Our school at a glance

Students
Doonside Public is a small but very busy school. Enrolments in 2009 reflect the transient nature of housing accommodation for a significant percentage of the community. A number of families have moved in and out of the community throughout the year. Some of our short term population have come from the local Women’s Refuge and DoCs placements. In 2009 we had 7 mainstream classes, 2 support classes (IM and ED) and the regional Aboriginal Preschool Wingarra.

Staff
In 2009 we had 24 staff members. This was comprised of 3 Executive, 11 class teachers and 10 support staff which includes ancillary staff. Three teachers work on a part-time basis. The staff is on the whole very young and enthusiastic a small proportion of the teaching staff has teaching experience exceeding 10 years and in different settings.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Colebee Learning Community
The Colebee Learning Community is a partnership between Doonside P.S, Crawford P.S, Marayong P.S and Doonside Technology High School.
Our learning community had its first combined concert in Education week. It was a tremendous success showcasing the talents of the children in the Colebee Learning Community

Books In Homes
Doonside continued participation in the Books in Homes Program. Through the generosity of our corporate Sponsor Mainfreight our students have been able to receive 9 free books each year and our library has benefited from the added resources also being donated by Mainfreight.

Another important part of the assembly were the role models that spoke to the children about the importance of reading, we were fortunate to have Mario Fennech Sports Person, Roslyn Motter an author and Sarah Stuart Para-Olympian.

Red Cross Good start Breakfast Club
The breakfast club continues to educate the children in the benefits of a healthy breakfast. It also provides opportunities for older students to take on responsibility and for staff to build positive relationships with students in a relaxed and social atmosphere.

Positive Behaviour for Learning
This is our fourth year as a PBL school following successes in the playground we are moving into the classroom.
The reward system has been overhauled with a new catch phase “Strive for Five” which uses the hand as the centre of focus for our school rules which are to be a Safe, Respectful, Responsible Learners.
Posters are placed throughout the school to remind students of these expectations.
Weekly lessons, which are determined by the data that comes in from play ground are developed by the teachers to reinforce our expectations.
Data is continually used to asses the success of the program.

Quicksmart
In 2009 our school became part of the Quicksmart program. It is a very valuable program which improves the recall of number facts. The smiles on the faces of the students show that they really enjoy the lessons and the challenges that are set for them.

Student achievement in 2009
Literacy – NAPLAN Year 3
53% of Year 3 students performed in the middle to top bands in Writing. This result is a slight reduction on previous years. In Reading and Grammar over half of the group performed in the bottom 2 bands.
21 Year 3 students participated in NAPLAN. It should be noted that one half of the 2009
Year 3 group of students have diagnosed learning difficulties and participate in learning support programs.

**Literacy – NAPLAN Year 5**

In 2009 15% of Year 5 students performed in the tops three bands in Reading and Writing. The school average is below state average. Student growth in overall Literacy performance from Year 3 to Year 5 has been above state average for the past six years.

**Numeracy – NAPLAN Year 3**

In 2009 23% of Year 3 students performed in bands 3, 4 and 5 in Numeracy. This is a slight improvement on 2008 results however the school average is still well below state average. The school has addressed this with an ongoing whole school focus on Numeracy and metalanguage.

**Numeracy – NAPLAN Year 5**

26% of students performed in bands 5 and 6 in Numeracy. These results are similar to our school average over the last 4 years. Student growth from Year 3 to Year 5 is slightly below state average growth.

For further details on NAPLAN performance refer to pages 6-9

**Messages**

**Principal's message**

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.

We have broadened the emphasis on cultural and sporting activities with events such as our annual concert, cultural celebrations and inter-school sporting competitions.

Wingarra Preschool staff have built strong relationships with parents and the broader community and their influence has 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. In conjunction with Doonside Cottage we have also implemented a weekly playgroup session for families and this has meant that more families have been able to access early childhood programs and interagency support in the early years.

We are committed to:

- Excellence and equity in teaching by developing quality teaching and learning programs for all students.
- Empowering students to become lifelong learners who are responsible and independent decision makers.
- Encouraging collegiality, team spirit and collaborative action and promoting the welfare and development of students and staff.
- Enhancing the partnership between the school and its community.
- Fostering an environment that utilises its resources efficiently to promote maximum benefit for all students.

