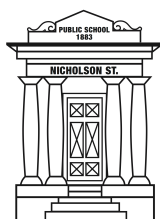


Nicholson Street Public School

Annual Report



2016



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Introduction

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

Mr Christopher Pevy–Buenen

Principal

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Message from the Principal

The 2016 school year at Nicholson Street Public School can be summed up in two words, persistence and purpose. Persistence was demonstrated in the way that all members of the school community continued to embrace the journey of school improvement that we set out upon during the previous school year. Transformational change remains a priority for us at Nicholson Street Public School as we work to ensure our students are critical thinkers who are curious and creative lifelong learners. This depth of change and growth takes time and I am proud of the way the community continues to embrace a strong and shared vision for the education of students at Nicholson Street Public School. A strong vision must be underpinned by a strong sense of purpose and it is a strong and shared moral purpose for the education of our students that continues to drive improvements across all aspects of our school.

The growth and success experienced at all levels of the school during 2016 can be attributed to the collaborative efforts of the community across three key elements that promote quality teaching and learning programs for our students. Firstly, our students are engaged and passionate learners who thrive on the real-world connections created by our teachers. They are motivated by high expectations and supported to work hard to meet and exceed the expectations placed on them. Secondly, our teachers remain committed to creating a learning culture that fosters student improvement and allows innovative teaching and learning practices to occur. They regularly collaborate to create high quality teaching and learning experiences for all students in the school. Finally, at the heart of the school is a community that has embraced and supported a vision for learning and student wellbeing that is making a difference across the school. The community works in conjunction with staff at the school to promote quality teaching and learning. The school enjoys tremendous support and engagement from our parent body and local community that allows us to run dynamic and innovative programs that promote student achievement and wellbeing.

I am proud of the achievements experienced across the school during 2016. During the annual self-assessment process the following aspects of our achievements were identified:

- The outstanding efforts of our school community in supporting public education were recognised with our P&C president, Ms Kathryn Reynolds receiving an Ultimo Operational Network Award in recognition of her leadership of the Nicholson Street Public School P&C and her tireless advocacy of the students as they progress from Kindergarten to Year 6 and onwards into high school.
- The continued and significant growth in the number of children in Year 3 achieving proficiency standard (top two bands of achievement) in the National Assessment Program in Literacy and Numeracy (NAPLAN) across all aspects tested indicating that our strategies targeting improved outcomes in early years literacy and numeracy continue to have a positive impact.
- The outstanding student leadership demonstrated in establishing a Christmas charity drive in support of the residents of the Montrose Aged Care facility in Balmain. This wonderful demonstration of selflessness and community mindedness allowed each resident from the care facility to receive a customised Christmas gift and gave the school choir to opportunity to visit the facility to entertain the residents and their families.
- The continued increase in engagement of the local community via the establishment of the Nicho Community Garden. This community project, led by staff from the after-school care provider and members of the wider community has provided students from all year levels with alternative avenues for leadership and has become a hub for members of the community to come together and work on a project that directly benefits the whole school community.

These achievements would not be possible without the leaders, teachers, support staff and volunteers who work at the school. Each of these individuals makes learning, laughter and life possible in our school and I thank each of them for wholeheartedly embracing a vision for the school that puts learning and learners at the core of all that we do as a school community.

Chris Pevy-Buenen

Principal

Message from the school community

This has been another big year for our Nicholson Street Public School P&C Association. We are very lucky to have a wonderful community of engaged parents who work closely with our Principal, our teachers and our kids. We have all worked incredibly hard during this past year to raise funds for the school and to support teaching and learning in classrooms. The Learning and Laughter in our school motto is not just for the kids – we all contribute in ways big and small to the life of our school, taking a lot from it and having fun along the way.

The P&C supports a number of extra-curricular and classroom based projects at Nicholson Street Public through our wonderful parents – the uniform shop, school banking initiative, the ethics teaching program, music program, the Buzz Book and the BESC coordinating committee to name a few. Our parents readily volunteer for reading groups, assist at sporting carnivals, accompany children to excursions and come together to cook and serve fresh food lunches for the whole school.

Then of course there is Halloween – our monster festival that raised \$45,000 in 2016. A fantastic result for a 'small' school. A huge amount of work goes into organising this festival but what a great show we put on for our kids and for our community. Thank you to everyone involved.

Our P&C has already approved \$36,000 in funding for projects in our school – from purchasing classroom reading resources, updating our interactive classroom technology, providing leadership opportunities for our Year 6 students, providing resources for the gardening project, continuing support for the artist in residence program and funding learning support staff.

No matter how small or large our efforts, it is our children who see us at work, so active in our community. I am very proud of the great working relationship that we have with Chris Buenen and his staff and thank them for all for their commitment to Nicholson St Public School.

Kathryn Reynolds

President

Message from the students

'Thinking about the future'

When I was in kindergarten I saw the 2010 captains and hoped that would one day be me standing on stage giving the morning messages to the people of the school community.

Five years later on the first day of year five I knew that this was the year to make a difference in the school. Three and a half terms later giving my speech I knew I had to give some good reasons to become the 2016 school captain. The school had helped me develop a great leadership presence and felt that I had consistently promoted the school values of Care, Respect, Cooperate and Being Safe. I had taken the time to develop a deep understanding of the active student leadership that is necessary to be an effective School Captain at Nicholson Street Public School and I felt confident and ready for the challenge.

When I found out I had become Nicholson Street School Captain for 2016 I started thinking about all the awesome opportunities I would be involved in. Soon after it dawned on me how much of a responsibility I had just taken on.

