><strong>P&amp;C/Parent Helpers</strong></td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures.</td>
</tr>
<tr>
<td>During 2016, our P&amp;C experienced a make-over with an entirely new executive elected. The P&amp;C hold regular meetings to provide feedback on initiatives they are pursuing and to seek avenues to engage with the school community as a whole. This year the P&amp;C have held raffles, Mother’s Day, Father’s Day, Christmas day stalls, Halloween Disco and BBQ for the Federal Election. While not all fundraising is successful, they have generously continued to donate to the school for the areas of subsidising school camp, Year 6 end of year festivities and whole school movie day.</td>
<td>Parent helpers are welcomed into the school through a number of different avenues. Traditionally parents offer their time in classrooms and reading activities remain the most popular. Parents in our infants department have participated very enthusiastically this year and this has allowed for additional student engagement and personalised learning to be given additional focus. Further to this we have one parent volunteering as SLSO for 3 days a week across the entire school to support her own adult learning and to support the learning environment of the whole school.</td>
<td>Specific details can be found in Key Initiatives.</td>
</tr>
<tr>
<td><strong>All staff participates in applicable Professional Development opportunities.</strong></td>
<td><strong>TPL Whole School</strong></td>
<td><strong>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S</strong></td>
</tr>
<tr>
<td>Doonside Public School annually engage in a number of mandatory, whole-school TPL sessions which include – Code of Conduct, Team Building, CPR and First Aid, PBL, Asthma training, Anaphylaxis training, Child Protection, Fraud and Corruption and Quality Teaching.</td>
<td>During 2016, teacher professional learning continued to be guided by the school’s strategic directions and teacher identified opportunities. Data indicates that the predominance of these were conducted by Regional personnel at no cost to the school, however, this has reduced greatly in the past year. Training has predominantly been in school and delivered by school executive staff.</td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures.</td>
</tr>
<tr>
<td>The TPL focussed predominantly in the following areas:</td>
<td>The TPL focussed predominantly in the following areas:</td>
<td>Specific details can be found in Key Initiatives.</td>
</tr>
<tr>
<td><strong>Programming</strong> - Workshops for identified teachers were held in the area of program writing to monitor and support consistency and accountability throughout the school. Once again we began our year with a high number of teachers who were new to our school, which meant there was a need to spend time around the design and delivery of an effective teaching and learning program that met school and departmental expectations. Identified staff were given time to investigate the process with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff participates in applicable Professional Development opportunities.</td>
<td>executive and use their mentoring to begin writing their programs. A conclusive induction process also occurred to support teachers in their understanding of the needs and expectations of their school, students and the community. <strong>EAFS</strong>: Our second year of the Early Action for Success initiative saw the team continue to focus on the implementation of the TEN program and the ability for teachers to use the Numeracy continuum and PLAN data to adequately address student learning needs. This required a significant commitment to training for all teachers K-2 and supporting executive staff. Team teaching, observations sessions and demonstration lessons also contributed to the professional learning of the team.</td>
<td>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S</td>
</tr>
<tr>
<td><strong>Leadership</strong> - All interested teachers and executive participated in a five part Leadership training module offered by the principal. The modules dealt with issues such as difficult conversations, strategies for time management, what leadership looks like, Team Work and Areas of Interest in Leadership eg Finance. All staff involved demonstrate greater understanding of the role of substantive executive in a DoE school.</td>
<td></td>
<td>RAM funding ($358944.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
</tr>
<tr>
<td><strong>English Concepts</strong> - Staff were offered the opportunity to engage in additional Professional Development in their own time in the development of units of work to address the concepts present in the new English syllabus. These sessions were held over 9 weeks and consisted of a number of Adobe presentations and information workshops. Staff have increased their knowledge and ability to address these concepts effectively in their teaching and learning programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps**

Continue to monitor and support student attendance through regular consultation and contact with students and their families.

Continue to engage students through interest and abilities.

Monitoring of support required to ensure engagement and academic achievement for Aboriginal students through PLPs, AEO and LaST support with a renewed focus on PLP development and delivery.

Continued re-evaluation of strategies to ensure the needs of the growing school and community are met.

Continued monitoring of PBL program and implementation / delivery.

Cyclical evaluation of programs and effectiveness of strategies through parent, student and staff feedback.

Promote involvement in sporting opportunities and cultural groups for student success, leadership and representation.

Continued flexibility of school timetable to allow engagement of AEO with support network and community.

Nurture and develop partnerships with providers of tertiary education as role model for students and staff and encourage and develop aspirations for higher learning for students.
Foster partnerships and collaborative practices with parents and community to enable opportunities for parents to become actively involved in their children's learning.

Maintain channels of communication between school, parent and student.

Continued TPL on EAL/D processes and teaching practices.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Norta Norta During 2016 the school received funding under the Norta Norta program to target the learning needs of students in Years 3 and 5 as a result of previous NAPLAN results for Aboriginal children. Our tutor was employed initially solely using this funding and was timetabled to address targeted learning needs for these students. Specific target areas remained reading and were supported through an explicit Work Attack program on a daily basis. Students demonstrated an improvement in engagement and attitude towards reading. Growth and achievement were evidenced in NAPLAN analysis. Additional funding invested at a school level allowed for the extension of timetable for the tutor to include all Aboriginal students K-6 and continued employment to allow all students access to SLSO support. Aboriginal Education - Observations Doonside Public School is very fortunate in that we are one of very few schools to have a number of Aboriginal workers within our school. Currently we employ two Aboriginal Education Officers who work with the students within our classrooms. One AEO is specifically allocated to working in our preschool as this is a designated regional resource. The AEO is required to assist the children to access the curriculum and learning activities being introduced that day. Our AEO is required to be certified to meet all of the legislation as an Early Childcare worker and combines this with the cultural support required for our Aboriginal children. AEO primary school is allocated a timetable throughout our classes K-6 to engage with Aboriginal students and assist them in accessing curriculum. This may be as assistance in specific areas of learning or through general presence. As a collective group, our Aboriginal Education Team support all students and staff through the development and implementation of PLP's. They further assist in making and sustaining relationships with families; connections that improve communication and action for the school and the student. Through our AEO we are fortunate to offer a periodic “Chill and Chat” mornings for our parents. These are often scheduled in response to parent concern or school need to ensure community engagement, consultation and support are encouraged. The Aboriginal Education team at Doonside Public School actively involve themselves in all whole school events and offer opportunities for students to engage culturally through dance, music and art. They play a pivotal role in NAIDOC celebrations in the preschool and school setting. Our Aboriginal Education Team actively seek guidance and assistance from the Regional team at Mt Druitt, as well as from local AECG, land council and community to ensure all needs are met.</td>
<td>Flexible funding $29,495 Total Flexible Funding =$29495FTE 2.0 $131,018</td>
</tr>
</tbody>
</table>
### English language proficiency

