

Newtown North Public School

Annual Report



2018



2744

Introduction

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

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

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School background

School vision statement

Our School holds high expectations for all students and continuously strives to support the learning needs of all students.

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

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of **Learning** our school has a focused and ever-evolving commitment to quality learning programs, innovative practice and a positive learning culture. Student learning and wellbeing are interconnected and at the centre of everything we do. Our school's on-balance judgement of the **Learning Domain** is that we are **Sustaining and Growing** in all areas.

In the domain of **Teaching** we demonstrate an ongoing commitment to the implementation of effective teaching methods to enhance Literacy, Numeracy and a love of learning. Our teaching staff collaborate to develop effective learning programs, develop individual student skills and abilities and use data to inform future learning goals. Our on-balance judgement is that we are **Sustaining and Growing** in all areas with a future focus on improved data-based monitoring of student progress.

In the domain of **Leading** we focus on developing the capabilities of every teacher and recognising individual contribution to whole school quality teaching and learning. We focus on collaborative practices to enable quality planning, teaching and learning. Our on-balance judgment is that we are **Sustaining and Growing** in all areas with a future focus on sharing practice and support through observation and feedback.

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

Wellbeing and Learning

Purpose

At NNPS student learning and wellbeing is at the centre of everything we do. Every student is known, valued and cared for, with equal access to quality learning. We support student at every stage of development and position them to connect, succeed and thrive.

Overall summary of progress

In 2018 NNPS focused on the development of a positive learning community for all students underpinned by the development of clear and precise guidelines for positive behaviour, supportive programs for all students in the areas of student wellbeing and the provision of quality learning and support procedures to support classroom teachers with the effective implementation of differentiated programs for student learning. This focus saw the further development of the Positive Behavior for Learning team and the establishment of the Calm School Project. Continued focus on the development of school wide Learning and Support procedures provided greater opportunities for teachers to plan for and implement learning adjustments and modified programs for students with additional learning needs. Additional staffing for classroom, playground and special program assistance provided opportunities for students to engage positively with learning in a supported environment.

The Positive Behaviour for Learning team refined their processes and provided extensive professional learning for all staff. The production of a PBL hand book clearly outlines school behavioural procedures and expected behaviours/outcomes for students, teachers and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School wellbeing data shows a reduction in negative incidences and an increase in positive incidences	Equity funding used to provide SLSO support for students in additional before school and lunch time support programs.	Positive behaviour change is visible and demonstrated through consistent use of language and effective strategies. Students engage positively with additional support programs.
Tell Them From Me data shows increase in student engagement and positive advocacy for school	nil cost	TTFM data Shows the students have maintained a consistent attitude to learning, engagement and school advocacy.
School-devised student survey shows increasing growth mindset, resilience, confidence, reduced anxiety	nil cost; Department PBL implementation team assisted in implementation of whole school data collection	PBL team surveyed students on the playground to determine their understanding of school values. All students can name and describe school values within school context.
School wellbeing tool shows increasing whole school strategic and planned wellbeing processes that support student so they can connect, succeed, thrive and learn	Equity funding was used to hire casual teachers to provide release time	Teachers were released to work with learning and support team to develop focussed learning and support adjustment plans for students with additional learning and behaviour needs.

Next Steps

The next steps for the 2018–2020 school plan:

- Consolidate PBL practices and provide more opportunities to communicate our commitment to a positive learning environment to our wider learning community.
- Provide more opportunities to recognise positive behaviour and outcomes for students.
- Address areas identified for further growth including student engagement and satisfaction as identified in TTFM student surveys.
- Implement Growth Mindset project through professional learning and classroom practice.
- Continue Calm School Project with continued involvement in the UNSW Social Work Student Placement project, learning and support planning and refining learning and support procedures.
- Develop playground projects within the Calm School Project that are sustainable and enable a student centred approach to positive playground interactions.

Strategic Direction 2

Teaching and Learning

Purpose

At NNPS all teachers are dedicated to implementing effective teaching methods to enhance student learning outcomes in literacy and numeracy. Our teachers employ research-based and data-informed practices that promote quality learning for all students. Teachers engage in collaborative planning with a collective focus. At NNPS teachers personalise instruction, integrate technology and set high expectations to instill a culture of student excellence.

Overall summary of progress

In 2018 Newtown North Public School partnered with the Newtown Community of Schools to engage in professional learning and dialogue about effective and innovative practices in the teaching and learning of mathematics. The schools engaged in a staff development day and a series of stage based professional learning hubs focusing on authentic learning in the areas of problem solving and number. On a school level our mathematics team developed a new mathematics scope and sequence to inform more effective whole school, stage based and classroom programming.

