

Northbridge Public School

Annual Report

2017



2761

Introduction

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

Christine Smith

Principal

School contact details

Northbridge Public School

Sailors Bay Rd

Northbridge, 2063

www.northbridg-p.schools.nsw.edu.au

northbridg-p.School@det.nsw.edu.au

9958 5348

School background

School vision statement

Northbridge Public School is committed to the provision of the highest quality education. By catering for the social, emotional and academic needs of all students, we ensure that they become future focused, collaborative and resilient global citizens, who take responsibility for their own learning.

School context

Northbridge Public School is situated in a community rich in diversity and character. Our school enjoys a long tradition of our students achieving academic, creative, performing and sporting excellence. We achieve this by offering a broad ranging curriculum delivered by a committed teaching staff within a school wide culture of positive behaviour. We pride ourselves on meeting the individual learning needs of every student providing for successful futures. Our extensive range of gifted and talented programs challenge and nurture individual student needs. Our stimulating and integrated student support programs ensure differentiation occurs for all students. The philosophy at Northbridge Public School is to provide the opportunities and experiences to allow our students to reach their goals and become productive and valued members of our 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.

Learning: At our school, students develop skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The school's on-balance judgement for this domain is: Sustaining and Growing.

Teaching: At our school, student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. The school's on-balance judgement for this domain is: Sustaining and Growing.

Leading: At our school, strong, strategic and effective leadership is evident. Students benefit from the school's planned and proactive engagement with parents and the broader community. The school's on-balance judgement for this domain is: Excelling.

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

Successful engaged Future Focused Learners

Purpose

To develop student capacity to be active learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students for the future.

Overall summary of progress

Assessment for Learning remained a strong focus throughout 2017. WALT and WILF form a regular feature of classroom pedagogy so that students know what is expected of them during the course of their learning. Learning intentions and success criteria were embedded in program planning so that students were beginning to take an active role in understanding where they are, where they are going in their learning journey and what they will need to do to get there. ICT continued to play an important part of the upskilling of teacher's use of technology and embedding it through apps such as SeeSaw and OneNote.

From Term 2 the whole school embarked on a journey to embed Inquiry Learning (Kath Murdoch model) into Geography and History programs and scopes and sequences. A specialist teacher was employed one day per week to work with an AP to model the Harvard Thinking routines and inquiry lesson development in classrooms K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth for students in all aspects of literacy and numeracy is above Northern Sydney DEC average. 95% of students achieving cluster level benchmarks in literacy and numeracy using PLAN and school-based continuum tracking documents.	\$42 763 (QTSS)	The school was able to achieve the following improvement measures: Writing 60.8 school growth, our Similar Schools Group growth score was 55.7 Spelling 88.5 school growth, SSG growth 79.1 Numeracy school growth score was 94.1 and SSG growth score was 91.6 Kindergarten Best Start analysis showed that 98% of students met or exceeded expected growth along continuum clusters by the end of term 4, 2017.

Next Steps

In the 2018–2020 Northbridge School Plan, the professional learning of teachers will continue to develop their ability to give feedback to students that moves their learning forward, and to increase student's ability to act on feedback given.

Learning Sprints will be used as the professional framework to develop teacher's knowledge of Assessment for Learning and focus on individual student growth.

Strategic Direction 2

Reflective, innovative, collaborative teaching and leadership team.

Purpose

To support and strengthen teacher and leadership quality to develop teaching and learning programs which are engaging, challenging and facilitate the skills necessary for Future Focused Learners. Teachers and Leaders understand and use current researched based pedagogy to enhance student learning and achievement.

Overall summary of progress

Teachers have used collaborative planning time to develop units of work which embed Learning Intentions and Success Criteria, meaningful opportunities for students to develop 21st century skills and evidence of differentiation for students of all abilities.

Teachers engaged in peer observations of lessons, and gave feedback based on Professional Development Goals and the Australian Professional Standards for Teachers.

Teachers engaged in professional learning about developing student writing skills in learning Sprints, and started with a focus on target groups of students, to improve their movement along the continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance and Development Plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Standards. Performance and Development Plans reflect implementation of evidence based research in teaching and learning programs. Effective differentiation embedded in teaching and learning programs.	\$28 848 (Professional Learning) \$16 594 (Literacy and Numeracy)	Work samples collected showed targeted groups of students demonstrating growth. Evidence was collected in photographs for SeeSaw, work samples and tracked on the literacy continuum. Further Learning Sprints targeted numeracy.

