

Newtown North Public School

Annual Report



2017



2744

Introduction

The Annual Report for 2017 is provided to the community of Newtown North Public School as an account of the school's operations and achievements throughout the year.

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

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Principal

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School background

School vision statement

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

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

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Elements

Learning culture—The schools on balance judgement for this element is: Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Wellbeing—The schools on balance judgement for this element is: Delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as part of our Positive Behaviour for Learning implementation. The

school encourages students to recognise and respect cultural identity and diversity. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum and learning– The schools on balance judgement for this element is: Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and reporting– The schools on balance judgement for this element is: Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures–The schools on balance judgement for this element is: Sustaining and Growing

The school achieves value-added results and students are showing expected growth or higher on internal school performance measures.

TEACHING ELEMENTS:

Effective classroom practice– The school's on-balance judgement for this element is: Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Data skills and use–The schools on-balance judgement for this element is: Sustaining and Growing

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Collaborative Practice– The schools on balance judgement for this element is : Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and development– The schools on balance judgement for this element is: Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Teachers actively share learning from targeted professional development with others.

Professional Standards– The schools on balance judgement for this element is: Sustaining and Growing

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

LEADING:

Leadership– The schools on balance judgement for this element is: Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff

and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

School planning, Implementation and reporting– The schools on balance judgement for this element is: Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School Resources– The schools on balance judgement for this element is: Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes– The schools on balance judgement for this element is: Delivering

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine 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

Quality Teaching and learning.

Purpose

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

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

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

Overall summary of progress

In 2017 the school has continued its focus on collaborative planning to ensure consistency of teaching, learning and assessment across all grades and stages. Through the further development of our professional learning community, implementing performance and development plans and aligning personal and strategic goals and expanding opportunities for distributive and instructional leadership for all staff, the continued improvement of teaching and learning remained our focus. The school leadership team provided opportunities for all staff to:

- Engage in quality professional learning
- Share professional practice
- Collaboratively plan and assess
- Gather and compile data to inform future directions for both teaching and learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Common assessment tasks and jointly constructed rubrics will be used to assess and evaluate student's work, monitor student progress and plan for responsive teaching practices for key learning areas	\$20,00 for stage based collaborative planning days.	Collaborative planning time scheduled each term for all teachers and each stage.
School based data, external data including formative assessment is evaluated by the teachers and used to inform instructional decisions and provide timely feedback to all levels of school organisation	\$10,000 allocated to provide teachers with planning time to develop effective learning and support programs.	School Learning and support procedures and documentation streamlined to facilitate focused tracking of student need. Class DOJO employed by all teachers to enable whole school tracking of behaviour recognition. TTFM data used to analyse current programs and inform future school planning in relation to learning and engagement.
Digital tools are accessed and used to facilitate data analysis and feedback. PLAN data is made visible and used to track and monitor students and used to inform student progress at least two times a year.	Continued funds allocation to the use of digital tools for communicating with the community and documenting learning.	Staff demonstrated consistent use of digital tools across settings. Teaching programs followed consistent and formalised documentation across all stages. Digital tools use expanded to support Positive Behaviour for Learning.
The NSW QT framework used to guide programming decisions. Gifted and talented education through instructional approaches	Learning and support allocation provided for gifted and talented programs. Teacher	Debating, Public Speaking and robotics introduced to stage two and three as part of extension and engagement programs. Instructional approaches and team teaching methods developed to cater for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
that cater for their needs.	allocation provided to enable team teaching, quality differentiation and extension programs.	diverse student need.

Next Steps

A whole school review of class programs and whole school practices found the areas of strength and need in the area of learning. Staff determined that as a result of careful evaluation, learning and engagement would benefit from a focused commitment to wellbeing practices to support learning and engagement. To further develop student learning with a focused commitment to whole school improvement, with the students at the centre of our decision making the school has committed to a future Strategic Direction committed to wellbeing and learning where students are supported at every stage of development to connect, succeed and thrive. Future improvement in this area will see the implementation of three projects focussing on Growth Mindset, Positive Behaviour for Learning and Whole school, small group and individual interventions, learning programs and practices embedding student wellbeing in learning programs.

