

# Neutral Bay Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Neutral Bay Public School as an account of the school's operations and achievements throughout the year.

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

Judy Goodsell

Principal

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## Message from the Principal

I was honoured to be appointed as Principal of Neutral Bay Public School in Term 4 2018. I would like to thank Ms Nadia Tobia for relieving very capably as Principal during Terms 2 and 3.

Neutral Bay Public School has a strong reputation for providing excellence in education through academically focused teaching and learning programs that are balanced by rich opportunities in sport, culture and the performing arts. This is made possible through the hard work and commitment of staff, parents and the local community. This report celebrates the individual and collective efforts and achievements, while also informing the future directions for the revision of our 2018 – 2020 School Management Plan.

The happiest and most successful students are those with the motivation to learn and a strong sense of personal achievement. The school's Positive Behaviour for Learning program continues to improve outcomes for students by strengthening the link between positive behaviour and enhanced learning. To enable this, the learning dispositions of resilience and challenge were introduced across the school by the Visible Learning Committee.

In 2018 the school achieved outstanding NAPLAN results in Literacy and Numeracy which demonstrated strong growth in student learning outcomes. Evidence of this achievement is:

74% of Year 3 students achieved in the highest 2 bands in aspects of literacy and numeracy;

70% of Year 5 students achieved in the highest 2 bands in aspects of literacy and numeracy;

Student participation in external competitions remained strong. A large proportion of students entering the NSW International Competitions and Assessments for Schools were awarded merit, credit, distinction and high distinction certificates.

I am impressed by the dedication and professionalism of the teachers and support staff. Their dedication, effort and capacity to inspire ensure our students excel and succeed. Staff are well supported by our friendly and professional administration staff.

Neutral Bay Public School was strongly supported by the parent community through the P&C Association and School Council. In 2018, the P&C funded the installation of air conditioners in classrooms. They also financially supported the music, science, learning support and technology programs. Fundraising events held throughout the year were well attended and demonstrated community pride in our school. We are extremely grateful to our generous parent and community volunteers who assist the school in classrooms, canteen, committees, Scripture, Ethics, library, excursions, sport, uniforms, concerts, band and special events. The staff and students value your kind assistance.

In June 2018, the school was nominated for a building upgrade, largely due to the body of work undertaken by the Neutral Bay Public School Council. A highly successful Community Values Forum was held to include the voice of parents and the community in the proposal for the building upgrade.

I sincerely thank everyone who worked to make our wonderful school even greater in 2018 and look forward to 2019 where we will enthusiastically build on the year's achievements.

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

Judy Goodsell

Principal

### Neutral Bay Public School Parents and Citizens Association Annual Report 2018

NBPS P&C Association is pleased to report on its activities for 2018.

The NBPS P&C Association fulfils a number of functions in the School community:

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

### Funding Educational and other Resources

The primary objective of the P&C's fundraising activities is to direct funds raised towards enhancing the educational outcomes and experience for all students at the School. Accordingly, in the year to 30 September 2018, the P&C Association contributed \$210,000 to the ongoing support of the science and music programs at the school (\$120,000), increase the number of support learning officers to help students (\$30,000) and technology (\$30,000).

### Voluntary Contribution

Voluntary contributions are the backbone of the P&C's fundraising efforts. I would like to thank the very generous support of all Neutral Bay Public School families in 2018. I am pleased to report that we raised \$130,218 from voluntary contributions, with an increase of 8% participating rate compared to 85% participation rate in 2017 bringing in a total amount of \$110,000. By comparison, the participation rate was over 60% in 2016 and around 50% in 2015.

### Fundraising and Events

Neutral Bay Public School enjoyed another year of strong fundraising and events and thanks is extended to Vanessa Baumer–Rowley for all of her contributions as the Fundraising and Events Coordinator. I would also like to thank Jenni Spillane, our P&C treasurer and Peta Thomson for her communications between the P&C & the class co–ordinators and involvement with the P&C section of the newsletter. There were many fundraising events held this financial year, starting with last year's class art auctions which successfully raised \$23,147. Our Grandfriend's Day was a lovely morning tea organised in conjunction with the Year 1 & 2 parents. Mother's Day this year saw a whopping 3 events, the Mum and Son Dance, the Mother's Day Stall, and the Ladies' and Little Ladies' High Tea & fashion parade. In August, we held a Parents & Carers social night, with an Old Hollywood Glamour theme. It was held in the Minskys private function room. Another enjoyable night was had by all which also included a raffle & live auction prizes. Father's Day saw a Dad and Daughter dance and a Father's Day breakfast with raffle. In September, we held the County Fair. The sun was shining, the hay bales were scattered & the kids had a ball with rides galore, live ponies, bucking bull, petting zoo and so much more. This was an extremely well organised event with a total income of \$79,799.

An online auction for the school was run where all of the prizes were generously donated by our wonderful community with full proceeds going to the school. These proceeds will appear in next year's financial report.

I would like to thank all volunteers who have helped and worked at these events. In addition, I would also like to thank all the school community for attending and participating, because without the community coming along these events would not be as successful as they were.

I would also like to thank all of our sponsors for their generous support throughout the year.

### General

It has been a very busy year in 2018 and I have now served two years as the President. I have had the privilege of working with an outstanding group of people. I am pleased to report the continued success of the P&C, which is entirely due to the dedicated volunteers who continue to place the school community as a high priority in their often busy lives. Our volunteers are critical to the ongoing events, fundraising, uniform shop, canteen, and band and orchestra programs. The contribution of these volunteers is highly valued and greatly appreciated by the P&C. I ask that all members of the school community find the time to acknowledge and thank these volunteers for their contribution.

I wanted to thank the entire P&C Executive team for their tireless efforts during 2018. This meeting will see the end of the term for our Vice-President, Peter Carter who has served 3 years on the Executive, Michelle Jackson who also served 3 years as Secretary, Vanessa Baumer-Rowley who served 2 years as Fundraising Officer, Peta Thomson who served 1 year as Communications Officer, Alex Middleton who served 1 year as Canteen Coordinator and Glen Giffen as the Assistant Treasurer, stepping down from their positions. I personally want to thank them for their enormous contribution to the P&C and the School over the past year. To our outgoing team members Peter, Michelle, Vanessa, Peta, Alex and Glen, I would like to extend my gratitude for their dedication and commitment to the children, families and community of NBPS. I wish the newly elected representatives of the P&C in 2019 all the best in their roles.