Next Steps

Following on from this year's achievements the leadership team will develop a greater focus on instructional leadership by providing professional learning and positive modelling about research based pedagogies.

Strategic Direction 3

Resilient and responsible global citizens.

Purpose

To support students to build resilience, knowledge, skills and experiences to achieve their personal goals and lead successful lives as global citizens. Students will be successful learners, confident, creative individuals and future leaders.

Overall summary of progress

Northbridge Public Schools students are resilient, articulate and participated in the school and wider community with confidence. Our students displayed gratitude and supported those who were experiencing hardship, and donated sums from each Northbridge fundraising effort to other schools and charities, eg Stewart House, Victor Lee Foundation, Hunger Fighter Food Bank, Neuroblastoma Foundation. Senior students participated in school community service projects each week, and the parent body modelled giving back to the community for their children. Our school invited the whole student body from Plunkett Street Public School in inner Sydney to attend a fun enrichment day at our school, including a bus ride over the Sydney Harbour Bridge, outdoor games and lunch, and a matinee performance of the stage 2 musical. The Senior Band went on their first band tour of the Gosford district, visiting isolated schools, nursing homes and schools for specific purposes to perform. Staff participated in professional learning about the Bounce Back and Circle Time programs, and the Resilience Project workbook lessons continued weekly in all classrooms from 2016.

Students overall developed positive peer relationships and teachers referred very few behavioural or social issues to the Learning Support Team for consultative support. Students at Northbridge PS enjoyed many leadership opportunities, starting with the Student Representative Council from Year 1, through to many senior student leadership roles, who were presented to the school at a formal Leadership Badge Presentation in March. Wellbeing Week was launched in 2017, held in Week 6 every school term— students enjoyed a week of no homework, classroom learning activities had a wellbeing focus, parents were educated about student and family wellbeing in the school newsletter, and students heard messages about resilience and bouncing back from setbacks at morning lines and at assembly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Qualitative data indicates improvement in student resilience. 10% decrease in behaviour incidents and yellow card referrals.	\$9554.00 (Resilience Project)	Analysis of student "yellow" behaviour referral slips showed 58% decrease from term 4, 2016 to Term 4, 2017 Resilience workbooks used in the Resilience Project lessons each week showed a clear development in student's thinking toward a growth mindset.

Next Steps

AEDC 2018 data analysis to better support students entering kindergarten with developmental vulnerabilities.

A new Positive Behaviour for Learning team will attend training to facilitate the reintroduction of this program to staff, students and parents.

A whole of Year 5 leadership program in the lead up to voting at the end of the school year.

Bounce Back resilience program will be more consistently taught across all classrooms, using the Circle Time framework.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	nil allocated	
English language proficiency	\$27 986	EALD teacher employed 2 days per week to support students along the EALD Progressions
Low level adjustment for disability	\$66 981	2 Student Learning Support Officers employed to support student learning, social and emotional development in classrooms and on the playground.
Quality Teaching, Successful Students (QTSS)	\$42 763	Instructional Leaders were employed to develop History and Geography teaching programs, and to provide ICT support to teachers.
Socio-economic background	\$1 740	EALD teacher employed to support students along the EALD progressions.
Support for beginning teachers	\$20 175	Early Career Teachers attended the program New Teacher Network with Vicki Treble regularly for mentoring and coaching support. ECT were released from class to meet with their mentor teachers to develop their skills and knowledge.
Targeted student support for refugees and new arrivals	nil allocated	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	295	274	281	266
Girls	260	281	292	276

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	97.1	97	97.8
1	96.5	96.1	97.9	96.8
2	97	97.4	96.5	97.3
3	96.8	96.3	95.8	96.4
4	96.8	96.4	96.3	96.7
5	96.9	96.7	95.6	97.3
6	96.1	95.7	95.9	96.1
All Years	96.6	96.6	96.5	96.9
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 at Northbridge Public School is above stage average rates.

Student attendance is encouraged through parent education at presentations, the newsletter and at transition visits. Executive team monitor attendance trends and refer problematic attendance to the Home School Liaison Team.

