

Neutral Bay Public School

Annual Report



2017



2730

Introduction

The Annual Report for **2017** is provided to the community of **Neutral Bay 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.

David Shuster

Principal

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Message from the Principal

In 2017, we had much to be proud of at Neutral Bay Public School. The students achieved outstanding success in academic areas and in a wide range of extracurricula activities.

A number of new initiatives were introduced in 2017. These included the second stage of Positive Behaviour for Learning (PBL) which at Neutral Bay we titled the *Bay Way*; parent information sessions on mathematics, reading, NAPLAN, and cyber safety; the trialling of Term 3 Parent/Teacher interviews in addition to Term 1 interviews; a school Facebook page to which over 300 families subscribed and the development of our link with Moree Public School through the City/Country Schools' Alliance. I am appreciative of the staff and parent support for these initiatives.

In addition to these initiatives, our school staff participated in a range of professional learning activities throughout the year mainly in their own time. Our school committed \$215 000 for this purpose, knowing the direct benefit professional learning has for student learning.

In NAPLAN, our students performed at a high level as demonstrated by:

- 48% of Year 3 students achieved the highest band in aspects of literacy and numeracy;
- 41% of Year 5 students achieved the highest band in aspects of literacy and numeracy;
- 71% of Year 5 students achieved higher than expected growth from Year 3 in aspects of literacy and numeracy; and
- 65% of Year 7 students achieved higher than expected growth from Year 5 in aspects of literacy and numeracy.

We are extremely appreciative to our parents and community. To our classroom helpers and those who help with the P&C, School Council, canteen, committees, Scripture, Ethics, library, excursions, sport, uniform, concerts, band, classroom learning programs and special days – we value you very much for your assistance and what you have added to our school.

To our staff, which includes teachers and administration, I thank you for your dedication to our profession, the commitment you made to the students and the extra work you undertook which added to our school.

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

David Shuster

Grad. Dip. (Ed.Admin.), B. Ed., Dip. Teach.

Neutral Bay Public School Parents' and Citizens' Association Annual Report 2017

The Neutral Bay Public School Parents' & Citizens' Association (P&C) is pleased to report on its activities for 2017. The P&C Association fulfils a number of functions in the school community:

- as a forum for parent and school executive interaction and consultation, with regular contributions from both the Principal & Deputy Principals;
- the provision of funding for key educational and other resources through fundraising activities;
- operating two businesses which provide key services to the community (Canteen and Uniform Shop);
- organisation of the school bands and the orchestra;
- organisation of social and other events for school families and the community;
- representing the views of and providing information to the school community; and
- representing parents in interactions with our broader local community.

Funding Projects: The primary objective of the P&C's fundraising activities is to direct funds towards enhancing the educational outcomes and experiences for all students at the school. Accordingly, in the year to 30 September 2017, the P&C Association contributed \$210 000 to the ongoing support of the science and music programs at the School (\$10 000), support of support learning programs (\$30 000) and the provision of future-focused furniture (\$20 000). This year, the P&C also funded the purchase of several air conditioning units for classrooms, with additional installation of units to follow in 2018 (\$30 000).

Voluntary Contribution: Voluntary contributions are the backbone of the P&C's fundraising efforts. We raised \$119 862 from voluntary contributions in 2017, with a participation rate of 85%, compared to a participation rate of over 60% in 2016, and around 50% in 2015.

Fundraising and Events: Neutral Bay Public School enjoyed another year of strong fundraising and events. The highlights for 2017 included the Twilight Picnic, Welcome Evening, Grandfriends' Day, Mother's & Father's Day dances and stalls, Father's Day breakfast and the End of School Picnic, as well as the State By-Election and Local Government Election barbeques. These were all great community events, supported by our parent body and our wonderful group of volunteers.

Our highlight event for the year was Shrek Junior, where students from Years 3 & 4 participated in a very entertaining comical musical. This was followed by the Shrek Ball 'A Medieval Banquet' where parents enjoyed a night at Simmer on the Bay, Walsh Bay.

Our school Art Auction was another major fundraiser for the school calendar year, held in November. Professionally framed artworks made by each class were auctioned at a series of end-of-year celebration nights. This event raised \$27 820, surpassing the goal of \$15 000.

Thanks are extended to Vanessa Baumer-Rowley for her contribution as Fundraising and Events Coordinator. I would also like to thank Jenni Spillane, Treasurer, for her work relating to fundraising and Monica Gessner for her communications and involvement with the newsletter and the P&C Committee.

Uniform Shop: It has been another busy and fruitful year for the Uniform Shop. Total sales were \$160,000 with a profit of \$50 000, while second-hand sales increased, slightly impacting new sales.

We have increased the number of second-hand sales to two – three per term, helping us to support parents, turn over stock and promote recycling. While we continue to be challenged for storage space, we have been able to manage this by using shelving, rearranging the main shop and the second-hand items, as well as keeping inventory sales of new items at a manageable level.

Canteen: The canteen takes pride in creating tasty meals or snacks for students and teachers at reasonable prices and is an early implementer of the new Healthy Canteen Strategy. It is regarded highly by the North Sydney Council in their annual Food Premises Inspection. The canteen enjoys a relatively unique model of non-for-profit, which ensures healthy and varied menu options at low prices. This model can only be sustained with the support of a large number of volunteers and, with the class volunteer system, this has been successful. We would like to take this opportunity to thank all volunteers for their hard work in the daily running of the canteen this year.

General: It has been a very busy year in 2017 and I have now served one year as President. I have the privilege of working with an outstanding group of people and I am pleased to report the continued success of the P&C, which is entirely due to the dedicated volunteers who continue to place the school community as a high priority in their often busy lives. Our volunteers are critical to the ongoing events, fundraising, Uniform Shop, Canteen and band and orchestra programs.

I want to thank the entire P&C Executive team for their tireless efforts during 2017.

On behalf of the parents and the entire Neutral Bay Public School community, I wish to acknowledge the incredible contribution that the teaching and administrative staff continues to deliver for our children, the students. Accordingly, the P&C extends its gratitude for their amazing professionalism, dedication and support.

Sharmila Soorian – President, Neutral Bay Public School

School Council 2017

The Neutral Bay Public School Council provides a forum to discuss current school issues, projects and initiatives, determine school priorities, ratify school policies and work with the Principal and Deputy Principals on financial matters and budgeting. The Council is currently comprised of the Principal, Deputy Principal, parent representatives, staff representatives and a community representative. For many years, our community representative on the School Council has been Jillian Skinner, former State Member for North Shore and a past parent and current grandparent of the school.

The Council exhibits a lower profile than the P&C, and works more closely on matters such as school budgets, school physical environment, safety, school curriculum and academic results, plus working with the Department of Education to assist the school in the delivery of the highest quality education possible. Critically, we directly assist the School Executive to deliver the School Plan.

The major issue being addressed by Council in 2017 was lobbying to obtain funding from the State Government to deliver the School Future Plan. This plan details the building of school facilities to accommodate additional enrolments in future years. The plan is not only critical for the school's future, but once completed will alleviate the current and immediate shortfall of classrooms. The plan involves formally requesting funds to extend the school and includes a building that is likely to be 2–3 storeys to maximise the use of land and include an additional 14 or more classrooms, Before and After School Care (OOSH), a larger hall, purpose-built rest and breakout areas, toilets, library, canteen, staffroom, entry and exit plans and a new administration area. The plan is critical for the school to maintain its high standards of education.

Since submitting the plan in Oct 2016 to the Department of Education, the Council, along with the School Executive, have been seeking approval to commence the project. During 2017, we had the opportunity to present the School Future Plan in a school visit to The Honorable Minister of Education Mr Rob Stokes and Local State Member Felicity Wilson, who gained an appreciation of our request. In 2018, we will continue to lobby Government for project approval.

Council would again like to specially acknowledge and thank school parent Vikki Van Dijk, who was a major contributor to the generation of School Future Plan documents.

Other issues addressed by Council during 2018 were a continued focus around school safety, a re-writing of the Council Constitution due for completion in 2018, planning and assistance of additional spaces for Out Of School Hours childcare (OOSH), ensuring the anti-bullying policy was up to date and exploring the possibility of changed school hours in the future.

I am stepping down as President in 2018 and handing over to Kim Thompson, who I wish all the very best for the role. I will remain as a Parent Representative for another term, along with Rachel Partis and Jessica Keen. I would like to thank the efforts of all Council members and those mentioned above, plus David Shuster (Principal), Victor Tan (Deputy Principal Terms 1 & 2), Bryony Herborn (relieving Deputy Principal Terms 3 & 4) Lauren Irvine and Julia Hudson as Teacher Representatives and Jillian Skinner as Community Representative.

David Jackson – President, Neutral Bay Public School

School background

School vision statement

To develop each child's academic, social, creative, physical, cultural and citizenship ability.

