

North Sydney Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of North Sydney Demonstration 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.

Myra Wearne

Principal

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Message from the Principal

Staff, students and parents at North Sydney Demonstration School worked tirelessly and enthusiastically in 2017 and were able to take pride in celebrating growth in the areas of literacy, numeracy, science, critical and creative thinking, collaboration and problem solving. The production of a whole school musical and the engagement of all students in problem based learning throughout the year provided opportunities to not only develop and showcase students' skills and talents but also provided the opportunities to enrich and build on a strong sense of belonging across the school community. It remained a strong focus for students to be empowered in their learning with teachers providing highly differentiated instruction and feedback to support each child's individual growth. The goal of empowering students will continue to be a strategic direction in the 2018–20 school plan. In 2017 the school also completed a 5 year longitudinal study on the impact of real engagement in problem solving on student learning and the development of their critical and creative thinking skills with results being published in the near future. Staff continued to work closely with members of the Education Faculty of Sydney University to ensure that the bridge between educational theory and practice supported the school and university in delivering excellence across both settings.

It continues to be an honour and privilege to work with the staff and parents of North Sydney Demonstration School and to share in the many achievements that were made in 2017.

Myra Wearne

Message from the school community

The North Sydney Demonstration School P&C ran smoothly in 2017. A core group of experienced and new volunteers worked together to support the school. This year saw a growth in student numbers of about 10% to almost 900 students and an overcrowding working group was formed.

As students move on to high school we are naturally sad to 'lose' a few very experienced volunteers. Fortunately, we are well positioned with enthusiastic new volunteers joining the team. We would like to thank all members and volunteers who gave up their time to assist in the various fundraising and social activities in 2017.

A lot of effort goes into informal meetings, to enhance our joint understanding of the wishes and concerns of the school community. We would like to thank our employees and volunteers in both the tuck shop and the uniform shop for their continued efforts.

Noteworthy in 2017 were the following events and P&C contributions:

Events

- Harmony Fair
- K–2 disco
- Spell–a–thon. It appears that careful coordination with the teachers and executive staff is key to getting the students enthusiastic about practicing their words.
- Comedy night – a parent only event
- EOY festival

Student/Teacher support

- Continued support for grade collaborative planning days
- Continued support for observational rounds
- Funding of learning support officers (teacher aides)
- Classroom budgets for teachers

Other activities

- Formation of overcrowding working group and several meetings with MPs and Dept. of Education representatives
- Recognise long standing school staff – AshleyGrimmond, Jen Davies, Judith Watts, Irene Leigh & Cynthia Henderson who have worked a combined total of over 100 years at the school. This was recognised at the EOY festival by the whole school community.
- Recognise long standing staff in the P&C – Karen Stuart, Craig Kershaw and Nalini Chelliah
- Funding of Inter–Relate programs, for years 3–4 and 5–6
- Working bees, typically one per term. We have strengthened our relationship with council and regularly get advice and native plants
- End of Year thank you teachers' lunch

The P&C office holders are limited to two consecutive 12 month terms and for that reason we will have to elect a new treasurer in 2018. Thank you to David Bond for fulfilling that role in 2016 and 2017 and for filling in as bookkeeper while we sourced a replacement. Thank you also to Peta Alpen for many years of service as the P&C bookkeeper. Other officeholders are also available for re–election in 2018, including the role of President.

Next year we hope to see real progress in addressing the over crowding issue in our school area and we also look forward to continuing our support of the school through events, initiatives and contributions.

We encourage any interested parents and carers to get involved with the school community in 2018 and warmly invite them to attend regular P&C meetings.

Laurens Libeton

P&C President

Message from the students

In 2017, student executives as leaders of the school participated in many events that honoured both our country's Aboriginal history and our modern day traditions. These events included assemblies, ANZAC and Remembrance Day ceremonies, NAIDOC ceremonies, public education celebrations and leadership excursions and camps. These excursions and camps were particularly fun and educational. Our most memorable excursion was when we went to the Halogen Leadership Conference, which is an event where leaders from all over Sydney come to one location and learn about leadership and the importance of leading others to be the best they can be.

It has been an honour to be leaders of the school in 2017 and we wish the very best for the student execs of 2018.

Lola Elsum and Harrison Adamse

School background

School vision statement

North Sydney Demonstration School is a school community committed to supporting students in all areas of their development so that they may grow into confident, skilled and compassionate human beings who are knowledgeable of themselves and the world around them and who are capable of achieving greatness.

School context

North Sydney Demonstration School is a unique NSW public school that maintains a long-standing partnership with the Education Faculty at the University of Sydney. The school is located in a high-density metropolitan suburb in Northern Sydney. In 2017 students came from 58 different language backgrounds with many students born overseas. The staff at North Sydney Demonstration School are passionate about education and are committed to creating a safe, happy and academically challenging environment for all children. Through professional dialogue with the University of Sydney the school takes pride in contributing to the future of Australia's teaching profession and developing teaching practices and school structures in line with the best of current educational research. The school's parent community works with cooperation, support and compassion to support the school in maximizing student outcomes and reflecting our multicultural communities' aspirations.

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:

In 2017, we continued to maintain our level of 'excelling' in 'Learning Culture', 'Curriculum and Learning' and 'Student Performance Measures'. We maintained our level of 'sustaining and growing' in 'Wellbeing' and 'Assessment and Reporting' through a sustained focus on quality teaching practice, professional learning, assessment, self-assessment and reflection practices (as outlined in the 2015–17 School Plan).

Teaching:

We maintained our high standard of teaching practice by continuing to excel at 'Effective Classroom Practice', 'Collaborative Practice', 'Learning and Development' and 'Professional Standards'. Our 'Data Skills and Use' has continued to be 'sustaining and growing'. This has been maintained through ongoing collaboration and professional learning focused on formative and summative assessment practices. Further professional dialogue around the analysis of the generated data to feed into student improvement will be a continued area of focus in 2018.

Leading:

In 2017, we maintained our level of 'excelling' in 'Leadership', 'School Planning, Implementation and Reporting' and 'Management Practices and Processes'. We have made significant growth from 'sustaining and growing' to 'excelling' in the area of 'School Resources'.