Staff engaged in professional learning with Glebe Public School to develop skills in formative assessment and develop our practices in engaging classroom practices. The Teaching and Learning Project focused on developing quality pedagogy in the area of English with a particular focus for each stage in developing and implementing quality teaching practices.

Our focus on quality learning spaces has seen the remodification of the school library, the development of break out spaces and flexible learning spaces both inside and outside of classrooms. Technology improvements funded by the P and C have provided further opportunities for flexible, collaborative learning across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in top 2 bands of literacy and numeracy in NAPLAN	Mathematics coordinator working in partnership with Newtown Network of schools to develop mathematics teaching practice and modified scope and sequence. Flexible funding utilised to fund class release.	67% of students fall in the top two bands of reading and numeracy in Naplan results. This is an increase of 14% from 2017. A focus for improvement would be in year 5 numeracy. This currently sits at 50% but is an increase of 26% from 2017.
Internal and external data shows continual value added/growth in literacy and numeracy.	Nil cost	Available value added data indicates that our students growth is on average for the state while around 67% of students achieve in the top two bands.
Increasing evidence of change in teaching practices that include data analysis and individualisation of learning goals and monitoring of student progress.	Nil Cost: Teacher professional learning in collaboration with Glebe Public School. Twilight sessions throughout 2018 Targeted support focussing on English scope and sequence, Kindergarten teaching learning programs for English, Stage One and Two literacy groups, Stage Three quality literature and whole school spelling.	Teachers are using evidence based practices in classrooms Teachers and students set individual learning goals and communicate these with parents through parent teacher conferences Students can articulate their understanding of what they are learning. Teaching and learning programs, classroom practice and scope and sequence reflect the whole school focus on developing quality pedagogy in the area of English.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaboration with Newtown Community of Schools	Staff development day and Learning hubs focusing on developing practice in mathematics teaching and learning. Nil Cost	Teachers engaged in Professional Learning Hubs and a Staff Development Day to support the implementation of evidence based practices in mathematics.
Observations, teacher reflections and student work samples show increasing quality use of flexible learning spaces.	\$30,000 for furniture and resources, including library refit.	<p>Learning spaces meet the range of teaching and learning needs in the classroom. Students are engaged in learning spaces.</p> <p>There are a range of learning spaces available to teachers and students.</p> <p>Furniture and technology has been acquired to support changing and emerging pedagogies.</p>

Next Steps

The next steps for the 2018–2020 school plan:

- Schedule of furniture replacement developed for all classrooms.
- Development of outdoor learning spaces.
- Teacher professional learning in the areas of co-teaching and collaborative practice for planning and teaching. Developing teacher leadership capacity in co teaching and planning practice.
- Schedule technology purchase to expand Chromebook rollout for Stage Two and Three. (P&C funded)
- Further collaboration with Newtown Network of Schools to continue focus on innovation in mathematics teaching and learning.
- Further develop Teaching and Learning Project in response to staff needs and gathered evidence of student need.
- English targeted support to focus further on spelling and grammar.
- Focused response to Tell Them From Me and NAPLAN data to improve student learning and engagement, expected growth and connection to school.

Strategic Direction 3

Leadership, community engagement and learning

Purpose

At NNPS the school leadership team creates a culture of learning that fosters continued growth for students, teachers and the school community. Leadership practices focus on developing the capabilities of every teacher to find the best ways to facilitate quality teaching and learning for all students.

School leaders help to build stronger positive relationships within our community in order to foster a culture of belonging and mutual understanding.

Overall summary of progress

In 2018 our leadership team responded to the identified and emerging needs of staff and students with a restructure of staff responsibility and a distribution of leadership that recognised individual strengths, areas of interest and capacity for development. The leadership project enabled a culture of instructional and distributive leadership to emerge and provide opportunities for all staff to engage in decision making and project leadership. An extensive review of the project at the end of 2018 has provided staff with the opportunity to contribute to improvements to the model into 2019 and beyond.

Our student leaders developed their relationship with student leaders in our surrounding schools through the Newtown Network Community of Schools Student Leadership Project. The project focused on student voice and provided leadership opportunities for students and the opportunity for students to address a particular school need.

