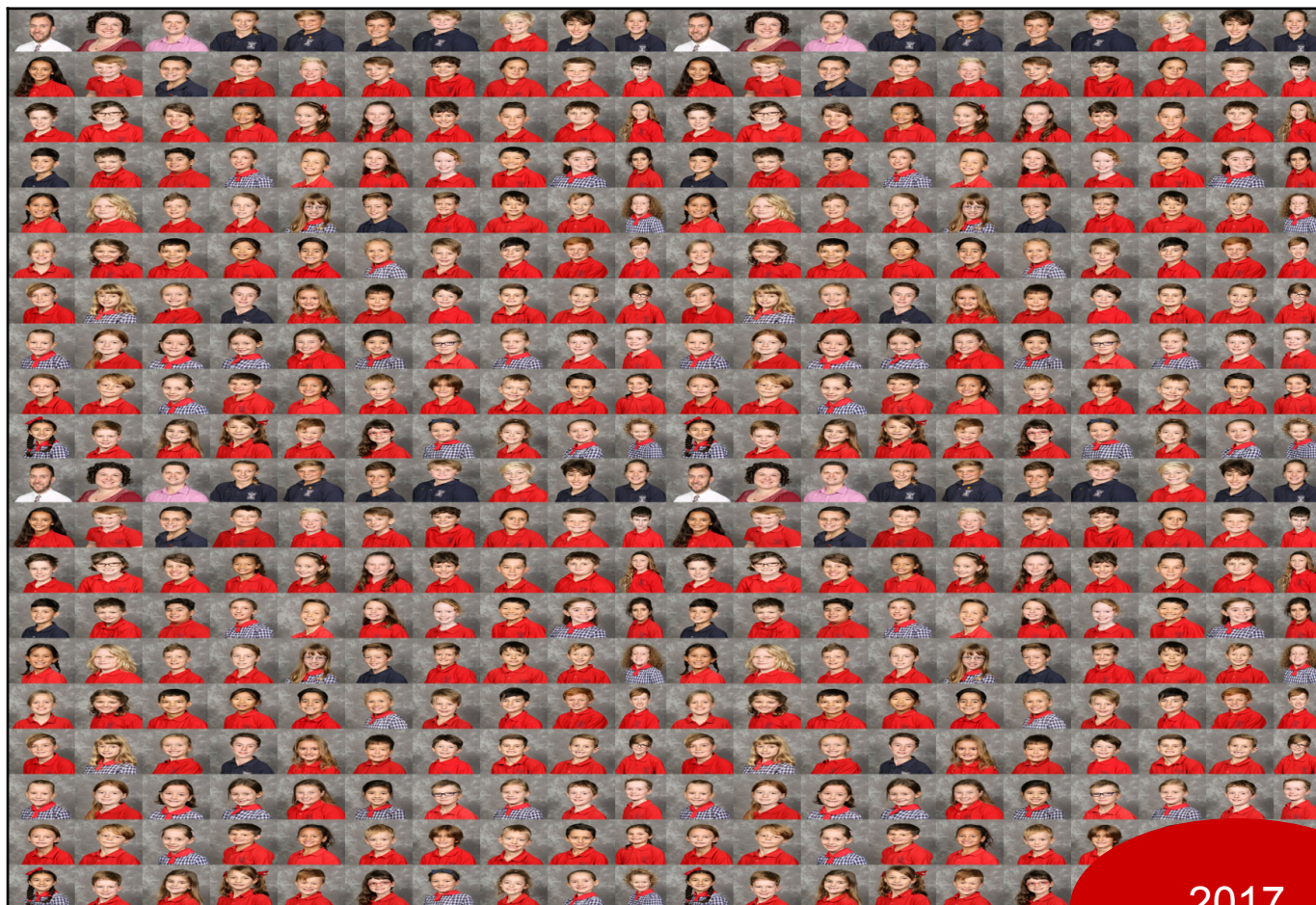
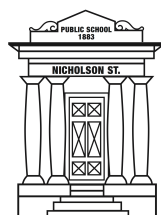


Nicholson Street Public School

Annual Report



2017



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Introduction

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

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

Mr Christopher Pevy–Buenen

Principal

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9810 2863

Message from the Principal

2017 was a successful year of learning, laughter and life at Nicholson Street Public School with substantial progress towards excellence in teaching, learning and leadership being made across all areas of the school during the year. The staff and community continued to foster and maintain the outstanding relationships that exist at all levels of the school and encourage all members of the community to work together, ensuring that the education provided at the school supports students to be resilient, respectful, locally engaged, globally prepared, critical thinkers who are curious and creative lifelong learners. High quality teaching and learning, an equitable and inclusive school community and a collective focus on school improvement drives school and student growth and ensures as a school, we continue to improve outcomes for every student, every teacher and every leader, each and every year.

Substantial enrolment growth in 2017 across all year levels allowed the school leadership team to solidify whole school and class structures which allowed the school to experience excellent continuity in staffing and program structures between 2016 and 2017. This no doubt contributed to the success experienced in learning and teaching in 2017 and I thank all staff at Nicholson Street Public for the dedication, effort and professionalism they bring into their workplace day in, day out during the school year.