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

Empowered Learners

Purpose

All students should be supported in becoming empowered and independent learners so that they can confidently respond and contribute to the world in changing times.

Overall summary of progress

In 2017 students increasingly reflected on their own learning and considered the ways in which they could progress their learning further. This included developing their own personal learning goals based on self assessment and written and verbal feedback. Students were empowered to be active in the solving of problems that were relevant to them and their local community through their engagement in active problem solving. The REAPS framework was used to scaffold students as they collaboratively worked in stakeholder groups to creatively and critically determine meaningful solutions to real problems. These initiatives to empower students as learners contributed to strong growth in literacy and numeracy as measured by NAPLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students in years 1–6 self-assess against selected markers from the literacy and numeracy continuums once a semester in English and Maths workbooks, and provide evidence to support their assessment.	No funds were required to support this initiative	More students demonstrated an understanding that written feedback received from teachers could be used to inform their future efforts. More students demonstrated an ability to use a simple rubric which included markers from the literacy and numeracy continuum to proof and edit their work.
100% of students in years 2–6 develop personal learning goals each semester.	No funds were required to support this initiative.	All students in Years 2–6 developed personal learning goals each semester which were included in Semester One and Two reports.
90% of students in years 2–6 demonstrate a deeper understanding of concepts and content as evidenced by independently coded concept maps.	\$5000	All students in Years 2–6 completed concept maps for key concepts within History, Science and Geography. The school is still awaiting the completion of the independent coding of these maps.
100% of students in years 2–6 generate solutions to real world problems in order to enhance their creative, critical thinking, and problem solving skills.	\$5000	All students in K–6 generated solutions to real world problems during a term long problem solving project. The process and results of these projects were shared with the community during Term 3.
NAPLAN Reading and Numeracy results for years 3 to 5, and 5 to 7, show student growth above a 'value added score' of 80 (years 3–5) and 50 (years 5–7).	\$40 000	Students in Year 7 achieved the target growth of 50 with value added scores of 65 and 69 in Reading and Numeracy. Students in Year 5 achieved a value added score of 62 and 65. Growth will continue to be a focus in the next 3 year plan.

Next Steps

- To further enhance the quality of teacher feedback, in 2018 staff will engage in professional learning on how to use the learning progressions and NSW English syllabus to support students with writing *I Can* statements and individual learning goals.
- Teachers will continue to communicate the learning intention and success criteria for each lesson using the learning progressions to differentiate the success criteria for students.

- Teachers and students will engage in regular conferencing sessions using work samples to identify individual / *Can* statements and articulate new learning goals.



Strategic Direction 2

Knowledgeable Staff

Purpose

Great teachers are knowledgeable. They know their students, they know their curriculum and content, they know best practice pedagogy, they welcome feedback and they embrace reflection.

Overall summary of progress

During 2017, the school continued to focus on fostering a collaborative, professional and knowledgeable community of teachers and leaders. Staff continued to engage in a variety of professional learning opportunities which allowed them to collaborate, reflect on and refine their pedagogical knowledge. This included the continuation of observational rounds, structured grade meeting agendas, professional learning sessions and the ongoing development of PDP's (Personal Development Plans). Throughout the year a variety of professional learning structures were implemented including differentiated sessions for early career teachers, competent and highly accomplished teachers and leaders and aspiring leaders.

The establishment of effective assessment practice remained at the forefront of professional learning to further enhance levels of consistency across the school. 'Assessment week' was held twice during the year, whereby teachers were able to focus on quality one-to-one assessment practices including running records, SENA assessments in numeracy and grade based assessment in writing. During assessment periods, whole school writing moderating sessions further supported the development of high levels of consistent teacher judgement. Further professional learning was also provided on how to use the features of PLAN to generate learning plans to assist in grouping students for differentiated instruction based on the numeracy continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% increase in the use of PLAN data to track aspects of the literacy and numeracy continuum	No funds were expended in the delivery of this target.	<ul style="list-style-type: none"> • Most teachers used the language of the literacy and numeracy continuum to provide feedback to students about their learning. • PLAN data was entered at the end of Semester One and Semester Two by all teachers for aspects 1–5 in numeracy.
100% of grade-based teaching staff have participated in effective assessment practices including the delivery of agreed assessments and tools, assessment workshops and consistent teacher judgment sessions.	\$3000	<ul style="list-style-type: none"> • All staff participated in whole school moderation sessions with a focus on the aspect of writing in the literacy continuum and writing and representing in the English syllabus. • All staff participated in effective assessment practices including differentiated professional learning sessions focusing on quality assessment in reading. • Stage/grade assessments were administered and moderated in the areas of reading, writing and maths each semester. • All teachers used a grade feedback code (e.g. star & wish) to provide students with feedback in their bookwork each term. Teachers notes were recorded in students books to reflect differentiation of learning tasks. • All staff participated in a guided book collection processes to discuss and reflect on quality feedback, twice throughout the year.
100% of grade-based teaching staff have participated in observational rounds, collaborative planning structures and PDP interviews.	\$40 000	<ul style="list-style-type: none"> • All staff, including RFF staff participated in two observational rounds a year (where they have been observed by a nominated peer, their team leader and an Executive). • All staff participated in grade collaborative

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of grade-based teaching staff have participated in observational rounds, collaborative planning structures and PDP interviews.		planning days once a term. • All staff members participated in the PDP process, including whole school professional learning as well as engaging in formal and informal discussions with their assigned PDP supervisor, throughout the year.

Next Steps

- Whole school moderation sessions will continue, focusing on the writing learning progressions and the English writing syllabus.
- Staff will continue to experiment with visible learning practices including embedding learning intentions and success criteria into the learning sequences and using the language of the learning progressions to guide student learning.
- All staff will work with their supervisor to develop a meaningful PDP.
- Observational rounds will continue with a focus on clear learning intentions and success criteria for students.
- Student workbooks will continue to be collected once a term. Grade discussions will occur based on the quality of feedback provided to students and the adaptations and adjustments from collaborative programs.
- Collaborative planning days will continue in 2018. Team leaders will be mentored by executive staff, to build their capacity to lead quality programming, assessment and evaluation.



