Introduction

The Annual Report for 2017 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.

School contact details

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Cnr Kildare Road and School Parade
Doonside, 2767
www.doonside-p.schools.nsw.edu.au
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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 Report provides a snapshot of achievements and performances throughout 2017. 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. 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. During 2017, there was an increased opportunity for student engagement in whole school wellbeing programs including Life Skills, Secret Agent Society and Chillax.

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 is rated “Exceeding” against the National Quality Framework. The preschool has been provided an opportunity to participate in the Tunin’ In program were we employed a community engagement officer to increase parent and community engagement with their child in preschool. We are looking forward to continuing this program in 2018.

We are committed to:

Quality Educational Programs for all students.

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

Promoting the Educational, social, emotional success of each and every student.

strengthening the continued partnership between the school and its community.

Ensuring that Doonside PS utilises all 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 decisionmakers; (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 (for schools participating in External Validation)

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear
description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

- In the domain of Learning the school’s self-assessment is consistent with the evidence presented and is validated using the School Excellence framework – over all determination is Sustaining and Growing.
- In the domain of Teaching the school’s self-assessment is consistent with the evidence presented and is validated using the School Excellence framework – over all determination is Sustaining and Growing.
- In the domain of leading the school’s self-assessment is consistent with the evidence presented and is validated using the School Excellence framework – over all determination is Excelling

Our self-assessment and the external validation process has assisted the school in the development of our 2018–2020 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% or more of all to meet Premier’s Targets for Literacy and Numeracy.</td>
<td>RAM funding ($3,589,44.00) 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 ATSIEAP $6,310.14</td>
<td>Data represents student achievement for Term 1 2017 as compared to achievements for Term 3 2017. PLAN K–6 Staff utilise PLAN software to record, analyse and monitor student progress throughout the year. PLAN is utilised by 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 Principal, 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 continue 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. Best Start–Kindergarten Best Start assessments are administered at the beginning of kindergarten. It consists of a set of numeracy and literacy tasks, which show what knowledge, and skills the students bring with them. These results are analysed and the information is loaded onto PLAN. The DoE harvests this data. Towards the end of term 1, parents are invited to visit the school for an information morning where...</td>
</tr>
</tbody>
</table>
## Progress towards achieving improvement measures

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<td>75% or more of all to meet Premier's Targets for Literacy and Numeracy.</td>
<td></td>
<td>a copy of their child's personalised report is discussed with staff. Consistent professional development for staff has resulted in greater knowledge base for the use of PLAN software leading to differentiation teaching and learning practices.</td>
</tr>
</tbody>
</table>

**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.

Students are reading, responding to, and thinking critically about a variety of fiction and non–fiction texts introduced and taught at Reading Recovery (RR) level 8/9 and above.

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.

| 50% of students K–2 achieving expected outcomes against the Mathematics continuum (EAlS) | 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 | Early Action for Success 2017 Benchmarks to be achieved – Numeracy |
| 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 | Early Action for Success 2017 Benchmarks to be achieved – Numeracy |
| | | The syllabus helps to identify grade expectations for the end of Kindergarten and the end of Year 2. These expectations are broadly described by Early Stage 1 and Stage 1 outcomes and achievement standards. However, to identify the progress of each student in Kindergarten to Year 2 in aspects of literacy and numeracy against an expected standard relies on operationalizing the continuums in responding to common tasks. The following process has been developed to assist with the data collection and to determine shared expectations for end of Kindergarten, Year 1 and Year 2 in aspects of numeracy across the schools in Early Action for Success. |

**By the end of Kindergarten**
Progress towards achieving improvement measures

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<th>Improvement measures (to be achieved over 3 years)</th>
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<tr>
<td>50% of students K–2 achieving expected outcomes against the Mathematics continuum (EAFS)</td>
<td>ATSIEAP – $6,310.14</td>
<td>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.</td>
</tr>
<tr>
<td>Reduce the difference in Student trend data in English and Mathematics between state and school by 50%.</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 ATSIEAP $6,310.14</td>
<td>Mathematics 3–6 In 2017 we continued our focus towards Mathematics and Numeracy skill development through structured Mathematics delivery program. Students engage in a number of activities that promote the development of their basic Mathematic skills, foundational knowledge, problem solving and use of Mathematics in real life situations. A focus in the area of language development for Mathematics and its terminology continued. Teachers have continued to use and improve 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. Analysis of the school’s achievement ingrowth against NAPLAN indicates that there is improvement in student learning. 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 instruction</td>
</tr>
<tr>
<td>Individual students will demonstrate age and stage appropriate growth in Literacy and Numeracy.</td>
<td></td>
<td>NAPLAN Year5 Average Scaled growth of students Year 5 in Reading 79.0 compared to 78.9 for Year 5 DoE students.</td>
</tr>
</tbody>
</table>
## Progress towards achieving improvement measures