School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curricula, as well as in technology, public speaking, creative arts, band, sport and student leadership. Opportunity classes for academically able students in Years 5 and 6 offer extension and enrichment programs. In a safe and caring environment, all students are encouraged to be active participants in their learning. The school values, develops and maintains strong partnerships with parents and the community. The school is well supported by an active P&C and a committed School Council.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The results of this process indicated that in the domain of Learning, our school is ***Sustaining and Growing*** in the elements of *Learning Culture, Curriculum and Learning, Assessment and Reporting* and *Student Performance Measures*. We are ***Delivering*** in *Wellbeing*.

Our efforts have focused primarily on learning, wellbeing and curriculum. School evaluation and evidence collected in 2017 have highlighted the following:

- A demonstrated commitment to catering for individual learning needs through practices such as differentiation and individual learning plans.
- Staff engagement in reflection on best practices, the use of rubrics, consistency in teacher judgement practices and setting of student learning goals.
- Explicit processes have been developed in all grades from Kindergarten to Year 6 to collect, analyse and report on student achievement and school performance.
- All staff implementing curriculum programs developing student knowledge, understanding and skills in employing Focus on Reading (FoR) comprehension strategies.
- Stage 1 staff implementing Teaching Early Numeracy (TEN) strategies.
- All staff implementing scope and sequences for the NSW syllabuses for Australian Curricula in History and Geography.
- Positive, respectful relationships are evident among students, staff and parents.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

Our focus in 2018 includes:

- A review of Neutral Bay Public School's policies relating to student wellbeing to provide a common language and developmental progression for teaching specific social and emotional skills.
- Enhanced learning and leadership opportunities provided to students through the implementation of the peer-led Peer Support program, developing skills in resilience, assertiveness, decision making, problem solving and leadership.
- A continued focus on the monitoring, tracking and use of learning progressions, appropriate to the relevant domain of learning, to direct teaching and inform ongoing student reflection.
- Continued parent information sessions as reflected through parent feedback.

Teaching:

The results of this process indicated that in the domain of Teaching, our school is **Sustaining and Growing** in all elements. These are: *Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards*.

Our efforts have primarily focused on collaborative practice and effective classroom practice. School evaluation and evidence collected in 2017 highlighted the following:

- Teachers use student performance data to adjust their planning and programming and provide student feedback.
- Assessment measures are used regularly to help monitor student learning progress, to identify skill gaps for improvement and determine future teaching and learning.
- There is a strong professional learning focus on improved teaching methods in literacy and numeracy and sharing best practice.
- All teachers work together to improve teaching and learning in their grade. Collaborative planning days held each term focus on consistency of curriculum delivery and the development of differentiated units of work in literacy and numeracy.
- Teachers incorporate evidence-based practice through reflections and evaluations of collective work.
- All staff members are actively engaged in formulating their own Performance and Development Plans to strengthen their practice framed on Australian Professional Standards for Teachers.

Our focus in 2018 will be:

- Providing professional learning for explicit systems in classroom observation, modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- Ongoing professional development in Visible Learning pedagogy across the school, embedding learning dispositions, learning intentions and success criteria into curriculum delivery to maximise the impact of learning strategies on student achievement.
- Two senior staff members working in an instructional leader role, linking personalised professional learning and student learning by employing coaching, observation and team-teaching opportunities.
- Continued focus on the use and interpretation of student performance data and feedback to evaluate impact on student learning through collaborative practice.
- Ongoing and systematic approach for all students from Kindergarten to Year 6 with a focus on spelling in 2018.

Leading:

The results of this process indicated that in the domain of Leading, our school is **Sustaining and Growing** in *Leadership and Management Practices and Processes*. We are **Delivering** in *School Planning, Implementation and Reporting and School Resources*.

Our efforts have focused on providing leadership to engage the community, support early career teachers and aspiring leaders and provide professional learning for the staff.

Our school has a Leadership Team who meets on a weekly basis to discuss, plan, engage and inspire all of our staff and community. Parent bodies, including the Parents' and Citizens' Association (P&C) and School Council, are also part of this process. School evaluation and evidence collected in 2017 highlighted the following:

- The school has strong bonds with the parents and wider community as evidenced by feedback, support and participation by the community in a range of academic and social activities.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.
- Technology is readily accessible to students and staff through the provision of iPads in each classroom and on a 1:1 basis in Years 5 & 6. Technology infrastructure and on-hand support allows collaborative learning to extend beyond the classroom.
- Wide range and involvement in parent educational sessions on topics including comprehension, mathematics and cyber safety.
- The Tell Them From Me parent and student survey was conducted to allow stakeholders an opportunity to anonymously provide input into school improvement initiatives in eight aspects: leadership, collaboration, learning culture, data-informing practice, teaching strategies, technology, inclusive school and parental involvement.
- The Middle Harbour Early Career Teachers' Network was established to offer opportunities to teachers in the first few years of teaching to network, connect with leaders in the community and explore best pedagogical practice.
- Continued early career teachers' guidance, support and resourcing.
- Development and resourcing of aspiring leaders' skills and understandings.
- Engaging staff in a range of relevant professional learning linked with their Personal Development Plans (PDPs) and resourcing these activities.
- Developing appropriate procedures for gathering student information such as Planning Literacy and Numeracy data (PLAN) and learning continuums.
- Provision of appropriate resources such as School Learning Support Officers to assist in implementing individual learning plans.

- Providing appropriate resourcing for teaching and learning activities.

Our focus in 2018 will include:

- Continuing to develop and expand the executive mentoring program.
- Providing assistance with accreditation.
- Continuing emphasis on community engagement and participation in school planning.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Drive Our Educational Practice

Purpose

To aspire for all students at Neutral Bay Public School to be successful, confident and creative learners.

Overall summary of progress

Our efforts in driving educational practice has established school-wide strategies and professional development practices to build the capacity and confidence of staff to design and deliver high quality teaching and learning experiences across the school. Lesson observation and peer mentoring have enabled staff to share their experiences and improve teaching practice across the whole school.

Professional learning programs have been implemented in 2017 that support student engagement through quality teaching and formative assessment. Positive outcomes include school-wide training and implementation of the Focus on Reading program from Kindergarten to Year 6, emphasising 'deliberate' teaching that incorporates insightful assessment, the use of rich texts, planning for explicit instruction based on students' needs, the provision of purposeful feedback and opportunities for student reflection.

Strong teacher collaboration and regular collaborative assessment of data informs and drives school planning and classroom programming. Teachers regularly use Planning Literacy and Numeracy data (PLAN) to plot student progress in all aspects of the literacy and numeracy continuums. Standardised tests were implemented for benchmarking all students in spelling, numeracy and reading. A range of ongoing differentiated assessment tasks and strategies were analysed to determine future focus areas for development and improvement.

In 2017, Kindergarten, Year 1 and Year 2 implemented the TEN (Targeted Early Numeracy) program. This involved lesson observations and peer mentoring opportunities and emphasised the importance of short, focussed and frequent opportunities to increase the rate and proficiency of numeracy learning for targeted students.

Implementation has allowed staff to share their expertise in and beyond the classroom to contribute to quality teaching and learning across each grade. Integration of new evidence-based teaching programs and strategies will further improve staff capacity to implement meaningful and effective whole school programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the percentage of students in the top band of NAPLAN writing:<ul style="list-style-type: none">–Year 3 from 41% to 45%–Year 5 from 22% to 30%• Increase the percentage of students achieving greater than expected growth in NAPLAN writing:<ul style="list-style-type: none">–Years 3–5 from 80% to 85%–Years 5–7 from 66% to 70%	\$27 829	<p>NAPLAN data demonstrates continued pleasing performances by our students in the top band of writing:</p> <ul style="list-style-type: none">• The norm for Year 3 students performing at the top band of writing in government schools is 14.5%. The norm for our school is 33.8%.• The norm for Year 5 students performing at the top band of writing in government schools is 5.3%. The norm for our school is 22.6%. <p>Geography & History Scope and Sequences were implemented from Kindergarten to Year 6 as evidenced by teaching and learning programs and assessments.</p> <p>All teachers from Kindergarten to Year 6 trained in <i>Focus on Reading</i>. Super Six reading strategies were implemented in classrooms across grades. Teaching lessons and programs were developed collaboratively by each grade focusing on the inclusion of strategies including rich texts, multimodal texts, flexible grouping, accountable talk and explicit and systematic teaching.</p> <p>Teachers delivered quality differentiated learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increase the percentage of students in the top band of NAPLAN writing: <p>–Year 3 from 41% to 45%</p> <p>–Year 5 from 22% to 30%</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving greater than expected growth in NAPLAN writing: <p>–Years 3–5 from 80% to 85%</p> <p>–Years 5–7 from 66% to 70%</p>		<p>programs across the school to support students. Standardised and school-based assessments have been used to track and monitor students' progress.</p> <p>Adjustments to teaching programs made to support student needs and differentiate learning tasks in order to support and extend identified students.</p> <p>100% of students plotted in PLAN for all aspects of literacy and numeracy. Progressive Achievement Test (PAT), Single Word Spelling Test (SWST) and Planning Literacy and Numeracy (PLAN) data have been used to inform teaching and learning programs and report to parents.</p> <p>All teachers participated in four collaborative grade planning days, allowing them to design and deliver high quality teaching and learning experiences across the school. Instructional rounds were implemented each semester, providing opportunities to reflect on teaching practices and pedagogy.</p> <p>All teachers from Kindergarten to Year 2 were trained in the Targeted Early Numeracy (TEN) program and strategies were implemented across all classrooms from Kindergarten to Year 2.</p>

Next Steps

- Continuation of quality teaching rounds that support sharing and collaboration of best practice.
- Training in Visible Learning pedagogy across the school to support the use of goal setting, success criteria and feedback to improve student learning.
- Introduction of our STEMS (Science and Technology, Engineering and Mathematics) program to encourage students to deep understanding and develop creative and critical thinking skills within an authentic context.
- Staff collaboration within and across stages to ensure consistency of curriculum delivery, differentiation and consistency of teacher judgement.
- Planning Early Literacy and Numeracy (PLAN) data to be analysed and used for reporting and programming.