Strategic Direction 3

Inclusive & Effective Practices

Purpose

Inclusive consultation about school priorities, well communicated and accessible policies, guidelines and procedures and rigorous and timely evaluation of key programs will underpin school excellence.

Overall summary of progress

Ensuring that our school has robust, effective and consistent systems, structures and practices continued to be a focus during 2017. In order to ensure consistency and quality in school-based evaluations, the evaluation toolkit developed in 2016 was implemented. As per the planned evaluation cycle, the toolkit was used to evaluate the major area of English and the two minor areas of English and other Languages and or Dialects (EAL/D) and Assessment. All staff and a random selection of students were surveyed for these three areas. Parents and carers were invited to provide their feedback through surveys. During 2017 management checklists continued to be implemented for all key activities and management areas. These checklists were written by school staff who organised the event or management area in order to capture and timeline the key processes and actions they undertook. School leaders and teaching staff continued to focus on the development and implementation of quality scope and sequences to accompany the new curriculum. Staff were supported to use the new English scope and sequence through a series of professional development sessions that outlined programming expectations and guidelines, strategies for differentiated practice, and using key concepts to map out curriculum content and connect understandings between and across the English continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of key programs, practices and activities are evaluated over a 6 year cycle.	\$1000	<ul style="list-style-type: none">• An evaluation cycle was implemented in 2016 and carried out in 2017• A standardised evaluation toolkit developed was used in 2017 evaluations.• The major program evaluation carried out in 2017 was English. The evaluation included surveying students and staff in the school. The parent community was invited to participate in surveys. Recommendations were implemented in the 2018 school planning cycle.• The minor program evaluations carried out in 2017 were EAL/D and Assessment.
75% increase in the production of planning and evaluation forms to capture key school programs, events and activities.	\$1000	<ul style="list-style-type: none">• Planning and evaluation forms, called 'management checklists' were completed for all key school events and activities
100% of grade-based teaching staff collaborative plan, teach and assess using agreed upon scope and sequences for English and Mathematics.	\$2000	<ul style="list-style-type: none">• The new English scope and sequence was introduced to all teachers.• Grade teams used the agreed upon framework to guide and sequence the planning and programming of English, set clear learning intentions and success criteria and differentiate learning.• A small committee worked with the English 'Champion' to develop and implement the English scope and sequence.

Next Steps

- Evaluations of key programs and practices will be conducted according to the evaluation timeline and using the 'evaluation toolkit'
- Management checklists will be reviewed and updated with additional information as necessary.

- Staff will continue to develop knowledge and understanding around the conceptual aspects of the mathematics and English scope and sequence.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$106 188	<p>Students benefited from a targeted oral language program developing academic curriculum based vocabulary. Students had opportunities to practice more formal language and more complicated sentence structures than they would use in everyday language. This program was grounded in research that indicates there is a strong reciprocal relationship between oral language skills and writing fluency.</p> <p>Students received more explicit teaching instruction as a result of the staff's participation in an action learning project which focused on modifications to teaching programs to increase the explicit teaching of vocabulary. As a result, students were provided with greater opportunities to practise and consolidate new language and sentence structures.</p>
Creative Arts	\$10 000	<p>Creative Arts has thrived in both the classroom and in extra-curricular enrichment activities across all grades K-6.</p> <p>Music extra-curricular opportunities are well-established with the three bands, recorder ensemble and K-2, Junior and Senior choirs performing at various local and high profile state-wide events. The music curriculum further enhanced the skills and engagement of students from K-6 through the RFF program. Singing has continued to be promoted in assemblies and whole grade initiatives.</p> <p>The K-2 drama group explored drama games, improvisation activities, movement and character role-play, building the confidence and communication skills of the younger students.</p> <p>The school musical 'Peter Pan' brought together all aspects of performing arts with a focus on performance, utilising scene acting, choreographed dance and chorus and solo singing.</p> <p>The backstage technical team made up the backstage crew of the school musical. These students engaged in lighting and sound production activities, set and costume design and construction and stage hand duties. A total of 140 students from K-6 participated in various lead, chorus and backstage roles and performed to an audience of over 1000 members of the community.</p> <p>Visual arts programs continued in each class with many opportunities for students to engage in a variety of art forms such as painting, drawing, printmaking, sculpture and mixed media.</p> <p>All extra-curricular groups performed at the</p>

Creative Arts	\$10 000	annual Festival of the Arts as part of our community celebration of Arts Education at our school.
Sport	\$3 000	Sporting activities and physical exercise continued to be an important focus at North Sydney Demonstration School. All students, across all grades participated in a wide range of sporting activities. These included PSSA inter-school competitions, sports carnivals (swimming carnival, cross country carnival, track and field carnivals), general grade sport and specific skill development taught from outside providers (Sport in School and gymnastics). These programs saw the development and improvement in a diverse range of sporting and fitness activities and allowed students to understand and reap the benefits of an active lifestyle. Students developed coordination, strength, agility and a good sense of sportsmanship. Younger students made improvements in their gross motor skills and flexibility. All students celebrated the achievements of others' in a whole school sporting assembly, held at the end of the year, where students from each class received awards for their participation and or skills. The school also recognised many high achievers across particular sports, including 'sports person of the year' award.
Real Engagement in Active Problem Solving (REAPS)	\$2 000	All students used the REAPS framework in 2017 to support them in developing solutions to real world problems. Through their problem solving endeavours, students learned to work collaboratively and efficiently to collect and organise information, to narrow the scope of their problem solving, to develop their creative and then critical skills as they generated and then considered possible solutions and then refined their communication skills with audiences and outcomes in mind. The development of these future focused skills was valued by the North Sydney community and resulted in a highly engaged student population.
Learning Support	\$155 224	Students with additional needs including those with gifts and/or talents, benefited from the implementation of individual education programs and transition programs. This was demonstrated by growth in learning and extensive transitions to high school, kindergarten and to new classes in 2018. Students who received additional support in 2017 demonstrated improved personal and social skills through structured support programs within the classroom and during play times. Students with additional needs received the additional support required to enable them to participate in extracurricular activities, PSSA sport, camps and excursions.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	377	398	414	436
Girls	374	387	402	445