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<td>Individual students will demonstrate age and stage appropriate growth in Literacy and Numeracy.</td>
<td>Average Scaled growth of students Year 5 Spelling 91.6 compared to 89.6 for all Year 5 students in NSW.</td>
<td>60.9% of students achieved greater than or equal to expected growth in Numeracy.</td>
</tr>
<tr>
<td></td>
<td>Average Scaled growth of students Year 5 Grammar and Punctuation 78.5 compared to 66.6 for all Year 5 students in NSW.</td>
<td>South Australian Spelling</td>
</tr>
<tr>
<td></td>
<td>60.9% of students achieved greater than or equal to expected growth in Numeracy.</td>
<td>The consistent use of the South Australian Spelling assessment has been implemented throughout Years 1–6. Used as a standardised diagnostic, reporting and planning tool, data obtained from this assessment has guided the development of a spelling scope and sequence as well as a monitor of student achievement and growth.</td>
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<tr>
<td></td>
<td>Data shows that: • A number of students have a spelling age which exceeds chronological age allowing lesson discrimination and tasks to be aligned with their areas of need. • A number of students have received results that indicate a critically low achievement, allowing a focus on their area of need from lesson differentiation, referral to LST to intensive intervention where required. • Individual student growth is noted amongst the majority of cohort. • Significant achievement and growth in NAPLAN was evident in 2017.</td>
<td>Student Surveys</td>
</tr>
<tr>
<td></td>
<td>Literacy • 91% of students stated that their teachers tell them what they’re learning and why. • 92% of students have indicated that they try to do their best and take pride in their work. • 89% of student's indicated that the English they learn is utilised in other KLA's.</td>
<td>Numeracy • 91% of students indicated that that their teachers inform them of what they’re learning and why. • 88% of students indicated that they take pride in their learning • 76% of students indicated that they used concepts learnt in Mathematics in other KLA’s</td>
</tr>
<tr>
<td></td>
<td>Numeracy • 91% of students indicated that that their teachers inform them of what they’re learning and why. • 88% of students indicated that they take pride in their learning • 76% of students indicated that they used concepts learnt in Mathematics in other KLA’s</td>
<td>Staff Surveys</td>
</tr>
<tr>
<td></td>
<td>Literacy • 92% of staff indicated that NAPLAN information informs their teaching. • 100% of staff indicated that their teaching programs explicitly address each student’s literacy needs.</td>
<td>Numeracy</td>
</tr>
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<td>Improvement measures (to be achieved over 3 years)</td>
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<tr>
<td>Individual students will demonstrate age and stage appropriate growth in Literacy and Numeracy.</td>
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<td>• 88% of staff indicated that NAPLAN information informs their teaching.</td>
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<td>• 100% of staff indicated that their teaching programs explicitly address each student’s numeracy needs.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Staff:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Development of a Data wall for visual representation of data for staff quick reference and reporting.</td>
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<tr>
<td></td>
<td></td>
<td>• Use of a standardised task has allowed teachers to more readily plot student achievement and growth.</td>
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<tr>
<td></td>
<td></td>
<td>• Further reflection of achievement has motivated teachers to validate student results through schoolbased tasks as well as alternative standardised testing for a triangulation of data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of consistent strategy development through the use of the school spelling scope and sequence has resulted in a continuum of teaching of spelling skills.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Students:</strong></td>
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<tr>
<td></td>
<td></td>
<td>Student confidence in use of spelling strategies has increased.</td>
</tr>
</tbody>
</table>

**Next Steps**

1. Teachers will take responsibility for changes in practice required to achieve improved school performance through using data and feedback to monitor the effectiveness of their individual professional growth and practice to respond to the development of all students empowering their individual development of strong identities as learners.

2. Doonside PS will provide Professional learning opportunities that involve strategies for community engagement that enables staff to achieve their own professional standards and promote opportunities for collaborative practice leading to empowered and impassioned teaching to meet the learning and wellbeing needs of all students.
Leadership

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.

Progress towards achieving improvement measures

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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. | 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. | Early Action for Success 2017–Literacy–Reading, Comprehension and Phonics/Spelling
All K–3 staff utilising PLAN analysis to guide PD (EA4S)
PLAN data is used as a baseline for all interventions in Literacy. The use of and the analysis of this data enables tailored support to be available for students with more complex literacy needs as identified by classroom teachers in the school learning and support meetings.
The instructional leader, the deputy principal and assistant principal play a key role in building staff skills and knowledge in teaching and assessing Literacy. Teachers are assisted to customise flexible learning groups for literacy based on data and consistent teacher judgement. Tiered targeted interventions by the learning and support teachers were programed for students who have been identified as being at risk of not meeting minimal benchmarks in Literacy.
Teachers have had the opportunity to participate in hours of professional development to become proficient at understanding the content and requirement of the syllabus, the continuum and to use their professional teacher’s judgement when assessing students using both formative and summative assessments. Evidence of professional development is demonstrated during professional discussion around data, planning and programing and class visits.

Early Action for Success 2017– Numeracy
The instructional leader, deputy principal and assistant principal play a key role in building staff skills and knowledge in teaching and assessing
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<tr>
<td>Instructional Leader rigorous analysis of PLAN data, PD in the teaching of K–2 Literacy / Numeracy guiding contextually responsive tiered learning.</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>
<td>numeracy. Teachers are assisted to customise flexible learning groups and differentiate learning experiences and activities for numeracy based on data and consistent teacher judgement. Tiered targeted interventions by the classroom teacher and learning and support teachers is 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. The school principal and executive staff have embraced these strategies/tiered interventions 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. This strategy will be continued in 2018.</td>
</tr>
<tr>
<td>Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.</td>
<td></td>
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</tr>
<tr>
<td>STAFF (EAs)</td>
<td></td>
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</tr>
<tr>
<td>• 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.</td>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>• More conscious use of literacy and mathematical meta–language by staff.</td>
<td></td>
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</tr>
<tr>
<td>• Teachers have continued to reflect on their teaching practice.</td>
<td></td>
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</tr>
<tr>
<td>• Teachers continue to deepen their knowledge of the curriculum and continuum and are more accurately plotting their students on the Literacy and Numeracy Continuum.</td>
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</tr>
<tr>
<td>• Shared planning has increased the teacher’s ability to differentiate the activities there by providing avenues of success for all students.</td>
<td></td>
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</tr>
<tr>
<td>Staff Leadership Opportunities</td>
<td></td>
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</tr>
<tr>
<td>A number of staff achieved their Executive positions during 2017. 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. A substantive Assistant Principal Support position was made available and successfully filled through merit selection.</td>
<td></td>
<td>A number of staff achieved their Executive positions during 2017. 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. A substantive Assistant Principal Support position was made available and successfully filled through merit selection. 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.</td>
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<tr>
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</tr>
<tr>
<td>Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Leadership Opportunities**

School leaders (captains, vice captains and prefects) were elected into their positions through whole school selection at the conclusion of 2016. Sporting captains, SRC leaders and curriculum leaders (i.e. library monitors) were elected into their positions at the commencement of 2017. 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.

**Practicum Supervision**

School–based professional experience coordination was delegated to an executive member who provided a liaison between student teachers, mentor teachers, the universities and the student teacher supervisor. Pre–service teachers are welcomed to Doonside Public School with an induction of the school policies, procedures and other essential school business information. Regular conferencing with student teachers and mentor teachers would occur, providing support to all parties when required.

**Programming**

In accordance with DPS Executive Accountability Framework, all supervisors rigorously check, evaluate and provide feedback on all teaching and learning programs. Executive consistency of approach is supported through the development and use of Program checklist and collegial communication. Review of staff performance is discussed in line with feedback and addressed as required. Programming design and delivery is evaluated through observation of classroom practice by supervisors. Observation feedback reflects the teaching standards.