Class sizes

Class	Total
KL	23
KH	23
KC	23
1AM-2017	18
1S-2017	20
1C-2017	20
1B	19
2D	23
2S	22
2LS	22
2K	23
3D	30
3B	29
3G	29
4P	29
4L	27
4B	26
5T	25
5R	24
5H	25
6T	30
6C	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.2
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0.2

*Full Time Equivalent

2 teachers identify as Aboriginal/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	37

Professional learning and teacher accreditation

At Northbridge Public School, 24% of teachers are accredited at Provisional status. 48% of teachers are accredited at Proficient status. 28% of teachers are pre-2004 teachers who will roll over at the beginning of 2018 into the Proficient status level of accreditation.

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	87,452
Revenue	4,609,610
Appropriation	3,804,913
Sale of Goods and Services	63,683
Grants and Contributions	736,214
Gain and Loss	0
Other Revenue	0
Investment Income	4,800
Expenses	-4,512,925
Recurrent Expenses	-4,512,925
Employee Related	-3,932,279
Operating Expenses	-580,646
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	96,685
Balance Carried Forward	184,137

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	3,509,491
Base Per Capita	87,569
Base Location	0
Other Base	3,421,921
Equity Total	96,707
Equity Aboriginal	0
Equity Socio economic	1,740
Equity Language	27,986
Equity Disability	66,981
Targeted Total	27,863
Other Total	116,077
Grand Total	3,750,137

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.

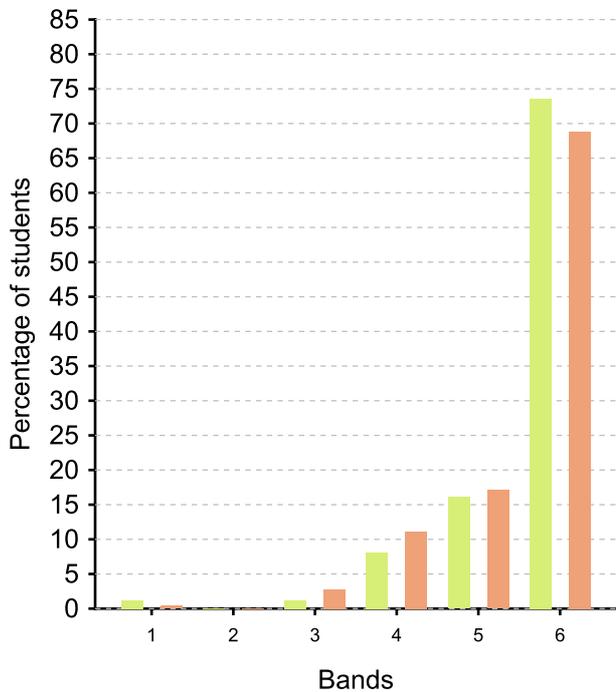
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

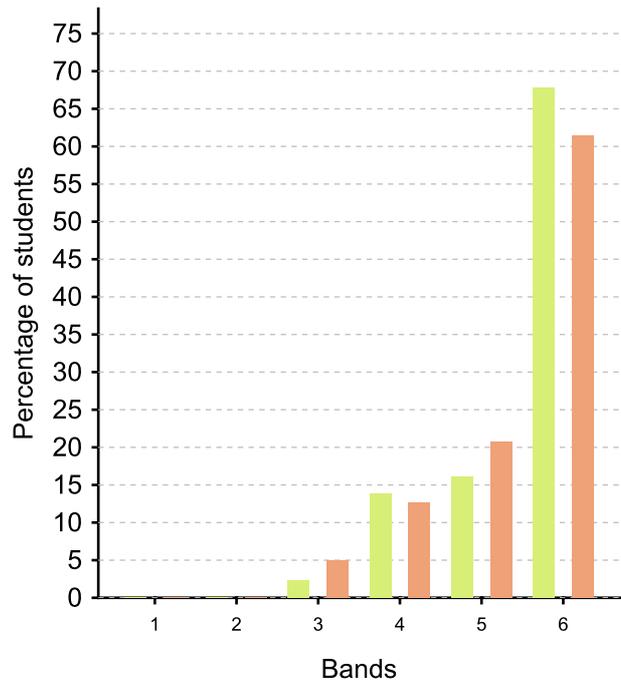
NAPLAN

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.