EAL/D Staff have been employed through the funds provided in the Resource Allocation Model. The employment of teaching and non-teaching staff ensured the support was given to students where English as a Learned Dialect was individually needed. Doonside Public School has a population of two hundred and forty-six students. One hundred and twenty-seven (K-6) of these students are from language backgrounds other than English. An increase in the number of EAL/D students being enrolled at Doonside Public School is evident. Large proportions of these students start Kindergarten in the Beginner Phase and may not have Spoken English as their main language at home. The EAL/D teaching role provides an integral part of Literacy and Numeracy support in all classrooms. This support is specifically targeted at those students from non-English speaking backgrounds who require assistance accessing the curriculum. Expenditure has been directed to initiatives including additional resources both human, curriculum based and professional learning linked to the school plan. EAL/D assessments were conducted in Semester One. A significant number of these students were assessed to have lower comprehension levels and understanding of vocabulary at the levels at which they were currently reading. EAL/D support was then moved from in class support to targeted students being withdrawn for focussed language lessons. Along with the consolidation of the EALD data base has been the creation of an extensive individual profile for each targeted student (ISP’s) which draws together data from PLAN, Reading Levels and EALD Phases. These profiles support the classroom teachers in their planning for English and Mathematics groups.

### Low level adjustment for disability

Key initiatives for LLADF are embedded in whole school strategic directions. Staff funding is supplemented with further RAM allocation. Staffing is allocated to but not limited to this key initiative. Data sets demonstrate improvement in academic, social and emotional growth. Assessment of the impact of strategic directions reflects the effectiveness of the key initiative. LaST teacher employment 1.0 FTE. Increased LaST Teacher employment 0.3 FTE. Flexible funding $100,501.

### Quality Teaching, Successful Students (QTSS)

QTSS FTE was utilised to supplement learning and support for identified students and staff. This has contributed to an improved student outcome achievement.

### Socio-economic background

Key initiatives for Socio Economic Background are embedded in whole school strategic directions.

Staff funding is supplemented with further RAM allocation. Staffing is allocated to but not limited to this key initiative.
| Socio-economic background | Data sets demonstrate improvement in academic, social and emotional growth. Assessment of the impact of strategic directions reflects the effectiveness of the key initiative. | SASS employment 0.8  
Further employment of Instructional Teacher (EA4S) FTE 0.3  
Total Flexible funding $256,079  
FTE 0.1  
$10,202 |
| Support for beginning teachers | Beginning Teachers  
In 2016 there were 6 Beginning Teachers employed at Doonside Public School. These teachers were supported through whole school induction process, individual mentoring and structured support offered by their supervisors and executive staff. Beginning teachers were encouraged to develop and implement a PDP as well as to involve them in any PD offered at their own volition. Reflective processes were explicitly targeted through program evaluation and support offered where relevant. One staff member utilised their exceptional technology skills in working to develop the school report card that was user friendly as well as the data collection system that allows information gathered to be easily stored and referenced. Beginning teachers were also given support in the aspect of accreditation where interest was expressed or enquiry made.  
Practicum Teachers  
Doonside Public School continually advocates and supports the professional learning of Pre-service teachers from a number of Universities across NSW. We have had students from Western Sydney University, Macquarie University, Swinbourne University, University of New England and Australian Catholic University. Our teachers are dedicated and committed in mentoring student teachers by modelling quality teaching and learning practices that include an extensive knowledge of subject content, knowing the students, understanding how students learn, effective planning, programming and assessing and collaborating and communicating with staff, students and parents. | $4000 |
| Early Action for success | K-2 EAfS EA4S/PLAN Data /TEN/ STAFF  
• Using the Numeracy continuum to plot K-2 students every 5 weeks on PLAN has become an embedded practice. Early Learning Plans and Class analysis sheets are generated to focus Numeracy teaching at the current needs of the students as well as to assist with ability groupings and differentiated learning programs.  
• K-2 teachers have worked collaboratively to ensure Consistent Teacher Judgement is used when plotting students. An Instructional Leader-EAFS as well as an | Training Grant $14 000  
Innovation Grant $4731  
Intervention Allocation Grant FTE .07 ($79,322)  
Total Funding $98,053 |
### Early Action for success

Instructional teacher- Numeracy work alongside the K-2 team demonstrating and team teaching lessons to assist teachers in delivery of lessons based on PLAN analysis.
- Explicit teaching using TEN strategies has also assisted in consistent improvement in results. Pleasing growth is evident for all K-2 results.
- Teaching programs are planned, implemented, reviewed and adjusted to cater for differentiated student needs during dedicated Numeracy sessions.