Strategic Direction 2

Quality Leadership and Collaboration.

Purpose

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

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

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

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

Overall summary of progress

As a school staff we have continued to review and develop our collegiate, professional community. As education professionals our teachers share professional knowledge and engage in the development of practice through teacher led professional learning and whole school planning. Teacher led groups have been instrumental in the development of curriculum and class programs. In 2017 We continued to work collaboratively with a focus on professional practice and student improvement. Teachers have been given the opportunity to lead projects resulting in the implementation of a wide range of enriching opportunities for our students including public speaking, the performing arts and debating and creative writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative problem solving, mentoring and instructional leadership goals for executive and staff will be used systematically throughout the school and a goal for the new teacher performance framework (TPF).	\$20,000 for stage based collaborative planning days. Executive days provided for classroom observation and support with PDP implementation. (QTSS)	All Staff developed stage based classroom programs and differentiated learning programs. Individual education plans and adjustments were developed for students with additional learning requirements.
Executive, advanced career and early career teachers will receive quality professional development in working collaboratively, mentoring and instructional rounds to support teaching and learning.	\$10,000 for Positive Behaviour For Learning implementation team to further implement their one PBL across all school settings.	Department based on line learning focusing on positive behaviour interventions and planning for students with additional behaviour needs informs individual and whole group planning. PBL implemented in all classrooms.
Processes to support positive collaboration are used by students, teachers and parents including collaborative problem solving frameworks, restorative practices and You Can Do It framework to develop goals and resolve conflict.	The Got it Program Emotion coaching technique introduced to parents and teachers informing the communicative processes necessary to support students learning, and problem solving. \$9,000	Students and teachers implement SMART goal setting at the beginning of each term and monitor throughout the year. Students respond to problem solving interventions and have adopted the positive language of engagement.

Next Steps

In 2018 we will be shifting the focus of Strategic Direction 2 to Teaching and Learning. After a review of processes by staff in late 2017, this focus will be on the development of evidence based teaching practices including the use of learning progressions to inform planning and learning, developing teacher expertise in the use of learning intentions and further developing the collaborative planning process. Our continued commitment to the Newtown Network of schools will see a

focus on improving Mathematics outcomes for all students.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

This year Newtown North Public School has worked collaboratively with the Newtown Network of schools to develop teacher expertise, collaboration, teacher and student leadership and Early Career teacher development. Teachers engaged with their colleagues across the schools of the network to collaborate in an action learning project that focused on the development of writing through the use of quality literature. Staff and students engaged in a range of activities and experiences across the network with a focus on continued student, teacher and whole school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM Survey tool: Aggregated data across the 5 schools will be used as initial data and evaluative data from teachers, students and parents in 2015	\$500 for teacher release to evaluate data. After school professional learning to	End of year data indicated that families valued innovative teaching practices and variety in curriculum delivery.
Pre and post survey data from teachers and students will be used to evaluate progress	Teachers engaged in Learning Hubs and Twilight sessions to develop skills in the use of Quality Literature to improve writing. Beginning teachers engaged with the after school network to develop early teaching skills and collegiate practice.	Teachers reviewed teaching programs in English to determine explicit teaching in the areas of characterisation. Student work samples demonstrated an increase in the use of characterisation in creative writing.
Principals, executive and teachers from local network meet regularly to plan together.	\$7,000 to enable teachers and executive to engage in planning and implementation days. Including, network planning days, Writing project development and student leadership days.	Student leadership, writing projects and Early career teacher project enabled the continued improvement of student
ICT is used to support collaboration and communication within the school and providing links with the wider community and networks.	\$2,500 teacher for student project collaboration days.	Students as part of the student leadership project engaged in collaborative planning and communication through Google Docs.