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

Lynette Plummer
Acting Principal

**P&C message**

In 2009 the P&C consisted of a small group of parents and community members who worked hard to raise almost $5000 to support the school. The P&C ran Mothers Day, Fathers Day and Christmas stalls, an Easter Raffle, Christmas Raffle. The P&C has continued to run the school canteen and the
The canteen committee has worked tirelessly to provide a healthy canteen service. We were very fortunate to have our old canteen refurbished and it looks fantastic!

Jo-Ann Kay

Student representative's message

Students from Year 1 to 6 represented their Peers on the Student Representative Council. They conducted fundraising for the victims of the Victorian Fires and Tongan Tsunami. The School Captains were responsible for assisting with running grade and whole school assemblies.

Caitlyn Conceicao and Luccas Sneddan.

School Captains 2009

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>82</td>
<td>92</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td>74</td>
<td>68</td>
<td>75</td>
<td>77</td>
</tr>
</tbody>
</table>

This table shows student enrolments from Kinder to Year 6 and indicates a slight growth in enrolments in 2009. While our student population is somewhat transient overall enrolments have stabilised. We have 2 support classes and both are almost full.

The school also includes Wingarra Preschool, which caters for 30 children who attend on either a full-time or part-time basis. Aboriginal children attend Wingarra 4 days per week in the year before starting Kindergarten and some younger Aboriginal children attend 2 days per week for one year. This is followed by 4 days attendance in the following year.

Student attendance profile

The 2009 attendance profile shows a slight improvement in attendance rates from 2008 but we are still below region and state results. While this is disappointing it is important to note that only 7% of families have very high absence rates and they account for over 35% of absences. In almost every situation absences were parent condoned. In the Winter months we also experienced a significant rise in the number of children with ongoing colds and respiratory infections. These months were also significantly higher because of the Swine Flu outbreak.

Management of non-attendance

Our school is targeted for attendance and we work on strategies to reduce the number of absences.

Strategies include:

- Regular contact with families after three days of unexplained student absences. This improves communication and quickly informs us of students moving from the area;
- Parent information about the legal requirement for students to attend school. Posters and newsletter articles support this message; and
- School executive and the Home School Liaison Officer (HSLO) interview parents to support children’s attendance.

See 2009 target 3 page 12 for further details
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2G</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1-2G</td>
<td>2</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1-2I</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1-2I</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3 M</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4-5D</td>
<td>4</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>4-5D</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>5-6A</td>
<td>5</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>5-6A</td>
<td>6</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>KKOALA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KPOSSUM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 classes were formed for each stage of learning to cater student movement in and out of the area, to separate siblings and to meet the needs of each class K-6. Priority Schools Funds were used to reduce class sizes from 3-6 and to provide extra support K-2.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The staffing allocation includes a number of part-time teaching positions and seven permanent ancillary staff positions. The school also employs extra part-time teachers' aides.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

This table shows the percentage of teaching staff holding particular academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

The school employs 2 full-time Aboriginal Education Officers and Teacher’s Aide Special. We also have 1 full time and 1 part time Aboriginal Teacher’s Aides who were responsible for the Norta Norta program.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>167 655.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>143 783.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>271 678.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39 859.44</td>
</tr>
<tr>
<td>Interest</td>
<td>6 356.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29 753.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>491 431.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15 034.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>16 351.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>26 173.41</td>
</tr>
<tr>
<td>Library</td>
<td>4 136.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 149.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>227 599.94</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28 674.68</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>56 692.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30 936.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30 571.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>16 275.02</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13 848.85</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>468 444.71</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>19 642.75</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

While Doonside Public School has a small cohort we endeavour to provide opportunities for all students to develop skills and talents across a range of areas of interest and ability.

Achievements

Arts
The Colebee Learning Community held the first of its bi-annual concerts which aimed at showing the talents of the children at all schools within the community.

Doonside Public School contributed to the concert with items from Wingarra Pre-school, Choir, Boys Drumming Ensemble and Girls Aboriginal Dance group who were accompanied by Stella Cunnigham singing an Aboriginal lullaby.