Our School Protocols Project aimed to streamline school administrative and organisational processes by improving communication within and outside of the school. The development of a staff handbook was the first step in the alignment and consistency of administrative practices. The project will continue into 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys show that the leadership team increasingly establishes a professional learning community which is focused on continuous improvement of teaching and learning.	\$40,000 QTSS staffing allocation. Release for staff to engage fully with project leadership and planning.	Whole staff and executive evaluation session provided opportunities for all staff to provide feedback to executive and contribute to whole school planning. Teacher voice included in the evaluation process and provided the opportunity to participate and feedback both publically and privately. Opportunities for all staff to participate in leadership roles.
Students voice: authentic project across all schools	\$2,500/school casual relief	Students build on personal understanding of leadership and collaboration. Student data allowed students to reflect on their leadership capacity, confidence and leadership qualities. Students collaboratively planned and implemented projects in each of their schools that addressed issues of wellbeing and engagement.
Increased alignment and consistency of school administrative practices. The school is consistently delivering anticipated benefits to the staff, students and school community, ensuring effectiveness.	\$1,000 casual relief	The ongoing development of procedures to support the efficient management of school processes, procedures and systems. Whole staff participation and engagement in the planning and development of administrative systems and processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased alignment and consistency of school administrative practices. The school is consistently delivering anticipated benefits to the staff, students and school community, ensuring effectiveness.		<p>Opportunities for staff to feedback and evaluate current systems and communication processes. Exploration of digital and on line formats to expedite whole school communication.</p> <p>Effective whole school communication ohas led to the effective implementation of quality projects and the ongoing review and development of administrative practices, transparent planning and communication.</p>
Increasing levels of community satisfaction and connection with the school as demonstrated in Tell Them From Me.		<p>TTFM continues to indicate student community and staff satisfaction slightly under state averages.</p> <p>School plan to be adjusted to further address specific student/community/teacher needs.</p>

Next Steps

The next steps for the 2018–2020 school plan:

Projects designed to effect the implementation of the school plan have progressed and have been evaluated by the school community as relevant to our current needs.

- The leadership project will continue to evolve through a process of review, reflection and revision to enable continued improvement of our school leadership, provide opportunities for leadership/career pathways and enable staff to share their skills and talents.
- Continue participation in the Newtown Network of Schools Student Leadership project and develop community projects with our neighbouring schools that can be sustained in our school environment and address specific school needs.
- Continue with Protocols Project ensuring systems and practices are reviewed annually to ensure efficacy and relevance.
- Further investigate the data provided by TTFM to determine the areas of greatest need influencing results around school satisfaction, engagement and connectedness.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,020	Student learning been supported by school programs. Students were provided with SLSO support in class. PLP's were prepared and implemented.
English language proficiency	\$22,581	Students were provided with adjustments and small group interventions to support the development of English language proficiency. Adjustment plans in class inform learning and language development. SLSO support provides opportunities for targeted students to access additional classroom support
Low level adjustment for disability	\$15,058 targetted funding 0.5 teacher allocation LaST • (\$0.00)	Collaborative planning with LaST to develop focused learning and support plans or classroom adjustments for students with additional learning needs. SLSO support provides opportunities for targeted students to access additional classroom support.
Quality Teaching, Successful Students (QTSS)	\$49,974	Project leaders, curriculum leaders and Assistant principals provided with release time to lead and manage projects focused on the implementation of the school plan, stage leadership and professional learning.
Socio-economic background	\$2,229	Students from low socio economic backgrounds were supported with access to non funded school initiatives and access to additional SLSO support in class.
Support for beginning teachers	\$41,358	All teachers were provided addition weekly release from face to face and mentored by an Assistant Principal
Targeted student support for refugees and new arrivals	0.2 Staffing	An EAL/D teacher employed one day per week to newly arrived students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	132	143	143	143
Girls	133	126	140	135

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	96.7	95.2	95.9
1	96.3	95.4	96	96.1
2	96.7	97.6	95.9	96
3	96	96	96.1	94.9
4	96.6	94.7	96.3	95.3
5	94.9	97.3	96.1	95.5
6	94.8	94.4	95.9	93.4
All Years	96.1	96.1	96	95.3
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 is monitored by classroom teachers who report any issues of concern with regard to attendance to the principal. Students with problematic attendance are referred to the Learning and Support team to identify and implement strategies to support improvement. With the support of the Home School Liaison Officer, any student at risk of poor attendance is monitored and supported. The community is reminded regularly of attendance requirements including a focus on arriving at school on time.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teachers participate in a variety of mandated and targeted professional learning throughout the year to ensure compliance with departmental policies, enable continued improved practice, address particular school need, support the implementation of the school plan, provide support for beginning teachers and support teachers seeking accreditation at the proficient level.

Professional learning is delivered as part of a whole school plan and may be facilitated by external providers, departmental personnel or Newtown North Public school staff and is guided by a school-based policy.

Staff at Newtown North Public school participate in weekly Teacher Professional Learning (TPL) meetings designed to develop a collegiate response to school need and provide opportunities for staff to work together on the development of a Professional Learning Community. In addition to weekly TPL, staff are required to participate in five Staff Development days per year at the beginning of terms 1, 2 and 3 and at the end of term 4. The term four staff development day may

be rescheduled for twilight or weekend TPL after consultation with staff and with approval from the Director: Public schools.