Next Steps

The review of the school plan and strategic directions undertaken by the school determined that the Newtown Network collaboration was considered valuable for staff and students and led to individual teacher, student and whole school improvement. To embed the relationship with our surrounding schools within our school plan it was determined that the student leadership project and collaborative professional learning focusing on curriculum was the most valuable and should be included in our Teaching and Learning Strategic Direction. Strategic Direction Three for the 2018–2020 plan

will focus on leadership practices and community engagement to support whole school improvement at Newtown North Public school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,976	Students were provided with additional in class support to enable equitable access to the curriculum. Teachers developed PLP's focused on student strengths and interests to promote engagement and learning.
English language proficiency	\$19,273	School data indicates growth. Students were provided with adjustments and small group interventions to support the development of english language proficiency. Adjustment plans in class inform learning and language development. SLSO support provides opportunities for targeted students to access additional classroom support.
Low level adjustment for disability	O.5 teacher allocation and \$14,000 flexible funding towards SLSO	All students requiring adjustments documented and communicated. Adjustment plans activated to enable differentiated learning and student engagement.
Quality Teaching, Successful Students (QTSS)	\$20,112	Assistant principals provided release time for collaborative planning with stage and to develop capacity of classroom teachers observation of and feedback about classroom practice. Focus on literacy, numeracy and whole school improvement.
Socio-economic background	\$1,740	Students from low socioeconomic backgrounds supported with access to non funded school initiatives and access to additional SLSO support in class.
Targeted student support for refugees and new arrivals	2 days per week teacher allocation provided for individual and small group English language support	Four students supported as part of new arrivals program. Individual and small group support.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	115	132	143	143
Girls	145	133	126	140

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	97.1	96.7	95.2
1	95.7	96.3	95.4	96
2	95.5	96.7	97.6	95.9
3	96.8	96	96	96.1
4	94.6	96.6	94.7	96.3
5	95.7	94.9	97.3	96.1
6	96	94.8	94.4	95.9
All Years	95.9	96.1	96.1	96
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

Management of non-attendance

Student attendance is monitored by classroom teachers who report any issues of concern with regard to attendance to the principal. Students with problematic attendance are referred to the Learning and Support Team to identify and implement strategies to support improvement. With the support of the home school liaison officer, any student at risk of poor attendance is monitored and supported. The community is reminded regularly of attendance requirements including a focus of arriving at school on time.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Teachers participate in a variety of mandated and targeted professional learning across the year to ensure compliance with departmental policies, enable continued improved practice, address particular school need, support the implementation of the school plan and provide support for beginning teachers. Professional learning is delivered as part of a whole school plan and may be facilitated by external providers, departmental personnel or Newtown North Public school staff.

Staff at Newtown North Public School participate in weekly Teacher Professional Learning (TPL) meetings

designed to develop a collegiate response to school need and provide opportunities for staff to work together on the development of a Professional Learning community. In addition to weekly TPL staff are required to participate in five Staff Development Days per year at the beginning of terms 1, 2, and 3 and the end of term 4. The term four Staff Development Days may be rescheduled for twilight or weekend TPL after consultation with staff and with approval from the Director Public Schools.

Professional learning in 2017 included:

- Ongoing implementation team and whole staff Positive behaviour For learning.
- On line Behaviour training through the Department of Education
- Twilight sessions :Writing using Quality Literature
- School Drama with Sydney Theatre Company
- Stem Conference with David Price
- Primary Principals Conference.
- Mandatory annual training for all staff as per Department of Education Policy.

Two teachers completed accreditation at a proficient level in 2017.

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	256,975
Revenue	2,376,543
Appropriation	2,151,747
Sale of Goods and Services	1,016
Grants and Contributions	219,084
Gain and Loss	0
Other Revenue	0
Investment Income	4,696
Expenses	-2,298,207
Recurrent Expenses	-2,298,207
Employee Related	-1,999,054
Operating Expenses	-299,153
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	78,336
Balance Carried Forward	335,312

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	1,914,016
Base Per Capita	41,110
Base Location	0
Other Base	1,872,906
Equity Total	87,784
Equity Aboriginal	1,976
Equity Socio economic	1,740
Equity Language	19,253
Equity Disability	64,815
Targeted Total	0
Other Total	62,833
Grand Total	2,064,633