Review of executive performance is discussed in line with feedback on the support and mentoring provided to team members including the Principal and Deputy.
## Progress towards achieving improvement measures

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<tr>
<td>Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.</td>
<td></td>
<td>Programming requirements and scope and sequence documents are based on syllabus requirements and teaching standards, while reflecting the QTF and continuum documents.</td>
</tr>
</tbody>
</table>

### 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 leaning opportunities.

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 PD 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 PD 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 PD ensuring the QIP, compliance and regulations continually being reviewed and updated.

### 100% of teaching staff will have a working Professional Development Plan

100% of teaching staff will have a working Professional Development Plan

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.

### 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.

The process highlights strengths within the staffing community and encourages leadership opportunities to be engaged.

### Professional Development Plans: Teaching

As continued best practice and in line with DoE expectation, all teaching staff have developed a working PDP. This document reflects their professional goals and aspirations for the upcoming year with strategic reflection points. Clearly communicating these goals with supervisors has assisted staff in accessing appropriate PD in line with their personal document and the school plan. Evaluation of their achievement has assisted supervisors in supporting their areas of personally identified growth or interest, potential blocks as well as pathways forward.
### Progress towards achieving improvement measures

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<tr>
<td>100% of teaching staff will have a working Professional Development Plan</td>
<td></td>
<td>Professional Development Plans: Non–Teaching</td>
</tr>
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</table>

- During 2017 the implementation of PDPs for non–teaching staff occurred. This practice mirrored the practice of teaching staff in terms of goal identification, professional learning opportunities and reflection / evaluation with supervisors.

### Surveys – Staff

- All teaching staff developed individual Professional Development Plans based on their current needs, expertise, knowledge and skills. Staff have utilised their evaluations from 2016 to determine further growth and development for 2017. All teaching staff engaged in conferences with their immediate supervisor to determine their mid–year evaluations (any modifications as a result) and their end of year evaluations. All staff from the Principal through to the teaching staff have engaged in this process.
  - 100% staff indicated that school leaders build relationships based on trust, collegiality and teamwork
  - 100% indicated that school leaders inspire and motivate learners.

### Next Steps

1. Continue School wide and /or interschool relations providing coaching and mentoring support will be expanded to ensure the ongoing empowerment of all staff, students and community members.

2. Continue to review and implement structures and processes that underpin ongoing school improvement through professional development whole school. Maintaining the school plan at the core of continuous improvement inclusive of strategies and resources that support a culture of high expectations and community engagement.
### 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.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%.</td>
<td>Staff accountability link to PDP Strategic staffing – DP, AP admin Instructional Leader and SASS employment EA4S&lt;br&gt;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>
<td>Classroom Observations&lt;br&gt;A focussed Literacy and Numeracy session is being presented in K–6 classes in the school.&lt;br&gt;Students are being taught at their level of ability and activities are being differentiated to suit the learning needs of the students. Students are engaged through quality teaching and learning activities which are presented in various ways such as hands on or through technology to not only introduce new topics, but to also consolidate student’s learning.&lt;br&gt;K–6 teachers are using a 5 weekly reploting of students on the Literacy and the Numeracy continuum to support consistent teacher judgement and to guide focussed differentiated teaching in Phonics, Comprehension, Reading, Writing and Mathematics.&lt;br&gt;Teachers in Years 3–6 utilise SENA, SAST and school based assessment tasks to enable consistent teacher judgement.&lt;br&gt;Student goal setting tasks were implemented to encourage self-reflection and greater student regulated learning. Student centred vs teacher driven programming and practice promoted increased engagement across all KLAs.</td>
</tr>
</tbody>
</table>
Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
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</tr>
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<tbody>
<tr>
<td>Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student surveys**
- 80% of students indicated that they do things in the classroom that are new and exciting.
- 78% 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.
- 100% 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**

Student attendance is rigorously monitored by AP/attendance coordinator with support from the AEO. Processes to monitor and improve attendance whole school include:

- phone calls, Notes home, medical consultation, formal and informal meetings with parents and ASLSO / HSLO support.

Attendance rates have improved to a point where there is fewer instances of regional intervention with observable improvements in parent communication to explain student absence.

**Suspension – Whole School**

In regards to whole school suspensions, the following has been recorded:
- 2017: 0 long suspensions and 3 short suspensions.
- 2016: 0 long suspensions and 10 short suspensions.
- 2015: 6 long suspensions and 6 short suspensions.
- 2014: 4 long suspensions and 6 short suspensions.
- 2013: 3 long suspensions and 16 short suspensions.
- 2012: 0 long suspensions and 13 short suspensions.
- 2011: 0 long suspensions and 14 short suspensions.
- 2010: 32 long suspensions and 76 short suspensions.

Students continue to focus on the positive behaviour for learning strategy maintaining lower suspension rates for recidivist students. Population 2010 was 130 P–6 compared to 2017 in which there are 281 P–6.

**Suspension – Aboriginal**

2017 data has demonstrated that the overall
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement with higher relevant learning experiences which impact on student whole day attendance, target set at 93%.</td>
<td></td>
<td>suspension rate is highly represented by students of Aboriginal background. There were no long suspensions recorded this year. Out of the 2 short suspensions 50% were from Aboriginal Students. This is a reduction of 25% from 2016.</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>Staff accountability link to PDP Strategic staffing – DP, AP admin (Instructional Leader) and SASS employment (EA4S). RAM funding ($3,589.44.00) allocated through key initiatives is designed and implemented to support strategic direction improvement measures. Specific details can be found in Key Initiatives.</td>
<td>Parent surveys</td>
</tr>
</tbody>
</table>
| | | Parents were surveyed and their responses are indicated below:  
• 100% of parents indicated they feel welcomed in the school.  
• 94% 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. |

### PBL Observations

PBL continued to remain as a whole school focus in 2017. Students are reflect the core values and school rules of being “Safe, Respectful, Responsible and a Learner” through the support of consistent language and application of lessons in class and through all activities they engage in. Weekly focuses were developed against the analysis of data on undesired behaviour and students engaged in in–class activity to unpack and explicitly teach strategies to deal with the undesired behaviours.