**EAFS-TEN K-2**

The TEN** initiatives K-2 has been implemented during 2016-(second year) with tiered interventions for targeted students.
- Teacher are developing an understanding of the DENS books to provide differentiated learning tasks through the “TEN” program
- Students being provided with Mathematics lessons presented in many ways and through a variety of media e.g. tactile, using IWB, iPad and XO’s to introduce new topics and/or consolidate existing knowledge.
- A higher engagement in learning activities has been observed whole school through focussed distribution of human and academic resources.
- As a result of being able to work at their own level of attainment both individually and in small groups, students have demonstrated increased levels of engagement.
- Earlier identification and intervention of students requiring support is becoming more consistent.
- Greater integration of technology to support learning has made an observable impact on engagement and outcome achievement for students.
- Staff demonstrates an increased confidence in the use of IWB, iPads and XO’s resulting in higher student engagement and positive outcomes.
- K-2 teachers demonstrating a greater level of confidence in the delivery of appropriate lessons as a result of using Numeracy Continuum, Class analysis sheets and strategies developed through involvement with the EAFS project and TEN training.

<table>
<thead>
<tr>
<th>Training Grant</th>
<th>$14,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Grant</td>
<td>$4,731</td>
</tr>
<tr>
<td>Intervention Allocation</td>
<td>Grant FTE .07 ($79,322)</td>
</tr>
<tr>
<td>Total Funding</td>
<td>$98,053</td>
</tr>
</tbody>
</table>
Student enrolment has steadily increased over the past several years. While our student population is minimally transient, the majority of enrolments have stabilised.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.5</td>
<td>92.8</td>
<td>91.3</td>
<td>87.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.6</td>
<td>91.3</td>
<td>91.3</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>89.1</td>
<td>91.3</td>
<td>90.1</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.3</td>
<td>90.7</td>
<td>91.2</td>
<td>89.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.1</td>
<td>94</td>
<td>91.2</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.6</td>
<td>86.8</td>
<td>90.9</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>89.1</td>
<td>81.6</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>91.6</td>
<td>91.2</td>
<td>90.2</td>
<td>89.5</td>
<td></td>
</tr>
</tbody>
</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
<td>95.2</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>94.5</td>
<td>94.7</td>
<td>93.8</td>
<td>93.9</td>
</tr>
<tr>
<td>2</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
<td>94.8</td>
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<td>94.2</td>
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<tr>
<td>4</td>
<td>94.7</td>
<td>94.9</td>
<td>94</td>
<td>93.9</td>
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<tr>
<td>5</td>
<td>94.5</td>
<td>94.8</td>
<td>94</td>
<td>93.9</td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>94.2</td>
<td>93.5</td>
<td>93.4</td>
</tr>
<tr>
<td>All Years</td>
<td>94.7</td>
<td>94.8</td>
<td>94</td>
<td>94</td>
</tr>
</tbody>
</table>

In 2016 our school continued to implement an attendance action plan which incorporated strategies aimed at improving attendance and reducing absences or unexplained absences across the school.

Strategies include:

- Regular contact with families. This ongoing communication with families allowed us to have absences explained as well as informing us of students intending to move out of area.
- Parents provided with information about the legal requirements for students to attend school. Posters and newsletter articles were published to support this message.
- Informed families about the various options for making attendance notifications to the school including written (letter or email) and verbal (phone or in person).
- Families who did not explain absences were sent letters and/ or phoned asking for explanations.
- Fortnightly monitoring of attendance for all students in conjunction with the Home School Liaison Officer.
- Families with high absenteeism were invited to meetings with the School Attendance Representative or the Aboriginal Home School Liaison Officer where the importance of regular attendance was explained. Information about school and outer agency support was also provided.
- Students whose attendance did not significantly improve were monitored daily and/or placed on Attendance Improvement Programs (AIP) (in school/ or HSLO). This process allows attendance to be closely monitored. Parent, student and school were involved with developing the AIP which was monitored by the HSLO and school.
- Notifications to DFCS for student absenteeism and Educational Neglect (in accordance with DoE guidelines) were made in conjunction with HSLO referrals where required.
- Positive strategies to reward excellent attendance continued to be implemented. Certificates were given at the end of semester one for perfect attendance. Trophies were awarded for perfect attendance at our end of year awards ceremony in line with our recognition of student’s successful attendance at school.

Class sizes

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM</td>
<td>23</td>
</tr>
<tr>
<td>K/1C</td>
<td>23</td>
</tr>
<tr>
<td>1/2R</td>
<td>27</td>
</tr>
<tr>
<td>1P</td>
<td>22</td>
</tr>
<tr>
<td>2/3T</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>27</td>
</tr>
<tr>
<td>4/5P</td>
<td>27</td>
</tr>
<tr>
<td>5/6D</td>
<td>28</td>
</tr>
</tbody>
</table>

Workforce information
### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.99</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>6.62</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0.18</td>
</tr>
</tbody>
</table>

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

The school employs 2 full time permanent Aboriginal Education Officers, 1 temporary School Admin officer.

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>98</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>2</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

#### Professional Learning and teacher qualification

Doonside Public School annually engages in a number of mandatory, whole-school TPL sessions which include – Code of Conduct, Team Building, CPR and First Aid, PBL, Asthma training, Anaphylaxis training, Child Protection, Fraud and Corruption and Quality Teaching.

During 2016, teacher professional learning continued to be guided by the school’s strategic directions and teacher identified opportunities. Data indicates that the predominance of these were conducted by Regional personnel at no cost to the school, however, this has reduced greatly in the past year. Training has predominantly been in school and delivered by school executive staff.

Doonside Public School staff have undergone a process of Professional Learning Plans for a number of years. In 2016, staff engaged in the implementation of their Professional Development Plan under the new guidelines from theDoE. These documents are designed to enable staff to identify professional goals and to monitor the achievement of these goals in consultation with their supervising teachers. Further to this is the self-analysis and assessment of their own performance against timelines that provide a framework for monitoring.

PDP’s are actively used as a source of information in seeking TPL opportunities as well as identifying strengths among staff members in the delivery of school based professional development or in the coordination or support of events and initiatives.

Professional support for New Scheme Teachers continued in 2016, with staff seeking accreditation at proficient and maintenance levels. Professional development was conducted against the process of accreditation, as well as the maintenance of hours for those who have achieved accreditation. Staff who did not fit the criteria for necessary accreditation have also opted to begin the process of gathering their evidence against the standards.