Finally, on behalf of the parents and the entire Neutral Bay Public School Community, I wish to acknowledge the incredible contribution that Principal Mr David Shuster made in the first half of the financial year., and our new Principal, Mrs Judy Goodsell, the Deputy Principals Ms Genevieve Carnegie and Ms Kelly Lockhart, and the teaching and administrative staff who continue to deliver for our children. Accordingly, the P&C extends its gratitude for their amazing professionalism, dedication and support in 2018.

On behalf of your elected P&C representatives,

**Sharmila Soorian**

**President NBPS P&C Association**



# School background

## School vision statement

Neutral Bay Public School promotes excellence in education, innovation in learning and opportunities for students to achieve their personal best.

## School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curricula, as well as in technology, public speaking, creative arts, band, sport and student leadership. Opportunity classes for academically able students in Years 5 and 6 and mainstream classes offer extension and enrichment programs. In a safe and caring environment, all students are encouraged to be active participants in their learning. The school values, develops and maintains strong partnerships with parents and the community. The school is well supported by an active P&C and a committed School Council. In 2018, the school was nominated for a major facilities upgrade.

# 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.

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>

## Learning:

There is a school wide approach to learning and success, with high levels of student, staff and community engagement. Our efforts in 2018 have focused primarily on learning, well-being and community engagement.

A continued focus is on the monitoring, tracking and use of data, appropriate to the relevant domain of learning, to direct teaching and inform ongoing student reflection on their learning. There is a demonstrated commitment to catering for individual learning needs and supporting students to be self-directed learners through practices such as differentiation, formative assessment, feedback, success criteria and individual learning plans. The aim is to develop self-directed learners who can articulate what they are learning, why it's important and where to next. This underpinned by the experience and expertise of the Learning and Support Team.

Staff engaged in reflection on the use of rubrics, consistency in teacher judgement practices and setting of student learning goals. Explicit processes have been developed in all grades from Kindergarten to Year 6 to collect, analyse and report on student achievement and school performance. Staff continued to develop student knowledge, understanding and skills in employing *Focus on Reading* comprehension strategies. All staff have begun implementing scope and sequences for the NSW syllabuses for Australian Curricula in History and Geography.

Technology remained accessible to students and staff through the provision of iPads in each classroom and on a 1:1 basis in Years 5 & 6. Technology infrastructure and specialist support allows collaborative learning in and beyond the classroom.

There is a whole-school approach to student wellbeing. The foundation of our well-being program is *Positive Behaviour for Learning* program to support school values and a growth mindset. Positive, respectful relationships are evident among students, staff and parents. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

There were significant co-curricular opportunities including band, choir, dance, robotics, technology, debating and sport. The school continued to provide significant and engaging programs in Science and Technology with the employment of specialist personnel.

### **Teaching:**

Our efforts in 2018 have primarily focused on collaborative practice and effective classroom practice.

Teachers used student performance data to adjust their planning and programming and provide student feedback. Assessment measures are used regularly to help monitor student learning progress, to identify skill gaps for improvement and determine future teaching and learning.

Professional learning has been targeted at improved teaching methods in literacy and numeracy and sharing best practice. All teachers work together to improve teaching and learning in their grade. Collaborative planning days held each term focus on consistency of curriculum delivery and the development of differentiated units of work in literacy and numeracy.

All staff members are actively engaged in formulating their own Performance and Development Plans to strengthen their practice framed on Australian Professional Standards for Teachers. The introduction of Instructional Leaders focused on modelling effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice.

Ongoing professional development in *Visible Learning* pedagogy across the school, embedded learning intentions and success criteria into curriculum delivery to maximise the impact of learning strategies on student achievement. The Instructional Leaders have begun to research a systematic approach to develop skills in spelling for all students.

### **Leading:**

Our efforts in 2018 focused on leadership of strategies to engage the school community, supporting early career teachers and aspiring leaders, and providing professional learning for all staff. There is a strong ethos of teachers being leaders at Neutral Bay Public School. In 2018, the school executive focused their efforts and expertise on instructional leadership to lever improvement in student learning outcomes.

Our school's leadership team met on a weekly basis to discuss, collaborate, plan, engage and inspire our staff and community. This leadership team comprised identified young aspiring leaders ably led and mentored by the experienced and innovative executive team.

Parent bodies, including the Parents and Citizens Association (P&C) and School Council, are also part of this process. The school continues its strong bonds with the parents and wider community as evidenced by feedback, support and participation by the community in a range of academic and social activities. The school acknowledged and celebrated a wide diversity of student, staff and community achievements.

The *Tell Them From Me* parent and student survey was conducted to allow stakeholders an opportunity to provide input into school improvement initiatives in eight aspects: leadership, collaboration, learning culture, data-informing practice, teaching strategies, technology, inclusive school and parental involvement. The most significant data appears to be a high sense of belonging to our school.

The Middle Harbour Early Career Teachers' Network continues to offer opportunities to teachers in the first few years of teaching to network, connect with leaders in the community and explore best pedagogical practice. This network is led by teachers and aspiring leaders at Neutral Bay Public School.

The executive team has provided significant assistance with teacher accreditation. An important aim is to achieve accreditation of our teachers at the higher levels of *Highly Accomplished* and *Lead* as several of our teachers are already performing at these levels and should be recognised for these skills.

## Strategic Direction 1

Engaged, Successful Learners

### Purpose

To support all students to be successful, confident and creative learners with the personal resources to achieve their personal best and develop social and emotional wellbeing.

### Overall summary of progress

Professional development focused on the principles of visible teaching and learning to enable teachers to use teaching strategies that have been proven to work. The Visible Learning Committee was focused on including lesson learning intentions linked to success criteria in curriculum development. Learning dispositions were introduced to classrooms with students articulating their understanding of the importance of being creative, resilient and innovative learners who persevere with tasks to achieve personal best.

A Digital Learning Scope and Sequence was implemented and augmented reality technology was introduced to enhance STEM lessons. Teachers and students learnt skills in coding, robotics, collaboration and assessment tools.

Teachers explored the newly introduced Learning Progressions and Kindergarten teachers were trained to enter data into the new *Best Start* software. Teacher collaboration sessions provided time for teachers to plan for curriculum delivery and introduce learning intentions into their programs to improve teacher clarity and feedback.