Strategic Direction 2

Promote Well-being and Citizenship

Purpose

To develop Neutral Bay Public School citizens who live fulfilling, productive and responsible lives.

Overall summary of progress

Our efforts in promoting well-being and citizenship have continued to develop classroom practices and enhance student relationships, habits of personal resilience and behaviour.

Our school implemented Positive Behaviour for Learning (PBL) in 2017, focusing on classroom systems. New procedures were implemented relating to how we consistently track student behaviour in and between classrooms and encouraging students to work towards the goal of self-regulation and ownership of their behaviour. Targeted interventions encouraged students to learn from natural consequences and addressed social-emotional skills through evidence-based programs.

In 2018, our school will focus on intensive interventions by targeting a small number of students who require support in the form of individualised behaviour intervention plans that are linked to school-wide expectations. Responsibility, respect, achieving your personal best and self-reflection are key elements of the school's ethos, leading to a supportive learning environment. In association with PBL, social skills programs were implemented in all grades to support student learning across both academic and affective domains.

All staff members have been actively engaged in formulating their own professional learning goals aligned with the school plan and Australian Professional Teaching Standards. This has resulted in staff working collectively and individually towards key priorities and targets.

In association with enhanced Learning and Support Team processes, this has provided enhanced monitoring and planning of student progress. This enabled us to improve early identification and intervention to provide stronger, more focussed support to individual students in partnership with parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 80% of students, staff and parents meaningfully connect with student well-being programs in our school.• 90% of students show positive behaviours for effective learning.	\$12 354	<p>Tell Them from Me (TTFM) survey data indicated:</p> <ul style="list-style-type: none">• 93% of students in Years 4, 5 and 6 report positive behaviour at school for effective and engaged learning.• 93% of students report positive relationships with high socio-emotional outcomes. <p>A framework of expectations, teaching matrix, associated lessons, whole-school award system and structures for dealing with incidents were implemented.</p> <p>549 Principal Awards were presented as part of the whole-school wellbeing initiative 'Positive Behaviour for Learning' (PBL). The PBL Committee met on a fortnightly basis to plan, evaluate and adjust the implementation of the whole-school framework.</p> <p>Student and parent community meetings were provided on the following topics: 'Where Did I Come From?', 'Preparing for Puberty' and 'Cyber Safety'.</p> <p>Key staff members were trained in the implementation and delivery of Peer Support.</p> <p>Successful implementation of wellbeing programs</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 80% of students, staff and parents meaningfully connect with student well-being programs in our school. • 90% of students show positive behaviours for effective learning. 		<p>such as Bounce Back, GirlPower and GoodGuys, class buddies (K–6) and yoga (Years 5–6).</p> <p>Adjustments were made to support student needs and differentiate learning tasks in order to support and extend identified students.</p> <p>As part of our City–Country Alliance, six staff members attended Moree Public school for one week, team teaching local classes, visiting local schools in the area and viewing significant sites in the Wee Waa, Narrabri and Moree area.</p> <p>All students from Kindergarten to Year 6 celebrated NAIDOC WEEK, participating in a variety of activities, including playing the didgeridoo, throwing boomerangs, listening to Dreamtime stories, studying artefacts, contributing to a whole-school artwork, having faces painted with ochre paint and watching traditional dances.</p>

Next Steps

- Implementation of Phase Three of PBL (Positive Behaviour for Learning), focusing on intervention systems for students with behaviour and/or learning needs.
- Whole-school professional learning based on identification of gifted and talented student, utilising teacher, parent and peer/self-identification procedures.
- Develop a deeper understanding of Nationally Consistent Collection of Data (NCCD) adjustments to benefit students at our school.
- Implementation of Peer Support in 2018, facilitated by trained Year 6 peer leaders.
- Delivery of a well-being parent information night to explain how we support the learning needs of students and families requiring additional support.

Strategic Direction 3

Productive Partnerships

Purpose

To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

Overall summary of progress

Our school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's individual learning path. Practices were developed to help parents understand the learning progress of their child and strategies to effectively support them to learn. This included sharing individual student goals set in literacy and numeracy. Parents were welcomed into their child's learning with multiple opportunities provided to parents to reinforce the connection between home and school. These include opportunities for parents to celebrate their child's learning and achievements in parent-teacher interviews held in Terms 1 and 3, open classrooms, combined whole-school assemblies, a variety of functions and participation in Tell Them From Me (TTFM) surveys.

Parental support is strong, especially in financial contributions and active support of extra-curricular programs. Regular communication is encouraged between home and school, leading to high levels of volunteering in many and varied aspects of school life. This includes the canteen, uniform shop, band, P&C fundraising activities, the Stage 2 Musical Shrek Jnr, whole-school Art Auction, Year 6 Art Exhibition, parent evening workshops and various school information sessions. In addition, the School Plan and School Excellence Framework were prepared and successfully delivered with full consultation of all stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Parent attendance at P&C meetings will increase by 20%.• Participation in school surveys will be at or above a response rate of 40%.	\$1606	<p>Parent attendance at P&C meetings has not increased since 2015. Funding of important teaching and learning programs has been maintained. All vacant positions in the P&C Association were filled for 2018 and beyond.</p> <p>Our whole-school Art Auction, run in partnership with the P&C Association, raised \$27 820, surpassing our goal of \$15 000.</p> <p>The introduction of Neutral Bay Facebook Closed Group offers an avenue for our school to share information with our school community and showcase our school achievements.</p> <p>Our school app, Primary Parent Planner, offers information about school events to the community, including push notifications, calendar, school newsletter, canteen link to Flexischools, notes and school policies.</p> <p>Reporting to parent procedures increased in 2017, with parent-teacher interviews or written reports given every term. Parent-teacher interviews were offered in both Terms 1 and 3 in 2017 as a result of parent feedback. Online bookings allowed for efficient and productive scheduling and timetabling.</p> <p>Two parent evening workshops on the teaching of mathematics and reading attracted widespread interest, with over 285 parents in attendance. These workshops informed parents about the use of explicit strategies to teach key aspects of</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Parent attendance at P&C meetings will increase by 20%. • Participation in school surveys will be at or above a response rate of 40%. 		<p>comprehension and mathematics and featured interactive workshops showcasing techniques and teaching strategies.</p> <p>The Harbourside Network continues to provide learning and collaborative opportunities for Principals, Deputy Principals, and Early Career Teachers.</p> <p>The Middle Harbour Early Career Teacher Network offered opportunities to teachers in the first few years of teaching to network, connect with leaders in the community and explore best pedagogical practice with an orientation to the profession and to teaching. A number of issues were considered such as classroom management, the NSW Education Standards Authority (NESA) and accreditation, planning, mentoring and programming.</p>

Next Steps

- Enhanced networking between schools for classroom teachers with the Harbourside Learning Community.
- Continued opportunities to enhance communication between school/home.
- Continued development of the social media presence for Neutral Bay Public School.
- Develop opportunities with the School Council to discuss current school issues and enhance further aspects of projects and initiatives concerning the future planning of Neutral Bay Public School.
- Organisation of two Parent Focus Group evenings in order for the school to gain further ideas and suggestions in areas such as school communication, community engagement and inclusiveness of our school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$61 648	<p><i>Link to Strategic Directions 1 & 2</i></p> <ul style="list-style-type: none"> • The Learning and Support Team (LaST) planned, implemented and monitored classroom-based projects aimed at professional development of staff to assist targeted students. • School Learning Support officers (SLSOs) implemented programs to assist targeted students. • Individual, small group and in-class support provided for a range of students with special needs and English as an Additional Language or Dialect (EAL/D) students.
Low level adjustment for disability	\$98 197	<p><i>Link to Strategic Directions 1 & 2</i></p> <ul style="list-style-type: none"> • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. • Learning and Support Team planned, implemented and monitored classroom-based projects aimed at professional development of staff to assist targeted students. • SLSOs implemented programs to assist targeted students.
Socio-economic background	\$2501	<p><i>Link to Strategic Direction 2</i></p> <ul style="list-style-type: none"> • These funds were used to support the learning needs of targeted students and families requiring support. • The Learning and Support Team (LaST) planned, implemented and monitored classroom-based projects aimed at professional development of staff to assist targeted students.
Support for beginning teachers	\$70 052	<p><i>Link to Strategic Directions 1 & 2</i></p> <ul style="list-style-type: none"> • These funds were used to support our beginning teachers in the areas of professional learning, mentoring, programming, class management and membership of the Middle Harbour Early Career Teacher network. • Beginning teachers were provided with additional release time, mentoring and support to seek and maintain their accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	450	463	484	488
Girls	448	501	502	492