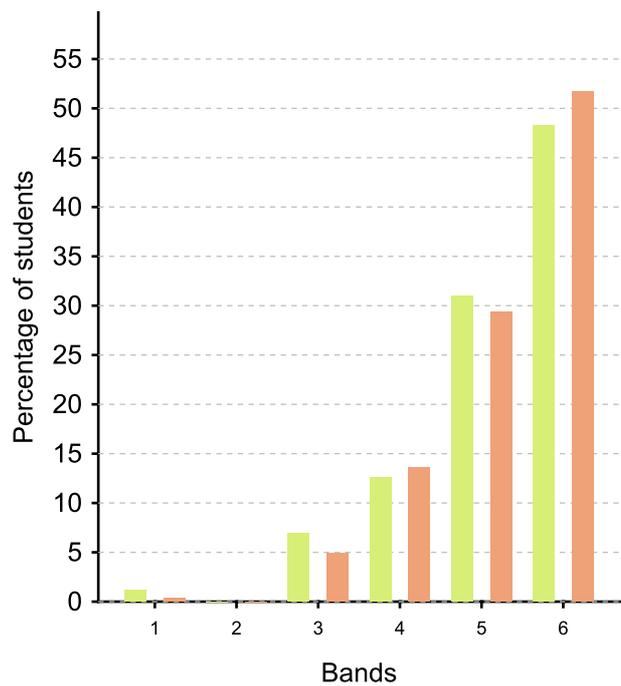
Percentage in bands:
Year 3 Grammar & Punctuation