Our work with the Newtown Network of Schools saw professional learning implemented for all teaching staff across 6 schools. This learning incorporated a focus on Numeracy and specifically problem solving and working mathematically, an identified target for all schools in the network. This learning was supported by Department of Education Curriculum Advisors and involved a full School Development Day, 3 after school HUB sessions and ongoing connections for teachers across schools. Early Career Teachers were supported through 5 after school sessions targeting their self-identified needs including time management, behaviour and wellbeing and positive psychology focusing on their own wellbeing. Executive staff from all schools participated in a coaching program throughout 2018. The program saw Dan Haesler of Cut Through Coaching lead ongoing training for principals and middle leaders in the use of coaching protocols to enhance capacity for leveraging team and individual improvement. Assistant Principals grew in their capacity for leading PL across schools through these initiatives.

The School Services Team provided targeted support in the area of English and more specifically spelling. All teachers participated in targeted professional learning in the area of teaching spelling.

Other professional learning in 2018 included:

- Early Years Literacy Strategies,
- Implementing Literacy and Numeracy Learning Progressions
- Formative assessment: Glebe Community of Schools
- MAPA training
- Code of Conduct training
- CPR/Firstaid/Anyphylaxis
- Child Protection
- Positive Behaviour for Learning Implementation

	2018 Actual (\$)
Opening Balance	335,312
Revenue	2,596,685
Appropriation	2,388,605
Sale of Goods and Services	9,240
Grants and Contributions	191,904
Gain and Loss	0
Other Revenue	986
Investment Income	5,950
Expenses	-2,612,678
Recurrent Expenses	-2,612,678
Employee Related	-2,248,496
Operating Expenses	-364,182
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-15,994
Balance Carried Forward	319,318

Our finances are carefully budgeted and planned for at the beginning of the year to support strategic directions, school priorities and administrative functioning. Our equity funding contributes to the engagement of support staff who provide classroom and playground support to our teachers and to students with additional or emerging needs.. The balance carried forward is committed to larger projects that will enable the implementation of programs for students with additional needs, classroom resources and professional learning to support the further development of quality teaching and learning and equitable outcomes for our students.

Financial information

Financial summary

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,979,536
Base Per Capita	54,723
Base Location	0
Other Base	1,924,813
Equity Total	83,533
Equity Aboriginal	2,020
Equity Socio economic	2,229
Equity Language	22,581
Equity Disability	56,703
Targeted Total	58,079
Other Total	93,756
Grand Total	2,214,904

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.

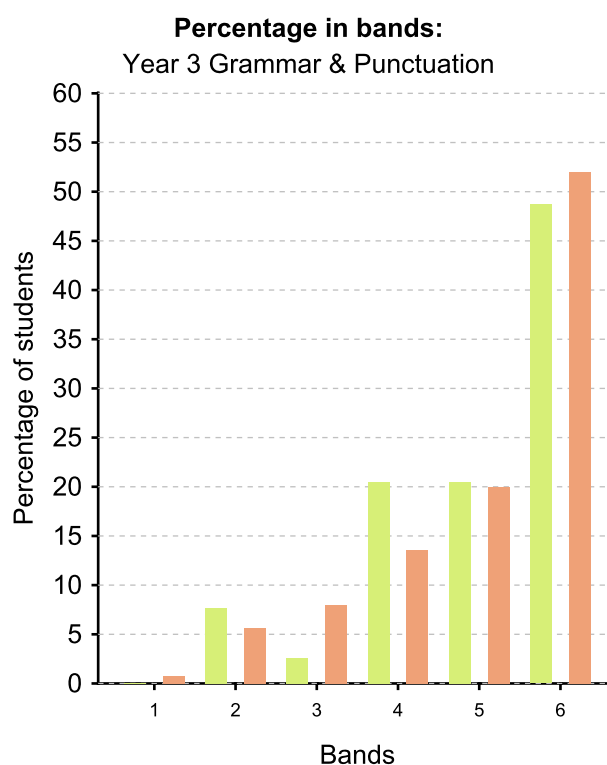
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

In 2018 70% of Year Three and 72% of Year Five students performed in the top two bands for reading. This has been an overall increase of 14% since the previous year.

78% of our students in reading, 66% in spelling 53% in spelling and 74% in writing and are at or above expected growth.