Throughout 2017 students, staff and community members were recognised for achievements that highlighted the collective skills and excellence of our wider school community. Students represented the school at regional level across a range of sporting and cultural activities and events, teachers were recognised for their dedication, professional growth and excellence via network awards and professional opportunities beyond the school and the outstanding fundraising efforts of the school community were acknowledged across the wider community as a benchmark for what can be achieved by a committed and dedicated parent body.

I am honoured to lead the students, staff and community of Nicholson Street Public School as the Principal of this outstanding community of learners and am proud to once again be able to recognise and highlight the achievements of the entire school community within this annual report.

Mr Chris Pevy-Buenen

Principal

Message from the school community

This Nicholson Street Public School P&C Association represents a diverse, supportive and energetic community of parents who come together to work in partnership with the school executive, teaching and support staff. Our parents contribute to the life of our school in so many ways through fundraising, volunteering in classrooms and at school events. As a P&C, we encourage everyone to come along and help in whatever way they can, whenever they can, knowing that our children see us at work and truly value our efforts.

At the 2017 AGM, we welcomed Kirsten Gleichman as our P&C Secretary. Guy Sainsbury (Vice President), Stephen Spacey (Vice President) and Mark Lee (Treasurer) all signed on again to work with me on the P&C Executive. P&C meetings are a forum for sharing information and ideas on school projects and initiatives, for asking questions and raising concerns on behalf of the parent body. The P&C embraces the opportunity to assist the school executive with funding and volunteer assistance.

The P&C executive are ably supported by the wider parent community in co-ordinating the uniform shop, school banking initiative, the ethics teaching program and the music program. During the year parents served on merit selection panels and on the BESC coordinating committee. In 2017, our parents came together to cook and serve fresh food lunches for the whole school; ran the Election Day barbecue, Mother's Day & Father's Day stalls and sourced and packed Christmas hampers for the residents of the Montrose Aged Care Centre.

The major event on the P&C calendar is our Halloween Festival and it is here that we truly see our Nicho community in action with our 'small' school putting on an incredibly huge event. We play host to families from across the Peninsula and beyond. The 2017 fete raised \$50 000, a result that, along with our other fundraising efforts throughout the year, puts us in strong financial position to support the school executive in implementing the upcoming 2018–2020 School Plan.

I am very proud of the great working relationship that we have with Chris Buenen and his staff and thank them for all for their commitment to Nicholson Street Public School.

Kathryn Reynolds

President

School background

School vision statement

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

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

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

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

School context

Nicholson Street Public School, established in 1883, is located on attractive grounds at the tip of the Balmain peninsula with views to Sydney Harbour. Informed parents with high expectations work with dedicated, enthusiastic staff committed to delivering quality teaching and learning programs to maximise student outcomes. The student population of 170 with 17% of students from non-English speaking backgrounds is drawn from the local area and reflects the diversity of the Balmain Peninsula. A skilled and motivated workforce provides a stimulating and safe learning environment for all students.

The school's motto of, Learning, Laughter, Life underpins a focus on providing an excellent holistic education for every student. Quality teaching of literacy and numeracy and an innovative approach to integrating 21st century learning skills into the curriculum ensures students are provided with every chance to succeed across all learning areas. High student, staff and community expectations for student success drive improvements in student outcomes across all learning areas. Key programs and initiatives in the school support student engagement, foster welfare and wellbeing and promote opportunities for leadership amongst student, staff and the community.

Every student at Nicholson Street Public School is provided with opportunities to develop skills and confidence in the academic, artistic, cultural and sporting domains.

The school is well resourced with current technologies and is supported by an active and committed Parents and Citizens' Association that prides itself on the strong and supportive educational partnership that exists across all levels of the school community. The school promotes, fosters and encourages participation in all aspects of school life and enjoys excellent partnerships in the wider educational community.

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.

The school continued to follow its established practice of undertaking regular reviews of the School Excellence Framework and the alignment of our projects and programs across the domains of the framework. Regular and honest appraisals of school programs and initiatives by teaching and executive staff maintained the sense of ownership of programs and fostered greater collaboration and feedback on the evidence base supporting our self-assessment. Every member of staff is able to identify and explain the rationale, products and their role in the key processes that have contributed to our school's progress across the previous three years of the school planning cycle.

In the domain of Learning, improvement efforts have primarily focused on the elements of curriculum and learning, assessment and reporting and wellbeing. Teachers across all year levels worked to develop and improve the delivery of quality teaching, curriculum planning and delivery. High expectations for student achievement, quality learning programs and an individualised approach to differentiation lifted the curriculum offering for all students. Improvements in curriculum were supplemented by a focus on improving assessment and reporting practices. A systemic approach to the reporting of student progress and achievement lifted the standard of student reports ensuring consistent, clear and accurate information was delivered in a timely fashion. The ongoing implementation of positive behaviour for learning (PBL) as our overarching approach to school welfare and wellbeing has solidified the coordinated and explicit approach to supporting a learning culture in which every student is known, valued and cared for.