When we started going up on stage with the previous school captains I got worried but when we were about to do our first assembly I realised how easy it would be if I used the skills I had been taught, focused, put my all in and just did my best.

I feel that the challenge of having been a school captain will support me in being a more present and positive leader now and in the future.

Georgia Laga'aia – School Captain 2016

When I first nominated for captain I was just doing it because I thought it would be fun, but after a while I realised being captain would be a lot more. If I was going to be captain, I would have to make a difference.

So at the end of the year I found out that I was school captain and was so excited and was also really happy for Georgia and Asha. I wanted to make a difference to the school as captain and to give back to Nicholson Street Public School, a community that has given me so much. I'm proud of the work I did as a captain and thank everyone for a magnificent year.

Ingo Cottier – School Captain 2016

When I was running for captain for 2016 I wanted to make a difference to the school. Ever since I was young I wanted to be a leader. It was something important to me to change things and make things better.

I am passionate about giving students a voice and making school life the best it can be for everyone that comes to the school. I care about the rights and responsibilities of all people that walk through the school gates and want to ensure that Nicholson Street Public School is a caring, respectful, safe cooperative learning community. I was eager to have a say in making the great academic and social programs even better by being the voice of the student body.

Being captain was one of the best things to have happened to me. When I was told I was elected captain I was so pleased. I knew it would be so fun. Soon after I realised that it was much harder than I thought.

The role of captain was about making changes and working with the Principal to extend on previous ideas. I always liked to think about new ideas that might make the school better and work with members of the community to help make these ideas happen.

Asha Read-Box – School Vice-Captain 2016

School background

School vision statement

At Nicholson Street Public School we support our students to be resilient, respectful, locally engaged, globally prepared, critical thinkers, who are curious and creative lifelong learners.

At Nicholson Street Public School all members of the school community are encouraged to reach their potential as lifelong learners. All members of staff demonstrate a strong commitment to their own ongoing learning by actively seeking opportunities to be involved in professional development opportunities and by regularly reflecting on their own learning as part of the performance and development and school excellence frameworks.

For our students this means involvement in innovative, engaging and constantly improving learning experiences that promote the values of critical thinking and creativity through teaching and learning programs that are equitable and foster high expectations and intrinsic motivation.

As a community of learners we strive to work collaboratively with our community to ensure that the students who attend Nicholson Street Public School progress through their own educational journey experiencing success built around the school motto of learning, laughter and life.

School context

Nicholson Street Public School is located in East Balmain and provides a welcoming and supportive learning environment for students, staff, parents and the community.

The current school population of 170 students is drawn from the local area and reflects the diversity of the Balmain Peninsula. Nicholson Street Public School has a highly engaged P&C Association and prides itself on strong and supportive community partnerships.

The school's motto of, Learning, Laughter, Life underpins a focus on providing an excellent education for the individual student, both as a learner and person. Explicit teaching of literacy and numeracy and an integrated curriculum underpinned by a strong teaching and learning cycle ensures students are provided with every chance to succeed across all learning areas.

Student learning and a culture of distributive leadership are enhanced by student and teacher involvement in extensive extracurricular programs including a music program boasting a variety of ensembles and performance groups. Students are also able to participate in debating, public speaking, drama, technology club, environment and garden club and sporting teams to foster learning and creativity beyond the classroom.

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.

At regular intervals throughout the 2016 school year, the staff at Nicholson Street Public School examined the School Excellence Framework. The regular analysis and forthright review of school wide progress against the objectives of the school plan and associated milestones has fostered a sense of ownership and collective leadership amongst the teaching staff. Each member of the school staff is able to identify programs and processes that contribute to the ongoing growth of the school across the three school excellence domains of Learning, Teaching and Leading.

In the domain of Learning the school has primarily focused its improvement efforts on learning culture and wellbeing with a continued priority also given to curriculum and learning along with assessment and reporting via key projects and processes that link to the dimensions of Teaching and Leading. High expectations, underpinned and supported by the school's adoption of positive behaviour for learning (PBL) are supporting a learning culture that is fostering student improvement across all learning areas and allowing innovative learning practices to flourish. Nowhere is this more evident than in the school wide efforts to refine and develop our classrooms as digital learning hubs strategy that has ensured 21st century learning technologies underpinned by a sound pedagogical approach are evident in rich learning tasks across all year levels.

Key projects and initiatives targeted in the domain of Teaching have focused on improvements and growth across the elements of effective classroom practice and collaborative practice. Collaboration has been embedded at the core of our school improvement culture with teachers being provided with opportunities to plan, program, assess and review data, building skills as a stage team. Teachers regularly work together in systemic and meaningful ways to promote quality teaching practices. This culture of collaboration extends to a coaching and mentoring program that has fostered a stronger culture of instructional leadership and encouraged teachers to identify, understand and implement the most effective teaching methods with high priority given to evidence based teaching strategies.

In the domain of Leadership the key priorities in 2016 continued to be the promotion of leadership opportunities across the school and to further refine management practices and processes to better facilitate instructional leadership. Our achievements in this domain can be attributed to three key factors. Firstly, an organisational shift from traditional curriculum teams to targeted project teams allowed teachers and leaders to be better connected to the objectives of the strategic directions and initiatives. Secondly, the embedding a formal coaching and mentoring program for all teaching staff has increased instructional leadership and collaboration in line with goals identified in each teacher's annual performance and development plan and has provided targeted professional support to teachers irrespective of their level of experience and expertise. Finally, the leadership team continues to work in collaboration with the wider school community to foster a learning community that has high expectations across all elements of the school excellence framework.