2017 saw a significant increase in students achieving desired behaviour levels on self–reflection. Data records reflect that desired behaviours have increased with few reports being lodged.

Purchase and installation of two “Buddy Benches” occurred in 2017 to encourage students to actively seek out playmates during recess and lunch. These benches are placed in both primary and infants playgrounds and have been very successful.

Trends indicate that we will see our highest levels of Banner and Diamond award recipients at our end of year presentation in 2017.

### Attendance at functions

The school has observed greater engagement of parents and community members at school events. This is evident through the increased attendance of parents at our K–2 and 3–6.
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</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></td>
<td>assemblies in addition to our whole school assemblies / events.</td>
</tr>
<tr>
<td><strong>P&amp;C/Parent Helpers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During 2017, our P&amp;C experienced a roll–over of executive who were elected at the AGM. 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 stalls, Halloween Disco and BBQs. 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></td>
<td></td>
</tr>
<tr>
<td></td>
<td></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. Many parents support school events and fundraising while not being active or financial members of the P&amp;C.</td>
</tr>
<tr>
<td><strong>Parent Teacher Interviews</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In 2017 Parent Teacher interviews were held in Term 2 at the completion of the reporting period. Teachers conducted these interviews with parents to discuss student achievement on an academic level. This process allowed parents to gain an understanding of requirements and expectations against DoE syllabus documents. Teachers had the ability to unpack these syllabus expectations with parents and discuss their student achievement as reported. This opportunity also allowed further discussion around areas of need or extension for students, ways parents can assist their student at home and future milestones for the coming year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to parent/teacher interviews, review meetings for students in Support Classes in Year 6 were conducted in Term 1 and reviews for all other students in Support Classes K–5 were conducted in Term 3. These meetings provide opportunities where student academic and social/emotional needs are discussed in line with future enrolments within a supported setting, transition points and additional needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All staff participates in applicable Professional Development opportunities.</strong></td>
<td><strong>Staff accountability link to PDP Strategic staffing – DP, AP admin (Instructional Leader) and SASS employment (EA4S)</strong></td>
<td><strong>Professional development</strong></td>
</tr>
<tr>
<td>RAM funding ($3,589.44.00) allocated through key initiatives is designed and implemented to support strategic direction improvement</td>
<td>All staff are provided opportunities to undertake professional learning in their area of identified need, strength or interest. All individual PD is implemented as a reflection of the PDP and will meet an area identified in the school strategic direction document. During 2017 a number of learning opportunities were undertaken including Road Safety, school gardens, autism support etc.</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>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff participates in applicable Professional Development opportunities.</td>
<td>measures. Specific details can be found in Key Initiatives.</td>
<td>Whole school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole school PD is undertaken on a weekly basis, on Staff Development days or as a need is identified. During 2017, the school team participated in mandatory training including Child protection, First Aid, emergency care, WHS, complaints handling, code of conduct, DDA, social media etc. Further PD is offered in the areas of NAPLAN, milestones, school excellence framework and so forth.</td>
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<tr>
<td></td>
<td></td>
<td>Early Action For Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development for the EAfS initiative is undertaken regularly to ensure that all accountabilities of the program are met through upskilling of teaching staff. All teachers P–3 (including support unit) are expected to participate in the fortnightly sessions in which they discuss and evaluate data at a school and state level, share teaching strategies and investigate future directions in student achievement. Sessions are prepared with professional readings to support the focus for that particular week. The Instructional Leader works alongside the teachers in class, assisting them to develop their pedagogy, implement strategies, observe lessons or demonstrate lessons in an active setting. PD is delivered as a working model and can occur in a formal or informal setting as the need or opportunity arises.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>While no additional technology has been introduced in 2017 that warrants PD, the school participate in the NAPLAN online preparation tests during Term 3. This required professional learning for executive and relevant teaching staff in order to set up, mark and deliver the test correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A number of opportunities to communicate with all stakeholders are embraced at Doonside Public School. As the greatest source of information gathering and sharing, we utilise a number of methods to communicate with our whole community: • Verbal / face to face conversation • Telephone • written communication • Newsletter • Electronic Sign • Facebook / Twitter • Website</td>
</tr>
</tbody>
</table>

### Next Steps

1. Empower students to become self-aware, build positive relationships and actively contribute to the school,
community and the society in which they live.

2. Doonside PS will expand students' use of self-assessment and reporting processes to reflect on their learning and provide feedback to plan their future learning.
Aboriginal background loading

**Resources (annual)**

Flexible funding $29,495
Total Flexible Funding = $29495FTE 2.0
$131,018 Socio economic FTE

**Impact achieved this year**

**Aboriginal Education – Observations**

Doonside Public School is very fortunate in that we are one of very few schools to have a number of staff who identify as Aboriginal. Currently we employ two Aboriginal Education Officers, a School Administration Officer and a community engagement officer 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 Child care worker and combines this with the cultural support required for our Aboriginal children. Our AEO (K–6) is allocated a timetable throughout our classes to engage with Aboriginal students and to assist them in accessing curriculum. This may be of assistance in specific areas of learning or through general presence. The CEO was newly appointed in 2017 to foster parental engagement of Aboriginal students in the preschool through the Tunin In project. Parents are regularly updated on the progress of their children’s learning through a social media app called “Kinderloop”. 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 periodic “Chill and Chat” mornings for our parents. These are often scheduled in response to parental concern or school needs 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. It is an embedded practice and joint responsibility to ensure that Aboriginal cultural perspectives are taught to all students regardless of their own cultural background. Our Aboriginal Education Team actively seek guidance and assistance from the Regional team at Nirimba office and State office (Oxford street) as well as from local AECG, land council and community to ensure all needs are met.

**Heartbeat 2017.** During 2017 we continued our partnership with WSU Macarthur (Campbelltown Campus) in participation with the Heartbeat program. The program invites Aboriginal students in Years 3, 4, 5 and 6, offering them the opportunity to attend the university and engage in activities with other
Aboriginal background loading

Flexible funding $29,495
Total Flexible Funding = $29495 FTE
$131,018 Socio economic FTE

Aboriginal students from Western Sydney schools. Representatives from the Aboriginal Studies Faculty, with assistance from Aboriginal University students from Physical Education, Science and Medicine formulate and run the learning opportunities for the students. The aim is to raise Aboriginal and Torres Strait Islander students' awareness of health issues, inspire some of them to aspire to careers in medicine and health related fields, and present the university as a place for them.