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

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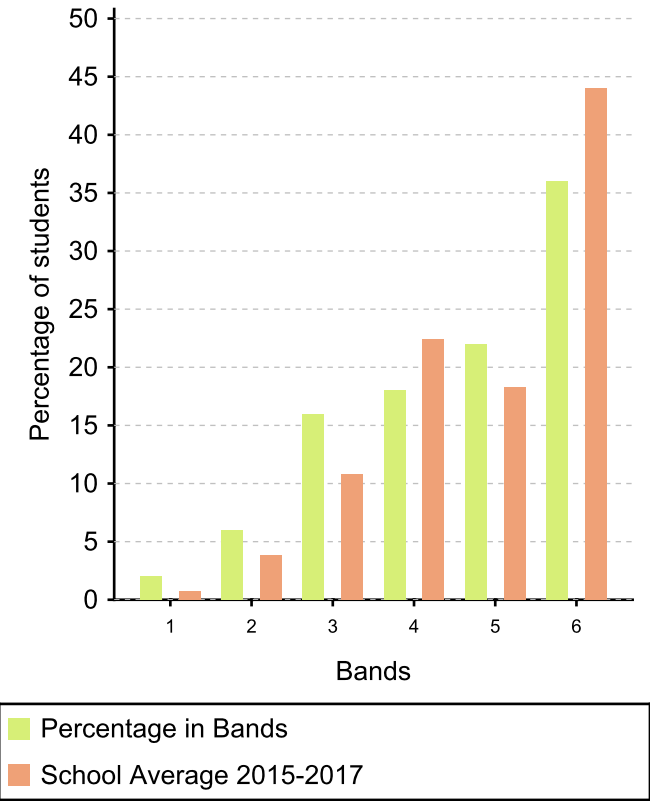
- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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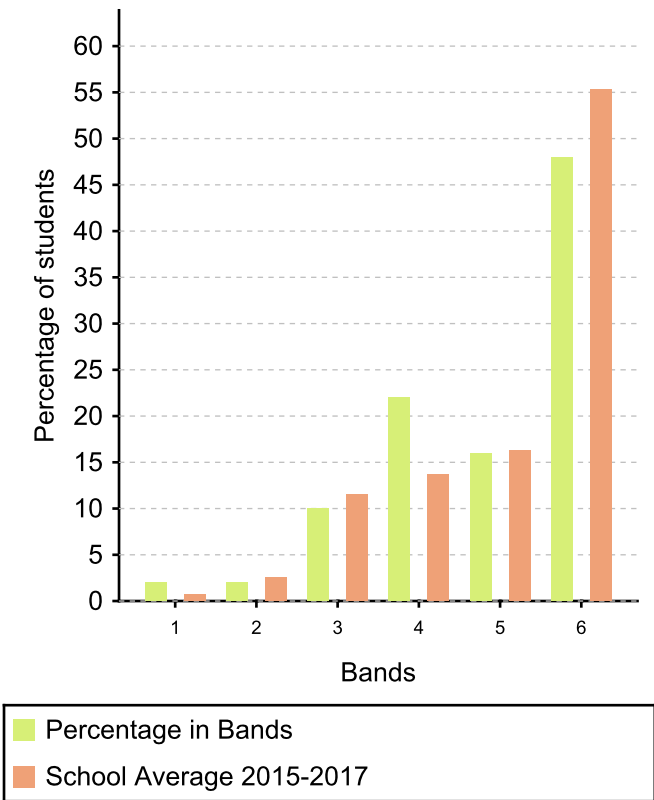
NAPLAN