Doonside Public School entered Operation Art with the work of two students being displayed at Lewers Gallery. One student had his work depicting an Aboriginal story sent to Nagoya, Japan.

Sport
2009 was an outstanding year for sport. We competed in all District Carnivals with four students going on the represent Doonside public School at Regional and State Athletic Carnivals.

In Term 1 students from year 1-6 were provided with an opportunity to participate in a Gymnastic program.

Throughout Terms 2 and 3 our school participated in Mt Druitt PSSA for both Football and Netball.

Students also had opportunities to experience other sports by participating in Gala Days for AFL and Soccer.

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

22 Year 3 students completed NAPLAN in 2009. While the school is over represented in the in the lower bands in all areas it should be 76% of this cohort is performing at or above national minimum standards.
Numeracy – NAPLAN Year 3

22 students took part in the Year 3 NAPLAN Numeracy assessment in 2009. 67% of the cohort achieved at or above national minimum standards with 35% performing in two of the top bands.

Literacy – NAPLAN Year 5

25 Year 5 Students participated in the NAPLAN Literacy assessment 2009. Half of this cohort has diagnosed learning difficulties and participate in learning support programs.

However 49% are performing at or above national minimum standards with 3 Aboriginal students gaining the 3 highest bands.
Numeracy – NAPLAN Year 5

25 Year 5 students completed NAPLAN 2009
49% of students achieved at or above national minimum standards

Progress in literacy

Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>105.2</td>
<td>95.4</td>
<td>71.0</td>
</tr>
<tr>
<td>LSG</td>
<td>92.9</td>
<td>81.7</td>
<td>80.8</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

In a highly transient community we only have small numbers of matched students who have been enrolled at this school when they participated in the Year 3 BST or NAPLAN Assessment and then again in Year 5.

Growth has not been as strong as in previous years and to address this concern the school has planned an in-depth focus on Literacy 2010.

Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.6</td>
<td>69.5</td>
<td>26.9</td>
</tr>
<tr>
<td>LSG</td>
<td>80.3</td>
<td>73.7</td>
<td>64.2</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Results in Writing are lower than previous years. Writing will be included in our focus on Literacy in 2010.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.6</td>
<td>72.8</td>
<td>69.6</td>
</tr>
<tr>
<td>LSG</td>
<td>85.6</td>
<td>87.1</td>
<td>88.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Average progress from Year 3 to Year 5 in Numeracy is stronger than Literacy. However an analysis of data indicates that students over all did not perform well in problem solving tasks.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Significant programs and initiatives

Priority Schools Funding Program

In 2008 our school received $29 100 Priority Schools Program funding and $170 000 Priority Action Schools funding.

PSP funds were used to provide three days per week of supplementary teacher support for literacy and numeracy lessons across the school. Utilising the majority of funds to increase in-class teacher support enabled the school to provide classes with a considerable amount of assistance for targeted groups of students. This additional in-class teacher support contributed to improved student outcomes across K-6, with a particular focus on Stages 1 and 2. This support is linked to the Count Me In Too program, Early Literacy Initiatives and Support Teacher Learning Assistance programs to further enhance academic achievement.

The staffing supplementation was used to employ the Teacher Librarian for an extra day per week. This ensured that the library was operational for three days each week, providing students with more access to the library for research purposes and ensuring that the library was integral to learning within our school community.

Priority Action School funds were used to fund 2.4 teacher positions. This allowed the school to reduce student-teacher ratios and target students at risk. The program also supported our New Scheme and Early Career Teachers through mentoring and using more experienced staff to provide demonstration lessons.

Aboriginal education

Doonside Public School has an Aboriginal student population of almost 33%. Wingarra, the Regional Aboriginal Preschool is also located within the grounds of our school.

We respectfully acknowledge significant events and celebrations in Aboriginal culture, fly the Aboriginal flag, and include Acknowledgement of Country in our assemblies and other formal meetings.

Aboriginal perspectives are evident in all class programs and are embedded in our COGS lessons. All classes from Kindergarten to Year 6 participated in lessons in the Aboriginal resource room. These lessons are an integral part of class programs.
We place a significant focus on Aboriginal art and culture. During the ongoing celebrations of NAIDOC Week each class took part in a variety of Aboriginal art and craft activities.