School based documents such as classroom programs and classroom observations sheets have been redesigned to align with the Australian Professional Standards for Teachers.
The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.
### School performance

#### School-based assessment

Doonside Public School continued the practice of implementing school based assessments in conjunction with formal assessment tasks in order to develop a holistic understanding of student outcome achievement. Standardised tasks have been developed to be used across all stage levels and for differentiation at students own level. Whole school use of Running Records for reading levels and South Australian Spelling Test for spelling ages are used periodically throughout the year to monitor student growth.

Future directions: Continued use of school based assessments.

Review and revise assessment tasks as required.

Further investigate assessment tasks

**SENA**

SENA testing remains a school expectation and priority to guide teaching and learning specific to mathematics. Teachers administer assessments and will actively use data to prepare teaching and learning programs. Further data is used to plot students against the numeracy continuum, reporting in PLAN and reporting to parents. SENA is comprised of two components; SENA 1 used for Stage 1 and SENA 2 for Stage 2. The results inform the teacher of where the students are situated on the Numeracy Continuum, which is then relayed on PLAN. Continued growth and engagement in lessons has resulted from lessons being targeted at student’s individual level.

**Preschool QIP**

The Preschool is meeting the requirements of EYLF and NQF: Each child is supported to work with, help others and learn from others through collaborative learning opportunities.

The Quality Improvement Plan was written and submitted in April 2014. The Preschool evaluation against National Standards resulted in a rating of Exceeding. The design, review and use of the QIP continue to guide practice. The preschool staff continue to participate in TPL to maintain their knowledge base around the current EYLF and initiatives.

The QIP is a working document and is updated and amended on a regular basis. The preschool team have engaged in TPL that guides the implementation of the EYLF and National Quality Framework through working with the P-2 Initiatives Officers Professional Learning Team. This was achieved through working collegially with the Aboriginal Transition to School Network, Principals Network, Aboriginal Education and Engagement Advisors and Liaison Officers.

Additional funding provided quality professional TPL ensuring the QIP being continually reviewed and updated.

---

<table>
<thead>
<tr>
<th></th>
<th>2016 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td></td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>12 534</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>1 499 387</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td></td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>147 156</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>266 281</td>
</tr>
<tr>
<td>Equity Language</td>
<td>77 454</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>129 236</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2 658 141</td>
</tr>
</tbody>
</table>
Average Scaled growth of students Year 5 Grammar and Punctuation 77.0 compared to 76.3 for all Year 5 students in NSW.
Year 3

4% of students below NMS in Numeracy compared to 5% of State below NMS.

Year 3

4% at Proficiency in Mathematics.
Year 5

4% of students below NMS in Numeracy compared to 6% of State below NMS.

Year 5

4% of students below NMS in Numeracy compared to 5% of State below NMS.

Year 5

Average Scaled growth of students Year 5 Mathematics 98.2 compared to 91.7 of for all Year 5 students in NSW.

PLAN

PLAN software supports teachers to record, analyse and monitor student progress throughout the year. PLAN is available to all K-6 teachers who report and update student learning on the Literacy and Numeracy continuum on a 5 weekly cycle. The ongoing analysis of this information promotes quality teaching practices within the teaching and learning cycle for all students. The use of PLAN software is mandatory for the recording of the Best Start Kindergarten Assessment data. The Principals, executive and classroom teachers use PLAN to identify students' current literacy and numeracy achievement levels to inform school planning and budgets as well as support teachers intervention for students with higher learning needs. Using PLAN to plot K-2 students twice a term on the Literacy continuum has become an embedded practice. Teachers have continued to generate Early Learning Plans and class analysis sheets to focus Literacy teaching at the current needs of the students. Teachers have worked collaboratively to ensure Consistent Teacher Judgement is used when plotting students.

Literacy - End of Kindergarten

Students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts introduced and taught at level 8 and above. They use a range of sources of information in the text, along with their prior knowledge, to make sense of the texts they read. With teacher guidance, students use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text.

Using PLAN to plot K-2 students twice per term on the Literacy continuum has become an embedded practice.
Teachers have continued to generate class analysis sheets to focus Literacy teaching at the current needs of the students.

Teachers have worked collaboratively to ensure Consistent Teacher Judgement is used when plotting students. QT APs have also continued to assist teachers in delivery of lessons based on Early Learning Plans and help to group student according to data based on clusters.

Explicit teaching of comprehension strategies using the ‘Super Six Comprehension Strategies’ has continued. The growth in this area is notable.

Reading outcomes are a result of focussed learning support being provided to K-6 students.

Best Start-Kindergarten

Best Start assessment is administered at the beginning of kindergarten. It consists of a set of a numeracy and literacy tasks which show what knowledge and skills the students bring with them. These results are analysed and the information is put onto PLAN. This data is harvested by the DoE. Towards the end of term 1 the parents are invited to visit the school for an information morning where they are given a copy of their child’s personalised report. Consistent professional development for staff has resulted in greater knowledge base for the use of PLAN software leading to differentiation teaching and learning practices.

All K-2 staff utilising PLAN analysis to guide PD (EA4S)

PLAN data is used as a baseline for all interventions in numeracy. The use of and the analysis of this data enables tailored support to be available for students with more complex numeracy needs as identified by classroom teachers in the school learning and support meetings.

The instructional leader and the instructional teacher play a key role in building staff skills and knowledge in teaching and assessing numeracy. Teachers are assisted to customise flexible learning groups for numeracy based on data and consistent teacher judgement. Tiered targeted interventions by the instructional teacher are programed for students who have been identified as being at risk of not meeting minimal benchmarks in numeracy.

PLAN data is used as a baseline for all interventions in numeracy. The use of and the analysis of this data enables tailored support to be available for students with more complex numeracy needs as identified by classroom teachers in the school learning and support meetings.

TEN-Targeting Early Numeracy programme forms the basis of teaching and learning Numeracy K-2. Teachers have had the opportunity to participate in 20 hours of professional development to become TEN trained teachers. Evidence of the use of this program is demonstrated during professional discussion around data, planning and programing and class visits.