Aboriginal Education 2017.

There were a number of significant achievements in Aboriginal Education at Doonside Public School in 2017. 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 Doonside Public Schools 80th Birthday Concert. Whole school NAIDOC day celebrations were held successfully on the 29th of June. The day's events included an assembly, Acknowledgement of Country, speeches by the Principal, Deputy 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 sponsored by Blacktown City Council. The assembly was followed by culturally significant whole school group educational activities, a community barbeque and Staff Vs senior students Oz Tag match. Student PLP's were also implemented with renewed focus on ensuring parent involvement in the process of student goal development was significant, central and a focus. The senior Aboriginal girls participated in a culturally based program, affectionately known as “Girls Group” during Term 2 and 3. The girls collaborated to develop their social and interpersonal skills and demonstrated this by holding a morning tea for the staff which they designed and prepared themselves. Aboriginal students were also invited by NESA to provide feedback on the inclusion of Aboriginal language and the use of Aboriginal language resources for students across NSW. This was further complemented by executive, teaching staff and AEO in consultation with NESA. All cultural learning at the school is supported by active involvement of our whole school community. Centre for Education, Statistics and Evaluation conducted a research project highlighting our school as a case study. The research detailed our approach and the excellent achievement for closing the gap for Aboriginal students and high levels of community engagement.
<table>
<thead>
<tr>
<th>English language proficiency</th>
<th>Total Flexible Funding $28,741</th>
<th>FTE 0.4 = $40.630</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 eighty one students. One hundred and twenty seven (K–6) of these students are from language backgrounds other than English. Bungaribee Estate and new families into the area have provided an increase in the number of EAL/D students enrolled at Doonside Public School. 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 Term 1/2. 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 EAL/D data base has been the creation of an extensive individual profile for each targeted student (Intensive Support Plans) which draws together data from PLAN, Reading Levels and EAL/D Phases. These profiles support the classroom teachers in their planning for English and Mathematics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low level adjustment for disability</th>
<th>LaST teacher employment 1.0 FTE</th>
<th>Increased LaST Teacher employment (through teacher mentors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Flexible funding $31,480</td>
<td>FTE 1.0 $101,574</td>
<td></td>
</tr>
<tr>
<td>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 emotional and spiritual growth for all students.-- Assessment of the impact of strategic directions reflects the effectiveness of the key initiative. -- LaST teacher employment 1.0 FTE– Increased LaST Teacher employment 0.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Teaching, Successful Students (QTSS)</th>
<th>QTSS FTE and RAM funding supplemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching Successful Students has ensured that further learning and support has been provided to students. It has ensured that staff received further coaching where and when needed to support individual learning. The QTSS funding has lead to improved learning outcomes for students and greater professional learning for staff. This key initiative has been supported through all other initiatives and the schools three strategic</td>
<td></td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>QTSS FTE and RAM funding supplemented</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Socio–economic background</strong></td>
<td>Total Flexible funding $329,000 2016 unexpended funds $140,000 utilised to increase staffing for further support 2017 FTE 0.1 $10,157</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>Beginning Teacher Funds $97,886</td>
</tr>
<tr>
<td><strong>Tunin In</strong></td>
<td>Tunin In Funds for CEO employment (0.6) $32.486 ICT funds $600 Ipad</td>
</tr>
</tbody>
</table>
Early Action for success

Employment of Instructional Leader DP 0.6 additional AP FTE 0.4 – co–contribution $44,000
Literacy / Numeracy funds $7786

K–3 EAFS PLAN Data /Literacy and Numeracy

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 Literacy and Numeracy teaching at the current needs of the students as well as to assist with ability groupings and differentiated learning programs.

• K–3 teachers have worked collaboratively to ensure Consistent Teacher Judgement is used when plotting students along the continuum for Literacy and Numeracy.

• Explicit teaching using TEN strategies has also assisted in consistent improvement in results. Pleasing growth is evident for all K–3 results.

• Teaching programs are planned for, implemented, reviewed and adjusted, to cater for differentiated student needs during dedicated Literacy and Numeracy sessions.

• TEN as a tiered intervention is used by classroom teachers for targeted students in Numeracy.

• Teacher are developing an understanding of the DENS books to provide differentiated learning tasks.

• Students being provided with Literacy and Numeracy 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 have 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 of and intervention for 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–3 teachers demonstrating a greater level
| Early Action for success | Employment of Instructional Leader DP 0.6 additional AP FTE 0.4 – co–contribution $44,000 | Literacy / Numeracy funds $7786 | of confidence in the delivery of appropriate lessons as a result of using the Syllabus, Literacy and Numeracy Continuum, Class analysis sheets and strategies developed through professional development with the EAfS instructional leader. |
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>104</td>
<td>112</td>
<td>121</td>
<td>126</td>
</tr>
<tr>
<td>Girls</td>
<td>82</td>
<td>96</td>
<td>103</td>
<td>117</td>
</tr>
</tbody>
</table>

Student enrolment has steadily increased over the past several years. While our students population is somewhat transient, the majority of enrolments have stabilised.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.8</td>
<td>91.3</td>
<td>87.2</td>
<td>91.4</td>
</tr>
<tr>
<td>1</td>
<td>91.3</td>
<td>91.3</td>
<td>90.5</td>
<td>87.9</td>
</tr>
<tr>
<td>2</td>
<td>91.3</td>
<td>90.1</td>
<td>90.1</td>
<td>92.1</td>
</tr>
<tr>
<td>3</td>
<td>90.7</td>
<td>91.2</td>
<td>89.6</td>
<td>90.5</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>91.2</td>
<td>90.5</td>
<td>93.1</td>
</tr>
<tr>
<td>5</td>
<td>86.8</td>
<td>90.9</td>
<td>88.3</td>
<td>93.3</td>
</tr>
<tr>
<td>6</td>
<td>89.1</td>
<td>81.6</td>
<td>91.5</td>
<td>90.9</td>
</tr>
</tbody>
</table>

| All Years | 91.2 | 90.2 | 89.5 | 91.2 |

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>93.8</td>
<td>93.9</td>
<td>93.8</td>
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<tr>
<td>2</td>
<td>94.9</td>
<td>94</td>
<td>94.1</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>95</td>
<td>94.1</td>
<td>94.2</td>
<td>94.1</td>
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<td>4</td>
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<td>94</td>
<td>93.9</td>
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</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>94</td>
<td>93.9</td>
<td>93.8</td>
</tr>
<tr>
<td>6</td>
<td>94.2</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
</tr>
</tbody>
</table>

| All Years | 94.8 | 94   | 94   | 93.9 |

Management of non-attendance

Student Attendance Profile:

In 2017 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.