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

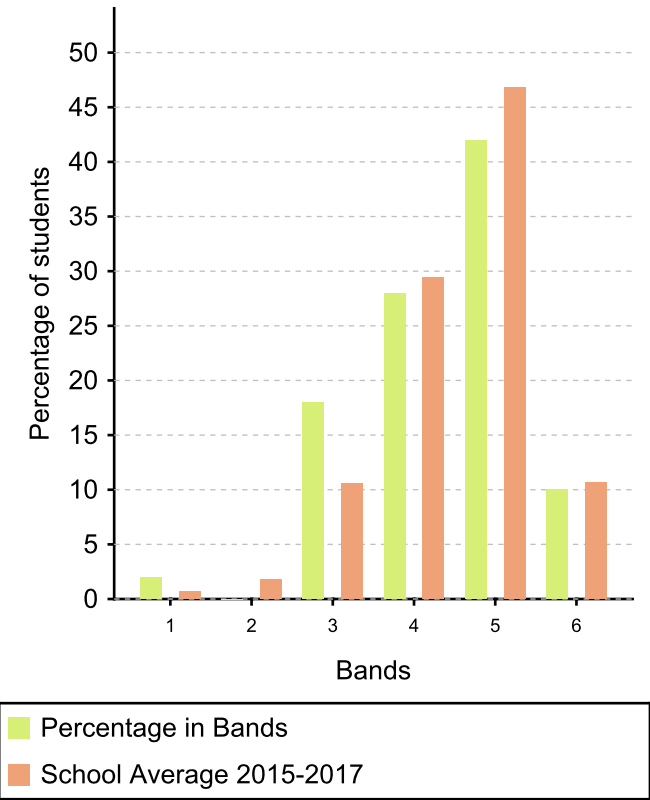
Percentage in bands:
Year 3 Spelling



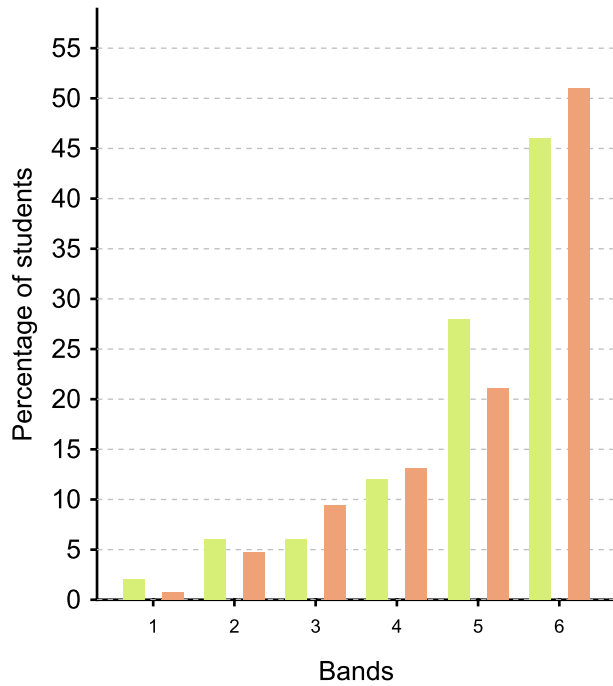
Percentage in bands:
Year 3 Reading



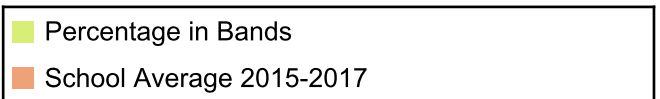
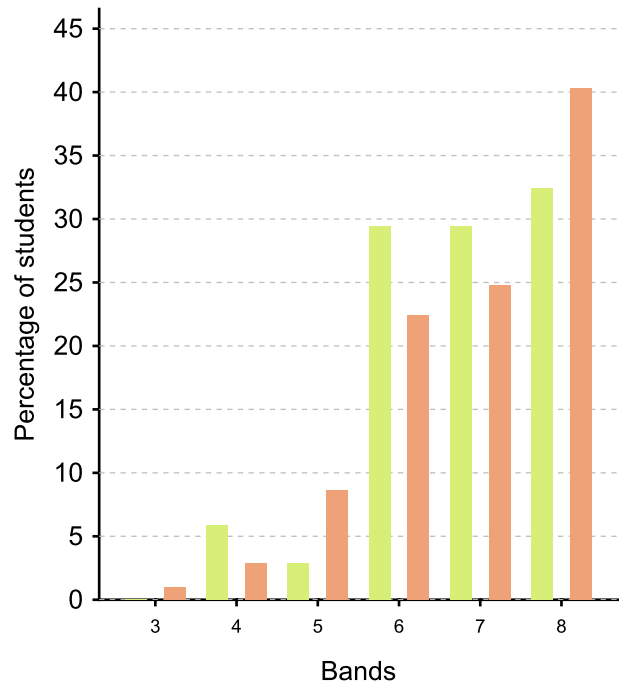
Percentage in bands:
Year 3 Writing