Significant projects and initiatives focusing on effective classroom practice, data skills and learning development have driven improvements and growth in the domain of Teaching. Collaboration continues to be at the core of all teaching improvement. Teachers work together to develop evidence based programs, deliver explicit teaching and provide feedback that inspires high quality learning. The effective collection and analysis of data has improved the transparency of the teaching, learning and assessment cycle and data is used to review progress and shape future directions. Additionally, a sustained focus on quality and targeted professional learning supported via a coaching and mentoring program that fosters instructional leadership, encouraged the development of teacher expertise and supported teachers to work in innovative ways to address the demands of the curriculum.

Key priorities in the domain of Leadership focused on improvement and growth in the elements of leadership and school resources. Achievements in this domain can be linked to four key factors. Firstly, a continued focus on the role of the Assistant Principals and Principal as instructional leaders, facilitated by the innovative use of funding has provided targeted support to teachers at all stages of their careers. Secondly, work by the school leadership team to review teaching practices and identify, promote and affirm high quality learning has further facilitated a culture of high expectation. Thirdly, the targeted and creative use of resources combined with strategic financial management has maximised the resources available to students and teachers. Finally, strong community engagement and open dialogue on school performance promoted ownership at all levels across all elements of the school excellence framework.

Overall, a strategic and targeted approach has fostered high expectations across all domains of the school excellence framework and has led to growth and improvements to all areas our school. 2017 was a successful year of learning, teaching and leadership. Moving forward our self-assessment processes and practices will assist the school to refine our future 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

Student Learning and Engagement

Purpose

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

Overall summary of progress

Quality teaching and learning supported by high levels of instructional leadership, targeted programming across all learning areas, the embedding of high quality ICT practices and pedagogies and the introduction of an explicit phonics education program were the key drivers of student growth in student learning and engagement throughout 2017.

The continuation of the school wide coaching and mentoring program led by the school executive staff ensured evidence based approaches to student learning growth remained prioritised across the school. The quality instructional leadership underpinning this program guaranteed teachers were supported to deliver targeted learning experiences based on data gained from an improved approach to student assessment. The increased efficacy in data collection and analysis also allowed teachers to more effectively target individual student growth via highly differentiated programming.

The focus on the authentic embedding of ICT learning opportunities across all year levels continued in 2017. Teacher professional learning undertaken during the year encouraged growth in the creative use of ICT as a tool for collaboration, creativity and critical thinking. Students have been provided with opportunities to utilise ICT in rich learning tasks that promote deep engagement with an emphasis on student led design tasks.

Finally, the introduction of an explicit phonics program across Kindergarten to Year 2 aligned existing practices and ensured greater levels of consistency in the teaching and learning of phonics which has provided excellent data on student growth in this area for our early years students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% or more of students achieve proficiency standard in NAPLAN reading. 45% or more of students achieve proficiency standard in NAPLAN spelling. 35% or more of students achieve proficiency standard in NAPLAN writing. 50% or more of students achieve proficiency standard in NAPLAN grammar and punctuation. 45% or more of students achieve proficiency standard in NAPLAN numeracy.	\$6035 quality literacy and numeracy resources \$3200 professional development expenses	60% of students achieved proficiency standard in NAPLAN reading. (64% in Year 5) 49% of students of students achieved proficiency standard in NAPLAN spelling. 40% of students achieved proficiency standard in NAPLAN writing. 67% of students achieved proficiency standard in NAPLAN grammar and punctuation. 49% of students achieved proficiency standard in NAPLAN numeracy.

Next Steps

- Build teacher capacity to deliver high impact formative assessment strategies in day to day teaching and learning to drive student growth in literacy and numeracy.
- Develop teacher capacity to deliver quality, explicit and timely feedback on student learning that encourages greater reflection in teaching and learning by students and teachers.
- Grow teacher efficacy in the collection and use of data to promote an evidence based approach to the planning

and delivery of high quality, differentiated learning for all students.

- Implement a considered approach to the identification, design and delivery of a long term whole school approaches to the delivery of programs and initiatives that support student growth in targeted areas of literacy and numeracy.

Strategic Direction 2

School Welfare and Wellbeing

Purpose

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

Overall summary of progress

The effective implementation of positive behaviour for learning (PBL) across the school remained the core school focus in delivering quality outcomes in school welfare and wellbeing throughout the 2017 school year. During 2017 the PBL team worked across all levels of the school to deliver a revised statement of practice document, outlining the school's approach to PBL and behaviour management. This document solidified the collaborative approach to PBL that was fostered across 2015 and 2016 giving the school community clear guidance and transparency into the practices and procedures that underpin PBL at Nicholson Street Public School. At the conclusion of 2017 staff collaboratively finalised the whole school reward system that will be implemented in 2018.

The core focus for the school learning support team remained the support of students and teachers with additional learning needs. Progress was made on consolidating student records relating to learning support interventions ensuring interventions at this level are more accurately tracked over a student's time at the school. A number of staff were trained in the usage of LMBR student administration systems with the view that these will become the central location for all student information.