A strong and shared vision for the education of students at Nicholson Street Public School has been at the core of all improvement efforts since the beginning of this current three year planning cycle. The achievements of our students, staff and community during the 2016 school year built on our already strong platform for improvement and allowed the school community to be prepared for the next steps as outlined in this report. An emphasis on self-assessment and feedback during the 2017 school year will continue to assist the school to prioritise and refine the strategic priorities of the school community ensuring innovation and excellence drive further improvements across the school.

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

Student Learning and Engagement

Purpose

To ensure that learning for all students K–6 is based on quality educational pedagogy so that students develop the skills to be literate, numerate, creative and critical thinkers.

Overall summary of progress

Quality teaching and reflective teaching and learning practices, the continued rollout of 21st century learning technologies into classrooms and a focus on enriching literacy and numeracy learning for gifted and talented students were the key drivers of progress made in student learning and engagement during 2016.

Improved collaboration and a culture of coaching and mentoring has resulted in evidence based classroom strategies being utilised more effectively across the school. The collection of student achievement data and better tracking student of growth have ensured that teachers are better able to track the positive impacts associated with teaching and learning interventions ensuring they focus on what is working in their classrooms.

The classrooms as digital learning hubs strategy that began in 2015 continued to grow and develop in 2016. The roll out of an additional 20 iPads expanded the fleet of mobile devices in the school and improvements to IT infrastructure has allowed teachers to focus on ensuring that 21st century learning technologies have been effectively embedded into rich learning tasks that are underpinned by a sound pedagogical approach.

Finally, better planning and programming for students who identify as gifted and talent ensured that teachers created quality differentiated learning programs that extended and enriched student learning with a particular focus on outcomes in English and Mathematics. Evidence based strategies to support learners achieve to a high standard in English and Mathematics have been evident in all teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% or more of students achieve proficiency standard in NAPLAN reading. 45% or more of students achieve proficiency standard in NAPLAN spelling. 35% or more of students achieve proficiency standard in NAPLAN writing. 50% or more of students achieve proficiency standard in NAPLAN grammar and punctuation. 45% or more of students achieve proficiency standard in NAPLAN numeracy.	65% of students achieved proficiency standard in NAPLAN reading. 50% of students achieved proficiency in NAPLAN spelling. 41% of students achieved proficiency in NAPLAN writing. 47% of students achieved proficiency in NAPLAN grammar and punctuation (65% in Year 3). 36% of students achieved proficiency in NAPLAN numeracy (55% in Year 3).	\$4884 – Quality literacy and numeracy resources, \$3324 – literacy and numeracy professional development, \$16699– iPads and associated mobile learning technology, computer coordinator funding – \$4656

Next Steps

- Continue to engage all teaching staff in ongoing professional development to further support the development of teacher expertise in the areas of assessment and feedback, including participation in the collaborative selection and creation of school based, Kindergarten to Year 6 formative, summative and diagnostic assessments that result in sustained data collection and ongoing student achievement tracking relative to the revised learning progressions and syllabus outcomes.
- Introduce an explicit school based phonics education program across Kindergarten to Year 2 to support the systematic teaching of the relationship between sounds and the written spelling patterns, or graphemes, which represent them. The teaching of phonics should emphasises the skills of decoding new words by sounding them

out and combining or 'blending' the sound–spelling patterns directly resulting in improved English outcomes in reading, writing and speaking and listening.

- Revise school gifted and talented policies and procedures to best meet the needs of identified learners and ensure that innovative gifted and talented pedagogical approaches that focus on enriched learning experiences in English and mathematics are evident across all teaching and learning programs Kindergarten to Year 6.

Strategic Direction 2

School Welfare and Wellbeing

Purpose

To establish and maintain a positive, nurturing and stimulating environment that prepares students for life, with efforts and achievements of all the community recognised and valued. Students are motivated and engaged in their learning and strive to be the best they can be which is modelled by the adults in the community. All students, through committed partnerships, positive programs, practices and school procedures develop the positive skills, values and attitudes necessary to become active participants of our global society.

Overall summary of progress

The implementation of positive behaviour for learning (PBL) as the school's overarching student welfare and wellbeing approach was the core focus in supporting positive outcomes in school welfare and wellbeing during the 2016 school year. The PBL team, consisting of members at all levels of the school worked to gather supporting data and evidence of behavioural interventions to support the create of a framework to support student learning and behaviour across the school. The team has delivered key supporting documentation that will enable the system to be fully operational in all school settings in the 2017 school year.

A continued focus on the way the school learning support team operates to support students with additional needs ensured that the referral systems in place remained easy for students, parents and teachers to access support in a range of areas. More students accessed the expertise of the learning support team however successful interventions that were put in place resulted in a significantly reduced turnaround time.

The positive education program delivered by classroom teachers incorporated the explicit teaching of values and resilience building strategies ensuring that students were provided with authentic strategies to assist in dealing with personal challenges experienced both at school and in their personal life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students engaged in a rigorous positive education program across the school. 100% of teachers delivering high quality positive education program across the school. 60% decrease in school suspensions. 60% decrease in school withdrawal. 80% decrease in documented in class behaviour incidents based on reported incident data.	100% of students engaged in a quality positive education program and provided positive feedback about the learning they experienced. All teachers delivered a high quality rigorous positive education program as part of the PDHPE curriculum. School suspensions continued to decrease (down 70% since 2014). The number of student removals from classrooms for behavioural reasons continued to decline with documented withdrawals down by 50% on 2015 figures.	Professional learning expenditure focused on supporting PBL implementation for both PBL team and rest of school community. • Professional Learning (\$3400.00)

Next Steps

- Train staff to support the utilisation of LMBR student management software to better track student referrals for both positive and negative school behaviours (including types of behaviour, location and other relevant information) ensuring that the behaviour management practices outlined during the implementation of PBL are confidently implemented and incidents are reported and managed.
- Collaboratively revise, promote, implement an updated school wide behaviour management reward system to further support the adoption of PBL as a community driven approach to behaviour management. Staff will also commit to reviewing the ongoing effectiveness of the revised system and reporting this feedback to the community.