In 2017 North Sydney Demonstration School continued to experience high levels of growth in student population. 150 kindergarten children started school for the first time in February 2017 and began what promises to be a rewarding educational journey. The student population is enriched by its multicultural nature and enjoys gender balance in each year group.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.2	95.1	95.5
1	95.5	95.3	95.7	94.9
2	95.5	94.9	95.2	94.4
3	96.7	94.4	94.7	94.7
4	96.6	95.7	95.2	94.8
5	95.7	94.9	94.6	94.9
6	95.8	95	94.9	93
All Years	96	95.2	95.1	94.7
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

By law, parents and caregivers must give an explanation for any student absences. The school has several ways that caregivers may notify the school of a child's absence including; phone, email or by delivering a note to the teacher on return to school. Parents and caregivers must notify the school if a child is to be

absent from school. In the event that notification is not given, the school will make reasonable attempts follow this absence up. Absences that exceed two days without contact from caregivers are referred to the Principal to follow up as a well being concern. For leave absences of more than 15 days of leave in a year (excluding sickness) caregivers must apply several weeks in advance for approval to be absent from school. All absence notes and emails are filed and kept for examination and monitoring by the Home School Liaison Officer. Any phone calls to the office are also logged and kept.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	34.66
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	5.17
Other Positions	0

*Full Time Equivalent

There were no staff at North Sydney Demonstration School who identified as being of Aboriginal or Torres Strait Island descent. In addition to the staff detailed above, the school used both school and community funds to employ six additional support staff (teaching and non teaching) to assist with student well being, additional learning needs, early intervention and beginning teacher support.

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	9

Professional learning and teacher accreditation

In 2017, professional learning took the form of a more flexible and differentiated model which aligned with the school's three year strategic directions and specifically targeted the needs of the diversity of professional experience amongst staff. Staff also participated in mandatory professional learning and engaged in Action Learning projects.

Professional learning in 2017 included:

- **Observational Rounds** – The continuation of twice annual observational rounds for all teachers to effectively support and enhance explicit teaching and differentiation across all classrooms from K–6. This year the focus of observations and feedback was on; explicit teaching through establishing clear learning intentions and student success criteria and effective differentiation. Through this process, teachers engaged in reflective dialogue where they received personalised feedback and strategies aligned to their level of professional experience, knowledge and personal professional development goals. This assisted the leadership team in ensuring student equity in the quality of instruction received in all classrooms across the school. Furthermore, it provided further insight into the ways in which collaborative grade programs were implemented in individual classrooms.
- **Strategic Direction 1: Empowered Learners** – This included professional learning sessions around quality assessment practice, the teaching and learning cycle with a focus on assessment, feedback and reporting through the school book collection process, a review of self–assessment and reflection strategies so far, and an opportunity to collaboratively decide on the direction of future self assessment.
- **Strategic Direction 2: Knowledgeable Staff** – Whole staff professional learning sessions on quality assessment practices in English and Mathematics including; sessions on utilising running records to assess students in reading, conducting SENA assessments; whole staff moderating sessions to establish consistent teacher judgement in writing assessment and reporting and to annotate work samples according to our K–6 writing rubric. There were also opportunities to support staff through providing an overview of the reporting writing process, including a timeline to support early career teachers and discussions with the leadership team about the ways to support grade teams with report writing , establishing effective structures to ensure a high level of teaching consistency across the school.
- **Strategic Direction 3: Inclusive and Effective Practices** – A series of whole staff professional development sessions on the development of a whole school English scope and sequence including establishing guidelines and expectations for programming, the introduction of yearly overview planning documents and further discussions around text requirements.

- Whole staff '**refresher sessions**' focusing on core school–based pedagogies and practices including reading instruction, REAPS and learning support structures and procedures.
- **Action Learning Projects** – All teaching staff completed an Action Learning project on supporting ELA/D students with a focus on teaching pedagogy, strategies and oral language development. This enhanced opportunities for oral language development and explicit language teaching across the curriculum. Staff also engaged in a series of 'Mini' Action Learning projects including *The Explicit Language of Reading, Reading Recovery Theory and Practice* and *Differentiation in Maths*. Experienced teachers were provided with the opportunity to explore their own project based on a specific area of interest. All staff presented their findings through a 'Teach Meet' networking opportunity.
- A voluntary 'Scholarly Reading Group' which met twice a term to discuss current pedagogical theory and practice.

Teacher Accreditation

In 2017, 3 teachers completed their proficient teacher accreditation process and 1 teacher completed their five year maintenance of proficient teacher accreditation. Professional learning sessions and workshops were provided throughout the year to support teachers with the process of evidence collection and annotation to support their accreditation, or to compete the maintenance cycle.

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	152,038
Revenue	7,004,631
Appropriation	6,114,026
Sale of Goods and Services	28,867
Grants and Contributions	853,764
Gain and Loss	0
Other Revenue	0
Investment Income	7,974
Expenses	-6,741,121
Recurrent Expenses	-6,741,121
Employee Related	-5,998,190
Operating Expenses	-742,932
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	263,509
Balance Carried Forward	415,547

The schools executive team in consultation with the school administration manager and the P&C determine the school priorities for a three year period. These priorities guide expenditure related decisions. Budgets are set in Term One based on historical data, current priorities and P&C funding commitments. Monthly meetings are held between the school administration manager and the Principal to ensure a healthy cash flow is maintained and to review and adjust for anomalies. In 2018, \$144,076 of the \$415,547 carried over from the 2017 year was already committed with the unspent balance being \$271,471.