Neutral Bay Public School shows steadily increasing enrolment and increased to 39 classes in 2017. It is expected that this trend will continue in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	96.9	95.1	95.3
1	96.6	95.9	94	95
2	95.6	96.1	94.5	95.1
3	96.3	95.6	95.9	95.3
4	96	96.1	94.5	95.4
5	96.5	96.2	94.8	95.3
6	95.6	95.4	93.7	94.3
All Years	96.1	96.1	94.6	95.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence.

Late arrivals (after 9.30am) and early departures are signed in and out at the office. These are counted as partial absences and are monitored and require explanation. Absences longer than a week require further documentation such as medical certificates for illness/injury or leave applications for holidays/special events. Requests for extended absences must be submitted to the principal and approval is only given with good reason consistent with DoE policies.

Neutral Bay Public School continues to work with parents to raise awareness of school processes, including Applications for Extended Leave, explanation of absences from school and the importance of school attendance.

Management of non-attendance

Schools, in partnership with parents, are responsible for promoting the regular attendance of students. All schools must monitor student attendance and follow these procedures.

Student attendance is monitored regularly and is above State DoE average. Online rolls are marked in all classes and attendance is monitored closely by Deputy Principals and grade leaders.

Class sizes

Class	Total
KL	23
KD	24
KC	23
KSV	22
KB	23
KM	23
AR0042	21
1A	23
1L	24
1K	22
1G	22
1C	23
2M	25
2L	24
2J	23
2E	24
2V	24
2C	25
3H	28
3D	28
3C	29
3T	26
3J	28
4I	27
4H	27
4D	26
4P	26
4M	27
5K	28
5B	26
5T	30
5R	29
5M	26
6C	30
6S	24
6A	24
6R	24
6P	24

6K	24
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Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	38.06
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

0% of teaching staff identify as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Neutral Bay Public School staff in 2017. With research supporting teacher quality being the single largest indicator of student success, this was a significant focus area for us.

Professional learning meetings are scheduled every Wednesday to address mandatory training requirements and teacher learning aligned with the school directions, goals and priorities outlined in the school plan. Our focus was on building a shared vision for student learning informed by evidenced-based

practice that improves student learning outcomes and performance.

All teachers from Kindergarten to Year 6 were trained in the implementation of Focus on Reading to build teachers' knowledge and strategies for the explicit teaching of reading in all subjects. This allowed teachers to work collaboratively to build a shared understanding of teaching reading strategies through action-based learning. Observation of teacher practice within and across schools allowed teachers to develop and support changed pedagogy.

Across the year, teachers were provided with additional time to work with Mr Andrew Wright, a specialist teacher with expertise and experience in implementing learning technologies across the curriculum. Exemplary classroom practice was modelled through the collaborative development of teaching and learning programs with classroom teachers in regards to Information and Communication technology (ICT). Support was provided through team teaching and demonstration lessons using ICT, provision of specialist advice/support and mentoring on aspects of ICT.

Throughout the year, teachers worked together to observe colleagues, visit classrooms within our own school and across schools. In addition, timetabled collaborative time allowed teachers to engage in deep professional dialogue about teaching and learning programs and student assessment data to ensure consistent teacher judgement across the grade, stage and school.

In 2017, eight staff members were successfully accredited as Proficient Teachers as described in the Australian Professional Teaching Standards. All staff, executive and the Principal completed the Performance and Development Program (PDP) process. Staff Development Days focused on mandatory training requirements and School Plan priorities. Grade collaborative planning days were generously supported in the implementation of School Plan priorities.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	393,858
Revenue	7,489,298
Appropriation	6,621,197
Sale of Goods and Services	13,483
Grants and Contributions	845,654
Gain and Loss	0
Other Revenue	0
Investment Income	8,964
Expenses	-7,475,981
Recurrent Expenses	-7,482,560
Employee Related	-6,604,844
Operating Expenses	-877,716
Capital Expenses	6,579
Employee Related	0
Operating Expenses	6,579
SURPLUS / DEFICIT FOR THE YEAR	13,317
Balance Carried Forward	407,174

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,048,850
Base Per Capita	150,687
Base Location	0
Other Base	5,898,163
Equity Total	162,973
Equity Aboriginal	627
Equity Socio economic	2,501
Equity Language	61,648
Equity Disability	98,197
Targeted Total	86,861
Other Total	181,263
Grand Total	6,479,946

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

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

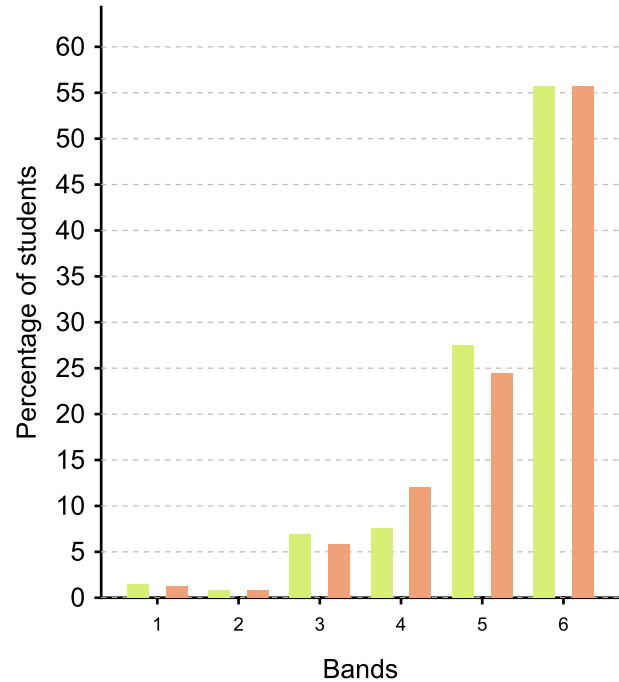
School performance

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.

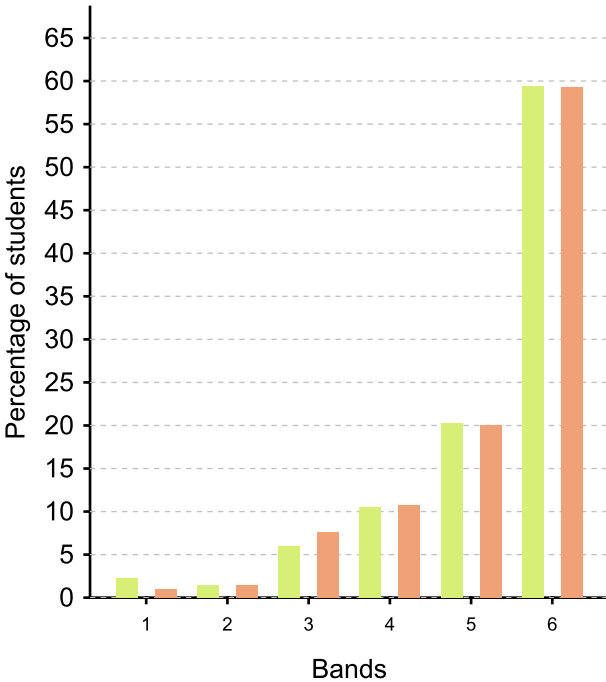
The diagnostic intention of NAPLAN is to inform schools of literacy and numeracy strengths and areas requiring development. This data informs school programs and pedagogy. The excellent results of students at this school confirm their academic strengths.

Percentage in bands:
Year 3 Reading



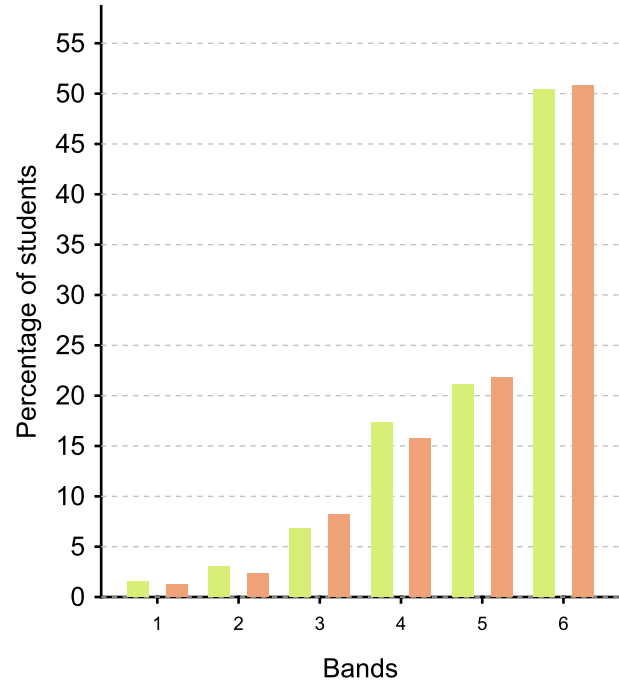
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Grammar & Punctuation



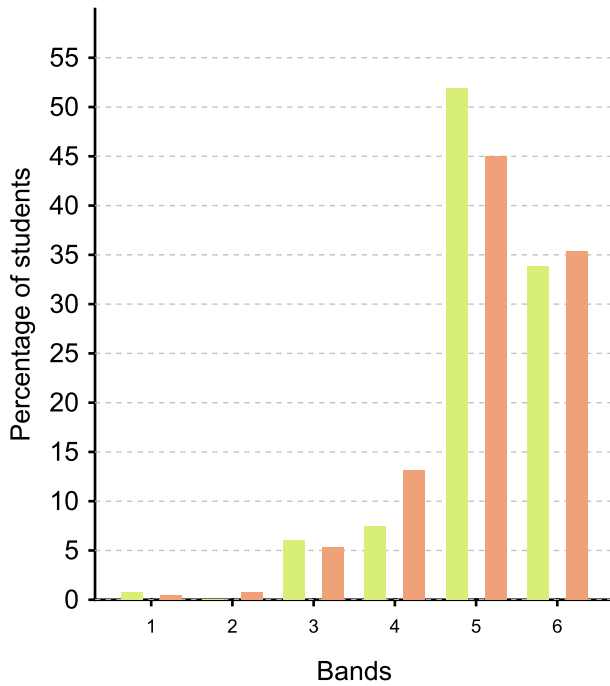
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling

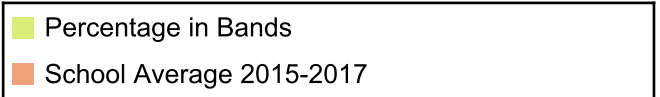
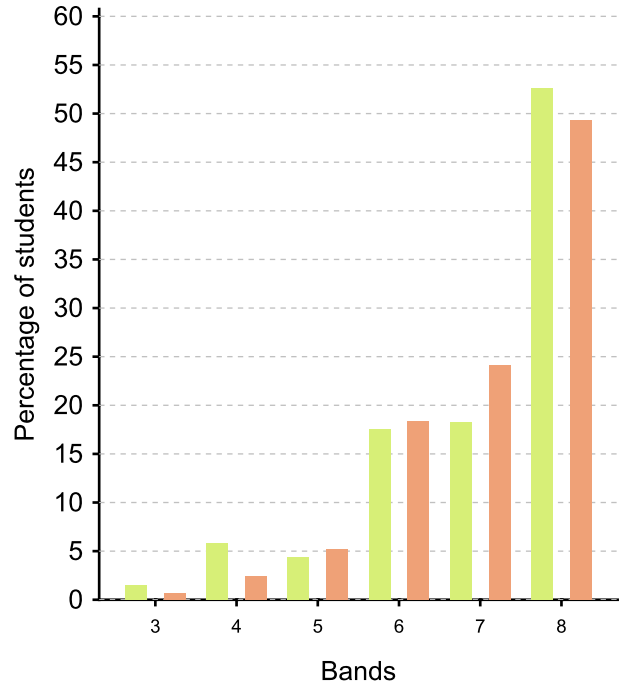


Percentage in Bands
School Average 2015-2017

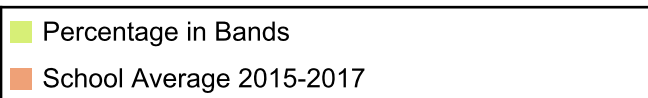
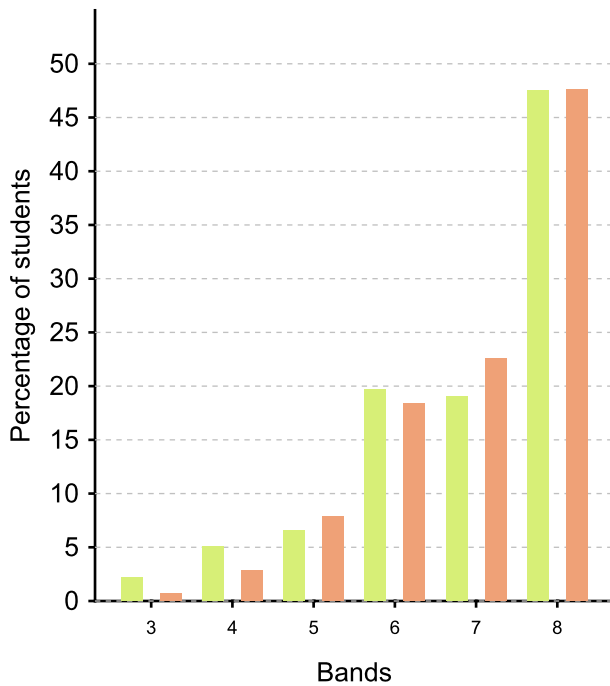
Percentage in bands:
Year 3 Writing



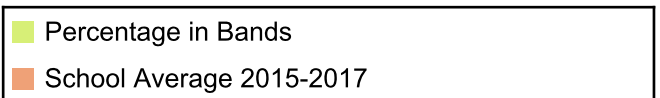
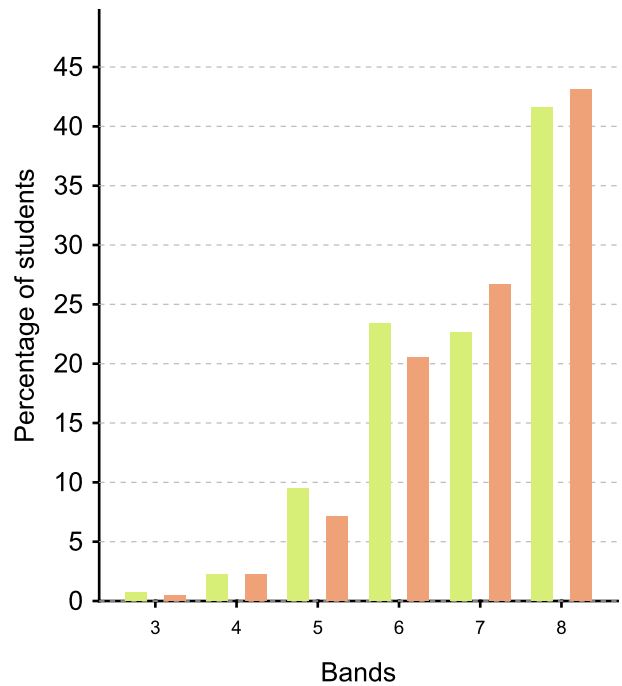
Percentage in bands:
Year 5 Reading



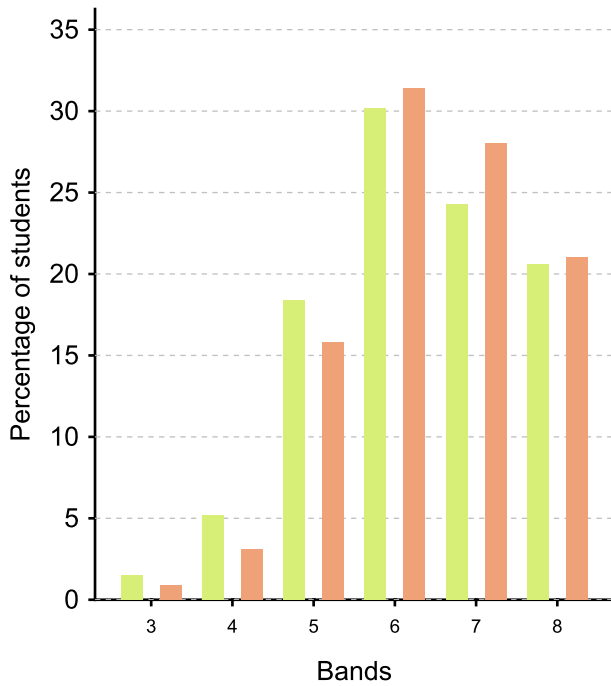
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

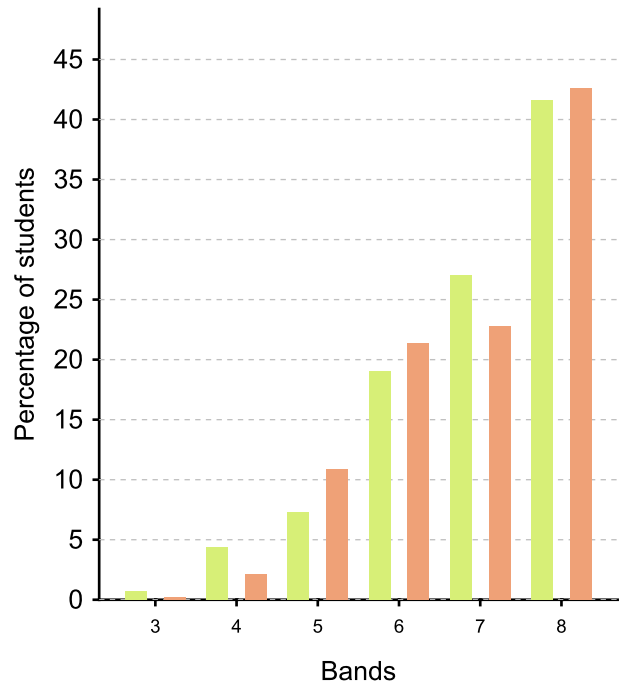


Percentage in bands:
Year 5 Writing



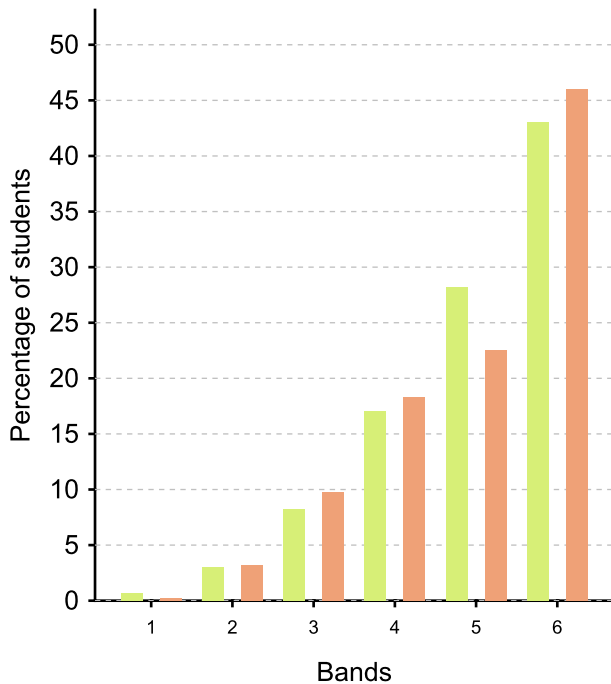
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

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

Parent/caregiver, student, teacher satisfaction

Parent/Caregivers:

Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance.

Each year, schools are invited to seek the opinions of parents, students and teachers to determine parents' perceptions of their children's experiences at home and school. Approximately 15% of parents responded to the 'Tell Them from Me Survey' (TTFM) in 2017. The generic nature of TTFM surveys means that empirical data must be carefully qualified by their relevance to school context. Trend data and general perception conclusions are the best indicators from these surveys.

Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, the school supporting learning, and ensuring that students feel safe at school. Positive results were also recorded in measures of inclusivity, feeling welcome at school and being well informed. In all of these fields, Neutral Bay Public School rated higher than the state average.

Ratings just below state average were recorded in relation to the statement that parents support learning at home. This includes statements such as talking about how important schoolwork is, discussing how well your child is doing in his or her classes and asking about challenges your child might have at school.

Students:

Students from Years 4, 5 and 6 completed the online Tell Them from Me (TTFM) Survey in Term 1. Positive student responses noted the high rate of participation in extracurricular activities, our supportive and inclusive school environment and the effort they applied to succeed in their learning. Students reported that they were interested and motivated in their learning, that lessons were relevant to their everyday lives and that classroom instruction was well organised, with a clear purpose and immediate feedback that helped them learn. Students noted that they exhibited positive homework behaviour and positive behaviour at school and placed a strong emphasis on the importance of close friends at school who encouraged them to make good choices. In all of these fields, Neutral Bay Public School rated higher than the state average.

While suggestions as to what Neutral Bay could improve upon differed across grades, consistent themes for improvement among most students included increased participation in school sports and consistent management of positive behaviour.

This information has informed the priorities of the 2018–2020 School Management Plan. These results are in line with the school-wide implementation of Positive Behaviour for Learning (PBL), a whole-school approach to maximising social and learning

environments to achieve positive academic and social outcomes for all students. With the future implementation of Peer Support, it is anticipated students will further develop key skills in resilience, leadership, decision making, assertiveness and problem solving.

Teachers:

A review of Positive Behaviour for Learning (PBL) was undertaken. Teachers believe that PBL is working well within the school, but recognised the importance of consistency regarding how we manage expectations of our students in classroom settings. New procedures were implemented towards the end of 2017, relating to how we track student behaviour and encourage students to work towards the goal of self-management and ownership of their behaviour.

Strong ratings were found in the level of commitment shown by teachers towards implementation and the positive impact our new procedures had on classroom management. Staff felt confident and prepared and felt that procedures were supportive, clear and organised.

A positive theme that was consistent among the open-ended teacher responses was the fact that this program enabled a whole-school approach to classroom management system across the school – a factor that was also prevalent in the student survey responses. Teachers expressed the need for further discussion and clarification to ensure the program was implemented consistently by classroom, support and specialist teachers. Based on this feedback, the program will be further developed in 2018, with professional development being provided to support implementation.

Staff feedback is encouraged in regular staff meetings, staff development days and participation in school decision making. Positive staff morale is reflected in widespread staff involvement in, and commitment to, extra-curricular activities and professional development.

Policy requirements

Aboriginal education

Neutral Bay Public School is committed to building all students' understanding and knowledge of Aboriginal histories, cultures and languages. Raising student awareness of Aboriginal culture, arts, history and contemporary Aboriginality is a focus for all teaching and learning programs. Aboriginal perspectives are incorporated across all Australian Curriculum syllabi and transdisciplinary units of work link authentic Aboriginal perspectives where possible. One example is the Year 5 study of 'Factors That Change Places', where students explored how indigenous people influenced the natural environment of Australia through traditional practices such as fire management. The Year 4 unit of work, 'First Contact', featured an indigenous perspective of the First Fleet in their discussions about, and research into, the colonisation of Australia.

The 'Acknowledgement of Country', recognising the Guringai people as original owners of the land in the Neutral Bay area, is always an integral part of our introduction and welcome at grade assemblies, combined assemblies and other formal school gatherings.

All students from Kindergarten to Year 6 participated in the school's first NAIDOC in-school excursion, run in conjunction with NAIDOC Week – a time taken to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Koomurri Management (representing the Indigenous people of the East Coast of Australia) conducted 'The Ultimate Dreamtime Experience'. Students were taught how to play the didgeridoo and throw boomerangs, listened to Dreamtime stories, studied ancient artefacts, contributed to a whole-school canvas artwork, had their faces dotted and striped with ochre paint and watched traditional dances, while teachers participated in mimicking the movements of the emu and eagle. The overall message of the day was 'We Are One People'. The impact of this experience was immense and served as the basis for many follow-up lessons and discussions.

The Aboriginal Education Committee has furthered our partnership with Moree Public School as a 'sister' school. Ms Chapple, Miss Murray, Mrs Tarjan and Miss Graf visited the school to teach for one week, while Mr Shuster and Mr Brown visited local schools in the area and viewed significant sites in the Wee Waa, Narrabri and Moree areas to gain a better understanding of schooling in that area and to develop intercultural understanding. A number of classes have been involved in communication with other classes at Moree Public School as part of the City-Country Alliance.

NAIDOC Week Coordinator – Miss K. Murray

Multicultural and anti-racism education

Neutral Bay Public School has continued its tradition of tolerance and cultural diversity. Our school is committed to providing a supportive and safe environment, characterised by our shared values: respect, responsibility and personal best. These values are specifically taught in all classrooms as part of the Positive Behaviour for Learning (PBL) program and are an integral part of all policies, programs and practices. They are consistently reinforced through modelling of appropriate behaviour and by the explicit teaching of social skills.

80% of the students at Neutral Bay Public School were born in Australia. However, 9% of our students speak English as their second language and 39% of students come from language backgrounds other than English.

Multicultural perspectives are integrated through Key Learning Areas taught in all stages, while students from Years 3–6 participated in the Multicultural Perspectives Public Speaking Competition. Strategies to promote inclusivity and counter racism and bullying behaviours are taught explicitly in classrooms, placing a strong emphasis on inclusiveness and tolerance.

Students in Stages 1, 2 and 3 investigated the cultural backgrounds of families, customs and practices important to students, the diversity of groups within a community and the traditions and belief systems of other cultures. One such example is the Year 6 study of 'A Diverse and Connected World', where students learned about the diversity of the world's people, including indigenous peoples of other countries, and reflected on similarities, differences and the importance of intercultural understanding.

Celebrations of events such as Harmony Day further enhanced the multicultural education of students, assisting understanding of the contributions made to our national identity by people from culturally diverse backgrounds.

Other school programs

Band 2017

2017 has been an exciting year for the Band Program at Neutral Bay Public School with all three bands playing to a very high standard. Junior Band performed at the NSW School Band Festival, winning a silver medal. Senior Band won a Gold Medal at the NSW School Band Festival and was highly commended at the Sydney Eisteddfod. Concert Band won a Bronze Medal at the NSW School Band Festival and claimed second place at the Sydney Eisteddfod.

In November, Concert Band were guest performers at the Sydney Conservatorium of Music with the Northern Youth Symphonic Wind Ensemble (NYSW). This was a fantastic experience for Neutral Bay Public School musicians to play alongside the talented high school musicians of the NYSW.

Band Camp and the Band Workshop were both highly successful events with students having fun and improving their skills as a group.

All bands performed at end of year assemblies. Our End of Year Concert was held at Norths Leagues Club where all bands performed, including the Reunion Band.

2018 is looking very promising with unprecedented interest in Junior Band. Over 100 students are forecasted to try out for Junior Band. Thank you to all the band coordinators and volunteers for their support as the Band Program continues to go from strength to strength.

Band Coordinators – Linda Hardy (Concert Band), Stacey Hardy (Senior Band), Diana Saada (Junior Band) and Melanie Lindsay (Treasurer).

Junior Choir

Neutral Bay Public School Junior Choir consists of 30 students selected by audition from Years 3 and 4. This year, the students had the opportunity to learn and perform a range of repertoire at special events, including the prestigious Primary Proms Festival. The repertoire included songs from various genres and required students to sing in unison and two-part harmony. The Junior Choir then performed as part of a massed choir with other schools at the Sydney Town Hall. The concert was a wonderful culmination of all the hard work put in each week and all students were excellent representatives of Neutral Bay Public School.

Students and residents also enjoyed the visit to Lansdowne Gardens Aged Care Facility in Neutral Bay, where the choir performed songs to celebrate Christmas. Other performances for the Junior Choir included Education Week and the Year 3 and 4 Presentation Day assemblies.

Junior Choir Coordinator – Ms E. Howells

Senior Choir

2017 has been a great year for the Neutral Bay Public School Senior Choir, comprising of 36 students from Years 5 and 6. Students were given the fantastic opportunity of singing at the iconic Sydney Opera House in November at the Endeavour Concert as part of the Festival of Choral Music. The repertoire for this concert consisted of songs from a variety of genres, including songs with two-part harmonies, which were practised at weekly rehearsals at school and at home. The Senior Choir also performed at a number of other events, such as the ANZAC Day service, Education Week and the Term 4 Presentation Day Assemblies. Well done to all students involved on their wonderful commitment and enthusiasm this year.

Senior Choir Coordinators – Mrs R.J. Tarjan and Ms E. Pagel

Schools Spectacular

Students from Year 5 and 6 had the wonderful opportunity to showcase their talents at the Schools Spectacular at Qudos Bank Arena, Sydney Olympic Park. They sang and danced alongside over 5000 students from schools across New South Wales. The show has been running since 1984 and promotes inclusiveness and reconciliation, launching the career of a number of international stars. It is an iconic cultural event and the theme this year was 'Own the Moment'.

In terms of sheer size, scale and scope, Schools Spectacular is unequalled in the world, featuring a 2700-strong choir, 2300 diverse dancers, an 80-piece symphony orchestra, a world-class stage band and a huge number of outstanding solo performers.

Neutral Bay Public School was chosen to take part in School Spectacular for the fifth year in a row in both dance and choir. Our students performed in four sold out shows in front of thousands of onlookers, and the event was televised across the nation on prime-time television.

Overall, 20 students were chosen to sing in the 2700-strong massed choir. Students learnt a large repertoire of songs that included songs from well-known movies and songs in foreign languages. The students also learnt movements for each song and performed the song 'You Will Be Found' on the main stage with some of the featured artists.

The dance group was involved in a segment called 'Imaginarium', a Disney-inspired dance segment, as well as the highly anticipated finale. Students showed great dedication and enthusiasm throughout the process, which was challenging, yet hugely rewarding for all involved. Overall, Schools Spectacular was a spectacular experience that teachers and students were very lucky to be a part of.

School Spectacular Coordinators – Miss M. Kessler, Miss L. Josephson, Mrs R. Tarjan, Ms E. Pagel, Ms E. Howells and Miss A. Lopez

Dance

2017 has been an exciting year for dance at Neutral Bay Public School. We have a great number of fantastic dancers at our school who work very hard throughout the year. This year, the Senior Girls' troupe and Combined Senior Girls' and Boys' troupe had great fun readying themselves for the Sydney North Dance Festival.

After many rehearsals, both troupes performed to great success at the end of Term 2. The girls performed 'Down the Rabbit Hole', where they represented different characters from 'Alice in Wonderland'. The Combined Groups' performance was called 'New York, New York' and the audience was treated to an entertaining dance about the 'Big Apple'.

Throughout the year, the children have also performed in numerous school assemblies and at our Education Week Performance Spectacle. A number of students were also chosen to participate in the 2017 Schools Spectacular.

Dance Coordinators – Mrs L. Pope, Mrs K. Fechter, Miss M. Kessler and Miss L. Josephson.

Orchestra and Senior Chamber

Orchestra and Senior Chamber had a growing number of enrolments in 2017, bringing the total number to 30 students. It has been a very busy and exciting year for the groups. Both groups participated in the Sydney Eisteddfod. The groups also performed at various school events, including Grandfriends' Day, Education Week and final year assemblies. A big thank you to Ms Rachel Miller, Strings Conductor, for all her hard work and dedication to the groups.

Strings Coordinator – Mrs S. Soorian

Cricket

It has been a very successful year for the school in cricket. This year, 120 students across Years 4, 5 and 6 participated in Milo Cup Gala Days. This included a record number of 40 girls – some of whom had never played cricket before. These days were very enjoyable for all and students participated with enthusiasm and good sportsmanship.

The knockout cricket team also had an incredible season, winning 8 straight games to reach the final. Our path to the final covered much of the state, with games played not only against schools in the North Shore area, but also against Quakers Hill, Woodport, Parkes, Leeton and Narranga.

A particular highlight of the season was our two-day trip to Parkes. At the Finals Carnival, we started with an impressive 100-run victory over Leeton in the semi-final. Unfortunately, the final did not go our way and we left as runners-up. However, considering over 330 teams from across the state entered the Knockout Cricket Competition this year, for our team to reach the final alone was an incredible effort.

Two students this year were selected to compete in the Sydney North Combined PSSA teams – Chris Roussos (as Vice Captain) and Sara Chun.

Cricket Coordinator – Mr W. MacInnes

PSSA Tee-Ball

2017 was another successful year in PSSA Tee-Ball. There was so much interest shown this year that we were able to create eight teams, rather than our usual six. Four teams (Year 6) were graded into the competitive competition and the other four teams (Year 5) were placed in the social competition.

In Terms 1 and 4, each team enjoyed a weekly match against another school, in addition to an afternoon training session at Tunks Park. Throughout the season, the coaches were impressed with the students' skills, sportsmanship and enthusiasm, despite often having to play in hot conditions.

PSSA T-Ball Coaches – Mrs N. Remenyi, Miss M. Magney, Mrs K. Fechter and Mrs B. Herborn

PSSA Netball

2017 was another fun and exciting year for our six PSSA Netball teams, which comprised of an A team, two C teams, two D teams and a boys' team. All teams performed very well in the competition, with the B and D2 teams coming second in their division, working as a team to achieve excellent results.

Students displayed respect, maturity and dedication, competing against other schools on a weekly basis, an opportunity that allowed teammates to enjoy netball in an inclusive and supportive environment. The A team also had great success in the NSW PSSA Netball Knockout competition, taking part in a number of close matches against other schools, such as Gladesville Public School, Loftus Public School and Artarmon Public School.

Netball coaches – Miss S. Chapple and Miss K. Murray

AFL Paul Kelly Cup

In May, 55 students took part in the AFL Paul Kelly Cup competition, held at the ESL Hall Park in North Ryde. These students were lucky enough to have a trainer from the Sydney Swans come out once a week in the lead up to the competition to train students.

All four teams were very successful on the day, with the girls' team and one of the boys' teams making it through to the Northern Sydney Regional Final.

The day of the final was wet, with pouring rain, mud and very cold temperatures to battle. Both teams overcame the conditions, working together as a team and supporting one another to find success. The girls' team won the Regional Final, being crowned the champions of the day!

AFL Coaches – Miss S. Chapple and Mrs L. Pope

Chess

This year was a very successful year for Chess. In the weekly interschool chess competition in Term 2, the Neutral Bay A team won their Zone competition and went on to be finalists in the Northern Sydney Regional Championship. Neutral Bay B team came third in the Zone competition and the Neutral Bay C team were second in the Rookies' competition.

In the Interschool Chess Challenge, Neutral Bay was placed first in the local heats, winning four out of the top five spots. This year also saw great results in the Interschool Chess Challenge Final, where the Neutral Bay Team was placed first amongst all qualifying NSW primary schools.

Further successes included the Primary Schools One-Day tournament. In the Lower North Shore local heat, Neutral Bay fielded 5 of the top 12 teams. The Neutral Bay A team came third in NSW Final for Primary Schools One-Day tournament, the Schools Chess Challenge and in the Scots Chess Challenge.

The achievements of the Neutral Bay Girls' Team were celebrated this year as they achieved first place in the Primary Division of NSW Girls Teams Chess Challenge and qualified to represent NSW in the prestigious Australian School Teams Championships. The team came fourth nationally.

Chess Coordinator – Mrs B. Herborn

Operation Art

Operation Art, now in its 23rd year, is a state-wide run arts program that provides a forum for schools and students to demonstrate their achievements in visual arts. Schools are invited to submit student's works in the categories of drawing, painting, mixed media, printmaking, photography, fibre and electronics from Kindergarten to Year 10.

This year, fabulous artworks from four of our students (Ruby West 1A, Pia Panayotopoulos 3D, Ethan Young 4I and Mia Cumming 6S) were selected to be exhibited at the Armory Gallery at Sydney Olympic Park alongside 700 works from across NSW.

Ruby's work was chosen to become part of a permanent collection at the Children's Hospital at Westmead, following a tour starting at the NSW Art Gallery and then onto regional galleries. Pia and Ethan's works will be presented to country hospitals for display in their children's wards. Congratulations to those students and all the students of Neutral Bay Public School who participated in the competition this year.

Operation Art Coordinator – Mrs L. East

Debating

Ten students from Stage 3 represented the school in this year's Premier's Debating Challenge. These students formed two teams and debated local schools in the Northern Sydney region throughout Terms 2 and

3. Both teams won many of their competitive debates. Team Diamonds performed particularly well and went on to compete in the Northern Sydney Regional Final at Collaroy Centre in September.

Debating is a popular extra-curricular activity amongst Year 5 and Year 6 students. Ten students were selected to be part of the Debating Development Squad. These students met each week to practice debating skills and participate in friendly debates against each other and local schools.

In September, debating students were invited to attend the annual two-day Northern Sydney Debating Camp. Fifteen students from the debating teams and the Development Squad took part and learned valuable debating skills to help them in the future.

Debating Coordinator – Miss M. Magney

Premier's Spelling Bee

This year, students in Year 4, 5 and 6 participated in the Premier's Spelling Bee. The competition started with students competing in two initial rounds in the classroom, with over 130 students progressing from there to compete in their respective grade final held in the school hall.

The students who won the Stage 2 final were Jasmine Rozario (4D) and Camble Scott (4P). Some of the words in the final list for the junior competition included 'pragmatism', 'aubergine' and 'pachyderm'. Yuexi Ren (5T) was successful in winning the Year 5 final after a marathon 25 rounds, spelling the word 'hiragana'. Adie Conner (6C) won the Year 6 final, spelling 'omniscient'.

These four students later travelled to Ryde East Public School, where they were up against fierce competition in the Northern Sydney Regional Final. They did an excellent job in representing Neutral Bay Public School.

Spelling Bee Coordinator – Miss J. Hudson

Public Speaking

In 2017, students in Years 3, 4, 5 and 6 prepared a speech for either the McDonalds Sydney Eisteddfod or the Multicultural Perspectives Public Speaking Competition. All students spoke eloquently, with confidence, maintained good eye contact, had well-researched content and represented Neutral Bay Public School with pride.

In the McDonalds Sydney Eisteddfod, the finalists in the 10 years and under category were Lawrence Hur (4D) and Evelyn Young (4D). Evelyn and Lawrence both received 'Highly Commended' awards for their speeches on 'Puns' and 'Video Games'.

In the McDonalds Sydney Eisteddfod, the finalists in the 11 years and under category were Katya Tzannes (5M) with her speech, 'Welcome to Australia' and Poppy Cheetham (6C) with her speech, 'Chinese New Year'.

In the McDonalds Sydney Eisteddfod, the finalists in the 12 years and under category were Fraser Wait (6C)

and Christine Hur (6C) with her speech, 'Donate your Hair'. Fraser came second in his age division for his speech, 'The Sandpit War'.

In the Multicultural Perspectives Public Speaking Competition, the finalists were Noah Carter (3D) ('Refugees'), Sofia Harrison (3H) ('Refugees'), Tiana Furst (5T) ('Breaking down Barriers') and Adie Connor (6C) ('One Nation').

Public Speaking Coordinator – Mrs L. Chapman

Great Aussie Bush Camp – Year 5

Year 5 set off on their three-day school camp on Monday April 3. Travelling by coach, they drove up north to tranquil Tea Gardens to stay at the newly refurbished Great Aussie Bush Camp.

Upon arrival, the students settled into their cabins and eagerly set up their sleeping bags. Year 5 students met their instructors and were whisked away for a rainforest walk, followed by the highly anticipated visit to the sand dunes. The first night was spent playing Commando with spotlights and telling stories around the campfire.

It was an early morning start on Day 2. Students enjoyed their buffet breakfast in the mess hall. Then they were divided into groups and participated in a range of activities throughout the day, including: canoeing, high ropes, Lost World, initiatives, raft building and the duel flying fox.

Day 3 arrived and the students were keen to participate in more of the outdoor activities, but not before they were set the tasks of cleaning out their cabins. Teachers were on hand to help stuff 130 sleeping bags back into their covers and locate owners of missing socks. Year 5 parents were happy to see the coaches pull up back at school after what was another successful Neutral Bay camp.

Year 5 Camp Coordinator – Miss M. Magney

Science

This year, the children have covered a wide variety of topics in Science. They have explored living things, space, light, erosion, earthquakes, electricity, chemistry, magnetism and the list goes on.

With the 'Design and Make' part of the course, Year 6 manufactured products for their mini-fete, Year 5 had the challenge of making something out of a used drink bottle, Year 4 worked in teams to build bridges out of plastic straws and Year 3 had the opportunity to make realistic models of invertebrates.

Outside of the classrooms, Kindy explored Sydney Harbour and Shark Island as part of their topic 'The Sea' and looking at our transport system, Year 1 explored the Field of Mars Environmental Education Centre as part of their Mini-Beasts topic, Year 4 travelled to Lane Cove National Park and Year 5 explored the Australian Museum and experienced the annual Science Festival there. Year 6 experienced Questacon as part of their Canberra trip and a group of

Year 6 students were invited to the 'STEAM Big Day In Junior' held at Redlands Junior School.

On top of all these activities, the whole school participated in Earth Hour and had a mufti-day to raise money for the Buddy2Buddy Solar Project.

All in all, a busy year. Thank you to all the teachers who have made these experiences possible.

Science Coordinator – Mr K. Mayne

Interschools Snowsports Championship

This year, our skiing and snowboarding competitors performed extremely well in the Australian Interschools Snowsports Competition at Mount Buller, Victoria. Only the top 15 individuals from New South Wales go through to the Nationals in every event. Uma Astill came 11th and Arkey Astill came 16th in Australia in the snowboarding events. Millie Rundle came 28th in Skicross nationally. Well done, Neutral Bay Public School!

Snowsports Coordinator – Mrs S. Soorian

The May Gibbs Memorial Library

2017 has been an exciting year for the May Gibbs Memorial Library. The first half of the year saw the library's collection divided in two and relocated to the new Junior and Senior Libraries. Both spaces were furnished with bright, new and exciting furniture to allow for flexible learning experiences.

During Term 2, author/illustrator Aura Parker visited Neutral Bay Public School. She spent time with Kindergarten, Year 1 and Year 2 reading her 2017 Children's Book Council of Australia Notable Book 'Twig' and talking about the creative writing process. The students were also lucky enough to take part in a drawing workshop and create their own *Twig* characters.

Term 3 saw popular author Jacqueline Harvey visit Neutral Bay Public School to talk to Year 3 & 4 about the art of creative writing. She delved into the writing process, discussing the importance of plot and character development.

Our Donate-A-Book event took place during Term 3 and many families generously donated new books to our school's collection. A number of other donations were made throughout the year by families past and present.

The Premier's Reading Challenge ran from March to October and a number of students from Kindergarten to Year 6 successfully completed the challenge this year. Nine students received Gold Awards for completing their fourth challenge and two students completed their seventh challenge, receiving a Platinum Award.

The May Gibbs Memorial Library would like to thank Mrs Rintoul for volunteering in the library this year.

Librarian – Miss J. Mazey