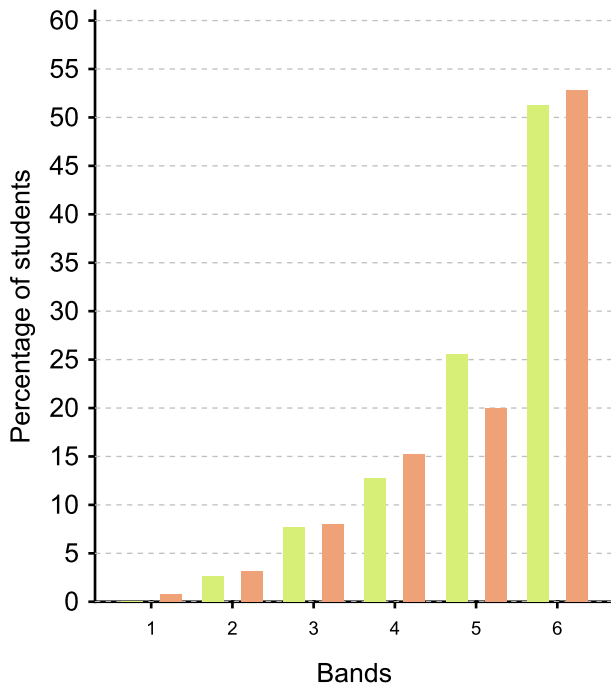
The data has encouraged us to explore teaching and learning in grammar, punctuation and spelling to improve student outcomes in these areas.



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	2.6	20.5	20.5	48.7
School avg 2016-2018	0.8	5.6	8	13.6	20	52

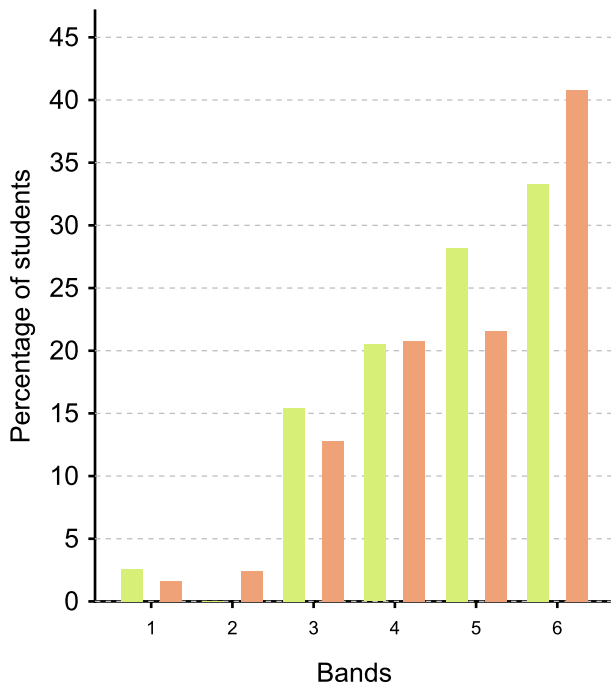
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	7.7	12.8	25.6	51.3
School avg 2016-2018	0.8	3.2	8	15.2	20	52.8

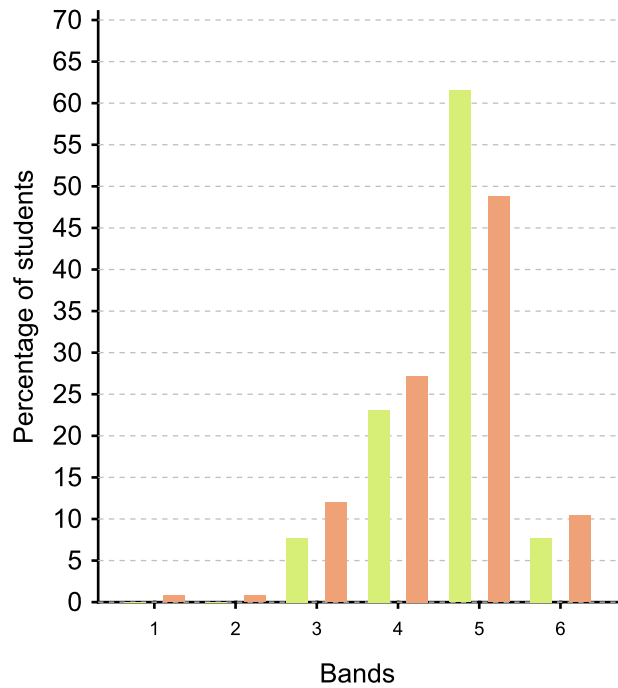
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.6	0.0	15.4	20.5	28.2	33.3
School avg 2016-2018	1.6	2.4	12.8	20.8	21.6	40.8