The Gifted and Talented Committee reviewed the school's Gifted and Talented Policy to include an identification and nomination process for gifted learners.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
K–2 Reading Levels:  Kindergarten– 90% at level 10 or above  Year 1– 85% at level 22 or above  Year 2– 80% at level 26 or above  Increase the percentage of students in the top two NAPLAN bands for reading and numeracy:  –Year 3 from 77% to 90%  –Year 5 from 70% to 80%	\$1000 Professional Learning Funds	<b>Learning Progressions</b> <ul style="list-style-type: none"><li>• Teachers have a shared knowledge and understanding of the purpose and use of the literacy and numeracy learning progressions.</li><li>• Teachers differentiation, links to syllabus, assessment as, of and for learning and where to next. Refer to learning progression documents.</li><li>• Teachers have developed a common language of learning</li></ul> <b>PLAN 2</b> <ul style="list-style-type: none"><li>• Kindergarten teachers and leaders trained to implement Best Start and PLAN 2 in 2019</li><li>• 90% students performing at year level.</li><li>• 95% students demonstrate growth.</li></ul> <b>Focus on Reading</b> <ul style="list-style-type: none"><li>• Super six reading strategies implemented in K–6 classrooms</li><li>• Teaching programs and lessons collaboratively developed focusing on the inclusion of <i>Focus on Reading</i> strategies including multimodal texts, flexible grouping, accountable talk and explicit teaching.</li><li>• 2018 NAPLAN data indicates Year 3 students achieving 4% higher than like schools in reading with 84% of students in the top 2 bands, an improvement from 2017.</li><li>• In Year 5, students achieved 2.4% higher than like schools with 72.4% achieving in the top 2 bands, an improvement from 2017.</li></ul> <b>TEN Training</b> <ul style="list-style-type: none"><li>• Stage 1 teachers explicitly teach early numerical strategies to students.</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students achieving greater than expected growth in NAPLAN/size effect:</p> <p>–Years 3–5 from 71% to 80%</p> <p>–Years 5–7 from 65% to 80%</p> <p>–Years 2–6 size effect in:</p> <p>* spelling from 54% to 70%</p> <p>* reading from 65% to 80%</p> <p>*mathematics from 76% to 85%</p>	<p>\$22,000 Partnership with Corwin and Picnic Point Public School</p> <p>\$12,000 Visible Learning resources</p> <p>\$12, 000 Visible Learning Leader Professional Development \$12000</p> <p>\$40,000 ICT specialist professional learning</p> <p>\$6000 casual teacher relief</p>	<p><b>Writing Rubrics</b></p> <ul style="list-style-type: none"> <li>• Students used rubrics to understand the success criteria across a range of texts</li> <li>• Teachers collaborated within and across grades to ensure consistency of curriculum delivery and teacher judgement.</li> <li>• In 2018, NAPLAN results indicated improvement in writing for Years 3 and 5. School results were 1.2% higher than like schools achieving 76.2% in the top 2 bands for Year 3.</li> <li>• In Year 5, the school results in writing were 0.5% above like schools with 36.8% in the top 2 bands.</li> </ul> <p><b>Visible Learning</b></p> <ul style="list-style-type: none"> <li>• Evidence-based teaching strategies implemented across the school and effect sizes calculated student growth in maths, reading and spelling</li> <li>• Effect sizes indicate average student progress in maths, reading and spelling was more than 1 year. (0.4).</li> <li>• <i>Tell them for Me</i> survey indicated 84% of students found learning and wellbeing was optimal in 2018.</li> <li>• Teaching and Learning programs incorporated Learning Intentions, Success Criteria and learning dispositions to evidence explicit teaching across K–6.</li> <li>• Teachers' PDPs reflect individual knowledge, understanding and use of evidence-based teaching strategies.</li> <li>• Collection, analysis of data to inform learning and teaching programs was evidenced by PLAN and grade spread sheets updated.</li> <li>• In 2018 NAPLAN results, Year 5 growth data reflected an improvement in student growth between Years 3 and 5 with 80% of students achieving above expected growth. in reading and 68% in numeracy.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Students are using future focused skills across KLAs to create, communicate, collaborate and think critically in a developmentally appropriate sequence.</li> <li>• Teachers have an improved understanding of the appropriate sequence to introduce ICT skills</li> <li>• Teachers and students learnt skills in coding, robotics, collaboration and assessment tools</li> <li>• Increased use of electronic classroom workflow and feedback to students.</li> </ul> <p><b>Collaborative Planning Sessions</b></p> <ul style="list-style-type: none"> <li>• Consistency of teaching and learning activities in classrooms in K–6 through the development of grade units of work.</li> <li>• Units of work stored electronically for ease of access.</li> <li>• Common assessment tasks developed</li> <li>• Post assessments indicated targeted students a minimum of 0.6 growth.</li> <li>• Gifted and talented students will be identified in 2018 using the updated identification procedures.</li> <li>• Teachers have an improved understanding of the characteristics of high and underachieving gifted students</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students reporting:</p> <p>*a sense of belonging from 83% to 90%</p> <p>*expectations for success from 90% to 100%</p> <p>*advocacy from 80% to 90%</p> <p>*a positive learning climate from 76% to 90%</p> <p>*Increase the percentage of Year 6 students undertaking school citizenship programs to 80%.</p>		<p><i>Tell Them From Me</i> Survey data indicated</p> <ul style="list-style-type: none"> <li>• 82% of students feel accepted and have a positive sense of belonging</li> <li>• 93% of students try hard to succeed in their learning</li> <li>• 78% of students reported that they were interested and motivated in their learning</li> <li>• 93% of students have positive behaviour at school.</li> </ul>

## Next Steps

1. K–6 teachers will continue to be involved in the Visible Learning strategies to embed Learning Dispositions, Learning Intentions and Success Criteria into curriculum delivery.
2. Instructional Leaders will support teachers with the implementation of new syllabus documents through detailed co-planning, modelling of explicit lessons, co-teaching and reflecting.
3. Professional learning will be organised for four teachers as school based trainers in the Seven Steps to Writing Success Program.
4. Professional learning will be organised to support the implementation of the new Science and Technology Syllabus to build staff capacity and extend STEM initiatives and thinking in students K–6.
5. Professional learning will be organised for Years 3 to 6 teachers in partnership with UNSW GERRIC to gain a deep knowledge of how to cater for the needs of gifted learners.
6. School-wide annual review and refinement of mathematics scope and sequences.
7. Professional learning in spelling to implement best teaching practice in spelling that is reflective of individual learning needs.
8. Professional development to conduct quality teaching rounds as a means for supporting critical self and peer to peer evaluation of teaching practice.