The school principal and executive staff have embraced this strategy and have made available all essential funds, time and equipment needed to enhance the numeracy learning of both the teachers (through professional development release days) and the students. This strategy will be continued in 2017

Parent/caregiver, student, teacher satisfaction

Parent surveys

Parents/ carers were surveyed about their satisfaction with the school. Parents were provided two surveys and the results are indicated below.

Survey#1

• 100% of parents indicated that Doonside PS provides an atmosphere where students from all backgrounds are welcomed.
• 100% of parents indicated that Doonside PS staff provides a friendly and informative responses to phone or face to face enquiries.
• 90% of parents indicated that Doonside PS has well qualified teachers who set high standards of achievement.

Survey#2

• 95% of parents indicated that the school provides helpful information about their child’s progress.
• 95% of parents indicated that the school has a safe and secure environment.
• 100% of parents indicated that the school regularly praises and rewards students when successful.

Students Survey

Students were surveyed about their learning experiences in Literacy and Numeracy.

The following data highlights student’s thoughts on their learning.

• 89% of students indicated that Mathematics is an
important subject to learn whilst 84% indicated for English.

- 85% of students indicated that the activities their teacher uses helps them to learn in Mathematics whilst 93% indicated for English.

Staff Surveys

Staff were surveyed about their teaching of students in Literacy and Numeracy and leadership within the school. The following data highlights staff’s thoughts;

**Literacy**

- 80% of staff indicated that NAPLAN information informs their teaching.
- 100% of staff indicated that their teaching programs explicitly address each student’s literacy needs.

**Numeracy**

- 86% of staff indicated that NAPLAN information informs their teaching.
- 95% of staff indicated that their teaching programs explicitly address each student’s numeracy needs.
- 100% of teachers indicated that they take responsibility for Literacy development of all students whilst 95% indicated for Mathematics.
- 100% of teachers indicated that the English syllabus informs them of their teaching at all times whilst 95% indicated for Mathematics.
- 100% of staff indicated that leaders model commitment to the school.

100% of staff indicated that all groups within the school are heard and provided opportunities to excel.

**Policy requirements**

**Aboriginal education**

**Aboriginal Education 2016 / Aboriginal Dance group**

There were a number of significant achievements in Aboriginal Education at Doonside Public School in 2016. Girls and Boys Aboriginal Dance Groups continued to offer students opportunities to learn cultural dance, and included students from a wide range of cultural backgrounds improving social cohesion across age and social groups at school. The groups performed at numerous events throughout the year including NAIDOC Day and at Blacktown North Public-school.

Whole school NAIDOC day celebrations were held successfully on the 28th of June. The day’s events included an assembly, acknowledgement of country, speeches by the Principal, school captains and prefects, flag-raising and performances by the Aboriginal Dance Boys Group, The Aboriginal Dance Girls Group, The Girls NAIDOC Day Singing Group and the Boys Didgeridoo Group.

The event was attended by Mr Stephen Bali, mayor of Blacktown, as well as Sue Mathews from the Regional Aboriginal Office.

The assembly was followed by culturally sensitive whole school group educational activities and a community barbeque and Staff Vs senior students volleyball match.

The 8 Ways Aboriginal Education teaching and learning pedagogy was implemented at Doonside P.S. through 2016 within classrooms, after being used whole school in PBL the previous year. This included using aspects of the strategies in teaching practice to engage students in activities.

During 2016, teachers worked closely with parents and students in the drafting of a PLP for each Aboriginal student. Students are given the opportunity to focus on to assist in engagement, social or academic achievement. Close collaboration with the AEO in facilitating conferencing, delivering lessons or assisting students to access opportunities is paramount.

**Wingarra Preschool**

Wingarra Preschool is one of 11 Designated Aboriginal Preschools and is ACECQA accredited as ‘Exceeding’. As such we actively follow the guidelines of the National Quality Framework (NQF), base our programs on the principles and practices of the Early Years Learning Framework (EYLF) and use our Quality Improvement Plan (QIP) to guide and track our progress and future directions. New families and their children are given an opportunity to be welcomed into the Doonside community. Parent’s questions about the preschool are met by an informed educator.

Parental expectations and contributions to the preschool are discussed.

Parents and staff are introduced to staff and individual needs are discussed and worked into their learning program.

Parents are made aware of other community resources available to help with their family needs.

**Multicultural and anti-racism education**

In 2016 there was an increase in the population of students from a Non-English Speaking Background or Language background other than English, who now represent over 42% of students at Doonside Public School.

Multicultural perspectives are embedded in all teaching and learning programs. The range of cultures represented in our school is acknowledged primarily through outteaching and learning programs P-6. Key Learning Area units of work provide opportunities for all students to develop the skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society.

Further support provided through EAL/D lessons delivered consistently throughout the school year to enable students to access curriculum.
The school elects an anti-racism officer annually with two staff members representing in this role in 2016. These staff members take responsibility for the equitable conduct of all staff and ensure no inequity occurs on the basis of race. PBL, Harmony Day, Olympic Day, NAIDOC Day and Multicultural Day celebrations provide opportunities for all students to be represented by culture as well as to educate all students about other cultures.

Doonside Public School has an active Anti-bullying guide in practice that addresses racism, cyber bullying, person to person bullying and incorporates a variety of strategies and supports such as e-learning, police visits, social skilling and whole school presentations.

Other school programs

Whole School Events

In Term 1 we celebrated our first whole school event with Harmony Day, inviting all students to wear the colour of Harmony, with a performance by the school music group. We also held our Badge presentation ceremony to officially recognise the students who have been elected to student leadership positions within the school. We also held “Meet the Teacher” afternoon to provide an opportunity for parents to meet their child’s classroom teacher.

Anzac Day Ceremony was the first whole school event in Term 2. A commemoration ceremony was held to honour the fallen and pay respects to those who fought under the Australian flag. We also held our whole school sporting events in Cross Country and Athletics during this term. At the end of term, we held our inaugural “Lip Sync Battle”. A large number of students participated along with parent volunteers.