Finally, teachers continued to deliver a quality and rigorous positive education program during PDHPE lesson incorporating the explicit teaching of values and rules (linked with PBL) and resilience building strategies aimed at providing students with authentic strategies they can utilise to resolve minor conflict.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students engaged in a rigorous positive education program across the school. 100% of teachers delivering high quality positive education program across the school. 60% decrease in school suspensions. 60% decrease in school withdrawal. 80% decrease in documented in class behaviour incidents based on reported incident data.	\$3585 PBL School Signage \$1665 Professional learning costs	During 2017 Positive Behaviour for Learning was firmly embedded as the overarching approach to behaviour management. All students across Kindergarten to Year 6 engaged in a positive education program within the PDHPE scope and sequence. All teaching and learning program displayed evidence of the delivery of a high quality and rigorous positive education program. School suspensions down 90% since 2014. Behaviour referrals increased due to improved reporting processes but school withdrawals continued to decrease on 2016 data.

Next Steps

- Continue the rollout of PBL with a particular focus on the collection and analysis of behaviour tracking data and communication of trends.
- Continue to build staff efficacy in the utilisation of LMBR student management software to ensure student referral for both positive and negative behaviour (including behaviour type, location and other relevant information) are recorded and reviewed as part of the learning support and PBL team meetings and behaviour interventions and

support are made in line with the PBL statement of practice.

- Revise PDHPE programming to ensure the explicit teaching of school values, rules and expected behaviour is prioritised for Term 1 and is evident in all teaching and learning programs including a detailed learning sequence and annotated reflections.

Strategic Direction 3

School Wide Leadership Capacity

Purpose

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

Overall summary of progress

School wide approaches to the building of leadership capacity ensured students and teachers benefitted from cohesive and supported approaches to leadership development in 2017. A focus on staff leadership development underpinned by a culture of distributive leadership provided significant opportunities for staff ownership of significant programs and reforms. Program continuity and sustainable leadership were key planning priorities for the school leadership team and will remain a key aspect of planning for the future directions of the school.

The school wide coaching and mentoring program continued to have great impact in the development of teacher capacity. Feedback from staff at all levels was positive and the program provided transformative growth, particularly for the early career teachers on staff. The effective utilisation of QTSS funding allowed executive staff the time to engage in effective growth conversations with teachers with instructional leadership and building teacher and leadership capacity at the core of each conversation.

Student leadership opportunities throughout 2017 continued to focus on the upper primary years with those students participating in a range of activities and events to promote the school in the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% increase of students engaged in authentic leadership roles across the school. 100% staff participation rates in Performance and Development Plans in line with the Professional Development Framework. 60% increase in teachers engaging in the leadership development across the school. Notable increase in parent/school partnerships that promote student engagement in extracurricular and leadership activities. 80% positive feedback from families on the leadership initiatives and practices in place at the school.	\$3158 Career Development Professional Learning (excluding casual relief funding) \$1500 Student leadership opportunities	Student opportunities for leadership extended to an increased number of student across the school. 100% of teaching staff participated in the performance and development plan process including goal setting, structured observations and mentoring/coaching, self-assessment and annual review. All teaching staff provided with opportunities to take on leadership roles within key program and project areas. Parent engagement in teaching and learning programs within areas of expertise during 2017 increased particularly for students in Years 3 to 6. 96% of parents responded neutrally or positively when surveyed that the school leadership work effectively with the community to foster programs and initiatives aimed at improving student outcomes.

Next Steps

- Improve student leadership opportunities across all year levels via the introduction of a student parliament which will provide increased advocacy and opportunity for involvement in student led events and programs as well as allowing students to formally communicate opinions and thoughts on matters that directly impact upon the quality of their school experience.

- Ensure authentic leadership opportunities are provided to all staff to initiate, lead and report on programs via the collaborative creation of the 2018–2020 school plan.
- Implement the SASS professional development plans for all relevant staff ensuring 100% engagement in an authentic professional development process by all teaching and non-teaching staff to support collaborative performance development and efforts to grow and monitor performance development.
- Extend staff leadership development opportunities within our community of schools to provide authentic, meaningful and inter-school professional opportunities to aspiring school leaders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1329	A continued focus on the engagement of parents in the creation of personal learning plans for Aboriginal students has maintained a greater sense of inclusivity and engagement with Aboriginal families. Dialogue between home and school ensures that all children benefit from the work undertaken in the creation of quality personalised learning plans. Aboriginal students have also been encouraged to form relationships with other Aboriginal students beyond the school through involvement in organised events within the local schools area. Participation in these events has been subsidised using the funding available via Aboriginal background loading.
English language proficiency	\$5497	English language proficiency funding received for 2017 was primarily utilised to fund the purchase of resources to support English language instruction to students identified as requiring additional support via assessment against the EALD progressions. Funding was also used to provide additional time for the creation of structured EALD teaching and learning programs, assessment and reports to parents that were effectively communicated student progress and growth as well as provide parents with information about how they could support their child's progress.
Low level adjustment for disability	\$62754 consisting of 0.5 FTE staffing load and \$11967 flexible funding utilised to employ school learning support officer at 0.2 FTE	Equity funding delivered as the low level adjustment for disability was primarily used in the employment of the learning and support teacher (LAST). This teacher leads the learning support team, delivers the intensive reading intervention program and provides support for teachers in creating programs to support at risk learners. Additionally funding provided in this area was used to provided additional SLSO learning support to children who would otherwise receive no specific funding to support their additional learning needs.
Quality Teaching, Successful Students (QTSS)	\$11376 consisting 0.112 FTE staffing load	Funding delivered under this initiative was utilised to provide executive release to support the school wide coaching and mentoring program facilitated by the assistant principals. The staffing entitlement was used to employ an ongoing temporary teacher to work with the executive staff to ensure they were able to provide ongoing instructional leadership to all teachers and assist them in achieving the personal goals outlined in 2017 professional development plans along with school wide focus areas.
Socio-economic background	\$1740	This funding resource was used to provide financial support to students who were unable to attend excursions or participate in extracurricular programs. Families were able to access this funding via a confidential formal request. Moving into 2018 this funding source will be combined with other equity funding to support the employment of a school learning