## Strategic Direction 2

Collaborative, Inspiring and Innovative Practice

### Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

### Overall summary of progress

Our efforts in promoting positive learning environments and play spaces as well as acts of citizenship were enhanced in 2018. These efforts ensured an environment of cooperation.

The *Positive Behaviour for Learning Program* was enhanced to include more frequent positive reinforcement of positive behaviours.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students reporting:  *a sense of belonging from 83% to 90%  *expectations for success from 90% to 100%  *advocacy from 80% to 90%  *a positive learning climate from 76% to 90%	Time allocated for 100% students requiring adjustments to be recorded and acted upon.	<i>Tell Them From Me</i> Survey data indicated • 82% of students feel accepted and have a positive sense of belonging • 93% of students try hard to succeed in their learning • 78% of students reported that they were interested and motivated in their learning • 93% of students have positive behaviour at school.
Increase the percentage of Year 6 students undertaking school citizenship programs to 80%.	Professional Learning funds \$3000.	All Year 6 teachers attended one day training and were trained to implement Peer Support. All Year 6 children attended 2 days training run by trained Year 6 teachers. Children were up-skilled in leadership skills, activity examples and running of the group. Staff were up-skilled in the Peer Support Program. The Program was implemented over an eight week period. Briefing and debriefing occurred weekly.

### Next Steps

1. Continuation of Peer Support with the introduction of a new module. New teachers to Year 6 will be trained to deliver Peer support program.

2. PBL committee will continue the implementation of Phase Three. A flow chart will be developed to manage inappropriate behaviour. PBL committee to up-skill teachers on procedures to ensure school wide consistency. The focus will be on students with behaviour and/or learning needs.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

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

#### Overall summary of progress

Our school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's individual learning path. Practices were developed to help parents understand the learning progress of their child and strategies to effectively support them to learn. This included sharing individual student goals set in literacy and numeracy.

Parents were welcomed into their child's learning with multiple opportunities provided to parents to reinforce the connection between home and school. These include opportunities for parents to celebrate their child's learning and achievements in parent-teacher interviews held in Terms 1 and 3, open classrooms, combined whole-school assemblies, a variety of functions and participation in *Tell Them From Me* (TTFM) surveys.

Our new and improved school website was launched via a team of key stakeholders including teachers and administration staff and features a fresh new look and regular information updates.

Parent workshops and information sessions were planned for every term in 2018. These sessions supported parents regarding the emotional resilience of students, health and well-being, cyber safety and student access to social media.

Parental support remains strong, especially in financial contributions and active support of extra-curricular programs. Regular communication is encouraged between home and school, leading to high levels of volunteering in many and varied aspects of school life. This includes classrooms, the canteen, uniform shop, Scripture, Ethics, library, excursions, sport, band, P&C fundraising activities and various special events such as the County Fair.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the parent satisfaction level with the school from 74% to 90%.		<ul style="list-style-type: none"><li>• Approximately 21% of parents responded to the <i>Tell Them from Me</i> Survey (TTFM) in 2018, an increase on 15% of parents in 2017. Responses from parents were positive, particularly in the areas of:<ul style="list-style-type: none"><li>– their child being clear about the rules for school behaviour (87%)</li><li>– teachers expecting their child to play attention in class (84%)</li><li>– being easily able to speak to teachers (82%)</li><li>– having information from the school written in clear, plain language (82%)</li><li>– ensuring that students feel safe at school (83%).</li></ul></li><li>• Improved results from last year related to being well informed about school activities, the school supporting learning and the school supporting positive behaviour.</li><li>• Parental aspirations were high regarding their child's future and their expectations of the school. In all of the above fields, Neutral Bay Public School rated higher than the state average.</li><li>• Ratings just below state average were recorded in relation to the statement that parents support</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the parent satisfaction level with the school from 74% to 90%.		learning at home. This includes talking about how important schoolwork is, discussing how well your child is doing in his or her classes and asking about challenges your child might have at school.
Increase the number of teachers accredited at the Highly Accomplished level to 5.		<ul style="list-style-type: none"> <li>• All pre-2004 teachers achieved full accreditation at Proficient Teacher status in 2018. Teachers who have achieved the status of Proficient Teacher are experienced teachers who have demonstrated practice that meets the requirements for full accreditation in NSW.</li> <li>• In addition, three additional teachers achieved accreditation at Proficient Teacher status in 2018.</li> <li>• We have a number of excellent teachers who are working at levels associated with being a Highly Accomplished or Lead Teacher. These teachers are highly effective, skilled practitioners, mentors and leaders who are knowledgeable and active members of the school, have in-depth knowledge of curriculum content and model best teaching practices.</li> <li>• Our school continues to be highly supportive, providing professional support and encouragement to staff members seeking recognition as a Highly Accomplished or Lead Teacher, as they deserve the identification, validation and celebration this process involves.</li> </ul>