- 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 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 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.

- Students whose attendance did not significantly improve are monitored daily and/or placed on Attendance Improvement Programs (AIP) (in school/or HSLO/ASLO). This process allows attendance to be closely monitored. Parent, student and school are involved with developing the AIP which was monitored by the HSLO/ASLO and school.

- Notifications to DFCS for student absenteeism and Educational Neglect (in accordance with DoE guidelines) were made in conjunction with HSLO/ASLO 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>21</td>
</tr>
<tr>
<td>KC</td>
<td>21</td>
</tr>
<tr>
<td>1/2H</td>
<td>24</td>
</tr>
<tr>
<td>1S</td>
<td>18</td>
</tr>
<tr>
<td>2T</td>
<td>20</td>
</tr>
<tr>
<td>3C</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>26</td>
</tr>
<tr>
<td>5W</td>
<td>22</td>
</tr>
<tr>
<td>6P</td>
<td>29</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>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11.44</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.53</td>
</tr>
<tr>
<td>Learning &amp; 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>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>7.62</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

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 and one Temporary Community Engagement officer 3 days per week.

Teacher qualifications

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

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>

During 2017, 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 2017, staff engaged 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 PD 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 2017, 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.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.
The school holds a financial meeting on a regular basis, the finance committee is made up of teaching and non teaching staff, inclusive of SASS staff. Anyone is welcomed to the committee meetings to discuss the school's finance income and expenditure. The equity funding that the receives is utilised to purchase human resources supporting teaching staff to support student learning and wellbeing.

Financial summary equity funding

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

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>375,734</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>3,569,937</td>
</tr>
<tr>
<td><strong>Appropriation</strong></td>
<td>3,425,693</td>
</tr>
<tr>
<td><strong>Sale of Goods and Services</strong></td>
<td>35,067</td>
</tr>
<tr>
<td><strong>Grants and Contributions</strong></td>
<td>105,858</td>
</tr>
<tr>
<td><strong>Gain and Loss</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>3,320</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-3,684,759</td>
</tr>
<tr>
<td><strong>Recurrent Expenses</strong></td>
<td>-3,684,759</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>-3,456,484</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>-228,275</td>
</tr>
<tr>
<td><strong>Capital Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>-114,822</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>260,912</td>
</tr>
</tbody>
</table>

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

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

School performance

School-based assessment

School based assessments

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. Teachers demonstrate the use and analysis of school based assessments within their teaching and learning programs reflecting where students sit and their way forward. Assessment of, for and as learning
is undertaken as a reflection of the unit of work being undertaken and may be formally structured or where necessary, anecdotally via observation or discussion.

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.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN

Year 3

4% of students below NMS compared to 6% of State in Reading.
32% of students are at Proficiency level for Reading.
4% below NMS at Writing compared to 3% of State below NMS.
14% of students are at Proficiency level for Writing.
0% below NMS in Spelling compared to 5% of State.
46% of students are at Proficiency level for Spelling.
11% of students below NMS compared to 8% of State in Grammar and Punctuation.
39% of students are at Proficiency level for Grammar and Punctuation

Year 5

12% of students below NMS compared to 6% of State in Reading in Year 5.
8% of students are at Proficiency level for Reading.
15% below NMS at Writing compared to 8% of State.
8% of students are at Proficiency level for Writing.
8% below NMS in Spelling compared to 7% of State below NMS.
35% of students are at Proficiency level for Spelling.
19% of students below NMS compared to 8% of State in Grammar and Punctuation.
8% of students are at Proficiency level for Grammar and Punctuation.

Average Scaled growth of students Year 5 in Reading 79.0 compared to 78.9 for Year 5 DoE students.
Average Scaled growth of students Year 5 Spelling 91.6 compared to 89.6 for all Year 5 students in NSW.
Average Scaled growth of students Year 5 Grammar and Punctuation 78.5 compared to 66.6 for all Year 5 students in NSW.

![Percentage in bands: Year 3 Grammar & Punctuation](image)

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>10.7</td>
<td>3.6</td>
<td>28.6</td>
<td>17.9</td>
<td>17.9</td>
<td>21.4</td>
</tr>
<tr>
<td>School avg 2015-2017</td>
<td>10.0</td>
<td>8.8</td>
<td>28.5</td>
<td>25.4</td>
<td>13.7</td>
<td>13.6</td>
</tr>
</tbody>
</table>
Year 3

0% of students below NMS in Numeracy compared to 5% of State below NMS.

21% of students are at Proficiency level for Numeracy.

Year 5

12% of students below NMS in Numeracy compared to 5% of State below NMS.

8% of students are at Proficiency level for Numeracy.

60.9% of students achieved greater than or equal to expected growth in Numeracy.
The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

### 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. Doonside Public has begun its Professional development for PLAN 2, where the information provided will provide greater detail with great consistency and accuracy.

### 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.

### 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.

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.

### Early Action for Success 2017

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

PLAN data is used as a baseline for all interventions in Numeracy and Literacy. 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.

---

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>11.5</td>
<td>30.8</td>
<td>26.9</td>
<td>23.1</td>
<td>7.7</td>
<td>0.0</td>
</tr>
<tr>
<td>School avg 2015-2017</td>
<td>8.2</td>
<td>28.1</td>
<td>26.4</td>
<td>30.3</td>
<td>5.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>11.5</td>
<td>30.8</td>
<td>26.9</td>
<td>23.1</td>
<td>7.7</td>
<td>0.0</td>
</tr>
<tr>
<td>School avg 2015-2017</td>
<td>8.2</td>
<td>28.1</td>
<td>26.4</td>
<td>30.3</td>
<td>5.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>
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.
- 91% of parents indicated that Doonside PS has well qualified teachers who set high standards of achievement.