Socio-economic background	\$1740	support officer.
Support for beginning teachers	\$17513	Beginning teacher support funding was utilised to provide release from face to face teaching to two early career teachers and their assigned mentors equivalent to two hours per week for the beginning teacher and one hour per week for their mentor. This program of support linked to the coaching and mentoring program established using the QTSS funding provided to the school in 2017 and allowed the provided the teachers with support and professional learning in areas including behaviour management, student feedback and assessment, collaboration and teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	94	91	82	86
Girls	75	65	71	81

Enrolments at Nicholson Street Public School grew in 2017 and are projected to increase into the future.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	96.4	95	94.9
1	95.7	95	91.6	95
2	96	94.2	93.2	95.6
3	96.1	95	94.8	94.5
4	96.8	95.6	95.3	95.3
5	96.5	96.7	92.8	95.6
6	96.2	95.3	92.6	95.1
All Years	96.3	95.4	93.6	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

Management of non-attendance

Attendance at school is regularly monitored and attendance concerns are communicated to the Assistant Principals, Principal and learning support team. Regular non-attendance is discussed with parents and carers and escalated to the home school liaison officer for further intervention if required. Parents removing children from school for extended leave are required to complete the appropriate paperwork and approval is granted by the Principal after considering the learning, social and developmental needs of the student.

Class sizes

Class	Total
K1	23
K	23
1_2	21
3_4W	24
2	23
3_4N	24
5_6	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.71
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.97
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teaching and support staff at Nicholson Street Public School take an active role in professional development. Staff are engaged in weekly whole school professional learning sessions and participate in targeted professional learning opportunities beyond the school that are linked to the objectives of the school plan as well as each person's individual personal development plans. Opportunities are also provided to staff members to lead professional learning in areas of expertise and build collective capacity across the teams that operate in the school. All members of staff participated in a range of mandatory child protection and safety training as required by the Department of Education.

Throughout 2017 the school leadership team took an active role in planning high quality professional learning experiences that were delivered across four school development days. Across these days staff participated in workshops on: The School Excellence Framework, school planning, a range of compliance training, our involvement in the Community of Leichhardt area schools (CoLAS) network, ICT integration and online learning platforms and effective teaching of writing along with a range of teacher workshops.

Teachers also participated in over 400 hours of registered and non-registered training delivered via the Department of Education. Staff participated in individualised and group professional learning in the areas of:

- Mentoring to enhance professional practice
- Understanding the disability standards for education
- Unpacking what works best in teaching and learning,
- School planning and evaluation
- Management of actual and potential aggression
- STEM and coding in the classroom
- Data analysis and review
- Departmental systems and programs

All teachers at Nicholson Street Public School worked to gain an understanding of the changes to teacher accreditation in New South Wales. In 2017 there were three early career teachers working towards attaining accreditation at proficient level and five teachers maintaining their accreditation at proficient level. Permanent and temporary teachers working towards accreditation were provided with mentoring support to assist them in building the skills and experiences required to meet the proficient teacher standards.

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	98,206
Revenue	1,629,948
Appropriation	1,476,944
Sale of Goods and Services	5,802
Grants and Contributions	145,469
Gain and Loss	0
Other Revenue	0
Investment Income	1,732
Expenses	-1,609,726
Recurrent Expenses	-1,609,726
Employee Related	-1,396,012
Operating Expenses	-213,714
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,221
Balance Carried Forward	118,427

School financial management at Nicholson Street Public School is overseen by the Principal and School Administration Manager. During 2017 the school was selected for audit with school systems relating to budgeting and financial position found to be satisfactory. There were no significant variations in revenue or expenditure during 2017. School and community income was slightly higher for 2017 which was in line with income received for bi-annual school camps. Additional funds carried forward have been earmarked for capital programs to support the strategic directions of the 2018–2020 school plan.

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	1,307,045
Base Per Capita	23,382
Base Location	0
Other Base	1,283,663
Equity Total	71,319
Equity Aboriginal	1,329
Equity Socio economic	1,740
Equity Language	5,497
Equity Disability	62,754
Targeted Total	31,536
Other Total	12,426
Grand Total	1,422,327

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.