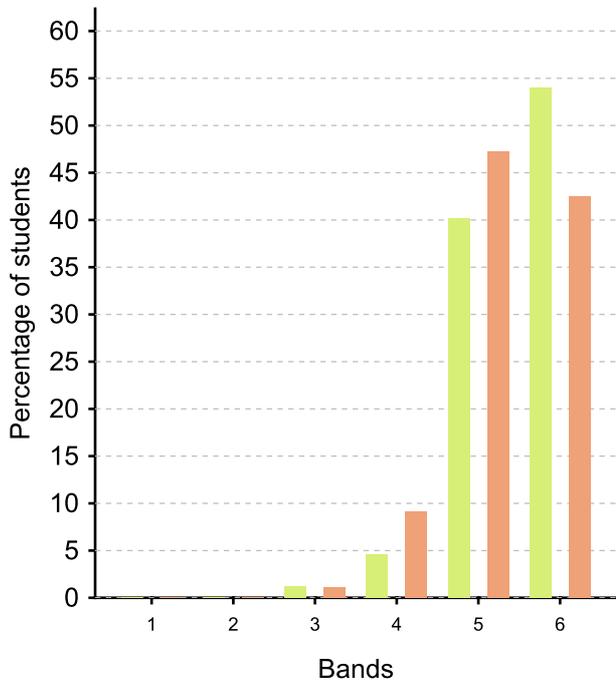
Percentage in bands:
Year 3 Reading



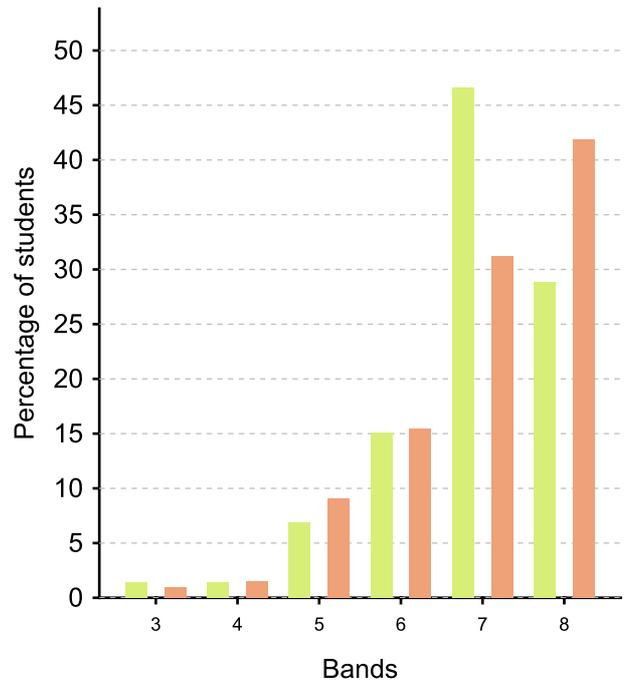
Percentage in bands:
Year 3 Spelling



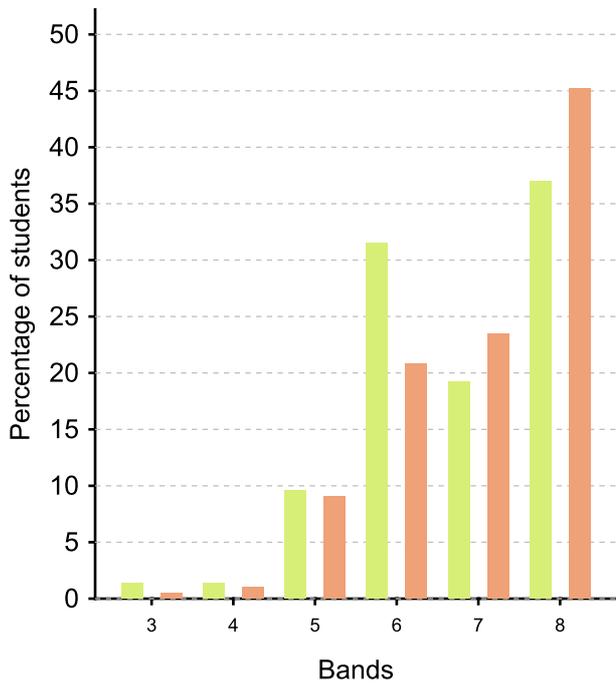
Percentage in bands:
Year 3 Writing



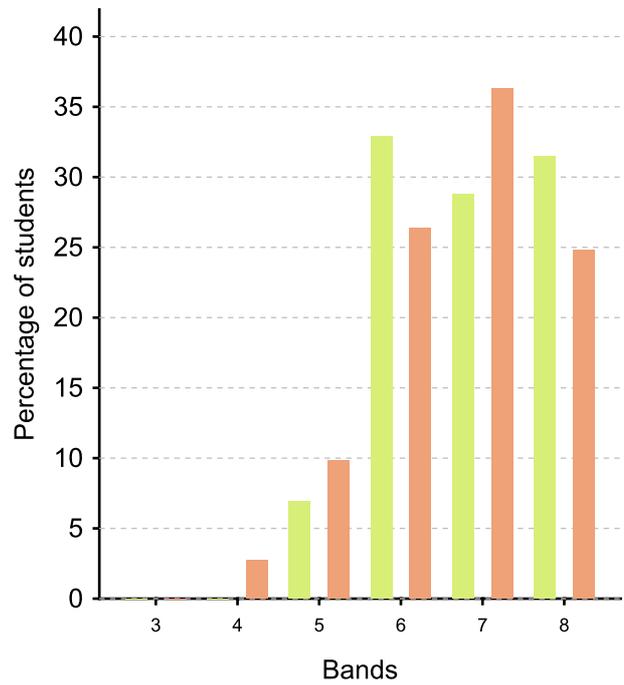
Percentage in bands:
Year 5 Reading



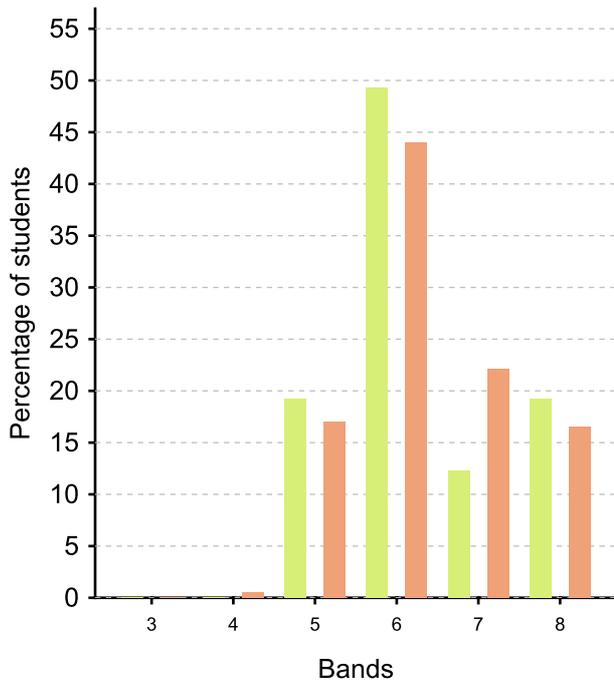
Percentage in bands:
Year 5 Grammar & Punctuation