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	5,553,250
Base Per Capita	124,706
Base Location	0
Other Base	5,428,544
Equity Total	205,904
Equity Aboriginal	1,263
Equity Socio economic	4,676
Equity Language	106,188
Equity Disability	93,777
Targeted Total	26,479
Other Total	109,425
Grand Total	5,895,058

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

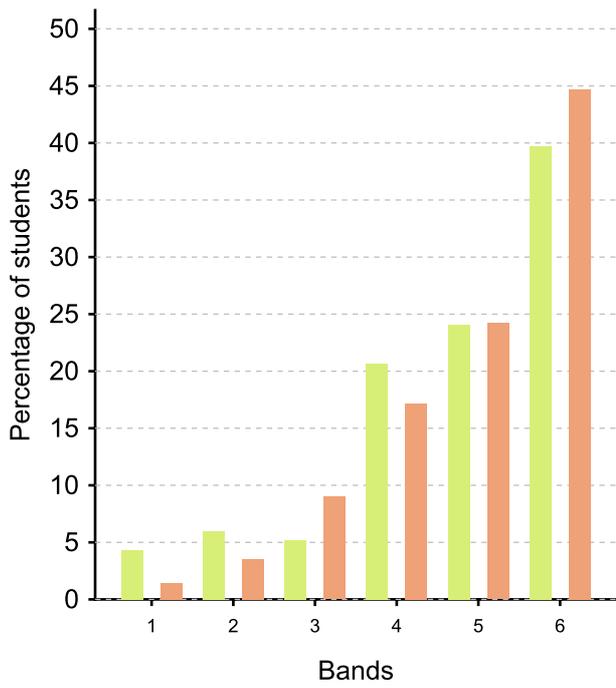
School-based assessment

School based assessment has been a clear focus in all three of our strategic directions in 2017. Formative assessment is used in all classes to monitor student learning and to provide ongoing feedback to students. More specifically, formative assessments are used by teachers to help students identify their strengths and weaknesses and to target areas that need work. This focus on assessment and feedback to empower learners will continue to be a focus of the school in the next three year plan.

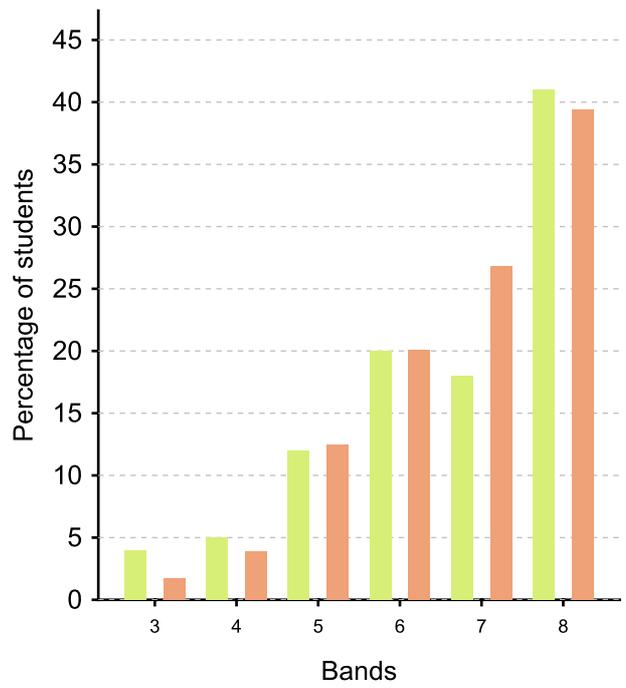
NAPLAN

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.

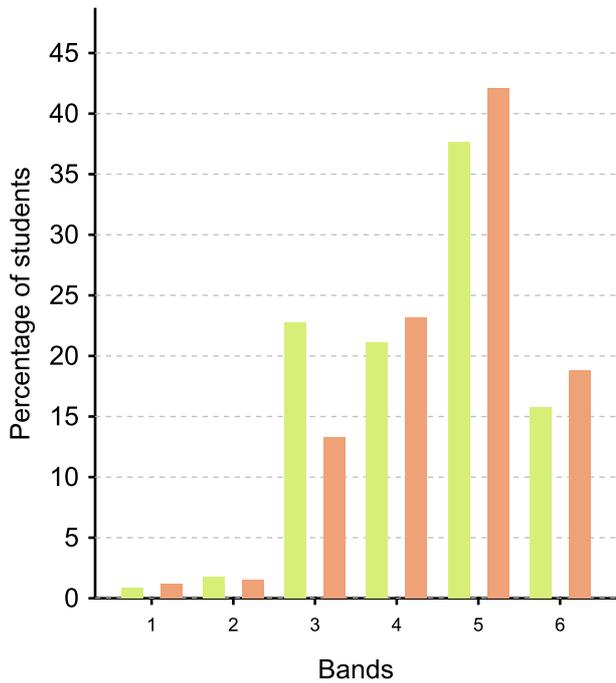
Percentage in bands:
Year 3 Reading



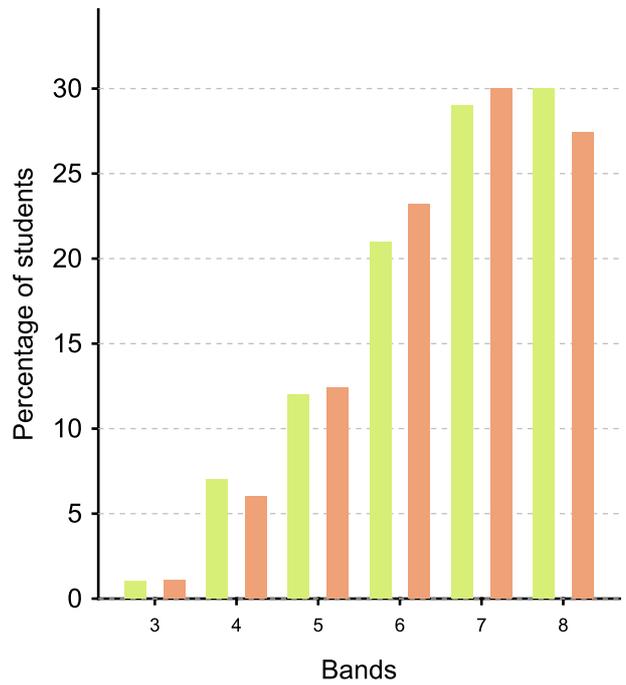
Percentage in bands:
Year 5 Grammar & Punctuation