Education Week in Week 3 Term 3 saw consecutive whole school event days in Literacy, Numeracy, PDHPE ("Olympic" Day) and a concert/ Readers Theatre of the text “The day the Crayons Quit” by Drew Day Walt, as well as an “Open classroom Day” for parents/carers. Over this week students successfully engaged in a range of learning activities and performances celebrating Education Week and student achievement.

During Term 4 we ran a variety of whole school events which included Multicultural Day, Halloween Disco, Token Day, Presentation Day, Movie Day, and Christmas Concert along with fundraisers such as Bandanna Day and Pink Stumps Day.

Parents actively supported all whole school events during 2016.

Sport and PDHPE2016

During 2016 at Doonside P.S, students were given opportunities to participate in arrange of Sport and Personal Development activities. These included playing P.S.S.A Winter Sport in the Mt Druitt Zone competitions in Netball, Rugby League and Soccer, as well as participation in Summer PSSA in the sports of cricket, volleyball and Newcomb Ball.

Students were also given opportunities to trial for and represent various PSSA District Sporting teams including Rugby League, Netball, Rugby Union and Cricket.

Throughout the year the school held Swim trials, Cross Country and Athletics carnivals and selected students were then given the opportunity to represent the school at the corresponding Mt Druitt Zone Swimming, Cross Country and Athletics Carnivals.

Sporting opportunities were also provided through the NSW Soccer Gala Day, Australian Rugby Union and the Western Sydney Wanderers Workshop.

The School Swim Scheme program for Preschool and Years 2-6 was also successfully conducted.

Doonside Public School successfully organised the MT Druitt PSSA Zone Athletics Carnival in August and managed the participation of the Zone team at the Regional Carnival in September.

During 2016 Doonside Public School participated in the Premiers Sporting Challenge. This challenge encourages and recognises students on the level of activity they engage in during any weekly period. A number of senior students achieved Diamond Level with all students actively participating in school based sport and play that saw them achieve Gold level. Students assisted in the collection of data from each class to complete the challenge.

We also participated in the Sporting Schools initiative by the Australian Sports Commission. It connects local sports providers and coaches with schools to deliver skills development and improve wellbeing outcomes for children across the country.

In Term 3, Doonside Public School began a relationship with the ARU in the delivery of the Deadly 7’s program. This began with the launch of the program a tour school with a number of visiting dignitaries and Rugby Union greats and current players. Students participated in the launch activities in Term 3 which was followed up with the classroom program during Term 4.

End of Year Concert

The end of 2016 school concert was successfully held with all classes contributing to performances. This included cultural and modern dance, singing and live instrumentation. There was a balance between traditional Christmas performances and modern interpretations. Parents, staff, students and community thoroughly enjoyed the day. Maths Fun Day

Maths Fun Day was a very successful event again this year. Held during Education Week, all students from P-6 were organised in groups to enjoy a range of fun, hands on mathematical activities. Learning experiences on the day covered all strands of Mathematics. Some
activities incorporated the use of the Interactive whiteboards and the iPads. The day was appreciated by the members of the school community.

**Book Fair**

The Annual Doonside Book Fair was held in the Library during Education Week in Term 3. Students and parents were encouraged to visit the Book Fair during the week’s activities. The Book Fair was extended for the whole week and proved to be very popular with the students who visited before school or at lunch time to buy their books. The theme of the Fair was ‘Campfire Stories’ and the library was themed to reflect a glowing campfire in an Australian bush setting where students were told stories or could peruse the books on offer. The theme also reflected the CBCA 2016 theme of ‘Australia- Story Country’. Total sales from the Book Fair contributed to the purchase of resources. This has ensured the purchase of new resources for our school. We would like to thank all our students and the community for their generous support and for encouraging their children to immerse themselves in reading quality books.

**Library**

Doonside library learning program ensures that Doonside Public School students and staff are effective users of ideas and information in order to promote modern thinking, teaching and learning. As we live in an information rich environment, the school library teaches Information skills to provide students with a framework for developing skills to enhance information literacy. The school library has also focussed on developing a love of reading and literature in 2016 with the students reading and discussing a number of selected texts appropriate to their stage using a variety of genre. Home to Mother (junior adaptation of The Rabbit Proof Fence) was studied by Stage 3 in both the text and film modes. The texts incorporate other key learning areas such as indigenous themes and language, history and geography and provide an opportunity to continue to study these areas in more depth in the classroom. To ensure that students grow in confidence and proficiency, our school and the community value the library process as well as its product fostering positive attitudes and values in students. The upgrading of the library collection continues with the implementation of Oliver and the upgrade to Version 8 in Term 3. Acquisition and accessioning of new reading material and additional resources for the new geography syllabus continues during 2016. Many students completed the Premiers Reading Challenge this year promoting further engagement for 2016.

**Literacy Day**

Literacy Day was held during Education Week in Term 3 and involved all our staff and students from Preschool to Year 6. ‘Shared Stories, better learning, stronger communities’ was the theme for Education Week this year. Our teachers chose a poem that linked with the theme and prior to Literacy Day, our classes were given the opportunity to familiarise themselves with the poem and draw meaning and interpret the poem. On Literacy Day, classes created ‘black out poetry’ artwork, where students used their poem, highlighting key words that they found significant and blacking out the rest of the poem with an image. They then presented their artwork in our whole school assembly. Students and staff were encouraged to dress up as any character chosen from their favourite stories. A great range of characters appeared from many and varied sources of literature. Following the blackout poetry display, classes paraded their costume on stage. After lunch, our primary classes buddied up with our infant classes for a buddy reading session. Everyone eagerly participated in these fun and meaningful activities, promoting a love of literature and reading.

**Colebee Learning Community**

The Colebee Learning Community is a partnership between Doonside P.S, Crawford P.S, Marayong South P.S and Doonside Technology High School.