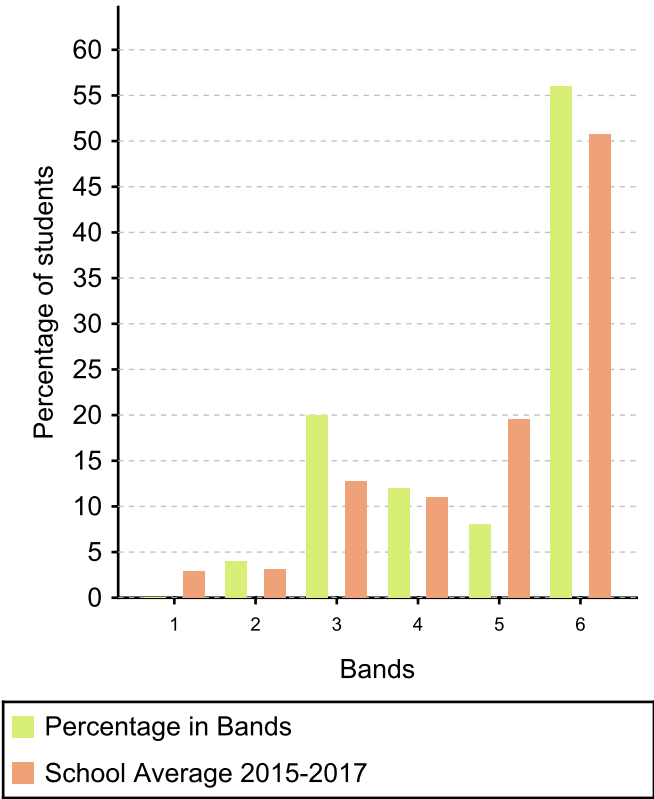
School performance

NAPLAN

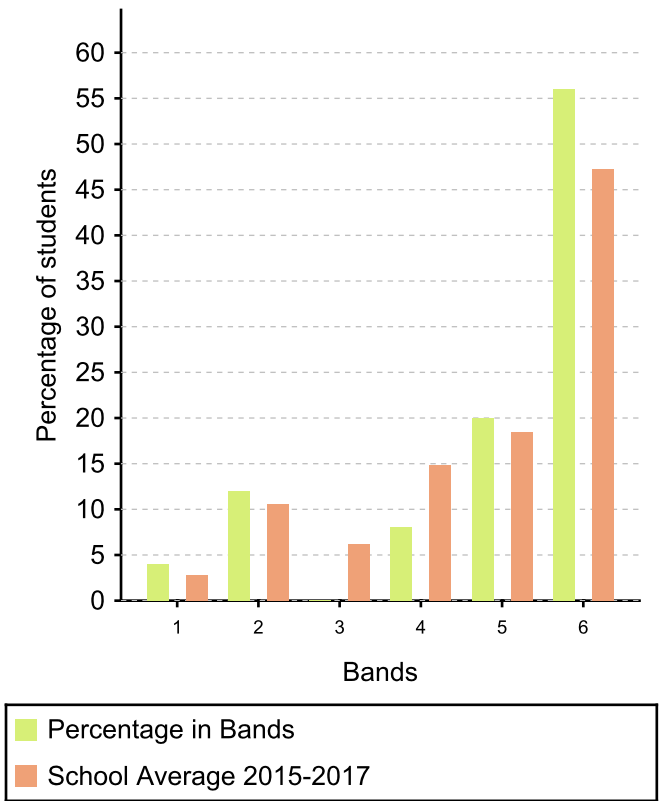
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The graphs displayed on the following pages show the performance of the Nicholson Street Public School Year 3 and 5 student's performance in the 2017 NAPLAN tests. It can be difficult to compare test results of the students from year to year at Nicholson Street Public School largely due to changes in student demographics and the relatively small nature of the school. What is valuable to the school are the identification of trends over time as these help reflect on the progress made due to current programs and initiatives as well as assist in shaping shape future directions.