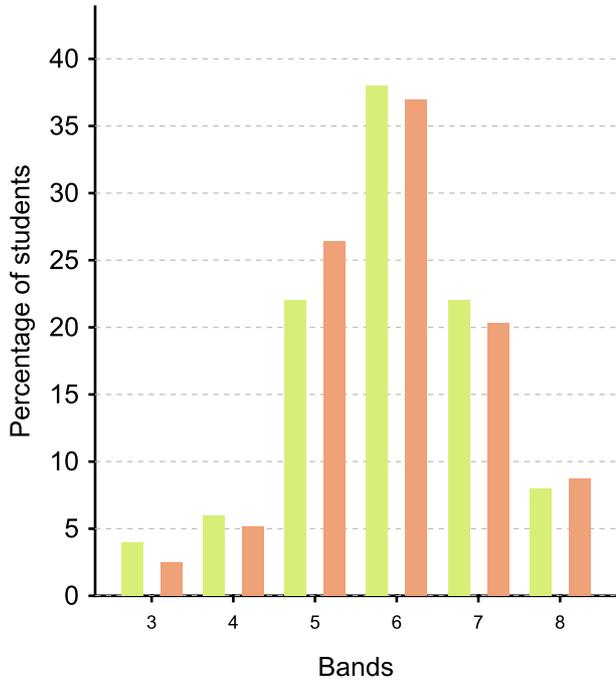
Percentage in bands:
Year 3 Writing



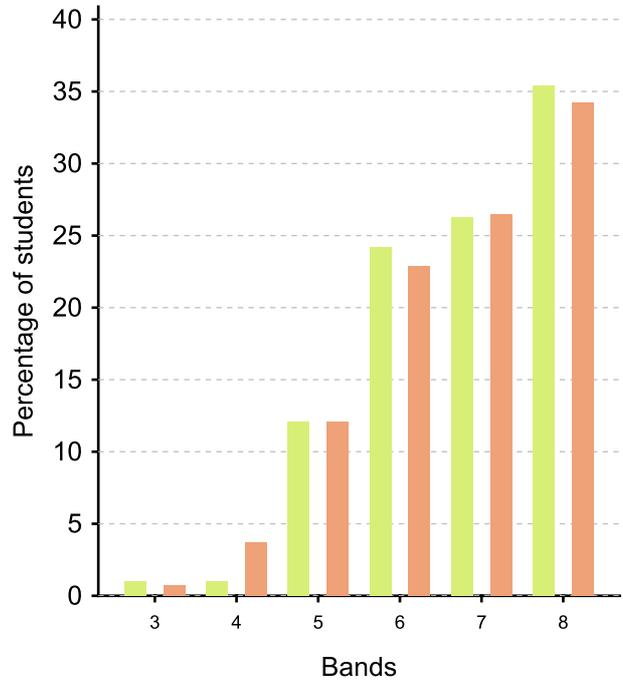
Percentage in bands:
Year 5 Reading



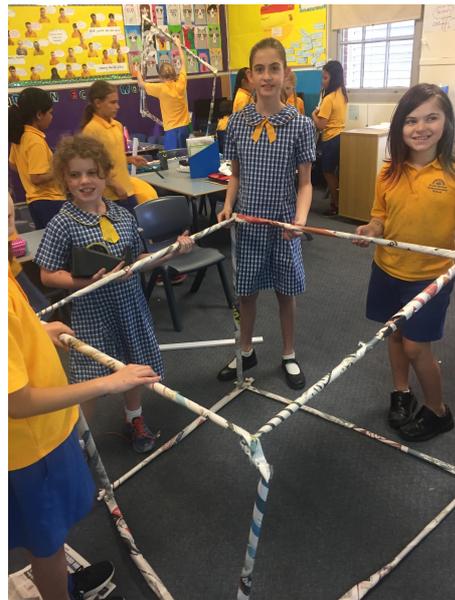
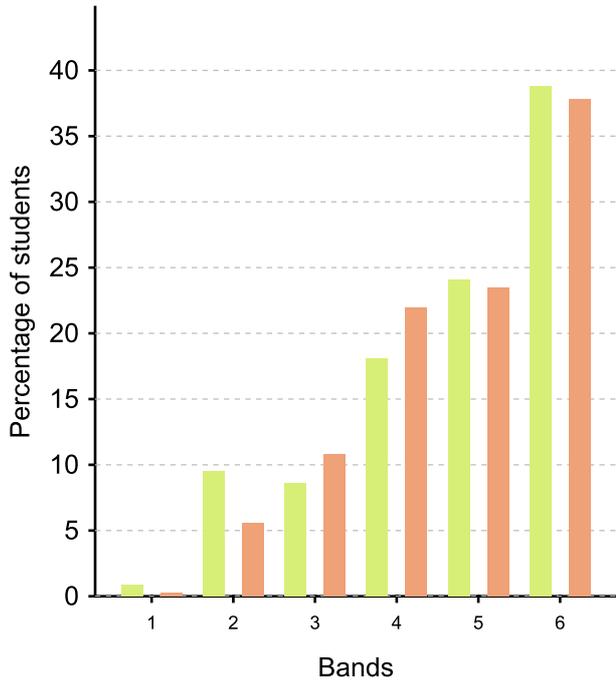
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME SURVEY

In 2017 the school participated in 3 surveys run by 'Tell Them From Me'.

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its 'Focus on Learning' teacher survey and its 'Partners in Learning' parent survey to NSW government schools.

The results of each survey are outlined below.

Focus on Learning: Student Survey

Overall, survey results indicate that students value schooling and positive friendships and they feel valued, accepted and are encouraged to succeed in all areas of learning.