2016 saw the continuation of this whole school partnership. Students were able to develop leadership skills, team building approaches and building networks / friendships across other schools. Both students and staff found the Learning Community thoroughly rewarding and are looking forward to the expansion of our Professional growth and student networking throughout 2016.

Doonside Stage 3 students participated in the Transition to High School program held at Doonside Technology High School. This involved attending lessons at the High School in a range of subject areas including Literacy, Numeracy, CAPA and PDHPE. Doonside Technology High School greatly supported this program through human and physical resources.

**Extension Maths (Maths Wiz)**

Maths Wiz comprises of students from Years 3-6, who want to excel and extend themselves in maths. The goal for extension and enrichment maths is to challenge the minds of the students and to build upon their knowledge in Numeracy.

Extension Maths this year was project based. Students worked in pairs to create a house. They were given a scenario and students were given a budget, a block of land and council regulations and requirements. Teaching and learning lessons were taught to assist them in their creation of their home and time was allocated in the Computer Lab to design their home on ww.homestyler.com/designer where they were able to view the layout on 2D and 3D. They also used the excel program to itemise and list their expenditure. Once they created their floor plan on paper and on the computer, they were ready to build a 3D model of their home. Students have thoroughly enjoyed creating their own home and have found the importance of precise measurement, budgeting and planning.

**Books in Homes**
Doonside Public School continued to participate in this outstanding program in 2016. The Books in Homes program supports the knowledge that being read to as a child and having books in the home are two very important indicators of future academic success. The Books in Homes Program (sponsored by Mainfreight with books supplied by Scholastic Australia) provided quality literature to assist in creating a stimulating environment in each Doonside Public School home. They provided books-of-choice to families and children living in remote and low socio-economic circumstances, ensuring crucial early literacy engagement and the development of reading skills needed for lifelong success.

Every child in the Doonside Public School community is involved in the process—choosing their novels, waiting for the books and the excitement when they are presented their books— it generates a strong sense of belonging. A significant number of titles are either written or illustrated by Indigenous creators. Every student received 6-9 books of choice and participated in Book Giving Assemblies. Role models, noted authors and illustrators attended the assemblies to encourage a love of reading. Doonside PS students were fortunate to have had a variety of outstanding speakers and authors such as Roslyn Motter, the author of the popular Doofuzz series.

**Maths Mob**

Maths Mob aims to provide fun, hands-on and practical learning activities for Aboriginal and Torres Strait Islander (ATSI) students in K-2 to enhance their love for Mathematics. The focus of the program is to improve students’ knowledge and skills in various strands of Mathematics as a result of engaged learning. These students meet on a weekly basis, for one hour to participate in Mathematical activities that are meaningful and culturally responsive. Students thoroughly enjoyed these sessions and we encourage parent involvement.

**Multicultural day**

The school annually celebrates Multicultural Day in November where the school showcases not only different cultural performances by the students but also includes a food festival from different cultural backgrounds and communities. Students, staff and parents join together in harmony to celebrate cultural diversity in the community and promote respect and inclusiveness.

**Mentoring**

All teaching staff are provided with mentoring based on staff identified area of need and development. Mentoring sessions covered a wide range of topics which included Teaching and learning Program development, Behaviour strategies, student engagement and meeting learning needs of students with special needs and report writing.

The mentoring program will continue to provide staff with formal and informal mentoring opportunities.

Teaching programs and classroom observation were conducted formally each term. Feedback to teachers on performance and areas for development was provided to assist in improving student outcomes and career development. This included conducting Reading Running Records, Teaching and learning Program development, Behaviour strategies for student engagement and report writing.

**Cross Country**

This year Doonside Public School successfully organised the Mt Druitt Zone PSSA Athletics Carnival at Blacktown Olympic Park. This involved coordinating the participation of 19 schools over two days of competition. It also included organising the results of the carnival and coordination of the Mt Druitt PSSA Athletics Team for the Regional Carnival.

Staff involved rose to the occasion when faced with the numerous challenges when hosting this event. Congratulations to all involved!

**Wesley Mission Youth Hope**

The school has collaborated with community welfare organisation the Wesley Mission in 2016 working successfully to promote and facilitate whole child and community wellbeing, in partnership with families to support student attendance, engagement and learning at home at school.

**PBL**

In 2016 Doonside Public School continued the PBL tradition through the consistent implementation of the matrix and reward systems whole school. This was evidenced through monitoring and data analysis as well as positive feedback from staff and students. CAS continued to be an integral part of PBL implementation.

After data analysis it was found that specific students required targeted intervention to support them on the playground. Students are supported on the playground by staff who continue to supervise structured games and activities for targeted students along with the implementation of playground support plans. This resulted in more settled recess and lunch time playtimes with students engaged in activities with similar aged peers.

Specific students were supported using the check in check out strategy, assisting them to monitor and regulate their own behaviour. Positive letters, reinforcing student’s good behaviour, were sent home in 2016. This had a positive effect on relationships within the school community. Students who received these letter shave their achievement published in the school newsletter. With the introduction of the Diamond level award in 2015, a number of students have worked diligently throughout 2016 to achieve this higher level of behaviour achievement recognition.

Doonside staff attended workshops on mindfulness...
conducted by the Life Skills program with the idea of improving and revitalising the PBL structure to support students addressing behaviours from an intrinsic level and providing structures to descale and self-monitor.

With the introduction of the Better Buddies program, peer mentoring and student leadership opportunities are offered to students in Year 6 to work with a kindergarten buddy every fortnight. Activities focus on developing social skills for all students, through engaging in art and craft, sport, getting to know you games, reading and science and technology.

**Future directions for PBL**

- Consolidating strategies implemented in 2016 and modifying to ensure strategies are being utilised for maximum effect.
- Continued implementation of individualised behaviour modification interventions e.g., Checking, Check out.
- Continued promotion of Anti-Bullying strategies using PBL, as well as improved delivery of the ‘Be a Buddy, not a Bully’ day in 2016.
- Regular interaction with families, via the use of positive CAS letters.
- Sustained use of RISC to record student behaviour.
- Continued monitoring of playground changes and adapting structure and staff allocation as required.
- Developing consistency of understanding of behaviour definitions amongst all staff.
- Improved documentation by staff of PBL lessons being delivered each week.
- Review and refine practice of PBL implementation and achievement using homework and adding a final tier achievement level.