Survey #2
- 100% 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.

- 87% of students indicated that Mathematics is an important subject to learn whilst 89% indicated for English.
- 95% of students indicated that the activities their teacher uses helps them to learn in Mathematics whilst 84% 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, inclusive of non–teaching staff thoughts;

- 100% of teachers indicated that they take responsibility for Literacy development of all students whilst 100% indicated for Mathematics.
- 100% of teachers indicated that the English syllabus informs them of their teaching at all times whilst 92% 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 2017 / Aboriginal Dance group

There were a number of significant achievements in Aboriginal Education at Doonside Public School in 2017. 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 the school’s 80th celebrations.

Whole school NAIDOC day celebrations were held successfully on the 29th 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 Mayor of Blacktown was invited to attend NAIDOC Day and the school received support from Blacktown City Council.

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

This included using aspects of the strategies in teaching practice to engage students in activities.

Students also had the opportunity to attend excursions “Heartbeat (WSU) Indigenous Veterans Day (Sydney War Memorial) and Aboriginal Literacy Day (Sydney Opera House).”

Aboriginal students were also invited by NESA to provide feedback on the inclusion of Aboriginal language and the use of Aboriginal language resources for students across NSW.

Multicultural and anti-racism education

Multicultural education and anti–racism

In 2017 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 43.5% of students at Doonside Public School.
Further support is 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 2017 who received professional development provided by the DoE. 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. A large number of students participated at these events.

Education Week in Week 3 Term 3 saw consecutive whole school event days in Literacy, Numeracy, PDHPE ("Olympic Day"), Science day and a concert which was “Disney themed” as well as an “Open classroom Day” for parents/careers. Over this week students successfully engaged in a range of learning activities and performances celebrating Education Week and student achievement. At the end of Term 3, we celebrated our 80th Anniversary celebration with a formal assembly, a concert and a fete. Many members of our school and wider community helped us celebrate the day.

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 2017.

Sport and PDHPE 2017

During 2017 at Doonside P.S, students were given opportunities to participate in a range of Sport and Personal Development activities. These included playing P.S.S.A Winter Sport in the Mt Druitt Zone competitions in Netball, Soccer and Touch Football.

Students were also given opportunities to trial for and represent various PSSA 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, Backyard Rugby League and Deadly 7’s Rugby Union programs.

The School Swim Scheme program for Years 2–6 was also successfully conducted.

Doonside Public School successfully organised the MT Druitt PSSA Zone winter soccer competition in terms two and three contributing to area sport development.

Student Performing Arts

During 2017 we continued to offer and encourage student opportunities to participate and appreciate a variety of Performances.

Our first whole school concert was held in Education Week (“I learn, we learn”) with a theme of “Disney”. All classes contributed with an item based on their choice of a favourite Disney song. Staff also participated by dancing.

Assemblies are held on a fortnightly basis for both primary and infants stages. Each class takes responsibility for running the assembly including a performance piece. Examples of student presentations include poems, readings, and songs, presenting art work and dancing. Parents are invited and encouraged to attend where possible.

Our 80th Anniversary occurred in 2017 and as part of our celebrations we held a concert. Classes performed dances to a piece of music or a song from a chosen decade to share with our parents and guests. Once again, our staff joined in the celebrations with a performance to “Grease”.

Multicultural Day performances were based on the
countries selected for study by each class and included dance, drama, song and reading. Some classes chose to combine and share a group presentation for this day.

Our end of year performance was held as a concert experience following our formal Presentation Day. The theme was Christmas and all students were encouraged to participate through a variety of mediums to celebrate their festive spirit.

At times, our parent attendance at our concert and performance events has exceeded our capacity to seat them. This is a fantastic show of support for our students and has grown as a result of commitment to building quality relationships.

We continue to seek new and innovative ways in which to engage with performing arts and encourage our students and community to explore and celebrate their creative side.

**Education Week 2017**

**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/Book Week**

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 “Rain forests” and the library was themed to reflect a lush rainforest resembling that if you were in the middle of the Amazon or the Daintree.

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.

**Literacy Day**

Literacy Day was held during Education Week in Term 3 and involved all our staff and students from Preschool to Year 6. ‘I Learn, We Learn’ was the theme for Education Week this year. Our teachers chose a Reader’s Theatre script prior to Literacy Day and our classes were given the opportunity to familiarise themselves with the script and create costumes to represent characters. On Literacy Day, students practiced their reader’s theatre script in their classes with the Primary classes successfully attempting to write their own. For our book parade 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. Classes paraded their costume on stage. Everyone eagerly participated in these fun and meaningful activities, promoting a love of literature and reading. At the end of the day, the classes were able to present their reader’s theatre to other classes.

**Science Day**

Held during Education Week, we ran our inaugural Science Day. Students participated in whole class activities for the morning session with a Treasure Hunt for infants students (looking for scientific elements in their everyday lives) and a Living Museum research project for the senior students (where they studied a chosen scientist and produced a representative fact file about them.) During the middle session a number of rotations were conducted through a variety of household science activities. Our final session concluded the day with a presentation from Year 6 of their Living Museum Scientists.

**Olympics Day**

All students participated in a variety of physical activities based on their age, stage and ability promoting health, team spirit and overall wellbeing. The day commenced with our student leaders running the Olympic Torch and the introduction of our Olympic CAS. Activities included egg and spoon race, sack race, hurdles, footy target, knee football, swimming race and traditional games to name a few. The day concluded with a game of Teacher/Student soccer (in which the teachers were convincingly victorious).

**Community Services Expo**

Doonside Public School continued to support the school community and local external services by hosting our Annual Community Expo on the 15th May, 2017. This year saw an increase in participating organisations and providers (21 in all) who covered a variety of services available to support our students and families. The event was well received and attended by our community.

**Extension Maths (Maths Wiz)**

Maths Wiz comprises of students from Years 4–6, 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 research a famous Mathematician. As a whole group, the students researched Albert Einstein, reflecting on his life’s work and how his mathematical concepts changed the world. From this, the students branched off and chose a different mathematician to study. They looked at their early life, their achievements and the ways in which we still use their mathematical concepts today. Lessons were structured to begin as a whole group and then to break off in pairs and/or individuals. Students were asked to critically reflect on
their learning and as a result, the students thoroughly enjoyed researching these individuals and sharing the information with each other.