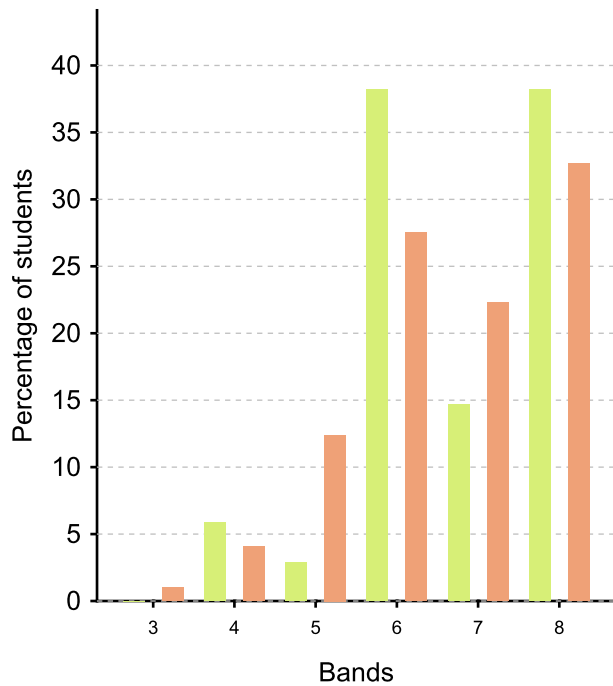
Percentage in bands:
Year 3 Grammar & Punctuation