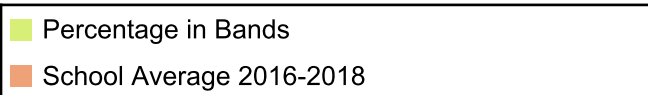
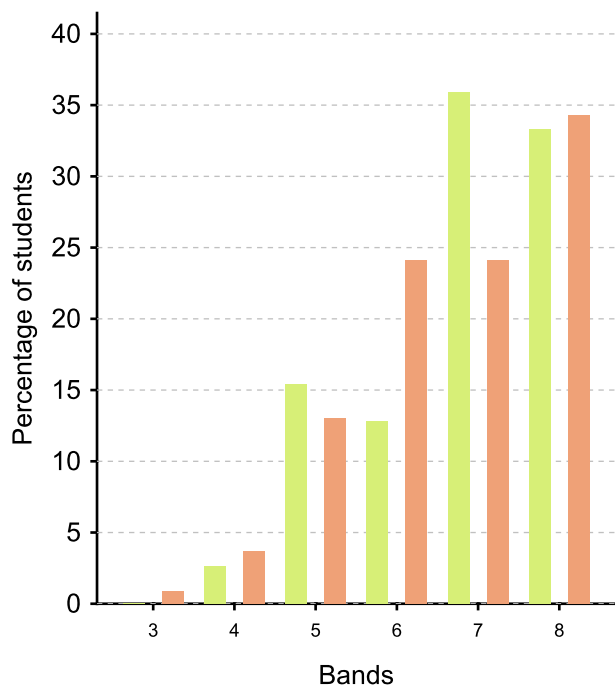
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.7	23.1	61.5	7.7
School avg 2016-2018	0.8	0.8	12	27.2	48.8	10.4

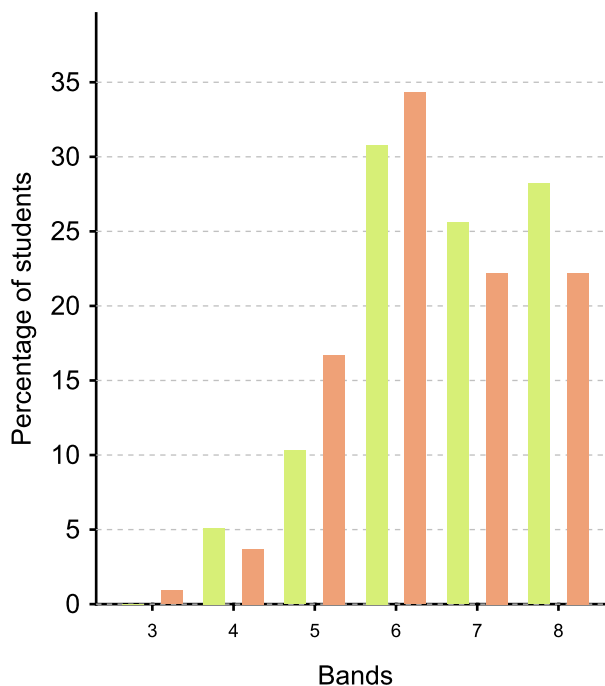
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	2.6	15.4	12.8	35.9	33.3
School avg 2016-2018	0.9	3.7	13	24.1	24.1	34.3

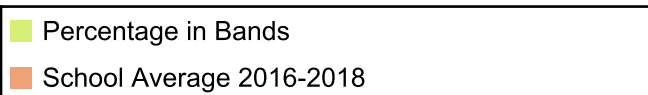
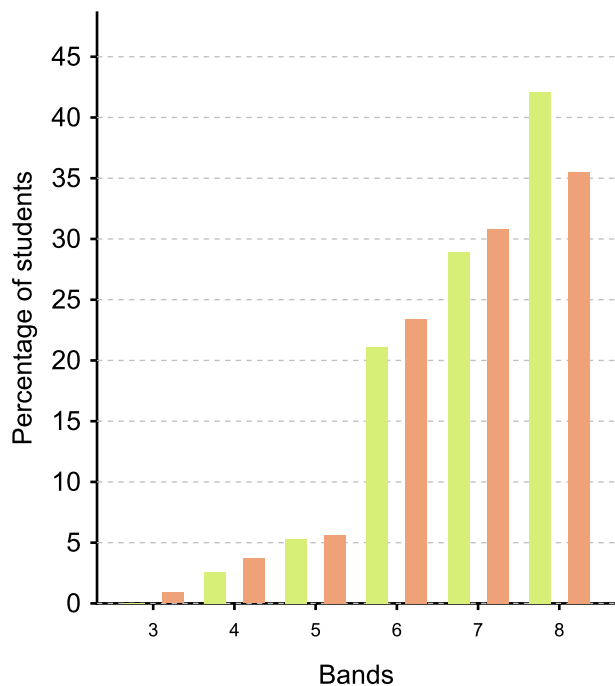
Band	3	4	5	6	7	8
Percentage of students	0.0	2.6	5.3	21.1	28.9	42.1
School avg 2016-2018	0.9	3.7	5.6	23.4	30.8	35.5