## Next Steps

- Running a 'Think Tank' in partnership with our local community of primary and high schools to gain student and parent feedback on their hopes, dreams, expectations and experiences of transition to high school in Year 7.
- Building partnerships and respectful relationships within the education community with organisations such as GERRIC (Uni. NSW) to promote high levels of student, staff and community engagement.
- Collaborating with the University of Newcastle in conducting Quality Teaching Rounds as a means of teachers undergoing well-supported self and peer-to-peer evaluation of teaching practice.
- Holding parent workshops and information sessions will be held throughout the year in areas such as cybersafety in line with the school strategic goals to meet identified parent need.
- Revitalising the school website and introducing applications such as Skoolbag to develop interactive ways of communication and provide increased opportunities for parents to be active participants in their child's learning path.
- Continuing improvements to the school newsletter via a team of key stakeholders including teachers and administration staff.
- working together with parents and carers to develop strategies for use in the home to build on students' strengths. Further parent forums to be developed in line with the school strategic goals and to meet identified parent requests to support their children.
- Working with the broader community to build shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Developing opportunities with the School Council to discuss current school issues and enhance further aspects of projects and initiatives concerning the future planning of Neutral Bay Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$3,121	EAL/D student growth of 0.6. Employment of an EALD teacher for three days per week. Students requiring English Language proficiency support were provided support within-class and by withdrawal from class based on their level of language proficiency.
<b>Low level adjustment for disability</b>	\$117,497	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. Targeted student growth of 0.6.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$175,014	This funding was used to fund an instructional leader supporting all teachers with key messages of Visible Learning, formative assessment, technology and PBL.
<b>Socio-economic background</b>	\$3,121	These funds were used to provide access to the curriculum and co-curricular activities for all students.
<b>Support for beginning teachers</b>	\$26,900.00	Funding was used to provide two early career teachers with mentoring, additional release, professional learning opportunities, PDP goal reflection and accreditation documentation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	463	484	488	475
Girls	501	502	492	480

Overall student enrolments at Neutral Bay Public School decreased in 2018 from 2017. New enrolments into Kindergarten remain stable. The slight decrease in numbers in the last two years may be due to the impact of Anzac Park Public School's increasing enrolments.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.9	95.1	95.3	95.9
1	95.9	94	95	95.8
2	96.1	94.5	95.1	95.2
3	95.6	95.9	95.3	96.5
4	96.1	94.5	95.4	94.7
5	96.2	94.8	95.3	96.4
6	95.4	93.7	94.3	94.7
All Years	96.1	94.6	95.1	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance figures in 2018 were commensurate with state averages. Student absences are required to be explained by parents. Emails from SENTRAL are generated each week for parents who have not explained student absences. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. In 2018 the school continued to use electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and continued attendance monitoring in 2019 will maintain and improve attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.92
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	5.87

\*Full Time Equivalent

One staff member at Neutral Bay PS identifies as having an Aboriginal background.

### 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	38

### Professional learning and teacher accreditation

Professional learning at Neutral Bay Public School continues a culture of discussion, collaboration, modelling and reflection. Professional learning continues to focus on teacher practice and compliance. The whole school focus on the key messages of Visible Learning continued in 2018. This included professional learning about learning intentions, success criteria, feedback and formative assessment. In May, the staff undertook professional learning using the Writing Project. Data from the *Tell Them From Me* survey, NAPLAN and PLAN indicated that professional learning had a positive, measurable impact on delivering the academic and practical wellbeing skills to prepare students for their futures.

All mandatory training was conducted as part of compliance. This included professional learning for

- Anaphylaxis
- CPR
- Child Protection
- Code of Conduct
- WHS induction
- Corruption Prevention and
- Diabetes.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	407,174
<b>Revenue</b>	7,874,224
Appropriation	6,839,932
Sale of Goods and Services	12,612
Grants and Contributions	1,011,196
Gain and Loss	0
Other Revenue	300
Investment Income	10,185
<b>Expenses</b>	-7,676,757
Recurrent Expenses	-7,676,757
Employee Related	-6,683,351
Operating Expenses	-993,406
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	197,468
<b>Balance Carried Forward</b>	604,642

Neutral Bay Public School's financial management processes and governance structures to meet financial policy requirements

The intended use of Community Funds will be to complete air conditioning of all classrooms and to employ two instructional leaders to lead and improve programming and teacher practice in 2019 and beyond.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,967,815
Base Per Capita	189,502
Base Location	0
Other Base	5,778,314
<b>Equity Total</b>	195,380
Equity Aboriginal	0
Equity Socio economic	3,121
Equity Language	74,762
Equity Disability	117,497
<b>Targeted Total</b>	126,601
<b>Other Total</b>	281,714
<b>Grand Total</b>	6,571,510

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Literacy – Writing

Year 3 – top 2 bands in writing was 77% (in 2018) compared to 86% (in 2017).

Year 5 – top 2 bands in writing was 37% (in 2018) compared to 45% (in 2017).

Growth in writing was 76% (in 2018) compared to 60% (in 2017). Analysis of the writing data points to a need for all grades to focus on specific writing skills of sentence structure and vocabulary.

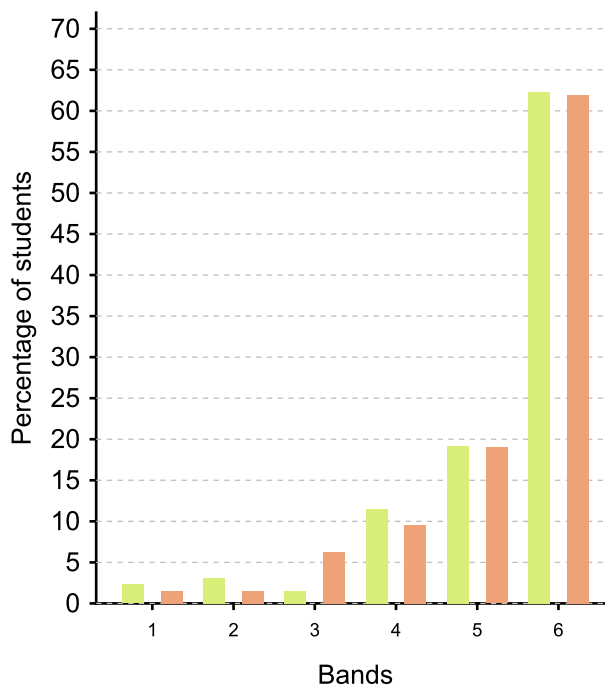
### Literacy – Reading

Year 3 – top 2 bands in reading was 83% (in 2018) compared to 83% (in 2017).

Year 5 – top 2 bands in reading was 72% (in 2018) compared to 71% (in 2017).