In 2009 PLPs (Personalised Learning Plans) continued to be written for all Aboriginal students K-6 and for some of our Preschool.

This year we had a preschool fun day to introduce the broader community to local and regional resource networks. This also helped to further develop preschool partnerships, and to share resources and practices.

The school was allocated $10 000 of federal funding to support the learning of Aboriginal students from preschool to Year 2. Funds were used to build stronger community relationships and to purchase a range of literacy and numeracy resources for the preschool.

**Multicultural education**

29% of students at Doonside PS come from a non-English speaking background (NESB). In the past few years we have enrolled a number of refugee families, including those from African nations. We also have some fee paying students who are temporary visa holders.

We acknowledge the range of cultures represented in our school primarily through our teaching and learning programs. Connected Outcome Groups (COGS) units of work provide opportunities for students to develop the skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society. Multicultural perspectives are embedded in all teaching programs.

The ESL (English as a Second Language) teaching role is an integral part of literacy and numeracy support in all classrooms and is specifically targeted at those students from non English speaking backgrounds who need extra assistance in their learning.

**Respect and responsibility**

We support and implement the NSW Department of Education and Training policy statement Values in NSW Public Schools.

Equity issues are addressed through an active student welfare focus to ensure that all students have access to uniforms, books and resources, sport programs, excursions and camps.

The Positive Behaviour for Learning (PBL) program has been in operation now at Doonside PS for 3 years. Embedded in this program are the values of respect and responsibility. The program helps children to follow school rules that are taught via a series of teacher designed lessons and through acknowledging students when they apply the rules in the playground and the classroom. See Page 2 for further information.

The school also has a set of core school values as listed below:

**Fairness**- treating all in a fair and just manner.

**Truthfulness**- always being honest and sincere.

**Courtesy**- being polite and behaving with good manners.

**Respect**- treating others with consideration and regard, and respecting their point of view.

**Progress on 2009 targets**

**Target 1**

*All students will achieve stage appropriate levels in learning to read and write and learning about reading and writing.*

Our achievements include:

- Information from Best Start assessments used to inform teacher programming to student needs
- 60% Kindergarten students performed at or above regional targets for Reading by the end of 2009.
- Teaching of Literacy has been more appropriately focussed with significant levels of STLA support in all classes.

**Target 2**

*All students will perform at stage appropriate levels in all strands of Mathematics.*

Our achievements include:

- Priority Schools Program and Focussed School Support projects developed deeper awareness of the use of metalanguage.
- Teaching programs show evidence of the use of the school Mathematics policy and resources.
- Years 4-6 classes use Newman’s Error Analysis to support problem solving strategies.
- Teacher programs and student work samples reflect the value of using reciprocal numeracy strategies.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluation of attendance and retention and performance in
the area of Literacy in particular Writing and Comprehension.

**Educational and management practice**
During 2009 the school undertook a review of attendance and retention in order to improve community perceptions of the importance of regular attendance and to promote the school as a place of quality teaching and learning.

**Background**
Over the last few years attendance rates have steadily declined. Retention of students is in part the result of a transient community.

**Findings and conclusions**
The following initiatives will be used throughout 2010 to increase attendance.

The school newsletter will include strategies for parents to use for encouraging the attendance of their children along with the education act and parents legal responsibilities in relation to school attendance.

The introduction of the Phone Intervention Program (PIP) to promote early and direct contact with parents to both improve attendance and relationships with parents.

A late arrival program is also being considered with strategies for both teachers and parents to improve punctuality and settling into class routine.

To promote enrolments the school will continue to implement the transition to school program. A preschool transition program will also be implemented in 2009/10 to increase preschool access for children in the broader Doonside area. The Colebee Learning Community will also continue the Year 6-7 transition program.

Some families have difficulty accessing community support in times of need. This is a concern to those who are new to the area and often the school is their only avenue of support. To alleviate this situation we continue to promote the following community groups and allow them to use school facilities: Wednesday Playgroup, Wiggling Wombats, Holiday sports program, Doonside Cottage Kids Club, and FDS partnerships. Our AEOs have also produced a directory of local services.