Percentage in bands:
Year 5 Spelling

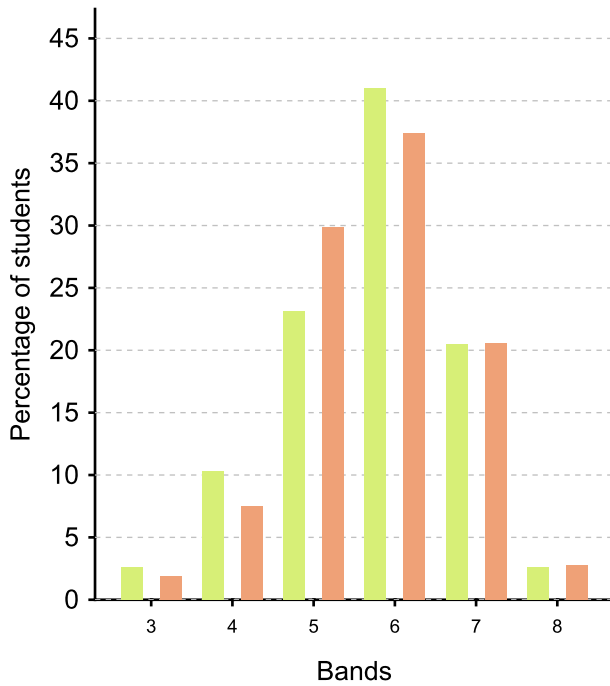


Band	3	4	5	6	7	8
Percentage of students	0.0	5.1	10.3	30.8	25.6	28.2
School avg 2016-2018	0.9	3.7	16.7	34.3	22.2	22.2

Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

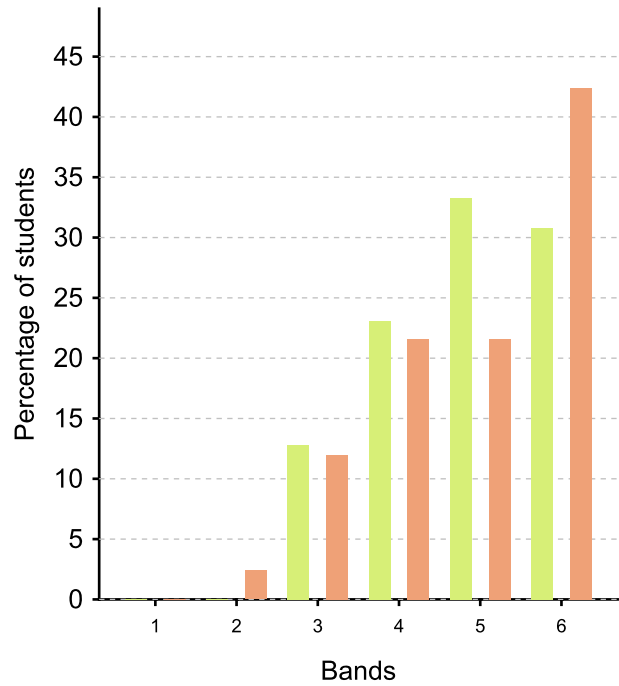


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.6	10.3	23.1	41.0	20.5	2.6
School avg 2016-2018	1.9	7.5	29.9	37.4	20.6	2.8

62% of our students are at or above expected growth in Numeracy with 50% of our Year Five students in the top two bands for numeracy. This is a 26% increase in the top two bands on the previous year. 76% of our Year Three students have achieved in the top two bands. Further investigation of the data has provided information for a focus on problem solving in the area of mathematics.

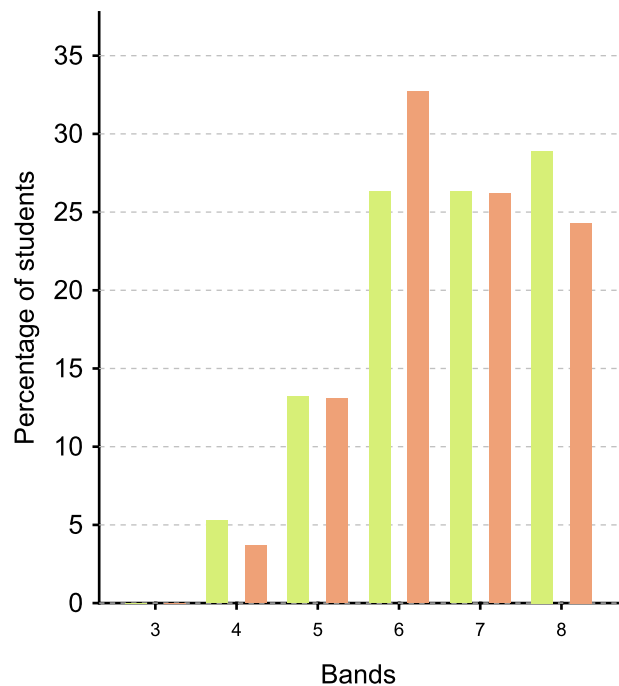
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	12.8	23.1	33.3	30.8
School avg 2016-2018	0	2.4	12	21.6	21.6	42.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	5.3	13.2	26.3	26.3	28.9
School avg 2016-2018	0	3.7	13.1	32.7	26.2	24.3

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.