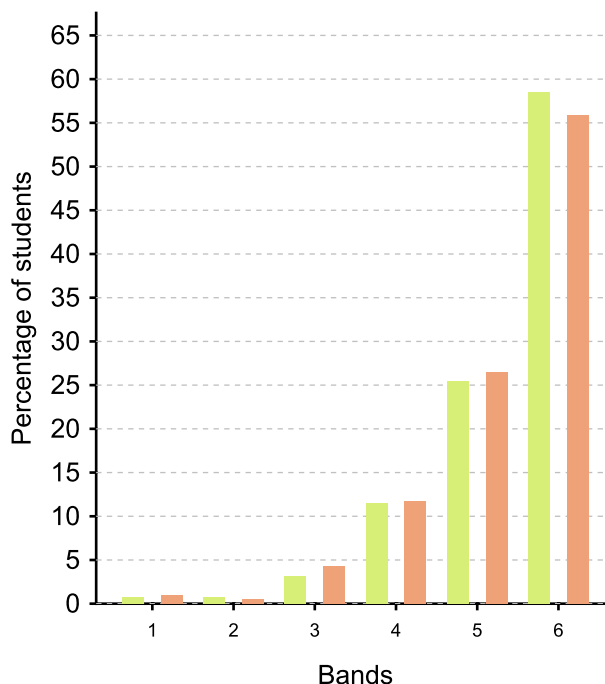
Growth in reading was 74% (in 2018) compared to 84% (in 2017). Analysis of the reading data points to Year 3 and grades prior to Year 3, there is a need to focus on skills pertaining to interpreting main ideas and important information in texts (Syllabus EN2–8B). For Year 5 and grades prior to Year 5, there is a need to focus on skills pertaining to identifying and interpreting information in a range of texts (Syllabus EN3–3A).

Percentage in bands:  
Year 3 Grammar & Punctuation



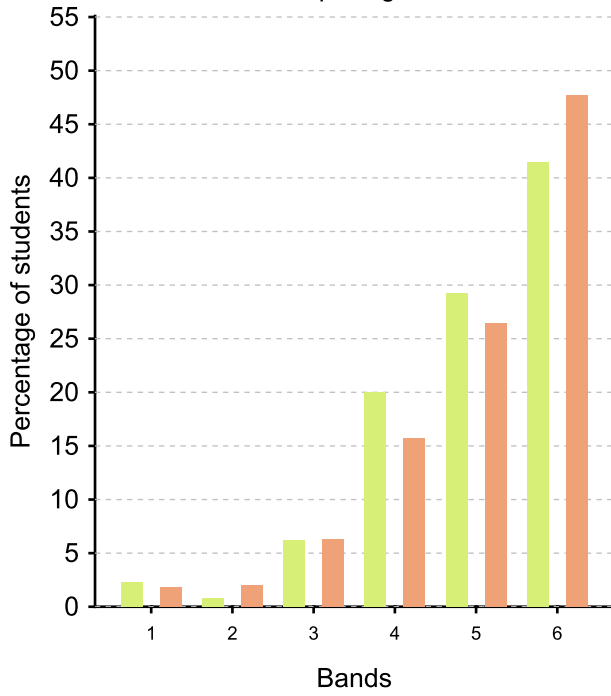
Percentage in Bands  
School Average 2016-2018

Percentage in bands:  
Year 3 Reading

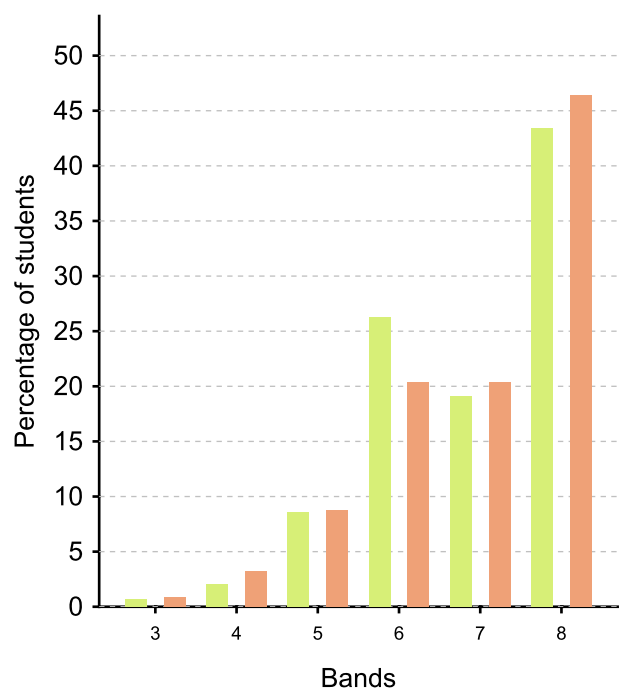


Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



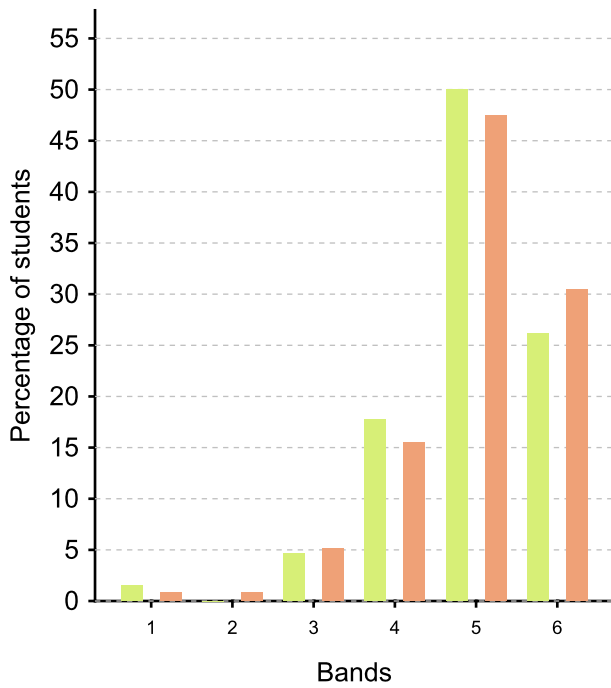
**Percentage in bands:**  
Year 5 Grammar & Punctuation