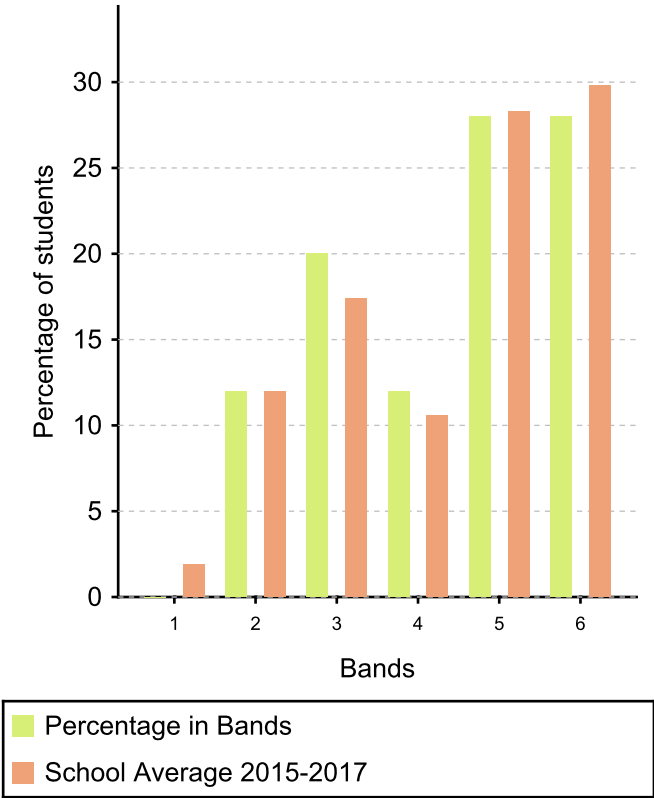
Percentage in bands:
Year 3 Reading



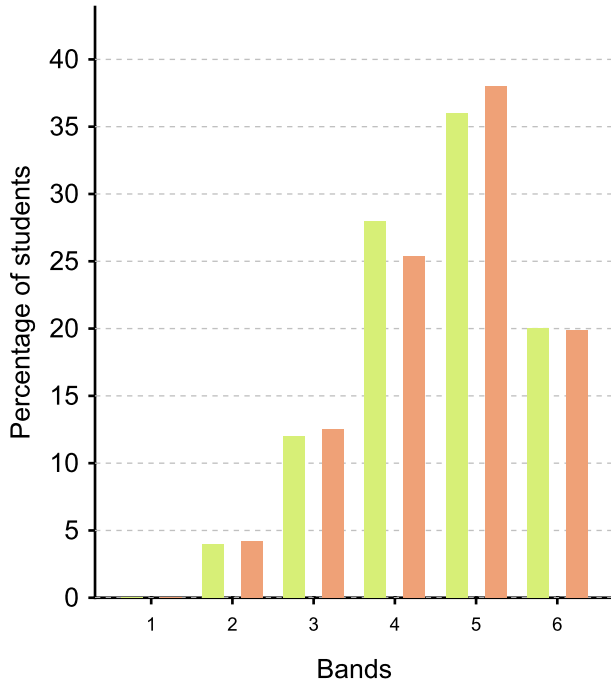
Percentage in bands:
Year 3 Grammar & Punctuation