Highlights of the survey included:

- A very high level of students indicated that they have friends at school they can trust and who encourage them to make positive choices
- A high level of students across the school felt accepted and valued by their peers and others, with the highest level being reported by Year 6 students
- A very high level of students believe that schooling is useful in their everyday life and felt it would have a strong bearing on their future
- A high level of students believe they try hard to succeed in their learning and that the teachers hold high expectations for all students to succeed.

An area for improvement:

Results indicated that homework is an area which may require further investigation especially in establishing more positive attitudes towards completing homework tasks in a timely manner.

Focus on Learning: Teacher Survey

Overall, teachers reported feeling that the school has a supportive, collaborative and inclusive learning culture.

Highlights of the survey included:

- A very high level of teachers felt that school leaders had taken time to observe their teaching, supported them during stressful times and have

helped them to create new learning opportunities for their students

- A large number of teachers reported that they collaborate with others and discuss strategies to increase student engagement
- A high level of teachers felt that they set high expectations for student learning and that they were able to monitor the progress of individual students
- A high level of teachers felt they were able to present new concepts by linking previously mastered skills and knowledge and that they used a variety of teaching strategies
- A very high level of teachers felt they were able to set clear expectations for learning and classroom behaviour.

An area for improvement:

Survey results indicated that teachers feel it would be valuable to establish effective and manageable ways for teachers and students to use interactive technology to track student progress towards individual learning goals.

Partners in Learning: Parent survey

Overall, parents reported feeling that the school is welcoming, safe and supports positive behaviour.

Highlights of the survey included:

- A high level of parents feel welcome when they visit the school and reported that their child feels safe going to and from school
- Parents felt they could easily speak with their child's teacher and that written information from the school is in clear, plain language
- Parents agree that their child is encouraged to do his/her best when at school and that teachers show an interest in their child's learning.
- A high level of parents felt that teachers help students who need extra support and help them to develop positive friendships.

An area for improvement:

Survey results indicate that parents feel it would be valuable to be more informed about their child's social and emotional development.

ENGLISH EVALUATION

In 2017, the school's major program evaluation was in the area of English. All teaching staff and a random selection of students completed online surveys and parents were invited to complete a survey online. The results of the surveys are summarised below:

K–2 Student Survey:

- Over 80% of students in K–2 reported that they enjoyed engaging in reading and writing activities
- 70% of students felt they were good at reading and writing

- More than 80% of students stated that they knew what they were doing well in reading and writing with over 70% stating that they knew what they needed to improve
- In reading, over 70% of students reported that their teacher asks them questions to help them understand what they have read
- The majority of students said they enjoyed using digital technologies to engage in reading and writing activities.
- Overall feedback indicated that the most common form of teacher support was given when their teacher helped sound out and read new words in reading and when teachers helped them to spell tricky words in writing tasks.

3–6 Student Survey:

- Over 70% of students in 3–6 reported that they enjoyed reading and writing lessons
- More than 70% felt they were good at reading and writing and over 60% felt they could apply the reading and writing skills they had learnt outside of the classroom
- 65% of students reported that their teacher tells them the specific skills they are learning in reading and writing and why they are learning them
- 60% of students suggested that their teacher is always finding new ways to help them
- 79% reported that their teacher informed them of what they were doing well in writing and over 65% of students said they knew where they needed to improve
- In reading, over 50% of students said they their teacher asked them questions which challenged them to think deeply about characters and concepts about the text
- In writing, over 70% of students stated that their teacher helped them with their writing mostly by showing them examples of good writing
- 55% of students said they felt more confident using pen and paper to complete reading and writing activities and 30% stated they they felt more confident completing tasks using digital technologies.

Area of improvement identified in the 3–6 student survey included:

- 40% of 3–6 students said they did not use digital technologies to complete reading and writing activities.

Teacher Survey:

- Over 95% of teachers reported that they provide regular opportunities for their students to read and write for enjoyment in structured and unstructured sessions
- 80% of teachers indicated that they provide opportunity for students to engage in reading and writing using online and/or digital tools
- 95% of teachers felt confident in their ability to differentiate lesson content during writing sessions
- Teachers indicated that they were able to provide feedback on students writing through a variety of ways including; student conferencing, talking to students as they write, written feedback in students books and through whole class directed

feedback

- Over 70% of teachers reported that students use the feedback they have been given, to improve the quality of their writing.

Areas of improvement identified in the teacher survey included:

- A significant number of teaches indicated that they would like further professional development on how to use NAPLAN support material to support their teaching in reading and writing, more effectively
- Teachers also expressed an interest in further professional learning in the use of digital technologies to further enhance reading and writing opportunities in the classroom
- Teachers have indicated that they would like for more opportunity to collaborate with reading specialists to gain further guidance and support with the implementation of effective strategies for beginning readers.

Parent Survey:

- 90% of parents stated that their child enjoys reading and writing with 95% indicating that their child felt confident in reading
- 68% of parents rated their child's reading progress as excellent or above average.

Recommendations/follow up:

- 61% of parents indicated that their child felt confident in writing. Further discussions and professional learning about utilising teacher feedback and self–assessment in writing will be an area of focus in 2018.
- 79% of parents felt their child was most confident with reading and writing using traditional pen and paper forms. Further opportunities for students to engage in the use of a variety of digital technologies may help to enhance student confidence.
- 50% of parents indicated that they would like to know more about the reading and/or comprehension strategies taught at school. More opportunities for parent information session throughout the year, may help to build shared understanding and further engage the parent community.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) Evaluation

In 2017, one of the school's minor program evaluations was in the area of English as an Additional Language or Dialect (EAL/D). Students and teaching staff completed online surveys and parents were invited to complete a survey. We were able to provide the parent survey in English, Chinese and Korean.

Teacher survey:

- All teachers identified receiving support from the EAL/D program including professional learning, resources, collaborative planning, in class teacher support or specialised support of students through the small group withdrawal EAL/D program
- The majority of teachers indicated the language Action Learning project had a significant and ongoing positive impact on their teaching practice.

- Overall, the teachers agreed the resources and teaching programs at the school support multicultural perspectives well and that the school had an inclusive environment for students and parents.

