2008 Annual School Report
Doonside Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Doonside Public School is one of the smallest in the local area. Enrolments in 2008 are reflective of the transient nature of housing accommodation for a significant percentage of the community. A number of families moved in and out of the area throughout the year and our school population also included the short term enrolment of children in emergency housing in a local Women’s Refuge. In 2008 we had 7 mainstream classes, 2 support classes (IM and ED) and Wingarra Preschool. Further details on student enrolments and attendance rates are shown on pages 3 and 4.

Staff
We had 23 members of staff in 2008. This number includes 3 executive staff, 11 classroom teachers and 9 support staff, including ancillary staff. Three teachers work on a part-time basis. We have a significant number of staff in their first few years of teaching but also 4 staff with over 10 years of teaching experience.

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

Significant programs and initiatives
Books in Homes
The Books in Homes Program provides students with 9 free books each year and it has led to a significant increase in the enjoyment children get from reading at home. Our corporate sponsor, Mainfreight, has very generously supported our school for several years by funding the cost of the books for students.

Red Cross Good Start Breakfast Club
The breakfast club is a well-established program at Doonside. The program also provides an opportunity for staff to build positive relationships with children and for older students to take on roles of responsibility in a relaxed, social atmosphere. The breakfast club also educates children about the benefits of a healthy breakfast.

Positive Behaviour for Learning
This is our third year as a PBL school and we have continued to embed the PBL process into school culture and student expectations.

At Doonside Public School we are Safe, Respectful, and Responsible Learners.

There are posters displayed to remind students of these expectations in every classroom as well as every other building used by students.

PBL has seen a reduction in the number of playground incidents. In 2009 we will begin to develop processes to move PBL into classrooms.

Lessons have been developed by the teachers for each stage to also reinforce expectations.

Data will continue to be analysed to determine the success of the program.

Student achievement in 2008

Literacy – NAPLAN Year 3
65% 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.

17 Year 3 students participated in NAPLAN. It should be noted that more than a third of the 2008 Year 3 group of students have diagnosed learning difficulties and participate in learning support programs.

Literacy – NAPLAN Year 5
In 2008 17% of Year 5 students performed in the top two bands in Reading and Writing. The school average is below state average. Student growth in Reading performance from Year 3 to Year 5 has been above state average for the past six years.

Numeracy – NAPLAN Year 3
In 2008 56% of Year 3 students performed in the top 4 skill bands in Numeracy. This is a slight improvement on 2007 results however the school average is still well below state average. The school has addressed this with an ongoing whole school focus on Numeracy.

Numeracy – NAPLAN Year 5
15% of students performed in the highest skill bands 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

Principal's message

Doonside Public School caters for the academic, social and emotional needs of children from a range of socio-economic, language and cultural backgrounds. Our student population includes children from 22 different cultural backgrounds. 28% of students have Aboriginal heritage and almost 30% are from non-English speaking backgrounds.

The Annual School Report provides a snapshot of achievements and performances throughout 2008. 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.

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

Jo-Ann Lock

P&C message

In 2008 the P&C consisted of a small group of parents and community members who worked hard to raise almost $7000 to support the school. The P&C ran Mothers Day, Fathers Day and Christmas stalls, an Easter Raffle, Christmas Raffle and a Disco. The P&C also took over the running of the school canteen and the canteen committee has worked tirelessly to provide a healthy canteen service.

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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>116</td>
<td>109</td>
<td>82</td>
<td>92</td>
<td>96</td>
</tr>
<tr>
<td>Female</td>
<td>84</td>
<td>85</td>
<td>74</td>
<td>68</td>
<td>75</td>
</tr>
</tbody>
</table>