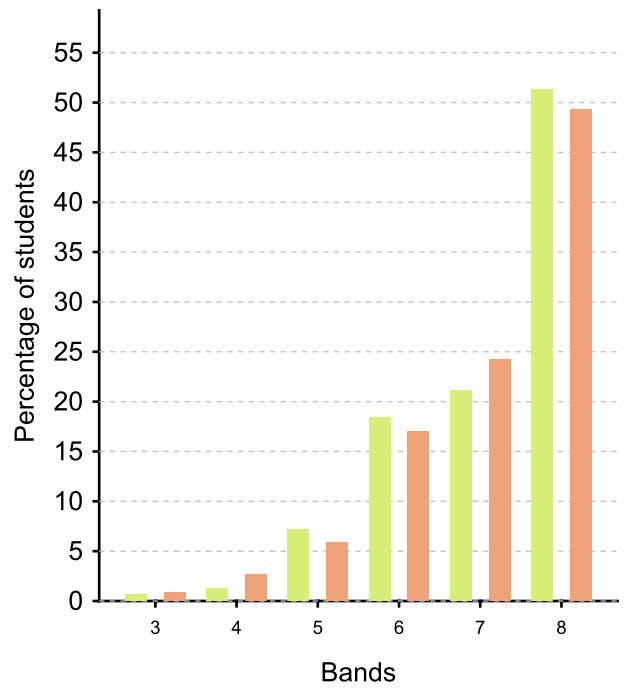
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



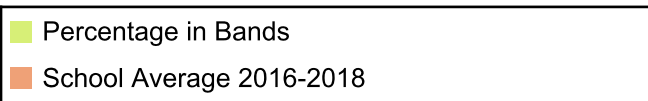
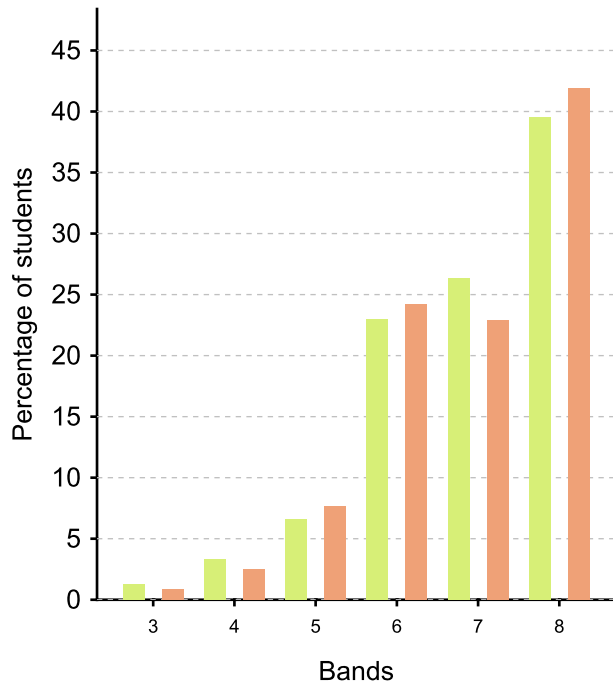
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



## Numeracy

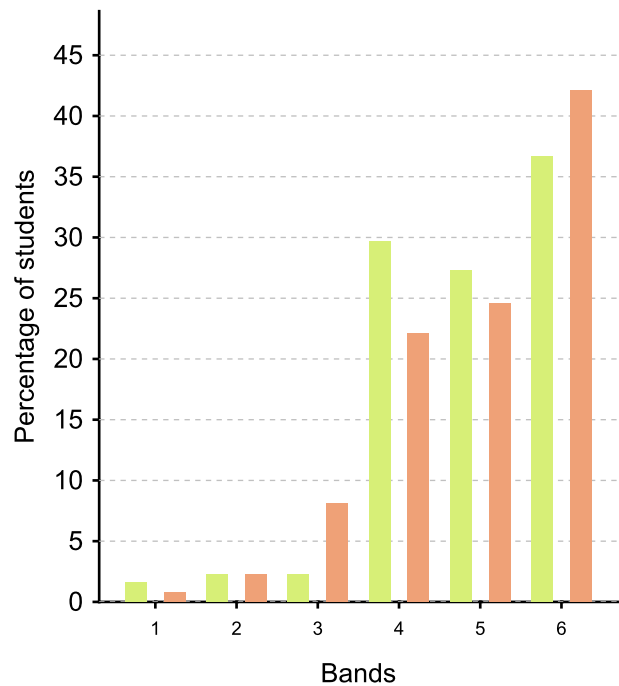
Year 3 top 2 bands in numeracy was 64% (in 2018) compared to 71% (in 2017)

Year 5 top 2 bands in numeracy was 69% (in 2018) compared to 69% (in 2017)

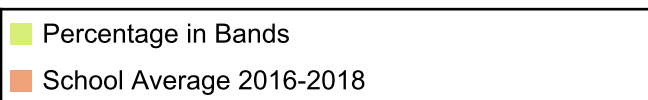
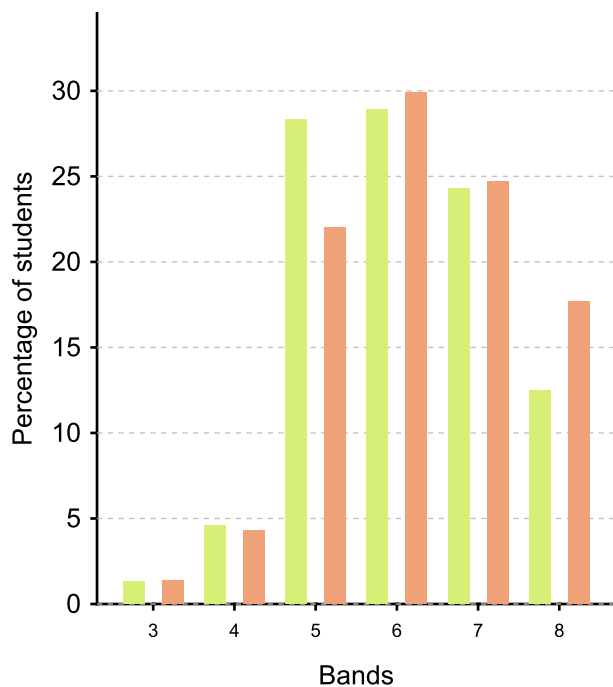
Growth in Numeracy was 71% (in 2018) compared to 65% (in 2017).

Analysis of the numeracy data points to a need for all grades to focus on word problems, problems with two or more steps and understanding mathematical language.