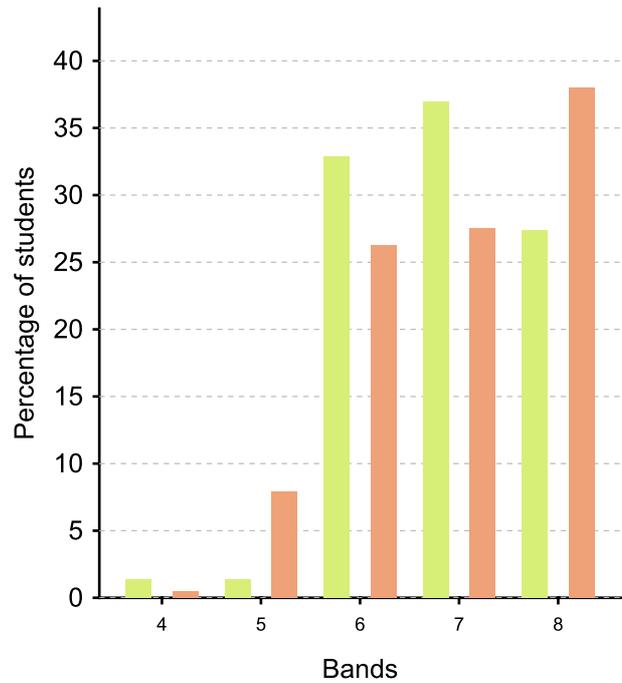
Percentage in bands:
Year 5 Spelling



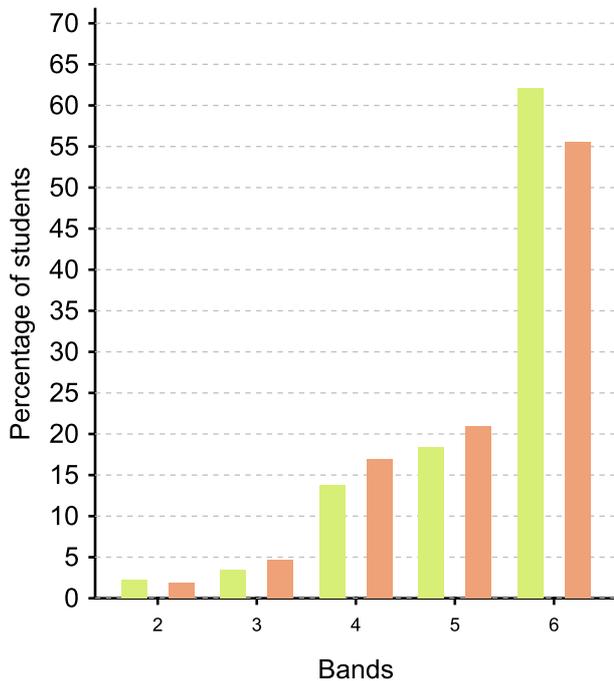
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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.>

Policy requirements

Aboriginal education

At Northbridge PS, we respect and value Aboriginal and Torres Strait Islander people and culture. Teachers include a variety of Aboriginal and Torres Strait Islander perspectives in their learning and teaching programs. Students raised \$671 for the Cathy Freeman Foundation whose programs help broaden horizons and inspire indigenous students to inspire their full potential at school. Students and staff participated in the Stomp Out the Gap Day to raise awareness of the education gap between indigenous and non-indigenous Australians.

Multicultural and anti-racism education

Our teachers integrate multi cultural education through quality texts and literature units and also in history and geography studies. Our students participate in activities to raise their awareness of the cultural diversity within Australia. They have opportunities to research the various cultural groups who migrate to Australia and their important contributions to culture and the development of Australia as a nation. Students also study global connections and celebrations, in addition to looking at world religions and people's beliefs.