Recommendations/follow up:

The EAL/D team will continue to support teachers in areas they identified for development in the survey such as more information about students' past language learning and revisiting EAL/D teaching strategies more often.

Student survey:

- The majority of students felt teachers clearly explained new vocabulary and checked their understandings
- Students indicated they wanted most help when reading and to understand maths language.
- Most students attending withdrawal EAL/D lessons enjoyed going, thought it improved their English and that it helped with what they needed to achieve in their class.

Recommendations/follow up:

The EAL/D team will continue to provide support in areas students identified as important such as ongoing support with mathematical language.

Parent survey:

- Most parents knew the school's EAL/D program provides extra language support to students
- The majority of parents thought their child's English language development was well supported at the school
- Parents felt that the school supported multicultural diversity, cohesion and harmony in its values and practices
- Parents thought the school demonstrated zero tolerance of racism and felt comfortable talking to the school about racism
- Many parents did not know the school has an Anti-Racism Contact Officer
- Just over half of respondents knew about the interpreter services available to communicate with the school if needed.

Recommendations/follow up:

- The school will inform parents through the newsletter and School Stream about the interpreter services and about the role of the Anti-Racism Contact Officer

ASSESSMENT EVALUATION

During 2017, one of the school's minor program evaluations was in the area of Assessment. Students and teaching staff in the school completed detailed online surveys and parents were invited to complete a survey. The results of the survey are summarised as follows:

Student Survey:

- 50% of students reported that their teacher gets

them to think about their own work, what they are doing well and things they need to work on in most areas of learning, at least once a week

- More than 70% of students said that their teacher regularly tells them how they are going, what they are doing well and how they can improve after learning tasks and activities
- All students felt they could share what they know and can do with their teacher, in a range of learning areas including; reading, writing, speaking and listening, maths and creative arts.

Recommendations/follow up:

Survey results indicate that there is a need for the school to establish further consistency in regards to the regularity of opportunities whereby teachers and students discuss feedback and set new learning goals.

Teacher Survey:

- 100% of teachers felt that the assessment data was useful and informed teaching programs and reporting
- 94% of teachers felt that the amount of assessment conducted in classrooms was manageable and purposeful
- In regards to the regularity and timelines in place for assessment, 78% of teachers felt that it was timed and regular to support teaching, learning and reporting
- Over 90% of teachers felt that the assessment tools developed by the school, were purposeful, aligned to learning outcomes and programs and they were easy to administer and analyse.

Recommendations/follow up:

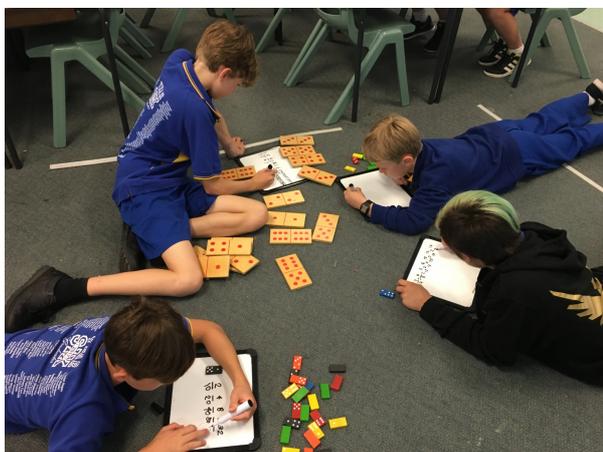
- Staff would like to build further resources which would help support students to apply feedback and set individual learning goals.
- Staff also expressed an interest in further professional learning on building digital portfolios

Parent Survey:

- The majority of parents felt that the assessment practices used to determine student achievement and progress by the school was accessible
- Over 82 % of parents felt they were more likely to access assessment information about their child's results about his/her learning at school through reports and parent/teacher interviews
- More than 50% of parents felt that assessment information about their child's achievement and progress helped them support their child at home.

Recommendations/follow up:

- Survey results indicated that parents would like assessment practices to be more transparent and they would like to have further insight into the ways in which their child's teacher assesses student progress and achievement throughout the year
- Parents also indicated that they would like to find out more about how to locate information and external guidelines such as syllabus documents and worksamples of grade level expectations, to understand what their child learns and is assessed on at school.



Policy requirements

Aboriginal education

In 2017, students at North Sydney Demonstration School explored Aboriginal culture and histories through a variety of learning activities. Kindergarten students explored Aboriginal culture through dreamtime stories and reflected on how identity is connected with storytelling across all cultures. These students explored the story *Ernie dances to the didgeridoo* by Alison Lester. Year 1 and Year 2 students explored Aboriginal culture and histories through a variety of dreamtime stories and artwork including *Tiddalick*. In Years 3–6, students learnt about the significance of acknowledging Australia's first peoples. Students examined Australian human rights, past and present that affected Aboriginal and/or Torres Strait Islander peoples, explained how Australian society has changed throughout the twentieth century for Aboriginal and/or Torres Strait Islanders, and investigated the significance of the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples through a focus on the Stolen Generation.



Multicultural and anti-racism education

North Sydney Demonstration School supports multicultural education through culturally inclusive teaching programs and resources. Our school library and literacy committee continued to purchase quality literature for the school that represented a diverse range of cultures, both global and from Australian indigenous cultures. We have built on resources which support the cross curriculum content, that is, content that is relevant across all subject areas, these include Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, Intercultural Understanding, Difference and Diversity.

These resources are integrated into teaching programs. Our students are one of our best resources as we have a very diverse student population from many different cultural backgrounds. Aside from teaching programs our school holds some special events where we celebrate our diverse cultures. Harmony Day was celebrated showcasing multicultural dress, music and food. Our students' families were invited to share something special about their culture with their children's class and flags from many different nations were displayed around the school. Also every year students from years 3–6 participate in the Multicultural Public Speaking Competition where students research different topics about aspects of multiculturalism in Australia and beyond to then write, practise and present a speech. This year was as engaging and thought provoking as ever. Our school has continued to implement policies and practices which counter racism and prejudice. We also have trained Anti-Racism Officers to assist with concerns, complaints and incidents.