**Red Cross Breakfast Club**

Doonside PS, with the support of the Red Cross Organisation, is fortunate in being able to run a daily Breakfast Club Program. Breakfast is arguably the most important meal of the day and sadly many of our students regularly miss breakfast for a variety of reasons. This can significantly impact on a student’s ability to engage in the learning process and their potential to achieve academically and socially.

This program provides breakfast cereal and toast for any student K-6 who want to participate. As well as the food, the program provides a safe and friendly environment for students to develop their social skills and establish connections with students from across the school.

**Stewart House**

Stewart House supports families in need of respite and children at risk through assistance such as camps at their centre in Curl Curl on Sydney’s Northern Beaches. Students are offered respite, continued education, medical and dental assistance and an opportunity to experience a number of wonderful activities and excursions during their stay. Several Doonside Public School students have been offered this great experience.

Stewart House is the chosen charity that the Dept. of Education supports. DEC schools hold fundraising activities to support their work. Doonside Public School participated in a clothing drive during 2016. The Smith Family collected the clothes, and raised money to support Stewart House.

Several Doonside staff members have selected Stewart House as their chosen charity to support financially as we see the benefit our students gain from this quality program.

**Book Week**

Book week will be celebrated using a large range of Jackie French titles (P-6) including short listed titles which incorporate the CBCA theme *Australia: Story Country*. Teachers had the opportunity to select texts suitable to their student’s needs and interests. Teachers worked in informal teams where stories and teaching ideas were shared throughout the week. Selected texts provided the opportunity to integrate with other curriculum areas, for example History, Geography, CAPA.

**Student Leadership**

During 2016, School Captains, Prefects and SRC leaders were provided extra-curricular opportunities through the Leadership Day Excursions to the Blue Mountains and Parliament House Sydney, Sydney Art Gallery, Army Barracks and Savannah House museum. Students were also provided with opportunities to attend the Primary camp to Canberra and the Snowy Mountains, as well as to the filming of the “X” Factor television talent program.

- Year 6 students also participated in the DoE online test VALID Science & Technology.
- Students were actively engaged in all excursions and displayed excellent developing leadership skills.

**OOSCH**

The before and after school care provided by Camp Australia has observed a great continuation of the program, where 12 students enrolled at the start of the school year. Unfortunately this has only increased to 15 students. Further promotion and community support is required to ensure the continuation of this program.

This program has been supported by the school through leaflet promotion, newsletter, transition to school and school website.

**Wingarra Preschool Orientation Day 2016**

Orientation Day at Doonside PS Wingarra Preschool is a highlight of the preschool year. The incoming pupils are invited to come in for a play and look around the preschool while their parents and guardians attend an information session with the educators. The morning session is very informative with parents provided with opportunities to ask questions and clarify information. Morning tea is served and staff are able to
spend some time with the new children and their families. This helps educators to gather valuable information about the children’s interests and abilities and the information is then transferred to the program which ensures that learning is meaningful, contextual, tailored for individual and group learning experiences and reflective of the children and their families ‘funds of knowledge’.

A Family Fun Day subsidised by various local community groups and our Readiness for School Program follows our information morning. Wingarra's Family Fun Day is fast becoming the event to look out for throughout the preschool year. We begin with the traditional welcome to country and a traditional welcoming dance is performed.

Family Fun Day begins. This day is a great way to welcome new children and their families into our preschool, our school and the wider community. The new Preschool children get to meet their new community and the 2016 preschool children get to celebrate their learning, play and achievements over the past year. For the new pupils and their parents/guardians have wonderful memories of the day and this helps instil feeling of belonging, builds confidence and initiates a foundation for building quality relationships. It is fantastic to see everyone enjoying the community atmosphere and participating in the various activities sponsored by our many supportive local services.

Wingarra Preschool is ACECQA accredited at ‘exceeding’ and as such we actively follow the guidelines of the National Quality Framework (NQF), base our programs on the principles and practices of the Early Years Learning Framework (EYLF) and use our Quality Improvement Plan (QIP) to guide and track our progress and future directions.

Transition to school – Kindergarten 2016

A positive and successful Transition to School Program is provided to families. Preschool children attending Wingarra Preschool, as well as newly enrolled kindergarten pupils are invited to attend the Transition to School Program in Term 4. The children enjoy a variety of activities designed to help the children transition smoothly into the kindergarten classroom. While the children are getting to know the teachers, new friends and classrooms the parents are invited to attend a variety of information sessions and workshops that assist parents to gather valuable information about the school and what to expect next year. The three information sessions held in 2016 for parents focused on topics that included “How to prepare your child for school”, “School Banking”, “Healthy Eating and Healthy lunchboxes” as well as “Fostering Independence and Resilience”. The parents also participated in a tour of the school, met the Principal, attained an overview of our school’s nurturing, warm and aesthetic environment and discovered the various benefits extended by enrolling and sending their children to Doonside Public School. These sessions also allow the parents and children to gain a sense of belonging and enable all parties to initiate the building of quality relationships.

Throughout the year the preschool children enjoy many successful integrated activities with the students of Doonside Public School. These activities include participation in whole school assemblies, NAIDOC Day, Literacy Day, and Maths Fun Day, special assemblies, concerts, sport and weekly visits to the library.

Intensive advertising in the local area, as well as continued interaction with current and new families resulted in excellent attendance at our Kindergarten Orientation Sessions in Term 4. At the end of the three sessions children were given a goody bag which contains all the activities that they had used during orientation as well as some old favourites. All newly enrolled kindergarten students are invited to attend a Family Fun Day at the preschool. This is supported by many of our local community agencies providing a BBQ lunch, face painting and a variety of other fun activities. The local fire and police department engage the children with the displays of their vehicles, equipment and friendly banter.