This table shows student enrolments from Kinder to Year 6 and indicates a slight growth in enrolments in 2008. While our student population is somewhat transient overall enrolments have stabilised and early 2009 enrolment figures indicate that the school population is again beginning to grow. 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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.8</td>
<td>89.5</td>
<td>90.1</td>
<td>87.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.8</td>
<td>93.9</td>
<td>94.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
The 2008 attendance profile shows a decline in attendance rates from 2007. While this is disappointing it is important to note that only 5% of families have very high absence rates and they account for over 25% 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. This was followed by an outbreak of whooping cough later in the year. 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 2008 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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>KBLUE</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1-2A</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1-2A</td>
<td>2</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1-2T</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1-2T</td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>4-5</td>
<td>5</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>4-5</td>
<td>4</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>3-6Z</td>
<td>3-6</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>3-6R</td>
<td>3-6</td>
<td>N/A</td>
<td>16</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>19</td>
<td>26</td>
</tr>
</tbody>
</table>

### Structure of classes

In 2008 classes were formed for each stage of learning to cater for student movement in and out of the area, to separate siblings and to meet the needs of each class. In Kindergarten the student–teacher ratio was reduced with 2 teachers allocated to the group. Year 1 and 2 classes were given extra allocations of teacher support time for English and Mathematics lessons. Priority Schools funds were used to reduce the size of Years 3-6 classes.

### 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. The school also employs 2 full-time Aboriginal Education Officers.

### 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>

### Staff establishment

Priority Schools funds allow the school to provide additional staffing of 2.4 teaching positions. This supplementation supports literacy and numeracy programs, leadership development and reduced student-teacher ratios for a significant part of each day.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>Total</td>
<td>15.4</td>
</tr>
</tbody>
</table>
Staff retention

In 2008 2 teachers were employed to replace staff on leave. Two new permanent teachers were appointed at the beginning of the year. A new Assistant Principal and two classroom teachers were appointed during the year.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94%.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>11/30/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>174,572.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>120,222.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>120,173.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>29,134.00</td>
</tr>
<tr>
<td>Interest</td>
<td>11,932.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9,596.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>465,629.00</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>23,837.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>16,740.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12,637.00</td>
</tr>
<tr>
<td>Library</td>
<td>3,111.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,967.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>131,412.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17,496.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35,816.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27,547.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14,183.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,924.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6,303.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>297,973.00</td>
</tr>
</tbody>
</table>

| Balance carried forward | 167,656.00 |

A full copy of the school’s 2008 financial statement is tabled at the P&C annual general meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Although Doonside PS is a relatively small school 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 theme for the 2008 annual school concert was ‘The Olympics’ and it followed the adventures of three young girls as they travelled to China. All students and a number of staff performed in the concert and once again the concert was an outstanding success.

Sport

2008 was a very busy Year for Sport. We competed in all district Carnivals with outstanding results in the district and regional athletics carnivals.

In winter our school competed in Mt Druitt PSSA competitions for Rugby League and Netball. Students showed great commitment to their team and demonstrated excellent sportsmanship throughout each of the competitions. Although they competed against many larger schools with stronger teams Doonside students performed extremely well and showed a wonderful commitment to their chosen sport.

Each term eight students were selected to participate in an after school tennis coaching clinic coordinated by Junaya and during school vacations many students attended the Department of Sport and Recreation sports clinics at the school.

During term 4 almost fifty students from Years 2 to 6 joined the 'learn to swim' program and most are now able to swim at least the distance across the pool.

Visual Arts

The school entered Operation Art with the work of four students on display at Lewers Gallery. After five years of entries in this competition our school hall now has a large number of student art works on display. We also entered the Multicultural Art Competition. In 2008 Doonside Cottage and Bridges also held a small art exhibition at school to display students’ artwork.
**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**

17 Year 3 students participated in NAPLAN. This year 76% of students achieved at or above national minimum standards in Writing and Spelling. The school was over-represented in the lower bands in all areas of literacy assessment. It should be noted that more than a third of the 2008 Year 3 group of students have diagnosed learning difficulties and participate in learning support programs.

**Numeracy – NAPLAN Year 3**

16 students took part in the Year 3 NAPLAN assessment in 2008. 63% achieved at or above national benchmarks with 50% performing in the top 4 bands. This is a slight improvement on 2007 results, however the school average is still well below state average as shown below.
Literacy – NAPLAN Year 5
19 Year 5 students participated in the NAPLAN Literacy assessment in 2008. 72% achieved at or above national minimum standards in Writing, with 63% achievement in Reading.

[Graph showing percentage of students in writing bands]

Numeracy – NAPLAN Year 5
18 Year 5 students took part in the NAPLAN numeracy assessment. 70% achieved at or above national minimum standards. However over 50% of students have performed in the lowest 2 bands. To address this concern the school has planned an in-depth whole school Maths focus for 2009.

[Graph showing percentage of students in numeracy bands]

Progress in literacy

Reading

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.9</td>
<td>105.2</td>
<td>95.4</td>
</tr>
<tr>
<td>LSG</td>
<td>87.0</td>
<td>82.9</td>
<td>81.7</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in reading from Year 3 to Year 5 is consistently above state average and like school group average. This strong growth is particularly evident in the results of lower achieving students. In a highly transient community we only have small numbers of matched students, ie students who were enrolled at this school when they participated in Year 3 BST or NAPLAN assessment and then again in Year 5.
Average progress in reading between Year 3 and Year 5

Average progress in numeracy between Year 3 and Year 5

Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>47.5</td>
<td>88.6</td>
<td>69.5</td>
</tr>
<tr>
<td>LSG</td>
<td>63.0</td>
<td>80.3</td>
<td>73.7</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Progress in Writing is also good with average growth close to state average over several years.

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 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>71</td>
<td>76</td>
<td>76</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>LSG</td>
<td>92.4</td>
<td>85.6</td>
<td>87.1</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>63</td>
<td>72</td>
<td>67</td>
<td>61</td>
<td>70</td>
</tr>
<tr>
<td>LSG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.6</td>
<td>80.6</td>
<td>72.8</td>
</tr>
<tr>
<td>LSG</td>
<td>92.4</td>
<td>85.6</td>
<td>87.1</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

Average progress from Year 3 to Year 5 in Numeracy is not as strong as Literacy growth. An analysis of data shows that many students did not perform well in problem solving tasks and specific sections of space and measurement strands.
Significant programs and initiatives

Priority Schools Funding Program

In 2008 our school received $28,200 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. For primary classes a team teaching approach meant that students had access to extra learning support each day. It also created an opportunity for staff to work in teams and for professional learning to be specifically geared to meet the needs of individual teachers and students within each stage. The program supported our New Scheme Teachers through mentoring and using more experienced staff to provide demonstration lessons.

Aboriginal education

Doonside Public School has an Aboriginal student population of almost 30%. Wingarra, the Regional Aboriginal Preschool is also located within the grounds of our school. The school has 4 Aboriginal staff, including 2 Aboriginal Education Officers.

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 decorated their door with art around the NAIDOC theme. A collage of their artwork was later entered into the Multicultural Arts competition.

In 2008 PLPs (Personalised Learning Plans) were written for all Stage 1 Aboriginal students and some of our Preschool and Kindergarten students.

Wingarra Preschool continues its partnership with Wananbiri Aboriginal 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

30% 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 2008 targets**

The following targets were addressed during 2008 and progress in each area is noted below.

**Target 1**

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

Our achievements include:

- Teachers’ attendance at Literacy on Track sessions and completion of coursework. Teaching and learning programs reflect the implementation of a new English policy.
- 65% Kindergarten students performed at or above regional targets for Reading by the end of 2008.
- 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:

- Overall improved performances in NAPLAN assessments and SENA results. However this target will be further developed in 2009.
- 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 2008 our school evaluated school culture and performance in the area of Mathematics.

**Educational and management practice**

During 2008 the school undertook a review of school culture to improve the school image and community perceptions of the school as a place of quality teaching and learning.

**Background**

Over several years our student population has slowly declined, mostly due to changes in local demographics but also because the school has not been able to effectively counter the view that the school was not well-resourced.

**Findings and conclusions**

Over time the school uniform has become quite expensive and difficult to purchase, leading to students wearing an assortment of items of uniform combined with other pieces of clothing. A new supplier was sourced, the community surveyed to choose a unisex style of uniform to be introduced over 2 years and current sales show that it has already been enthusiastically accepted with most students now in full uniform.

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.

To promote enrolments the school has implemented a new transition to school program. Kindergarten enrolments for 2009 have increased by 50%. This growth is partly due to the effect of the program. A preschool transition program will also be implemented in 2009 to increase preschool access for children.
in the broader Doonside area. The Colebee Learning Community has developed a quality Year 6-7 transition program.

The school image is being revisited with the purchase of promotional banners, changes to newsletter formats and new signage.

Future directions
A new Winter uniform will be purchased and a staff school shirt is also being considered.

The school will participate in a school promotions course to determine further areas of improvement.

Curriculum
Due to many staff changes in the last 2 years and a significant increase in the number of early career teachers Mathematics is a 2 year focus to ensure that the recommendations in the 2007 evaluation are clearly understood, included in teaching programs and fully implemented.

Background
At the end of 2008 progress on the evaluation of Mathematics was not complete and we still had not established consistent teaching practices in Maths across the school.

Findings and conclusions
The school has developed a whole school scope and sequence plan in Numeracy with differentiation to match learning needs.

Reciprocal numeracy strategies have been introduced in Stage 3 but now need to be used in stage 2 maths classes.

Many teachers use SMART Data to identify teaching and learning focus areas, and specific student needs. The focus now is to use backward mapping skills to determine where a lack of prior knowledge has affected student results and to ensure teaching programs address these areas in the early years.

Most classrooms are under-resourced and require ready access to concrete materials.

Future directions
To encourage community involvement in the teaching of Mathematics, and to celebrate learning in Mathematics, the school will hold a ‘Maths Fun Day’ in 2009.

The school will introduce CMIT Indigenous in Wingarra Preschool and purchase a range of resources to be used in explicit teaching of early numeracy concepts in Preschool.

Refer to Target 2 page 12 for more information.

Parent, student, and teacher satisfaction
In 2008 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 2008 a significant amount of professional learning funds have been expended on supporting early career teachers in the teaching of English. 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 2009

Target 1
Literacy
75% students achieving stage appropriate outcomes in Literacy

Strategies to achieve this target include:
- Literacy sessions using 3L strategies in Preschool, Kinder & Stage 1 and allocation of extra STLA support for K-6 classes.
- Professional development in guided reading and writing to include standards for all text types across stages and a standard editing chart for writing across Yrs 1-6.
- Staff professional development in speech and language problems and their effect on the development of reading skills.
Whole school focus on spelling to include the Implementation of a school spelling program with a skills development matrix.

Professional development on the 4 Roles of the Reader and assessment of student writing using CTJ strategies.

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 writing.
- Improved student outcomes in spelling.

Target 2
Numeracy
75% students achieving stage appropriate outcomes in Numeracy

Strategies to achieve this target include:
- Participation in a regional initiative to improve numeracy outcomes for selected groups of students.
- A focus on metalanguage related to the Measurement & Data strand.
- Assessment tasks to regularly monitor and evaluate student progress.
- Development of independent strategies for problem solving through the use of Reciprocal Numeracy steps.
- Teachers to be trained in the use of Newman’s Error Analysis.
- Implementation of the Quicksmart program for targetted stage 3 students.
- Continued implementation of CMIT and Counting On programs.

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

Target 3
Student Engagement
attendance rates to reach 88%

Strategies to achieve this target include:
- To promptly identify and support student learning needs through the implementation of new Learning Support Team referral procedures.
- Transition programs fully implemented—Preschool, Kindergarten, High School and regular opportunities for students in support classes to work in mainstream classes.
- 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.

See page 4 for information related to this target

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.

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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:
http://www.schoo ls.nsw.edu.au/asr