**Percentage in bands:**  
Year 3 Numeracy

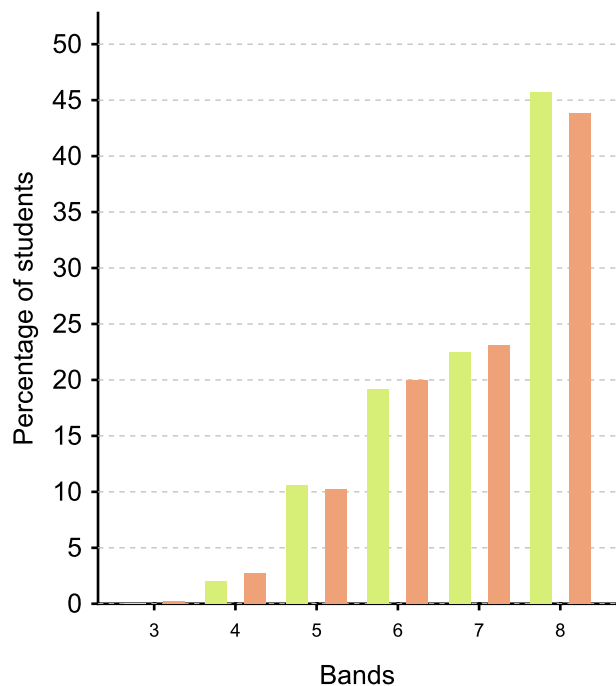


**Percentage in bands:**  
Year 5 Writing





**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.

The *Premier's Priorities* are: *Improving education results* and the *State Priorities* are: *Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Overall, achievement in the top 2 bands by Year 3 and Year 5 for numeracy and reading was 72% (in 2018) compared to 73% (in 2017) and 71% (in 2016).

## Parent/caregiver, student, teacher satisfaction

### Parent/caregiver, student, teacher satisfaction

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

Each year, schools are invited to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

### Parent/caregivers

Feedback and the opinions of all members of the school community was sought throughout 2018 through P&C meetings, focus groups, written feedback and surveys.

The *Tell Them From Me* (TTFM) Parent Survey was implemented in September 2018 and provided data from 157 respondents. The survey covered parents' perceptions of their children's experiences at home and school.

Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, the school supporting learning, parents feeling informed and ensuring that students feel safe at school. These areas covered aspects such as reporting, teachers having high expectations and teachers encouraging children to do their best. Results indicated that classes are well managed with clear expectations for rules and behaviour that allow better engagement with minimal disruptions leading to a productive learning environment. In all of these fields, Neutral Bay Public School rated higher than the state average.

Positive results were also recorded in measures such as feeling welcome at school and teachers helping students to develop positive friendships. In these fields, Neutral Bay Public School rated at the state average.

These results are indicative of the school's efforts with communication and building productive partnerships as evident in School Management Plan 2018–2020.

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

### Students:

Students from Years 4, 5 and 6 (a total of 353 students) completed the online *Tell Them from Me* (TTFM) Survey in Term 1. Positive responses included 63% of students participating in extracurricular activities (NSW Government Norm 55%), 82% of students feel accepted and have a positive sense of belonging, and 93% of students try hard to succeed in their learning. 78% of students reported that they were interested and

motivated in their learning, feeling that lessons were relevant to their everyday lives and that classroom instruction was well organised, with a clear purpose and immediate feedback that helped them learn. 66% of students noted that they exhibited positive homework behaviour ( NSW Government Norm is 63%), 93% of students have positive behaviour at school and 94% have close friends at school that encourage them to make good choices. In all of these fields, Neutral Bay Public School rated higher than the state average.

While suggestions as to what Neutral Bay Public School could improve upon differed across grades, consistent themes for improvement among most students included increased participation in school sports and consistent management of positive behaviour. Some students felt they were confident in their skills and wanted classes to be more challenging. Encouragingly, 87% of students had high expectations of themselves and when they finished high school expected to attend university.

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

### Teachers:

The teacher *Tell Them From Me* survey was implemented in Term 4. This survey is a self-evaluation tool for teachers and schools which is based on two complimentary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning.

Of these areas, strong ratings and positive results were shown in the areas of learning culture, inclusiveness and parent involvement. Results in all of these areas showed Neutral Bay Public School being above the state average. Teachers also rated positively in areas of collaboration, the use of data to inform practice and access to technology.

The second paradigm related to Dimensions of Classroom and School Practices. Ratings by teachers showed Neutral Bay Public School was at or above state average in the setting of challenging and visible goals, planning learning opportunities and overcoming obstacles for learning. Just below the state average was the area of quality feedback. This information has informed the priorities of the School Plan 2018–2020.

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

## Policy requirements

### Aboriginal education

Neutral Bay Public School has one student who identifies as Aboriginal. All students at Neutral Bay Public School have an understanding of and respect for the Guringai land the school stands on. The 'Acknowledgement of Country', recognising the Guringai people as original owners of the land in the Neutral Bay area, is always an integral part of our introduction and welcome at grade assemblies, combined assemblies and other formal school gatherings.

Neutral Bay Public School is committed to building all students' understanding and knowledge of Aboriginal histories, cultures and languages. Raising student awareness of Aboriginal culture, arts, history and contemporary Aboriginality is a focus for all teaching and learning programs. Aboriginal perspectives are incorporated across all Australian Curriculum syllabi and transdisciplinary units of work link authentic Aboriginal perspectives where possible.

NAIDOC originally stood for 'National Aboriginal and Islander's Day Observance Committee'. This committee was once responsible for organising national activities during NAIDOC Week and its acronym has since become the name of the week itself. K–6 celebrated NAIDOC with a whole school assembly. NAIDOC Week celebrations are held around the country each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Due to our school holidays, we wanted to take the opportunity to celebrate this event early. This year's theme, *Because of Her, We Can!*, celebrated the essential role that women have played – and continue to play – as active and significant role models at the community, local, state and national levels. A number of students presented biographies about significant Indigenous women throughout history.

The Aboriginal Education Committee has furthered our partnership with Moree Public School as a 'sister' school. Five staff members visited the school to teach for one week, visited local schools in the area and viewed significant sites in the Wee Waa, Narrabri and Moree areas to gain a better understanding of schooling in that area and to develop intercultural understanding. A number of classes have been involved in communication with other classes at Moree Public School as part of the City–Country Alliance.

### Multicultural and anti-racism education

Neutral Bay Public School has a diverse culturally diverse student and parent population. 42% of students have a Non English Speaking Background (NESB). All NESB students have access to the English as an Additional Language/Dialect (EAL/D) program. A strong wellbeing program supports and values multicultural and anti-racism education.