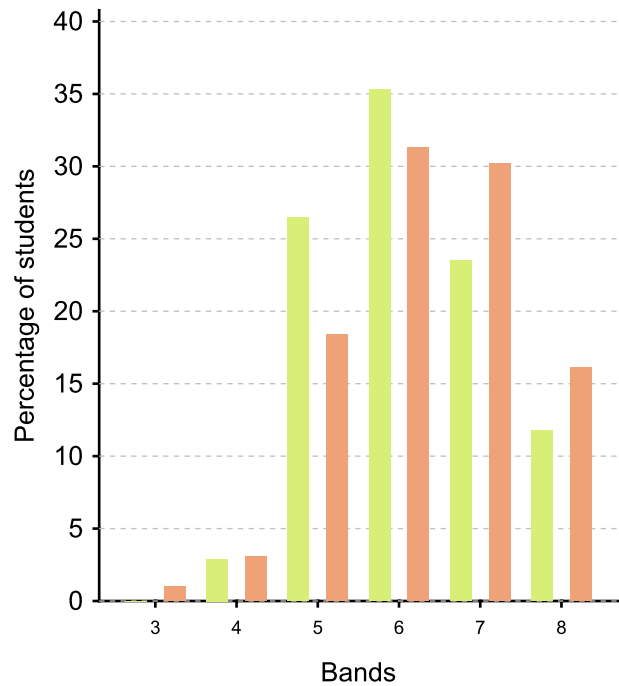
Percentage in bands:
Year 5 Reading



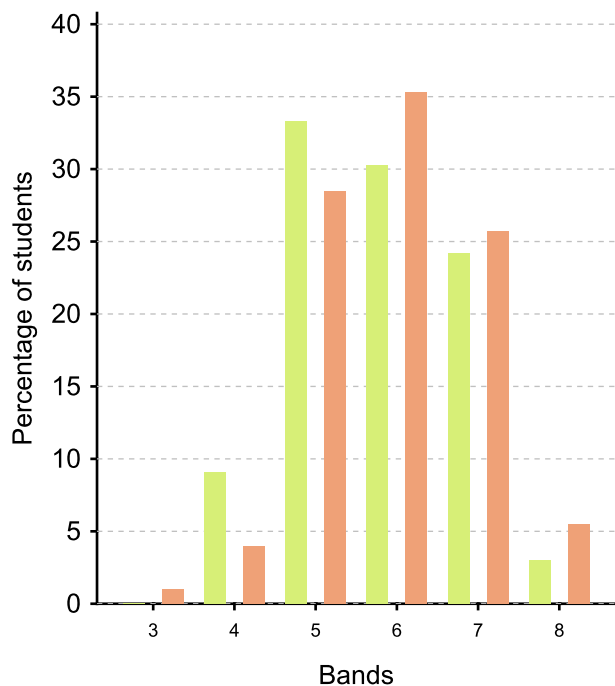
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in Bands:
Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	10.0	22.0	20.0	44.0
School avg 2015-2017	0.0	3.2	12.5	21.0	17.6	45.8

Percentage in Bands:
Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	8.8	44.1	29.4	14.7
School avg 2015-2017	0.0	1.9	12.2	36.1	28.1	21.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Our school continues to focus on continued improvement for all students in Literacy and Numeracy. Our school plan reflects a review of student achievement in literacy and numeracy and aims to achieve above expected student growth for our students.

Parent/caregiver, student, teacher satisfaction

In 2017 Newtown North Public School sought the

opinions of parents students and teachers about their school. Students parents and teachers participated in the Tell Them From Me survey. The survey provides feedback about teaching, learning, resources, programs, engagement and curriculum delivery.

Of the 56 parents who participated in the survey, the majority indicated that they feel welcome when they visit the school and that the school supports positive behaviour. More than 60% of those surveyed indicated that the school was inclusive, parents are informed, the school supports learning and they support learning at home. Parents valued social and emotional learning and a culture of high expectation and student growth.

93 % of students indicate they have friends and school they can trust and who encourage them to make positive choices. 87% of students believe that schooling is useful in their every day lives. However responses indicate that students do not value homework and 69% of students at the end of 2017 were interested and motivated in their learning. These results are reflected in the improvement measures for our school plan for 2018.

Teachers clearly indicated that technology for teaching and learning could be improved to support student outcomes and communication.

Policy requirements

Aboriginal education

The Newtown North Public school community acknowledges the Gadigal People of the Eora Nation on who's ancient land our school stands. Aboriginal perspectives are embedded into whole school curriculum and aims to develop a deep understanding of Aboriginal and Torres Strait Islander culture and peoples past and present as detailed in the NSW Department of Education Aboriginal Education Policy.

Newtown North Public school promotes respect and understanding of Aboriginal and torres Strait Islander peoples and supports students through:

- The development of Personalised Learning Plans
- Incorporating Aboriginal Perspectives into school curriculum
- The incorporation of Aboriginal focused texts and resources and part of our teaching and llearning materials.
- The commemoration of Sorry Day, Reconciliation Week abd NAIDOC week.
- The promotion of staff understanding of Culture and History.

Multicultural and anti-racism education

The cultural diversity of our school community is celebrated and and acknowledged in a variety of ways but specifically through the annual celebration of Harmony Day. Harmony Day focuses on the cultural diversity of our school and the wider community, celebrating the positive contributions of diversity in our

society. Our school values champion a supportive and respectful school community. Weekly lessons through our Positive Behaviour for Learning initiative promotes a safe, supportive and respectful learning community of active learners where discrimination and racism are not tolerated. Teachers develop and share programs and resources to address these important areas of learning and civic engagement.

The role of Anti Racism Contact officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to report an issue or make a complaint regarding racism. Our school strives for the elimination of discrimination through our curriculum and student wellbeing programs.