**Future directions**
We will promote the ‘good news’ stories about the achievements of our students to improve the community’s perception of our school as a place of quality teaching and learning.

**Curriculum**
To support the professional learning of all teachers there will be a continued focus on the language demands of Mathematics and the implementation of Reading to Learn strategies to improve Literacy outcomes.

**Background**
Consistent teaching practices in Mathematics are still being established across the school. Evaluations from 2009 showed the need for an intensive look into teaching practices in Literacy.

**Findings and conclusions**

**Future directions**
To encourage community involvement in and understanding of the teaching of Mathematics and Literacy, the school will hold a ‘Maths Fun Day’ in Term 2 and Book Week Celebration in Term 3.

The school will continue to put cultural perspectives into CMIT/ Mathematics resources.

**Parent, student, and teacher satisfaction**
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A focus group of parents, students, staff and community members were surveyed about the school image. Most indicated that this is a friendly, inclusive and supportive school where staff work hard to meet the learning and personal needs of all students.

There was general agreement that the appearance of the school buildings and grounds needed improvement. There was a strong community commitment to supporting the school in this area.
Professional learning
In 2009 a significant amount of professional learning funds have been expended on supporting early career teachers in the teaching of Mathematics. Funds were also used for PBL training, numeracy teaching, mandatory training in child protection and anaphylaxis awareness, assessment practices, classroom management strategies and embedding Quality Teaching practices in the classroom. Some staff also participated in the process of accreditation for new scheme teachers and leadership courses for school executives and aspiring leaders.

School development 2009 – 2011
The school's three year plan outlines directions and targets that align with state and regional plans. Targets have been determined through consultation with the school community.

Targets for 2010

Target 1
Literacy – 75% students achieving stage appropriate outcomes in Literacy
Strategies to achieve this target include:
- Professional development in guided reading practices focusing on Reading to Learn (Focused School Support)
- Initiating the use COG units to support Literacy Sessions- committee to develop more units to be more inclusive of the community needs

- Our success will be measured by:
  - 75% K-2 students achievement at or above regional targets for reading.
  - 75% Yr 3 students performance at band 3 or above for reading in NAPLAN.
  - 75% Yr 5 students performance at band 5 or above for reading in NAPLAN.
  - Accurate, consistent teacher assessment in reading.
  - Improved student outcomes in comprehension

Target 2
Numeracy – 75% students achieving stage appropriate outcomes in Numeracy
- Continue use of Reciprocal Numeracy Strategies K-6 – linking them to the Quality Teaching model
- Development of independent strategies for problem solving through use of Reciprocal Numeracy steps
- PSP Numeracy Initiative 2010 to focus on Problem Solving and the development of metalanguage throughout strands.

Our success will be measured by:
- 75% YRS 3 & 5 achieving above lowest 2 bands in NAPLAN.
- Student outcomes in the Mathematics for K-2 students will meet regional expectations.
- Maths policy written and implemented.

Target 3
Student Engagement - attendance rates at 90%
Strategies to achieve this target include:
- To promptly identify and support student learning needs through the implementation of new Learning Support Team referral procedures.
- Contact with parents when an attendance concern is noted; timely move to the second letter if parents do not attend initial meeting.
- Daily contact with ‘at risk’ children to mentor and support their families.
- The continued provision of the Breakfast Club and school lunches for those days when some students would not come to school if they do not have food to bring.

Our success will be measured by:
- 15% reduction in suspensions and cautions, behaviour issues to diminish, students will experience greater success at school.
- The presentation of an increased number of attendance certificates and awards for both academic and personal achievements.
- Support programs implemented and IM and ED classes integrated for 2-5 sessions per week– also reverse integration to apply.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.
Lynette Plummer Acting Principal
Sandra Morri Assistant Principal Relieving
Kylie Keen P&C President

School contact information
Doonside Public School
Kildare Rd Doonside
Ph: (02) 9622 3575
Fax: (02) 9831 8019
Email: doonside-p.school@det.nsw.edu.au
Web: www.doonside-p.schools.nsw.edu.au
School Code: 1760

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: