

Newtown North Public School

Annual Report



2016



2744

Introduction

The Annual Report for **2016** is provided to the community of **Newtown North Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

Staff, students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto, 'to grow to help,' encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun.

We hold high expectations for all students and continuously strive to support the learning needs of all students at Newtown North Public School.

School context

Newtown North Public School is an innovative inner city school, attracting students from the local community that includes the University of Sydney, Royal Prince Alfred Hospital, and Moore Theological College. The school has local historic significance for its ongoing association with public education since 1883, recently celebrating its 130th year. The school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. The site has been used as an infants, primary and secondary college.

Newtown North Public School has social significance for past and current students, staff and other community members associated with the school.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a commitment to working together toward common goals. The school has a very experienced staff committed to quality educational outcomes. The school offers a wide range of co-curricular and after school activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

Learning Elements

Learning Culture– The schools on balance judgement for this element is sustaining and growing. All teachers understand that student engagement and learning are related and school programs address the needs of identified student groups. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. Positive respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well developed and current policies, programs and processes identify, address and monitor student learning needs.

Wellbeing – The schools on balance judgement for this element is Delivering: Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student

outcomes. The school has identified aspects of and factors contributing to wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum and Learning – The schools on balance judgement for this element is Sustaining and growing: Curriculum provision is enhanced by learning alliances with other schools and organisations (Newtown Network of Schools). Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting– The schools on balance judgement for this element is delivering: The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Student performance measures: The schools on balance judgement for this element is sustaining and growing. The school achieves value added results and the students are showing expected growth or higher on internal school measures.

Teaching Elements

Effective Classroom Practice– The schools on balance judgement for this element is delivering: Teachers routinely review previous content and preview the learning planned for student in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Data Skills and Use– The schools on balance judgement for this element is Sustaining and Growing: Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Collaborative Practice– The schools on balance judgement for this element is Sustaining and Growing: Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, schools leaders and student to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development –The schools on balance judgement for this element is Delivering: Teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers' performance and development. Beginning and early career teachers are provided with targeted support in areas of identified need.

Teachers actively share learning from targeted professional development with others.

Professional Standards: The schools on balance judgement for this element is Delivering: Teachers understand and implement professional standards and curriculum requirements. The school has a culture of supporting teachers to pursue higher level accreditation. Teachers are committed to their ongoing development as members of the teaching profession, teachers demonstrate currency of content and knowledge of teaching practice in all their teaching areas, Teachers demonstrate responsibility, adaptability and ethical practice in working towards the schools goals.

Leadership Elements

Leadership– The schools on balance judgement for this element is Delivering: Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. Links exist with communities of schools, other educational providers and other organisations to support the schools programs.

The school solicits and addresses feedback on school performance. The school has productive relationship with external agencies to improve educational opportunities for students.

School planning, Implementation and reporting– The schools on balance judgement for this element is Delivering: Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three year school plan has annual iterations focused on achieving identified improvements. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School resources: The schools on balance judgement for this element is Delivering: School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. Physical learning spaces are used flexibly and technology is accessible to staff and students.

Management practices and processes– The schools on balance judgement for this element is Delivering: The schools leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. All staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provided constructive feedback on school practices and procedures. Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and learning.

Purpose

Highly effective, inclusive schools are focused on consistency of teacher judgement, quality professional development and practices that are evidence based.

Teachers, who are focused on monitoring and feedback, have strong subject knowledge and explicit teaching techniques are able to support students to progress towards and achieve goals.

Successful schools value their students, have high expectations and actively work with students to support achievement and the development of talents for all.

Overall summary of progress

In 2016 the school has focused on collaborative planning to ensure consistency of teaching, learning and assessment across all grades and stages. Through the implementation of 3 projects teachers focused on the continued improvement of teaching and learning. Stage leaders provided opportunities for teachers to:

- share professional practices,
- collaboratively plan and assess,
- gather and compile data using digital tools
- engage with the NSW quality teaching framework to ensure programming is guided by evidence based instructional approaches.

Teachers have employed class dojo and see saw to document students work, compile student learning profiles and communicate teaching and learning with parents. The google suite has been employed to document and share teacher collaboration. In stage meetings teachers engage in professional discussions about teaching strategies and moving students forward. Staff have collaborated to improve skills and practice using digital tools, developing assessment processes and engaging with the Quality teaching framework to inform programming. Teachers undertook professional learning and shared expertise in the development of assessment rubrics and regularly meet in stage groups to ensure consistent teacher judgement, improving student outcomes and identifying the needs of students with additional learning needs..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Common assessment tasks and jointly constructed rubrics will be used to assess and evaluate student's work, monitor student progress and plan for responsive teaching practices for key learning areas	Teachers sharing professional practice e.g. Hubs, Stage meetings, observations. Evaluation of minutes from executive and Stage evaluations and identified priorities for future practice Data and evidence (e.g. report data, NAPLAN, Learning and Support Tracking sheets.) Practices to be reviewed in term 2 2017	Global funds directed to providing additional professional learning time to enable collaborative planning time across stages
School based data, external data including formative assessment is evaluated by the teachers and used to inform instructional decisions and provide timely feedback to all levels of school organisation	Centralised documentation Individual student reports include descriptions of strengths and weaknesses. Teachers update Plan with student data twice per term to ensure student progress is being monitored.	
Digital tools are accessed and used to facilitate data analysis and feedback. PLAN data is made visible and used to track and monitor students and used to inform student progress at least two times a year.	To develop communication plan team to streamline product use and new staff training Teaching programs and units shared in Faculty drive and online.	School funds expended to subscribe to digital tools for communicating with families, collecting work samples and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The NSW QT framework used to guide programming decisions. Gifted and talented education through instructional approaches that cater for their needs.	Rubrics for assessment that embed critical thinking and general capabilities.	

Next Steps

To further develop the collaborative planning process in 2017 the school will:

- Schedule Collaborative planning time for weeks 8, 9 and 10 each term to enable focused planning and assessment development
- School Curriculum and Assessment Team developed to produce a planning and programming procedures document in line with departmental policy and added to Teacher Hand Book to enable consistent planning policy and expectation across all stages. School processes clearly communicated to new teachers through school induction program.
- Create systems for the collection of school based data and student tracking to ensure whole school improvement and the identification of specific learning needs and additional requirements.
- Provide opportunities for teachers to engage in professional learning and share expertise around additional learning needs and differentiating the curriculum for a wide variety of skills and abilities.
- Use of digital tools expanded to support data collection for Positive Behaviour for Learning.
- Ensure programs and practices to reflect Quality Teaching Framework

Strategic Direction 2

Quality Leadership and Collaboration.

Purpose

Effective school leadership and collaboration are key factors in successful inclusive, high achieving schools.

The school seeks to expand concepts of leadership and collaboration related to school improvement. Including:

- 'Distributive leadership' to acknowledge and promote increased professional expertise for all staff.
- Increased collaboration to build shared consistency, maximise individual and group accountability.

A collective focus on seeking solutions and improvement consistent with providing students with a personalised instructional approach to best meet their needs.

Overall summary of progress

Newtown North Public School respects and values the individual talents and expertise of all its staff. Our teachers share professional knowledge and engage in the development of practice through teacher led professional learning and collegiate groups dedicated to the planning of school specific initiatives. Teachers have been instrumental in the implementation of key initiatives including TEN, syllabus implementation, Kidsmatter, Positive Behaviour for Learning, LaST review and Developing Flexible Learning Spaces. Classroom teachers led these initiatives and developed teacher expertise in a range of areas to improve learning outcomes whilst improving teacher skills.

As a school staff we operate as a professional learning community focused on collective inquiry and a collaborative culture. Our shared vision, values and goals is reflected in school planning and underpins planning, programming, teaching and learning and are a feature of our goals for whole school improvement. Our teachers highly value the opportunities for collegiate interaction and embrace opportunities to work together on projects that support the learning needs of all students and focused school improvement.

Teacher professional goals, linked to the school plan have been articulated through the professional development planning process. Stages developed goals linked with the school plan to enable focused professional learning Teachers professional goals reflect the school's strategic directions and are developed considering teacher, stage, and whole school goals. The Premier's targets for literacy and numeracy are embedded in whole school planning.

A predominant feature of strategic direction number two has been the focus on developing leadership opportunities of all staff. The school has implemented a number of initiatives through teacher led teams with a focus on school improvement, positive student behaviour, whole school wellbeing and engagement in teaching and learning. Projects that have focused on these areas include:

- Kidsmatter
- Positive Behaviour For Learning
- Learning and Support Review
- Learning space design project.
- China Teacher exchange program.

Staff have engaged in and led a range of projects with a view to whole school improvement through a shared understanding of purpose vision and values. The intention is that newly initiated projects in 2016 will influence school culture and transform into daily practice as all staff engage in the school focussed professional development and policy implementation

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collaborative problem solving, mentoring and instructional leadership goals for executive and staff will be used systematically throughout the school and a goal for the new	Teacher led implementation teams led a review of learning and support procedures resulting in focused planning, tracking and recording of improvement and adjustment plans for students with additional or complex needs.	Collaborative planning days \$5000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
teacher performance framework (TPF).	Teacher led implementation teams led a review of learning and support procedures resulting in focused planning, tracking and recording of improvement and adjustment plans for students with additional or complex needs.	
Executive, advanced career and early career teachers will receive quality professional development in working collaboratively, mentoring and instructional rounds to support teaching and learning.	Teacher led implementation and professional learning teams engaged in and presented professional learning to effect the introduction of Positive behaviour for learning and Kidsmatter	\$6000 professional learning funds for implementation team and off site professional learning
Processes to support positive collaboration are used by students, teachers and parents including collaborative problem solving frameworks, restorative practices and You Can Do It framework to develop goals and resolve conflict.	Design frameworks were used by focus groups led by teachers in the implementation of flexible learning spaces and re-designing common areas for small group learning and break out spaces.	\$5000 in school funds and additional \$2000 in P&C donations to purchase resources and improve learning spaces.

Next Steps

To further develop innovative leading and collaboration the school will;

- Foster the principles of a professional learning community through capacity building for all staff with the collective purpose of continued school improvement and enhanced pupil learning.
- Initiate a mentoring and professional support plan for early career teachers and teachers new to Newtown North public school
- Establish a professional feedback loop for all teachers focused on Performance and Development Plans, Stage goals, and Whole School Strategic Directions
- Enable clear process for planning, record keeping, resource management and policy development through the establishment of a Curriculum and Assessment Team and school based practices for program development and management based on departmental curriculum planning guidelines.
- Embed planning and implementation processes for student wellbeing through Kidsmatter and Positive behaviour for learning into whole school culture
- Develop further a design team to manage learning spaces for optimum use and teacher/student engagement.
- Establish whole school event planning procedures to enable a fully informed community and communicate student success through demonstration, authentic assessment, community participation and celebration.

Strategic Direction 3

Collaboration, innovation and leadership within and beyond the Newtown Schools Network

Purpose

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence

Overall summary of progress

The Early Career Teacher Network provided support to over 35 Early Career Teachers in the Network through workshops around classroom and behaviour management, time management, accreditation and assessment for learning. The teachers highly valued the opportunities to meet with colleagues at similar stages in their career and have indicated a wish to continue the network meeting in 2017. Some ECT continued their relationship with their 2015 appointed mentors.

The Curriculum and Learning project involved a shared SDD in Term 2 screening the documentary *Most Likely to Succeed* with design thinking workshops to follow. Schools were involved in follow up to think critically about student engagement and authentic connections for learning.

This year the schools trialed classroom visits across the network schools with a number of teachers having opportunities to share and observe practice in other contexts.

Stage based Professional Learning HUBs in week 6 of Term 1, 2 and 3 were held around writing. The first session was a sharing session where teachers were asked to share a strategy or idea. The next session the stages were asked to develop an assessment task for writing. Each teacher then went away to use the task to gather writing samples to be moderated. The writing samples were moderated using the continuum at the final meeting in Term 3.

Senior students across the 5 schools were involved in a joint learning journey using Project Based Learning as the approach to develop relationships and a sense of share purpose– the project focus this year was on sustainability and culminated in an introduction of a waste free Wednesday to be held across every school involved. Students were involved in pitching ideas to experts, reflecting on their own leadership and identifying the learning that had occurred as part of their involvement. The project resulted in a documentary film being made that was screened at the Dendy Newtown highlighting Project Based Learning and leadership skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM Survey tool: Aggregated data across the 5 schools will be used as initial data and evaluative data from teachers, students and parents in 2015	Student engagement increased by 20% – TTFM	
Pre and post survey data from teachers and students will be used to evaluate progress	100% Teachers in the Network indicated that discussing student worksamples in line with the writing continuum was beneficial. 100% of teachers participating in cross school visits indicated the experience had enhanced their teaching practice.	
Principals, executive and teachers from local network meet regularly to plan together.	Regular planning meetings provided opportunities for clearly planned professional learning reflecting individual school and network need.	\$3000 for teacher release \$2000 for professional learning
ICT is used to support collaboration and communication within the school and providing	Cross school participation in the Google suite. Staff communicated across schools to share resources, strategies and programming	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
links with the wider community and networks.	Cross school participation in the Google suite. Staff communicated across schools to share resources, strategies and programming	

Next Steps

Network goal of improving narrative writing data through an action research project involving professional learning, access to experts, consistent data collection, collaborative planning and an ongoing data collection process.

Continue to develop leadership capacity in Stage 3 students across the Network through a shared project approach which focuses on authentic real-world problems. Schools will collaborate with local community leaders to inform practice.

The ECT project will continue across the six schools and will be responsive to the self-identified needs of the ECT to ensure professional learning provided is personalised, relevant and valued.

Opportunities for teachers to visit other schools in the Network will continue and provide favourable conditions to ensure collegial discussions around pedagogy. The process will be refined to ensure there is consistency in understanding of the purpose of the visit, which is to develop the self as a teacher.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students were provided with additional in class support to enable equitable access to the curriculum. Teacher developed PLP's focused on student strengths and interests to promote engagement and learning.	\$1,436 SLSO support spread over 5 days P/w • Aboriginal background loading (\$0.00)
English language proficiency	School data showing growth. Students are provided adjustments to support language development. Adjustment plans in class inform learning and language development	\$4,063 SLSO support spread over 5 days p/w \$20,000 EALD teacher employed for one day p/w • English language proficiency (\$0.00)
Low level adjustment for disability	All procedures documented in whole school policy and procedure document and communicated to all staff. All students requiring adjustments documented and communicated. Adjustment plans activated to enable differentiated learning and student engagement.	SLSO \$40, 000 per year from RAM/ global funds across all Key initiatives SLSO support spread over 5 days p/w 0.5 teacher allocation for Learning and Support Teacher
Quality Teaching, Successful Students (QTSS)	Assistant principals provided opportunities to collaboratively plan with their stage in the areas of literacy and numeracy focusing on whole school improvement in all areas	One day per week teacher allocation to enable Assistant Principals to support teams and program development
Socio–economic background	Students from low socioeconomic backgrounds supported with access to non funded school initiatives and access to additional SLSO support in class	\$1,676 SLSO support spread over 5 days p/w across all key initiatives
Targeted student support for refugees and new arrivals	Four students supported as part of new arrivals program. Individual and small group English language tuition.	2 days per week teacher allocation provided for small group English language tuition

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	109	115	132	143
Girls	147	145	133	126

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	96.9	97.1	96.7
1	96	95.7	96.3	95.4
2	97.2	95.5	96.7	97.6
3	95.1	96.8	96	96
4	97.2	94.6	96.6	94.7
5	96.4	95.7	94.9	97.3
6	95.7	96	94.8	94.4
All Years	96.3	95.9	96.1	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is monitored by classroom teachers who report any issues of concern with regard to attendance to the principal. With the support of the Home School Liaison Officer, any student at risk of poor attendance is monitored and supported to attend school. The community is reminded of school attendance requirements including a focus on arriving at school on time.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.1

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. Newtown North Public School had one Aboriginal teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	47

Professional learning and teacher accreditation

Professional learning at Newtown North Public School is informed by our Strategic directions, Stage goals and teacher goals. In 2016 or professional learning community engaged in a range of professional development projects that aimed to build the capacity of individuals and the staff as a whole. Teachers as members of the Newtown North community of learners are committed to be actively engaged in updating and extending their professional knowledge and practice. They are therefore committed to undertaking professional learning as a collaborative practice which involves a variety of professional practices that enable them to effectively develop their students.

All teachers participated in the following professional learning:

- Mandatory training in CPR Anaphylaxis, Code of Conduct and Child Protection.
- Newtown Network of Schools Writing Project
- Quality teaching: Moderating in English
- Geography syllabus implementation
- Kidsmatter modules 1 and 2

- Positive Behaviour for learning
- Professional development plans
- TEN and TOWN school based professional learning

Teacher teams also participated in:

- Non-violent crisis intervention
- PETAA conference– English
- Project based learning with David Price
- Positive Behaviour For learning tier 1 and 2 implementation team training
- Learning and Support strategies
- Primary Principals conference and network meetings
- Newtown Network of Schools
- Effective teaching through classroom management
- Early Career Teachers Network
- PETA Writing Conference

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	163 722.79
Global funds	229 854.54
Tied funds	78 821.55
School & community sources	111 635.90
Interest	3 545.43
Trust receipts	829.64
Canteen	0.00
Total income	588 409.85
Expenditure	
Teaching & learning	
Key learning areas	50 559.66
Excursions	22 020.94
Extracurricular dissections	52 819.12
Library	0.00
Training & development	1 232.43
Tied funds	70 850.66
Short term relief	29 915.82
Administration & office	46 576.84
School-operated canteen	0.00
Utilities	26 922.94
Maintenance	20 237.89
Trust accounts	4 807.78
Capital programs	0.00
Total expenditure	325 944.08
Balance carried forward	262 465.77

The information provided in the financial summary includes reporting from 30th November to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	364 001.57
(2a) Appropriation	312 372.48
(2b) Sale of Goods and Services	767.50
(2c) Grants and Contributions	50 577.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	283.97
Expenses	-107 026.22
Recurrent Expenses	-107 026.22
(3a) Employee Related	-60 693.95
(3b) Operating Expenses	-46 332.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	256 975.35
Balance Carried Forward	256 975.35

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 852 525.79
Base Per Capita	14 311.63
Base Location	0.00
Other Base	1 838 214.16
Equity Total	89 030.29
Equity Aboriginal	1 436.17
Equity Socio economic	1 675.95
Equity Language	24 062.74
Equity Disability	61 855.44
Targeted Total	0.00
Other Total	10 235.09
Grand Total	1 951 791.17

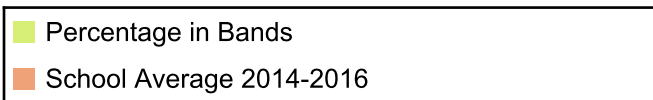
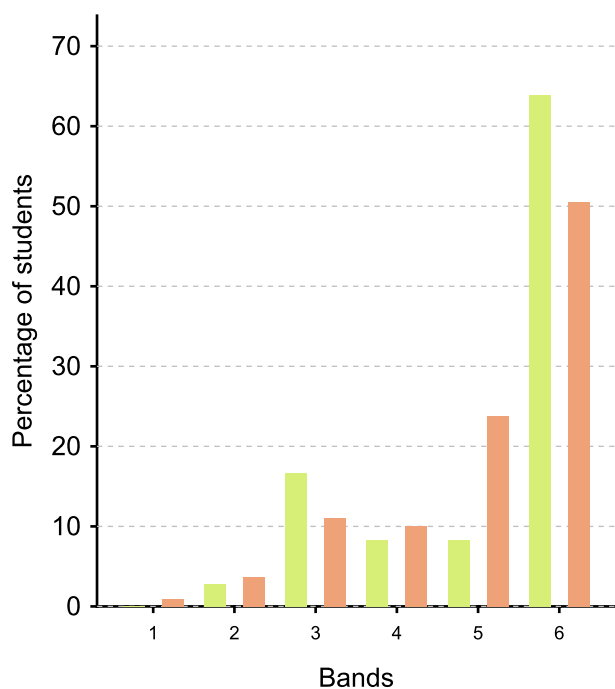
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

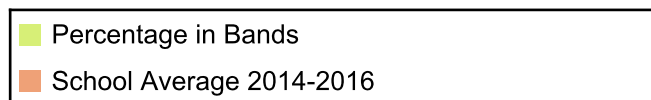
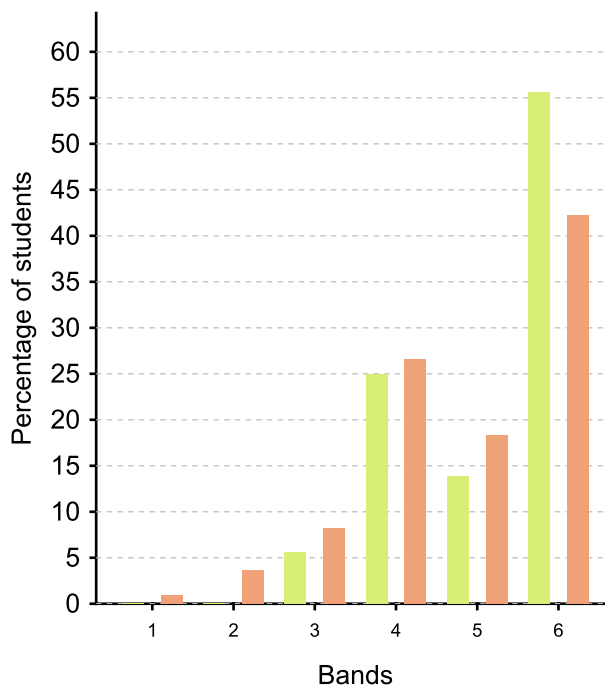
NAPLAN

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

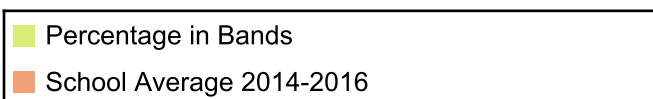
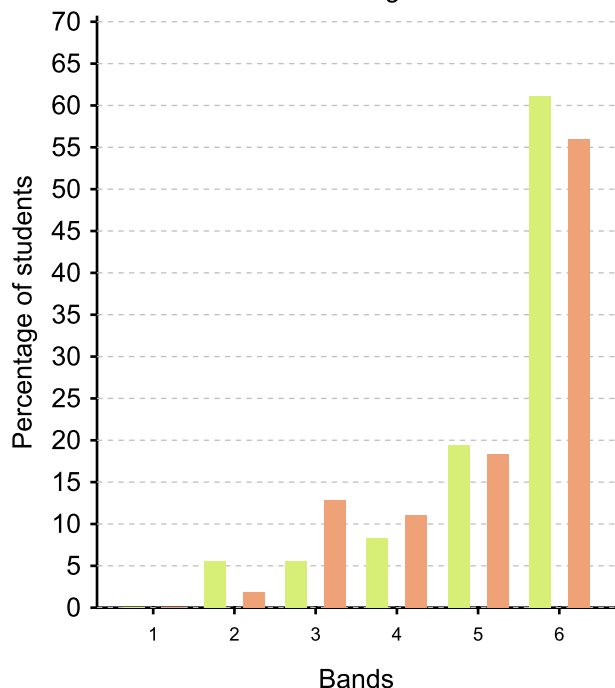
Percentage in bands:
Year 3 Grammar & Punctuation



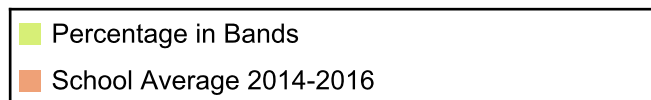
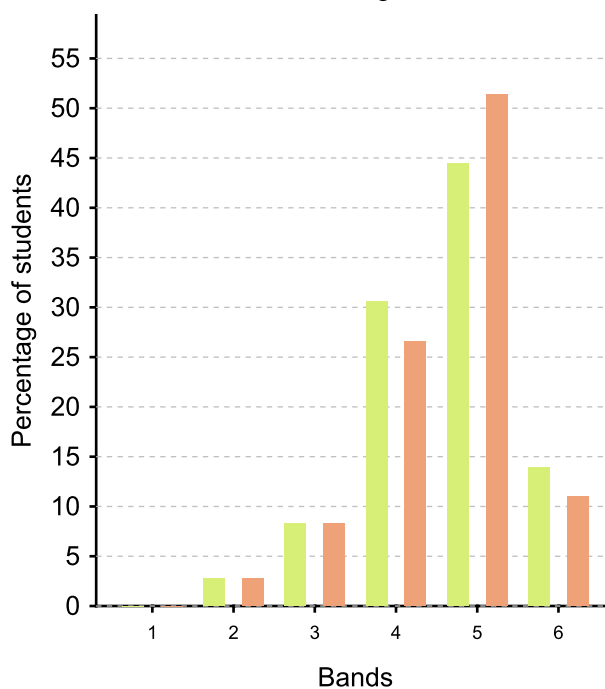
Percentage in bands:
Year 3 Spelling



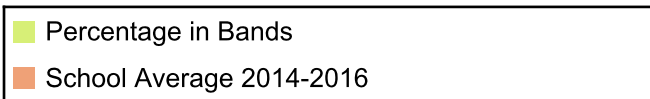
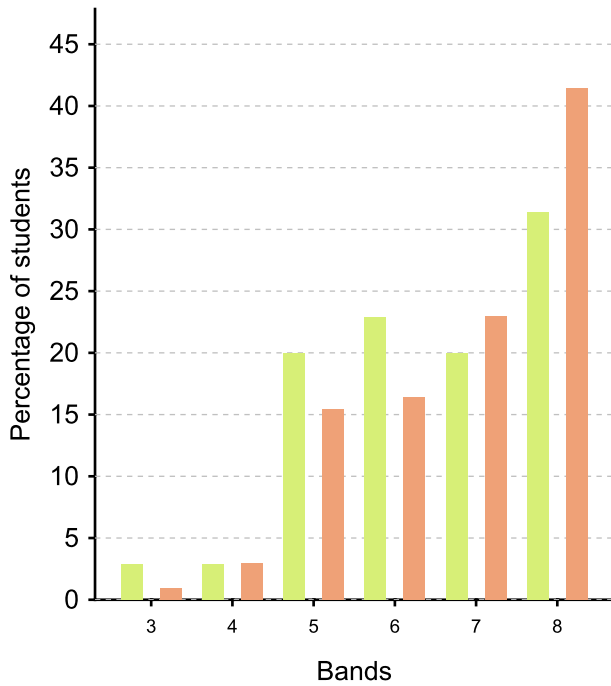
Percentage in bands:
Year 3 Reading



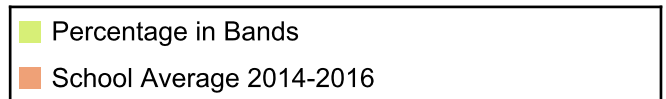
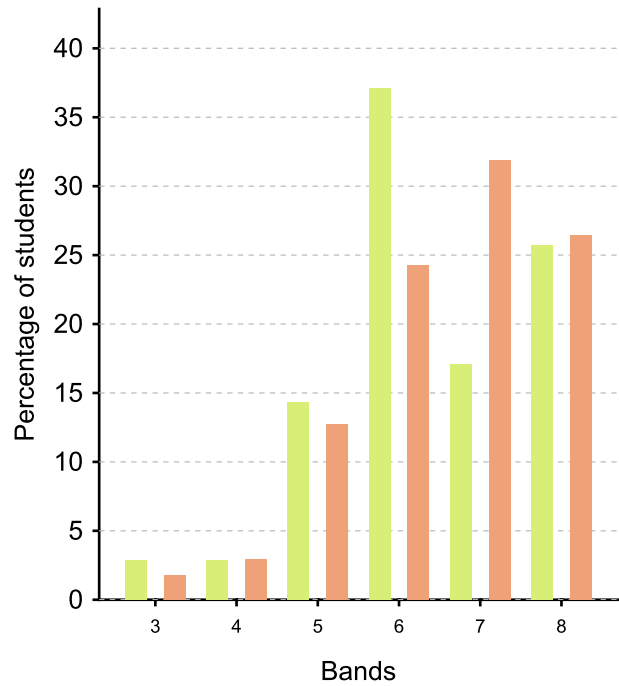
Percentage in bands:
Year 3 Writing



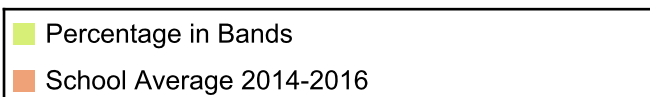
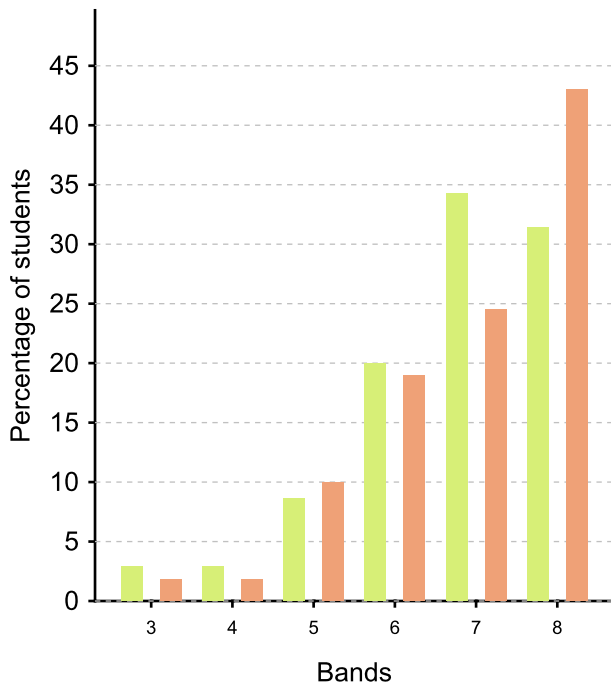
Percentage in bands:
Year 5 Grammar & Punctuation



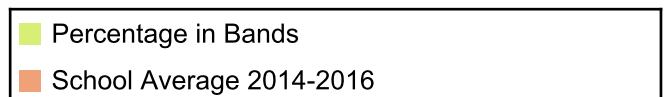
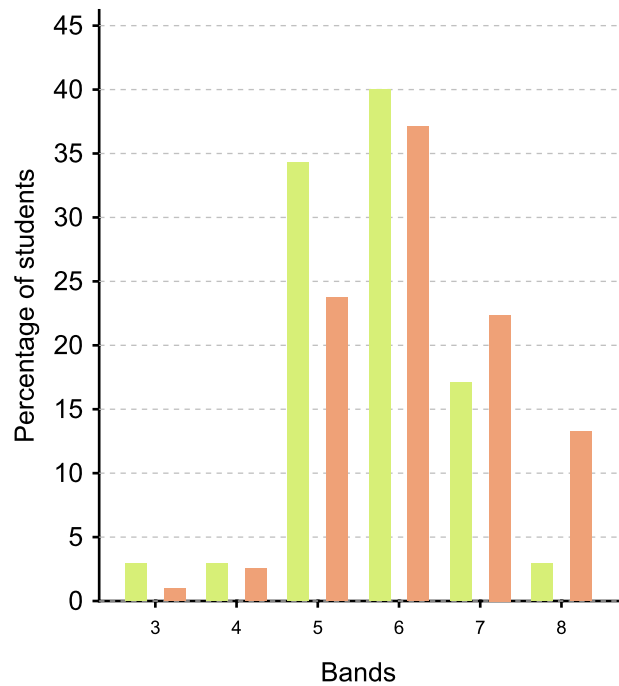
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about their school. Students, parents and teachers participated in the Tell Them From Me survey. Their responses are as follows–

Parents

Parents were invited to participate in the Partners in Learning survey and a small number of parents responded. A majority of parents who responded indicated that they feel welcome when they visit the school can easily speak with their child's teachers and believe teachers listen when they have a concern. Between 60 and 70 %of the parents surveyed indicate that they are well informed about school activities, can speak easily with the school principal and find the administrative staff helpful. 50% of our parents find scheduled activities difficult to attend.

Between 70 and 80% of parents surveyed believe that the school supports positive behaviour and between 60 and 70% of parents surveyed report that their child feels safe at school. It is our goal next year to engage more parents in the evaluative process.

Students

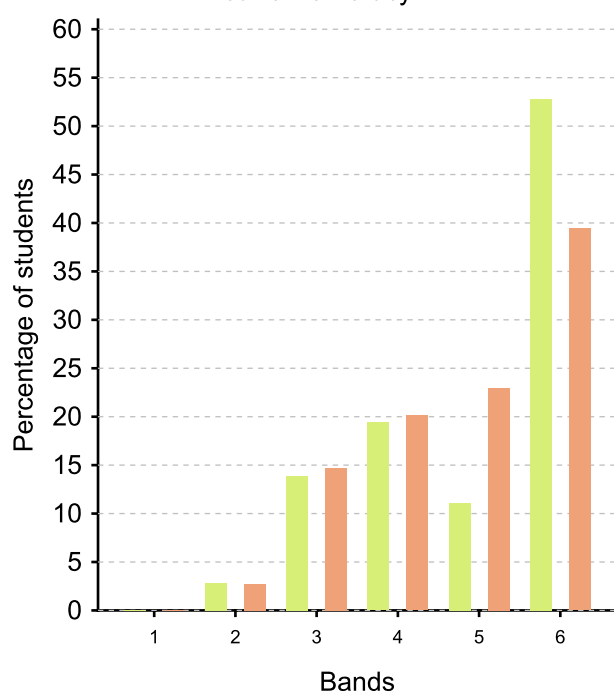
The students in years 4–6 were surveyed on relationships, school outcomes, behaviour, participation and motivation. 74% of students indicated that they feel accepted and valued by their peers and others at their school with 86% of students having friends at school they can trust and who encourage them to make positive choices. 96% of girls and *3% of boys believe that education will benefit them personally and economically and will have a strong bearing on their future. 80% of students state that they try hard to succeed in their learning.

A high number of students feel that teachers are responsive to their needs, that there are clear rules and expectations for classroom behaviour and that the school staff emphasises academic skills and hold high expectations for all students to succeed.

Teachers

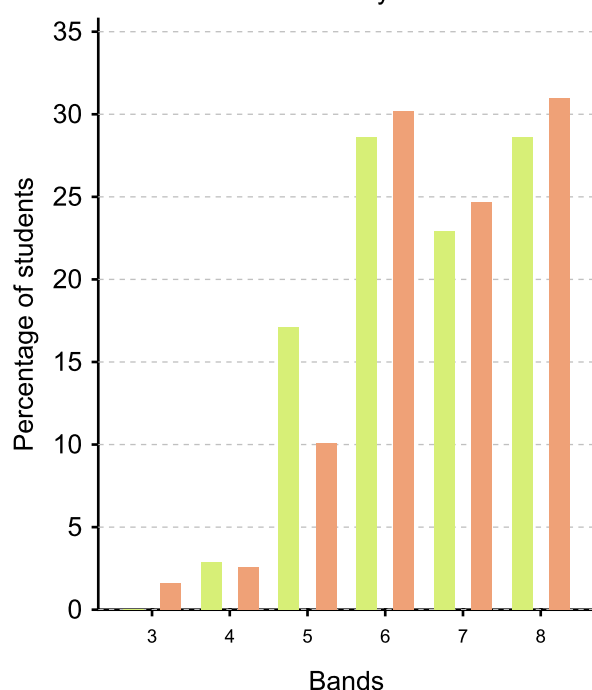
Teachers were surveyed on the dimensions of leadership and collaboration, Learning culture, teaching strategies, technology, parent involvement and inclusion. A high percentage of teachers value collaboration with their teaching colleagues and indicate they discuss practice, strategies and student need. They view the learning culture as positive and set high expectations for student learning. A high number of teachers surveyed are in regular contact with parents and make an effort to involve parents and other community members in creating learning opportunities. They identified technology as a tool for learning as an area for development.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

The Newtown North Public school community acknowledges the Gadigal people of the Eora nation on who's ancient land our school stands. Aboriginal perspectives are embedded into whole school curriculum and aims to develop a deep understanding of Aboriginal and Torres Strait Islander cultures and peoples past and present.

Newtown North Public school promotes respect for the unique and ancient culture of Aboriginal and Torres Strait islander peoples and supports Aboriginal students through:

- The development of personalised learning plans for all Aboriginal and Torres strait islander students
- Incorporating Aboriginal perspectives into school curriculum
- The incorporation of Aboriginal focused texts and resources as part of out teaching and learning materials
- Promote staff understanding of Aboriginal culture and history
- The commemoration of Sorry Day and reconciliation week with a special assembly and classroom activities
- The annual celebration of NAIDOC week.

Multicultural and anti-racism education

The cultural diversity of our school community is acknowledged in a variety of ways but specifically through the annual celebration of Harmony Day. Our community values the difference and cultural diversity of the school and teachers recognise and respond to the cultural needs of or families and their children. Inclusive teaching practices and multicultural resources seek to recognise and value the many cultures represented at the school.

In consultation with Our EALD teacher, classroom teachers develop strategies to best support the individual needs of students.

The role of the Anti Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to report an issue or make a complaint regarding racism. Three incidents of racism were reported in 2016 by individual students. After investigation the policy for Fair discipline was enacted and those who were offended were offered support and counselling. The school continues to strive for the elimination of discrimination through our curriculum and student wellbeing programs. Students understanding of racial discrimination is addressed through age appropriate classroom teaching and learning programs.

Other school programs

WELLBEING

Positive Behaviour For Learning

The wellbeing of our school community was a significant part of professional learning, classroom programs and school improvement. In 2016 Newtown North Public school introduced Positive Behaviour for Learning (PBL). PBL is an evidence-based whole school process to improve learning outcomes for all students. Wellbeing contributes to making public schools safe, effective teaching and learning environments that enable students to be healthy, happy, successful and productive. Building on the well established wellbeing policies already evident at Newtown North Public school we established a wellbeing team including a PBL implementation team. Key staff members undertook intensive training and developed a PBL implementation time line. The team trained all school staff and reviewed our school rules with a view to full implementation in 2017.

KIDSMATTER

Kidsmatter is a mental health and wellbeing initiative for primary schools. It is not a program but a framework that helps staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs. In 2016 we focused on creating a positive school community and teaching children social skills for good social and emotional development. Staff underwent training and developed resources to support the ongoing implementation of Kidsmatter and support for social and emotional learning at Newtown North. Hand in hand with Positive Behaviour for Learning, whole school wellbeing provides opportunities for our whole school community to support each other and engage in positive and effective teaching and learning. These initiative will be further developed in 2017.

Sydney University Mathematics Workshops

As part of the K-2 mathematics program our partnership with the University of Sydney Faculty of Education continued with a focus on assessment to further develop learning outcomes for students in stage one. The Masters of Teaching students assessed the students to determine their current understanding in number and then in small engaged the children in hands on activities to address their specific learning needs.

In semester two students in stages 2 and 3 worked with university students with a focus on measurement. Our students worked in small group student teacher designed lessons to support the development of volume and capacity through hands on activities. The activities provided opportunities for students to practise and demonstrate their understanding of estimating, measuring, comparing and recording through problem solving, reasoning and communicating mathematical ideas.

Debating

In 2016 our year 6 students participated in the Premiers Debating Challenge. Students competed with other schools within other local schools in a round robin competition. Students were given one hour to prepare for each debate and use the skills developed during the DET Arts Unit training day to form coherent arguments and rebut effectively. Our year five debating team participated in the Sydney Primary School Debating Competition in which one of the teams successfully made it to the competition final.

- Got Game Gymnastics
- Premiers Sporting challenge
- Athletics carnival 3–6
- Athletics Carnival K–2
- Zone carnivals
- Cross country
- Term 4 weekly swimming program K–6

CREATIVE AND PERFORMING ARTS

Music

Music is a highly valued feature of the Newtown North Public School program. Music is part of the whole school mainstream curriculum and forms part of our schools relief from face to face program providing a one hour music lesson per week for every class as part of a specialist program. Music and whole school singing are a feature of our weekly assemblies and many students participate in before and after school extra curricular programs. The Newtown North Darlington Public school combined band went from strength to strength in 2016 with both the Training and Jazz Bands achieving a silver award and the Concert Band achieving gold at the NSW School Band Festival. In term 3 our recorder and strings ensemble participated in the 2016 festival of music at the Sydney Opera house. The junior and senior choirs have performed at special assemblies throughout the year. Our much loved music teacher Mr Grahame Sandstrom retired in 2016 and we thank him for his commitment to Newtown North Public school and his passion for music education.

Drama

In 2016 our students and teachers worked together to stage a wide range of drama performances. Our year six students presented a fabulous production of Alice in Wonderland and year 5 performed Much Ado About Nothing. Both productions incorporated the drama and drama production skills of all of our stage 3 students. Students in Kindergarten to year 4 presented end of year productions incorporating the musical, drama and performance skills of all of our students including the annual K–2 Christmas concert. All performances were enjoyed by our enthusiastic and supportive parent community. In 2016 a small group of students entered the City of Sydney Eisteddfod successfully claiming first prize as well as two highly commended in the speech and drama category.

SPORT

Newtown north enjoyed another year of sporting success providing the students with a wide range of opportunities to improve fitness , develop skills and participate. In addition to weekly class activities some of the highlights of the year included:

- Annual Swimming carnival at Sydney University Pool
- Specialist Athletics program as part of the Got Game program
- Got Game Team Sport Program