Other school programs

DEBATING 2017

In 2017 our students once again demonstrated their enthusiasm for Debating, with over 60 Stage 3 students participating in the NNPS Debating program. All Year 5 and 6 students had the opportunity to participate in the Debating program in Term 1. Weekly training sessions with Ms Tory were held for all interested students, culminating in a House Debating Competition. Based on their performance this competition, as well as their participation in debating training, four teams of Year 5 and Year 6 students were chosen to compete in inter school debating. In 2017 two Year 6 teams participated in the Premier's Debating Challenge and two Year 5 teams in Sydney Primary Schools Debating. The debates took place throughout Terms 2 and 3, both at NNPS and at other schools in the local area. All teams performed very well.

PUBLIC SPEAKING 2017

In 2017 NNPS expanded its extracurricular activities to include Public Speaking. Every class in the school included public speaking activities in their Literacy program and all students from Kindergarten to Year 6 had the opportunity to prepare and present a speech to their peers. Based on their performance in these class presentations, a number of students were chosen to represent the school in interschool public speaking competitions. All of these students worked closely with Ms Foster and Ms Tory to develop their writing and their speaking skills, for both prepared and impromptu speeches.

In Term 2, two students from Stage 2 and two students from Stage 3 participated in the Multicultural Perspectives Public Speaking Competition. All students performed extremely well, with one Stage 2 student receiving a Highly Commended award, and the other Stage 2 student being the winner of the local competition. This student, went on to receive fourth place in the regional finals of the competition.

In Term 3, NNPS also competed in the Ultimo Directorate Public Speaking Competition, entering a student from each stage level from Early Stage 1 to

Stage 3. All students again performed extremely well, with all four students receiving Highly Commended (Runner Up) awards.

LEGO ROBOTICS

Lego Robotics continues to be very popular with the students at NNPS. In 2017 all Stage 2 and 3 classes participated in 5 Lego Robotics sessions with their class teacher and Ms Tory. Using the Lego WeDo 2.0 kits and the corresponding app on the iPads, the students learned how to build programmable machines and write code in instructions to control them.

All Stage 2 and 3 students also had the opportunity to participate in fortnightly lunch time Lego Robotics sessions. These sessions gave students the chance to further explore the robotics kits and extend their learning, through a mixture of set challenges and free play.

WRITE A BOOK IN A DAY

In 2017 NNPS entered the Write a Book in Day Competition for the first time. Ten Year 6 students were selected to participate in this writing competition, which involved writing and publishing a 2500 word story within a 12 hour time period, as a team. The ten students were selected on the basis of their academic achievement in English, making the project an ideal gifted and talented enrichment opportunity.

The team worked closely with Ms Tory and Mr Butcher both before and during the writing day to ensure that all students were actively involved and understood all the requirements of the challenge. As the competition is run by the Kids Cancer Project, the team was also responsible for fundraising over \$600 to contribute to Kids Cancer research.

Not only did the NNPS team, Fluffball Karangaroos, work extremely well on their writing day, they were also incredibly successful. Their story, *Missing*, won both the State and National Best Book award for the entire Year 5 and 6 division of the competition. The team were very excited to attend the presentation ceremony at Westmead Hospital, and their incredible achievement was also the subject of an article in the Inner West Courier.

Wakakiri 2017

After many weeks of rehearsals, meetings and costume sourcing, 80 students travelled to NIDA to perform in Wakakiri. Wakakiri is a National Story Dance Festival for Australian primary schools. Schools create 3–7 minute student performance utilising a combination of dancing, creative movement and acting to pre-recorded music. The performance is an experience students never forget, taking place live on a professional stage to a full house, with glittering lights, make up and costumes.

We adapted the story of the Pied Piper and performed the Pied Piper Of Newtown. The students were amazing on the night and came away with four awards

one of which was "the Spirit of Wakakirri". This award goes to the school that shows support and kindness to each other and other schools. The students represented our school fantastically and their supportive and respectful behaviour was acknowledged by many of the Wakakirri staff and parents.

Sport

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

- Touch Football Gala Day
- Annual Swimming Carnival
- Premiers Sporting Challenge
- Athletics Carnival 3–6
- Athletics Carnival K–2
- Zone carnivals
- Cross country Carnival
- Term four weekly swimming
- Got Game
- SEDA college coaching clinics