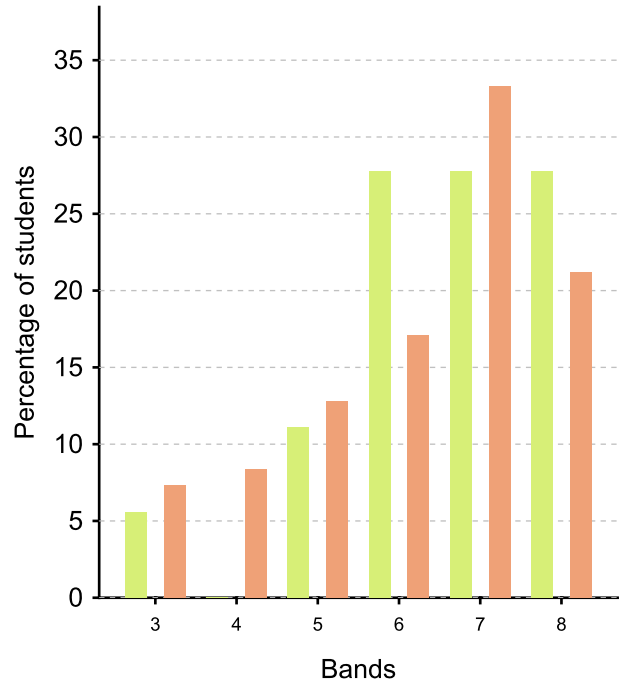
Percentage in bands:
Year 3 Spelling



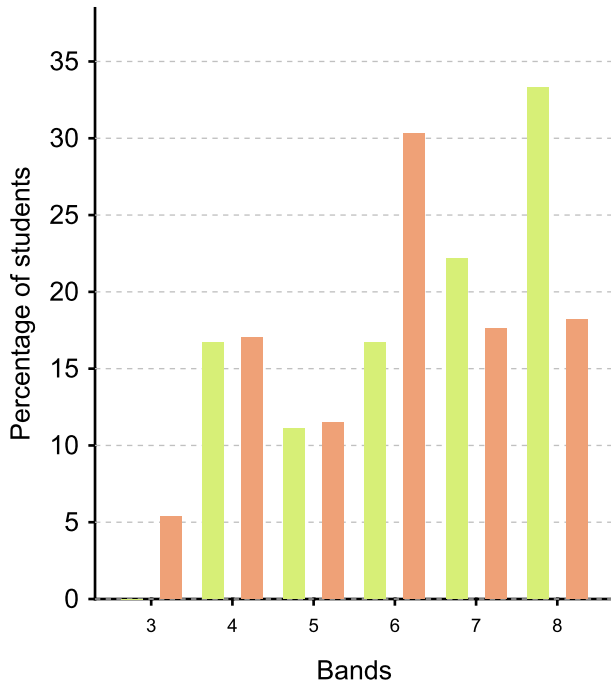
Percentage in bands:
Year 3 Writing



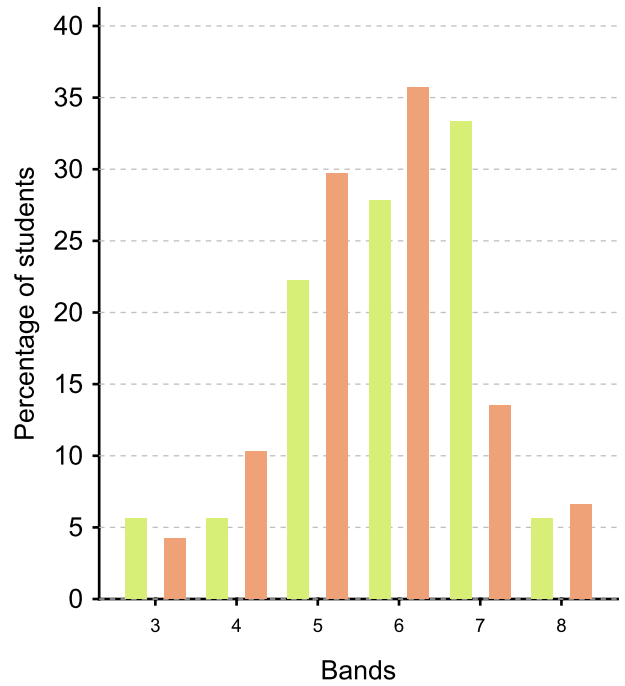
Percentage in bands:
Year 5 Reading



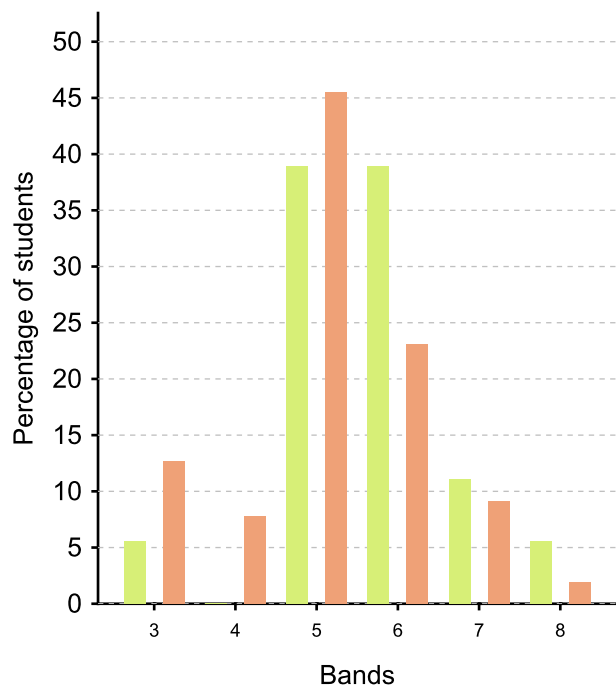
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

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

In accordance with the Premier's priorities schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. Overall the percentage of students in Year 3 and Year 5 achieving in the top two bands in these aspects increased slightly from 2016 to 2017 following on the trend of significant growth since 2014. The percentage of Year 3 students in the top two bands remained stable in numeracy, writing and grammar and punctuation with a slight drop in the number of students in the top two bands for reading and spelling. The percentage of Year 5 students in the top two bands in 2017 increased significantly across reading, numeracy, spelling, grammar and punctuation with a moderate increase in students achieving in the top two bands in writing.

Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2017 the school sought the opinions of students, staff and parents via a range of survey methods. Survey questions were posed to students, teachers and parents at different points during the 2017 school year and examined elements of learning, teaching and leadership. Responses from the community across these areas are presented below:

- The majority of students feel a strong connection to the school environment and their teachers.
- The vast majority of students report that they feel challenged in their English and maths classes and feel confident in their skills in these subjects.
- Students overwhelmingly find classroom instruction relevant to their everyday lives.
- Students believe they are provided with opportunities to be a leader but would like even more formal opportunities to develop their leadership.
- Students feel safe at school with a low reported percentage of students believing they have been subject to a form of bullying (in comparison to state norms).
- Parents feel welcomed at school and can easily speak with teachers and school leaders.
- Parents overwhelmingly believe the school ensures inclusivity for all students.
- Parents believe the quality of communication about student progress, behaviour, educational and social development has improved year on year.
- Teachers regularly collaborate and work together to create learning opportunities, assess and discuss student issues and work on their own professional goals.
- Teachers believe a strong learning culture exists and all have high expectations for student learning.
- All teachers agree or strongly agree that they are empowered to take ownership of programs and initiatives across the school
- Teachers feel highly supported by school leaders to improve their teaching practice.

Policy requirements

Aboriginal education

Nicholson Street Public School focuses on the delivery of authentic and meaningful Aboriginal Education to all students at the school. All teachers plan, program and deliver teaching and learning programs that ensure Aboriginal and Torres Strait Islander histories and cultures are valued and embraced as critical cross curriculum priorities in student learning. The school remains committed to the teaching and learning of Aboriginal Education. The entire school community works together to raise mutual trust and respect across all sectors of Australian society. Aboriginal students are acknowledged and celebrated as leaders within and beyond the school. Our Aboriginal students have taken on leadership roles and been acknowledged beyond the school for their academic, sporting and community achievements.

Multicultural and anti-racism education

Nicholson Street Public School promotes multicultural education and inclusive education by fostering a learning culture and environment that recognises and celebrates difference, inclusivity and connectedness. Learning programs promote equity, cultural understanding and harmony. The school also participates in Harmony Day activities and acknowledges significant cultural events celebrated by the students and their families. 32 students across all year levels at the school identify as having a language background other than English with 18 language groups represented in the student population.

Anti-Racism education at the school is promoted by the anti-racism contact officer who when required, supports students and teachers to effectively resolve concerns related to racism.