- Ensure that the positive education programs delivered by all classroom teachers as part of PDHPE lessons include strong messages around anti-bullying and provide students and families with key information and skills via workshops and learning programs on ways they can promote and support a cohesive and collaborate school culture free from bullying.

Strategic Direction 3

School Wide Leadership Capacity

Purpose

To ensure that students, staff and families have opportunities to display authentic leadership in the school context. To engage all students, staff and families in the authentic decision making at the school. To promote and sustain a culture of sustainable leadership within the community ensuring long term programs and initiatives continue to be developed and run at all levels of the school community.

Overall summary of progress

School wide leadership capacity and a stronger model of distributive leadership across the school were the results experienced by implementing the shift away from curriculum based leadership teams to teams strongly linked to the key projects and strategic directions of the school. Greater ownership at all stages of planning, reviewing and reporting on progress made against agreed milestones ensured better input from staff at all levels throughout the year..

Instructional leadership was greatly increased via the development of a school wide coaching and mentoring program that provided in class support for classroom teachers and facilitated further capacity building for our school executive as they supported and mentored staff in achieving goals set in the PDP process.

Leadership opportunities for students remained similar to previous years but the introduction of a garden program run by community volunteers facilitated leadership opportunities for students from lower year levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% increase of students engaged in authentic leadership roles across the school. 100% staff participation rates in Performance and Development Plans in line with the Professional Development Framework. 60% increase in teachers engaging in the leadership development across the school. Notable increase in parent/school partnerships that promote student engagement in extracurricular and leadership activities. 80% positive feedback from families on the leadership initiatives and practices in place at the school.	100% of teaching staff successfully completed the performance and development plan process participating in structured goal setting, professional observations, self-assessments and an annual review meeting based on growth coaching principles and practices. 100% of teaching staff played active roles in leadership teams based around the strategic directions and associated projects as outlined in the school plan. Newly established community initiatives such as the school garden program provided alternative and meaningful leadership options for students from all year levels resulting in increased opportunities for students to demonstrate leadership.	\$4217 Career Development Professional Learning

Next Steps

- Continue to foster a school wide distributive leadership model via the maintenance of team structures that are linked to key projects and strategic directions and provide staff at all levels with opportunities to initiate, lead and report on programs as well deliver professional learning to the school community.
- Improve student voice and advocacy via the establishment of formal opportunities for student leaders in all year levels to confidently communicate student opinions and thoughts on important matters that directly impact upon their quality of school life.
- Utilise the projected increase in QTSS staffing allocation to support the extension of the coaching and mentoring

program in order to ensure that teachers are empowered to successfully complete their personal development goals as well as facilitate professional and personal growth in areas of interest and leadership.

- Review meeting schedules and purposes across the school to provide project teams with additional time to plan, implement and report on the project objectives created as part of the 2017 school milestone document.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Increased engagement of parents in the creation of personal learning plans for Aboriginal students has fostered a greater sense of inclusivity and engagement with Aboriginal families. The input from parents throughout the planning process also allowed for greater dialogue between home and school and has ensured that Aboriginal perspectives are evident in teaching and learning programs across all classes. Aboriginal students have also been encouraged to form relationships with other Aboriginal students beyond the school through involvement in organised events within the local schools area.	Total resource value • Aboriginal background loading (\$922.00)
English language proficiency	English language proficiency funding was primarily been utilised to provide learning and resource support to identified students. The provision of casual relief allowed specialist teachers to ascertain learning requirements based on the EALD progressions which was central to the success of the program. Teachers working with large numbers of students with additional EALD needs were also provided training and resources to support these children both in withdrawal sessions and in the classroom. The ELP funding also assisted to provide additional time for the creation of structured EALD student progress reports to families that outlined progress in relation to the EALD progressions.	Total resource value • English language proficiency (\$5 189.00)
Low level adjustment for disability	Low level adjustment for disability funding was utilised to provide additional SLSO learning support to targeted children who otherwise receive no specific funding to support their additional learning needs. This funding provided approximately an additional day per week of school learning support officer support during the 2016 school year.	School Learning Support Officer (SLSO) 1 day per week. Total resource value: \$8113.00 • Low level adjustment for disability (\$8 113.00)
Quality Teaching, Successful Students (QTSS)	Funding delivered under this initiative was utilised to support the creation of a school wide coaching and mentoring program facilitated by the assistant principals. The funding was used to provide casual relief for executive staff to ensure they were able to provide instructional leadership to all teachers and assist them in achieving the personal goals outlined in 2016 professional development plans along with school wide focus areas.	Total Resource Value: Delivered as an initial staffing allocation of 0.06 FTE revised to 0.112 FTE in July 2016 • Quality Teaching, Successful Students (QTSS) (\$11 426.35)
Socio-economic background	This funding source was utilised to provide additional financial support to students who were unable to attend excursions, extracurricular programs or allied health assessments. By making a formal, confidential request to the principal parents were able to access funding support allowing children to access resources and/or events where they may otherwise have missed out.	Total resource value expended: \$1675.94 • Socio-economic background (\$1 622.00)
Support for beginning teachers	Beginning teacher support funding was	Total funding amount:

Support for beginning teachers	<p>utilised to provide release from face to face teaching to a newly appointed permanent teacher and her assigned mentor equivalent to two hours per week for the beginning teacher and one hour per week for the mentor. This program linked to the coaching and mentoring program established using the QTSS funding provided to the school during 2016 allowed the beginning teacher to develop skills in behaviour management, feedback and assessment, collaboration and teacher accreditation.</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$13 377.89)
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	85	94	91	82
Girls	78	75	65	71

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	97	96.4	95
1	97.2	95.7	95	91.6
2	95.1	96	94.2	93.2
3	95.8	96.1	95	94.8
4	95.1	96.8	95.6	95.3
5	95.5	96.5	96.7	92.8
6	94.5	96.2	95.3	92.6
All Years	95.9	96.3	95.4	93.6
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

Structure of classes

Due to increasing student enrolments during the 2016 school year seven mixed ability, composite classes were able to be formed for the second half of the school year. Class structures were adjusted as follows to best meet the needs of the students and match the operational requirements of the school:

K, K/1, 1/2, 2/3, 3/4, 3/4 & 5/6

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	1.91
Other Positions	0.06

*Full Time Equivalent

No staff members at Nicholson Street Public School identify as Aboriginal or Torres Strait Islander in heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

Professional learning and teacher accreditation

All teaching and support staff at Nicholson Street Public School are actively engaged in professional development that is directly linked to the objectives of the school plan as well as each individual's personal development plans. Weekly professional learning events were attended by 100% of teaching staff and all members of the school staff participated in a range of mandatory child protection and safety training as directed by the Department of Education.

All staff members participated in school development day activities. Across five school development days all members of staff participated in workshops covering: Staff induction and a range of compliance training, team building and strategic directions, attendance at the Community of Leichhardt Area Schools conference, linking 21st century technologies and rich task assessments, the staffing agreement and professional development framework, collaborative practice, teaching creative writing effectively, building resilience and wellbeing as well as a range of teacher led workshops.

In addition to the school development days, staff participated in the following professional learning linked to both school strategic directions and their personal development plans:

- Tier 1 universal prevention and school wide systems for PBL
- PBL Masterclass – Professor Terry Scott
- Primary executive Network conference
- ICT induction and coordinator training
- Embedding Aboriginal and Torres Strait Islander content across the KLAs
- Early career teachers conference
- Classroom management and building a positive learning environment
- School Communities working together training
- Understanding personalised learning and support

Total expenditure for professional development during 2016 (including casual relief) exceeded \$20000.

In 2016 there were two early career teachers working towards attaining accreditation at proficient teacher level and six teachers maintaining their accreditation at proficient level. Opportunities were provided to early career teachers employed in both permanent and temporary roles to participate in a range of registered and locally delivered professional development experiences to best meet their needs and ensure they received targeted professional development commensurate to their level of experience.

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.

There were no significant variations in revenue or expenditure during 2016. School and community sourced funding was reduced in line with the expected income received for the bi-annual major school camps. Expenditure on capital programs increased from previous years due to the redevelopment of the outside stage area in the main playground.

Income	\$
Balance brought forward	96 934.37
Global funds	117 774.93
Tied funds	86 460.95
School & community sources	122 163.89
Interest	2 269.32
Trust receipts	1 358.35
Canteen	0.00
Total income	426 961.81
Expenditure	
Teaching & learning	
Key learning areas	30 543.80
Excursions	10 705.21
Extracurricular dissections	50 010.98
Library	1 098.40
Training & development	3 446.41
Tied funds	75 366.39
Short term relief	27 068.02
Administration & office	32 868.14
School-operated canteen	0.00
Utilities	18 578.21
Maintenance	15 467.46
Trust accounts	9 413.10
Capital programs	18 580.00
Total expenditure	293 146.12
Balance carried forward	133 815.69

	2016 Actual (\$)
Opening Balance	0.00
Revenue	179 288.42
(2a) Appropriation	135 676.32
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	43 514.69
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	97.41
Expenses	-81 082.71
Recurrent Expenses	-81 082.71
(3a) Employee Related	-34 819.89
(3b) Operating Expenses	-46 262.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	98 205.71
Balance Carried Forward	98 205.71

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.

The information provided in the financial summary above includes reporting from 17 October 2016 to 31 December 2016.

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	1 163 719.23
Base Per Capita	8 528.78
Base Location	0.00
Other Base	1 155 190.45
Equity Total	66 910.60
Equity Aboriginal	921.71
Equity Socio economic	1 675.95
Equity Language	5 189.50
Equity Disability	59 123.44
Targeted Total	35 310.00
Other Total	7 182.25
Grand Total	1 273 122.08

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.

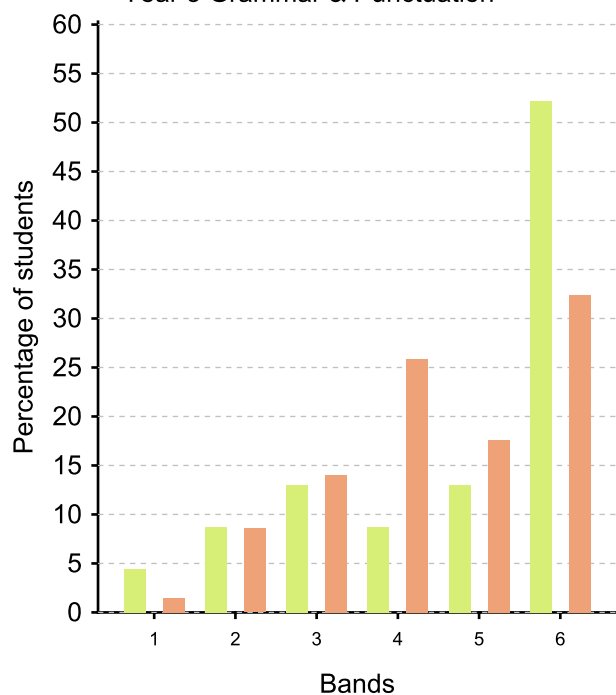
School performance

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.

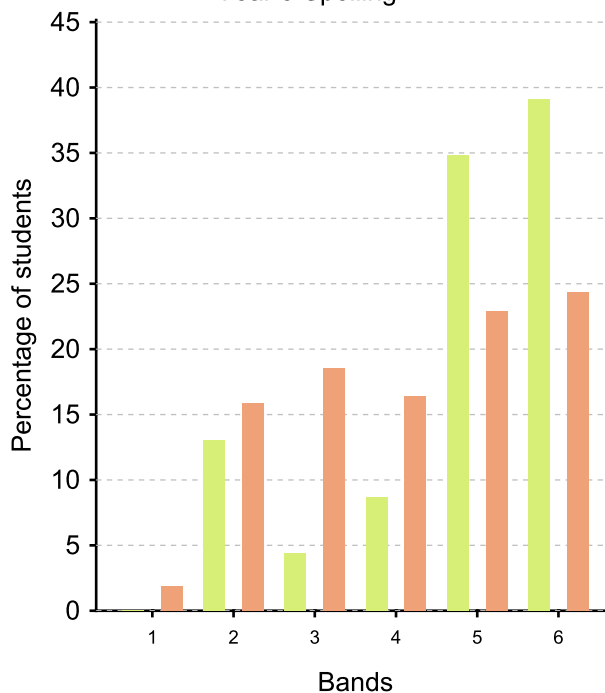
The graphs displayed on the following pages show the performance of the Nicholson Street Public School Year 3 and 5 student's performance in the 2016 NAPLAN tests. It can be difficult to compare test results of the students from year to year at Nicholson Street Public School largely due to changes in student demographics and the relatively small nature of the school. What is valuable to the school are the identification of trends over time as these help reflect on the progress made due to current programs and initiatives as well as assist in shaping future directions.

Percentage in bands:
Year 3 Grammar & Punctuation



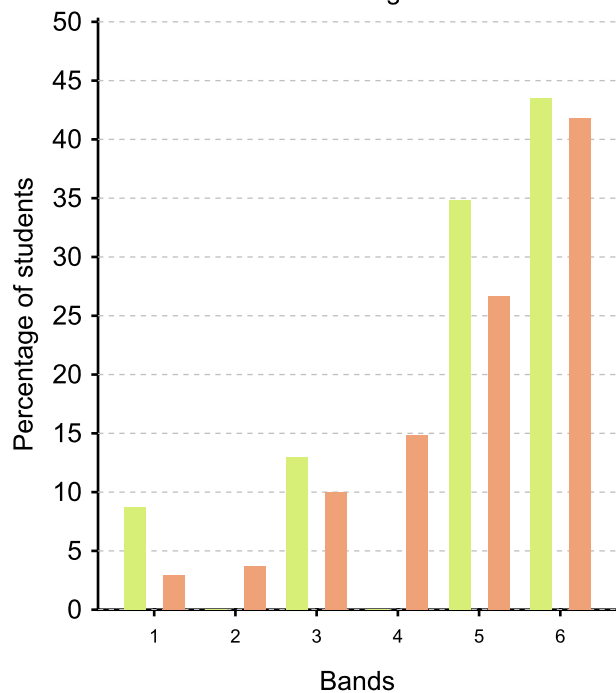
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



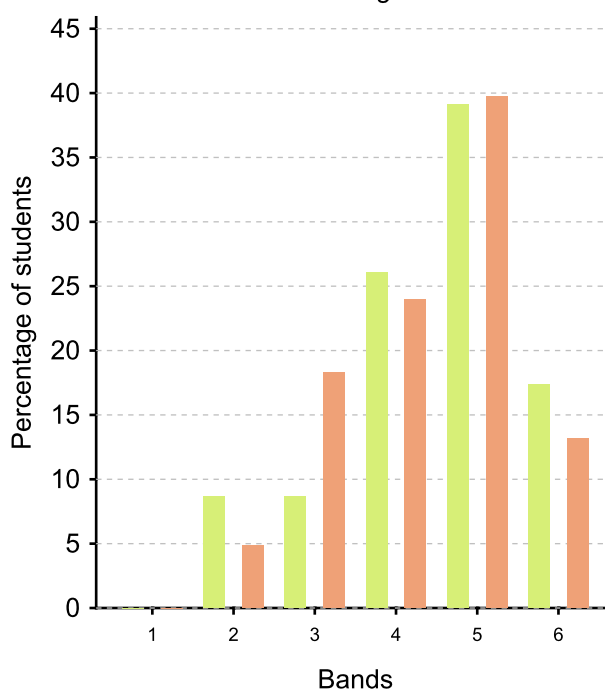
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



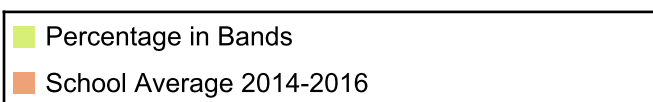
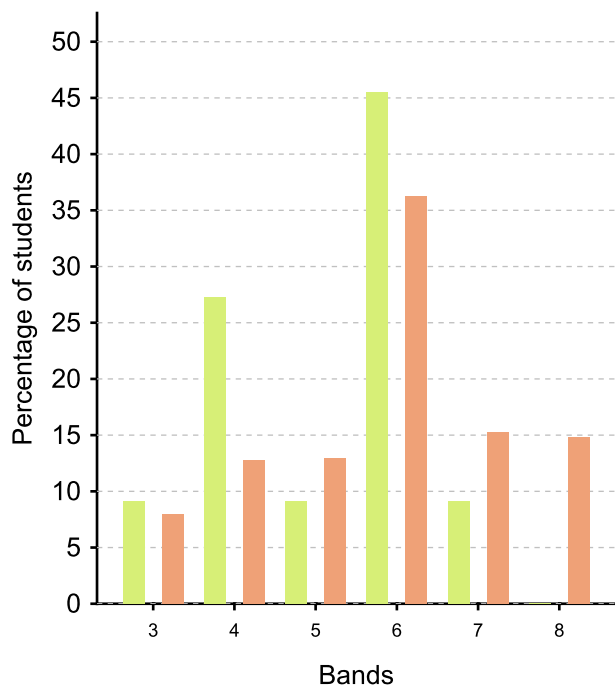
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

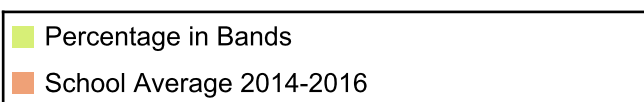
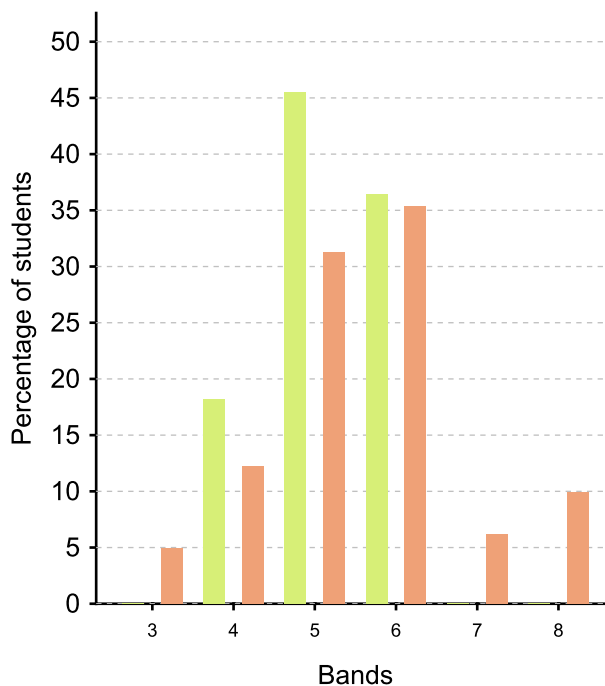


Percentage in Bands
School Average 2014-2016

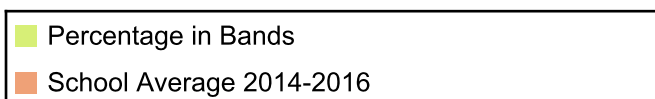
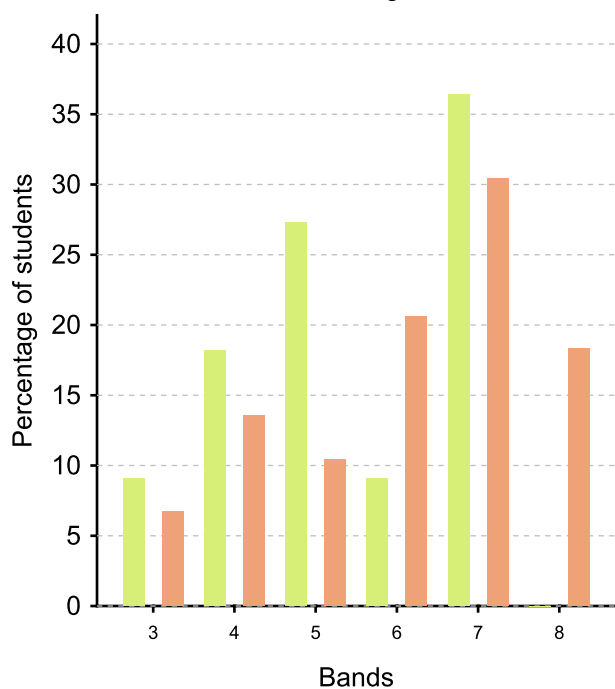
Percentage in bands:
Year 5 Grammar & Punctuation



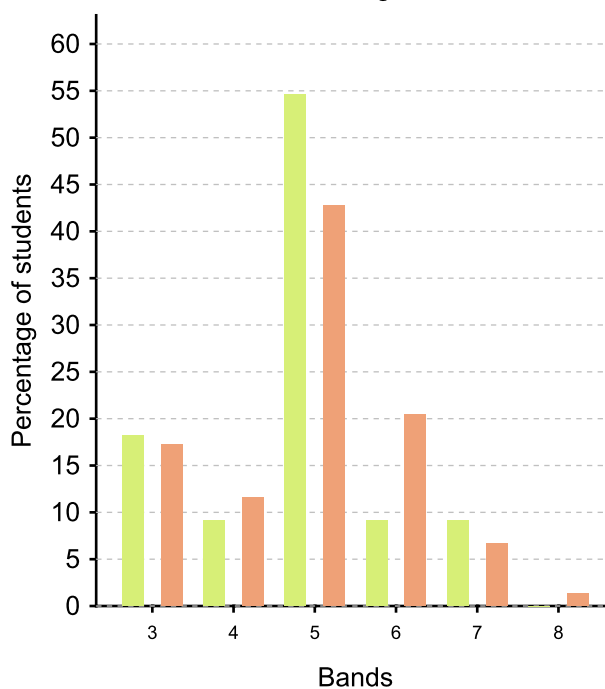
Percentage in bands:
Year 5 Spelling



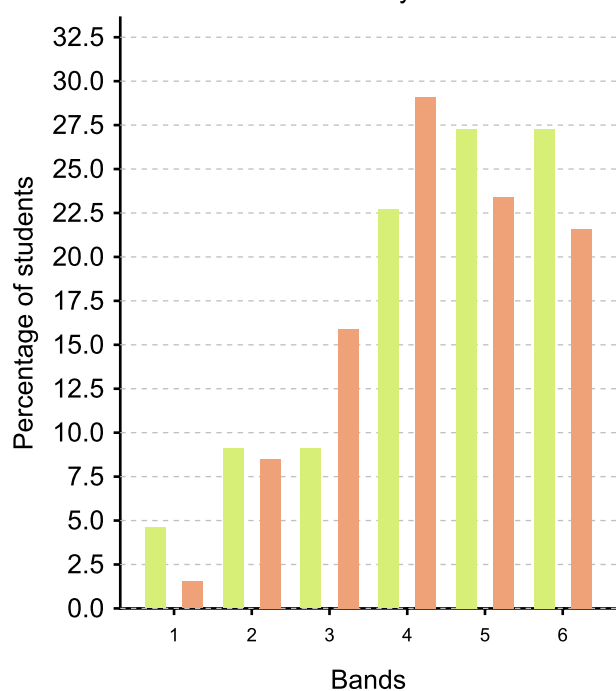
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



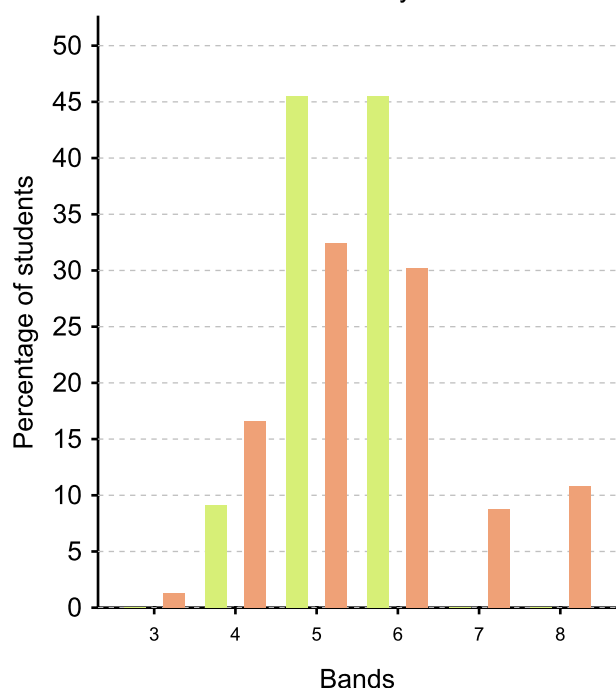
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

In accordance with the *Premier's priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and writing. The percentage of Year 3 students in the top two bands continued to increase significantly (from 2014) in reading, numeracy, spelling, grammar and punctuation and remained steady in writing. The percentage of Year 5 students in the top two bands in 2016 decreased across reading, numeracy, spelling, grammar and punctuation but remained steady in writing.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2016 the school sought the opinions of students, staff and parents via a range of survey methods. Survey questions were posed to students, teachers and parents at different points during the 2016 school year and examined elements of learning, teaching and leadership. Responses from the community across these areas are presented below:

- The vast majority of students believe they try hard to succeed in their learning.
- Students rated their teachers' expectations for academic success highly.
- The majority of students believed that the introduction of iPads and other mobile computing technology have been helpful to their learning and have improved their ability to access technology in the classroom.
- The vast majority of parents believe that the school rules and expectations are clear to their child and teachers support the implementation of these school rules.
- The vast majority of parents feel welcome when they visit the school and believe they can easily speak with their child's teachers regarding educational or social concerns.
- Parents believe that teachers try and understand the learning needs of students with special needs.
- Staff members believe that school leaders work in partnership to support improvements in student learning.
- 77% of staff agree (11% strongly agree) that involvement in the coaching and mentoring program has led to changes in their teaching and practises of learners in their classroom.
- 67% of staff strongly agree and 33% agree that leaders in the school are effectively leading improvement and change.

Policy requirements

Aboriginal education

Nicholson Street Public School remains focused on delivering authentic and integrated Aboriginal Education to all the students at the school. Each teacher works to ensure that Aboriginal and Torres Strait Islander histories and cultures are valued and embraced as essential cross curriculum priorities during the planning of work. The school community is committed to the teaching and learning of Aboriginal Education, built on the premise of raising mutual respect and trust between all sectors of Australian society. Aboriginal students are valued as school leaders within the school and their successes are acknowledged with one student receiving an award at the annual 'Deadly Awards' and each student receiving awards throughout the year in recognition of their growth and achievements.



Multicultural and anti-racism education

Nicholson Street Public School promotes multicultural education by creating a learning culture that acknowledges and celebrates difference as well as promotes learning as a vehicle for equity and harmony. 27 students enrolled at the school identify as having a language background other than English and 17 language groups are represented within the student population. Multicultural education is also promoted via the school's involvement in Harmony Day activities and the acknowledgement of significant cultural events celebrated by our families.

Anti-Racism education at the school is supported by the appointment of an Anti-Racism Contact Officer who during 2016 revised Anti-Racism referral and reporting procedures to ensure that concerns related to racism are resolved in a supportive and proactive manner.