Maths Mob

Maths Mob aims to provide fun, hands-on and practical learning activities for Aboriginal and Torres Strait Islander (ATS) 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 and numeracy activities that are meaningful and culturally responsive. Students thoroughly enjoyed the secessions and we continue to encourage parent involvement.

Colebee Learning Community

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

2017 saw the continuation of this whole school partnership. Students were able to develop leadership skills, teambuilding approaches and building networks/friendships across other schools through the new transition program. 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 2018.

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. 2017 observed a new model and we are yet to determine its success compared to the previous.

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.

Books in Homes

Doonside Public School continued to participate in this outstanding program in 2017. 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 Main freight 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 visit our school.

Doonside PS 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 provided with an opportunity to be welcomed into the Doonside community. Parent’s and caregivers questions about the preschool are met, and answered by an informed educator. During 2017, our model of delivery was realigned to meet state requirements of universal access (600 hours per year/per student).

Parental expectations and contributions to the preschool 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.

Doonside PS Wingarra Preschool Orientation Day

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 sometime 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’.

Reading Eggs

Reading eggs program provides a support and targeted learning opportunities for teachers to direct student learning towards their expected outcome achievement levels. Lessons are selected and students must work through a progression of tasks to achieve their next level of learning.

The school makes a commitment to funding the
program for the entire student body for them to access both within the school and at home.

Mathletics

As a support for our continued focus on Numeracy and mathematics development for all students, we make a whole school annual commitment to purchase the Mathletics program for all students in our school.

Mathletics provides teachers a platform for individualised programming for each student based on their achievement levels and areas of focus. Students have access to the program both within the school and at home.

Student Leadership

During 2017, School Captains, Prefects and SRC leaders were provided extra-curricular opportunities through the Leadership Camp to the Brewongle Environmental Education Centre. Here the students learnt about environmental conservation whilst harnessing their leadership skills.

Students were also provided with opportunities to attend the Primary camp to Wyee Educational Outdoor Recreational Centre as well as the v8’s on the track day at Eastern Creek. Students were actively engaged in all excursions and displayed excellent developing leadership skills. The student leadership team regularly consulted with the school executive team in regards to issues they felt were important to the school and as a result, showed great leadership initiative in suggesting ways in which things could be done differently to ultimately make school a better educational experience for all.

OOSCH

The before and after school care provided by Camp Australia has observed a great continuation of the program, where 16 students enrolled at the start of the school year. Unfortunately this has only increased to 21 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.

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.

PBL

PBL at Doonside is no longer considered an initiative and has become embedded practice as a whole school priority. Staff have been inducted into school protocols and practices in the delivery of PBL within our school. Students are supported to reflect the culture of our identified rules being respectful, safe, responsible and learners at all times and in all that we do. We continue to include and upskill staff in data analysis and use to determine focus areas or priorities for students. Use of self-reflection tools means that students have personal responsibility for their behaviour against a clear and explicit set of criteria that they can identify. We continue to reward behaviour through extrinsic measures at strategic intervals whilst working on the identifying with students the intrinsic value to their achievement of PBL goals.

Life Skills

During Term 3 we introduced the Life Skills program to all students in our school. Lessons are designed around a Yoga based theory of identifying and addressing thoughts and emotions. Students participate in their appropriate age/stage groups that promote mindfulness, resilience and problem solving strategies. The financial commitment was taken by the school to ensure that this was available to all students as a proactive and supportive link to our PBL model and complements our LST processes and wellbeing framework.

Teacher, student and instructor feedback has been extremely positive with strategies being utilised successfully in classrooms and on school events such as camp.

Our goal will be to continue the program and grow it to include parent involvement and to promote the concept with its own celebratory week (i.e. Wellbeing Week).

Community Usage of School Facilities

The school host two main users for the School hall. First being the Karate which runs twice per week, the second being the Samoan Church congregation, who utilise the school several times per week.

The school is also a centre for voting when Local, State or Federal elections take place.

Road Safety and Stranger Danger

During 2017, Road Safety and Stranger Danger was addressed through a range of strategies and activities including consistent reminders and discussions at morning assembly lines on road and safety awareness and student protective behaviours, as well as support by classroom lessons and newsletter promotion.

A Police Community liaison Officer addressed all students P–6 on Road Safety and Stranger Danger and any known concerns were addressed by the school through following Departmental processes and...
contacting Police and/or informing families of any issues.

Three teachers at Doonside attended Departmental training on Road Safety during 2017 and have been provided information appropriate for all students. DoE and NSW Transport information has been utilised to promote student safety and wellbeing.

Requirements for students who access Assisted Transport was also communicated to families in regards to safety guidelines.

**Stewart House**

In 2017 our school continued to support and be supported by Stewart House.

During Term 4, 3 students were provided the opportunity to attend the Stewart House facility at North Curl Curl to participate in a 12 day camp with students from our network area. These students engaged in a variety of social interactions, excursions to areas of interest in the Sydney area as well as events that were occurring at the time. Students were given a full health screening including eye sight, hearing and general wellbeing.

A number of staff continue to support Stewart house as the DoE charity through contributions from their pay.

**Mentoring/Coaching**

All teaching staff are provided with mentoring/coaching based on staff identified area of need and development. Mentoring/coaching sessions covered a wide range of topics which included Teaching and Learning Program development, Behaviour strategies, student engagement, meeting learning needs of students with special needs and report writing. The mentoring/coaching program will continue to provide staff with formal and informal collegial exchange 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.

**Transition to school – Kindergarten**

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 2017 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. The sessions also allowed the parents and children to gain a sense of belonging and enable all parties to initiate the building of quality relationships.

As a concluding activity to our transition program, we hold an informal learning day where all students entering Kindergarten for the first time both in a mainstream or supported setting have the opportunity to engage in a tailored range of activities that support student wellbeing and self-esteem. The day also allows students to foster their development of a love of learning and engagement in learning tasks while meeting their new peers and teachers. This can also provide an opportunity for informal observations of student engagement for ongoing individual support.

Throughout the year the preschool children enjoy many successful integrated activities with the K–6 students. 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 a tour 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.