On average across all strands of Literacy and Numeracy in Years Three and Five, 67% of our students performed in the top two bands, considerably above the Premier's Priority Target of 35%. The school's percentage in the top two bands has fluctuated over the last three years and is at its highest level over this time.

Parent/caregiver, student, teacher satisfaction

In 2018 Newtown North Public School sought the opinions of parents/caregivers, students and teachers about their school through the Tell Them From Me Survey. The survey provides feedback about teaching, learning, resources, programs, leadership, engagement, participation and program delivery.

Parent and Caregiver responses:

From the 90 parents and carers that responded: 74% indicated that they felt welcome at school with 40% of respondents feeling that events were not scheduled at a time they were able to attend and over 80% indicating that our school administrative staff are helpful.

77% of parents indicate that reports are written in terms they understand but 40% would like to be better informed about their child's progress. 70% of parents who responded indicate that their child is encouraged to do their best but only 64% believe that our teachers expect their child to work hard. 76% of parents believe that our school supports positive behaviour with 86% of respondents believing that their child is clear about the rules for social behaviour. 75% of parents believe their child is safe at school with 72% believing that the school helps prevent bullying. 66% of respondents consider our school inclusive with 68% believing that teachers help our students develop positive friendships.

Teacher responses:

Fifteen teachers responded to questions pertaining to what is considered the eight most important drivers of student learning. On average, 66% of teachers are satisfied with school leadership with 77% stating that they feel supported during stressful times. 72% of teachers are satisfied with staff collaboration, With 83% indicating that they have worked with others to increase student engagement and support learning problems. 77% of teachers are satisfied with the school's learning culture and 85% of teachers believe our school is an inclusive school with a high level of parental involvement. Only 66% of teachers are satisfied with the technology available at our school which indicates a clear focus for investigation and improvement.

Student responses:

- 89% of our students indicate they have friends at school they can trust and who encourage them to

make positive choices.

- 96% of our students believe that schooling is useful in their every day life and will have a strong bearing on their future
- 90% of students report that they do not get in trouble at school for disruptive or inappropriate behaviour
- 87% of students try hard to succeed in their learning

Areas for further investigation and improvement:

- 58% of students understand there are clear rules and expectations for classroom behaviour.
- 29% of students do not feel that they have someone at school who consistently provides encouragement and can be turned to for advice.
- Only 66% of students are interested and motivated in their learning and 43% of students do homework with a positive attitude and in a timely manner.

The evidence provided by these surveys will inform planning for the following year to investigate areas of need and support school and student growth.

Policy requirements

Aboriginal education

Newtown North Public School promotes respect for the unique and ancient culture of Aboriginal and Torres Strait islander peoples and supports Aboriginal students through:

- The development of personalised learning plans for all Aboriginal and Torres Strait Islander students.
- Incorporating Aboriginal perspectives into school curriculum.
- The incorporation of Aboriginal focused texts and resources as part of our teaching and learning materials.
- Promote staff understanding of Aboriginal culture and history.
- The commemoration of Sorry Day and Reconciliation Week with a special assembly and classroom activities.
- The annual celebration of NAIDOC week.

This year NNPS had a Cultural Day with the Aboriginal company Koomurri. The day started with smoking ceremony and then students participated in a didgeridoo show and storytelling, face and canvas painting, artefacts and bush weaponry, song and dance. The day ended with a farewell concert with teachers and students participating.

Multicultural and anti-racism education

The cultural diversity of our school community is celebrated and acknowledged in a variety of ways but specifically through the annual celebration of Harmony Day. Harmony Day acknowledges and celebrates the cultural diversity of our school, our community and our nation and celebrates the positive contributions of cultural diversity to our society. Weekly lessons through

Positive Behaviour for Learning promotes a school of safe, respectful, supportive and active learners in a place where discrimination and racism are not tolerated.

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

Other school programs

Creative and performing Arts at Newtown North

Our students and staff participate in a wide range of cultural and educational experiences that support student learning and foster engagement and connection. The creative and performing arts are highly valued by our students, teachers and families.

Wakakirri 2018

After such a successful and enjoyable experience in 2017 students at NNPS were eager to participate again in 2018. Wakakirri is a National Story Dance Festival for Australian primary schools. Schools create 3–7 minute student performance utilising a combination of dancing, creative movement and acting to pre-recorded music.

In 2018 the students were again accompanied by Mr Graham, Miss McKay, Ms Sellick and Caitlin Moussa. Following many weeks of rehearsals, meetings and costume sourcing, 80 students travelled to NIDA to perform in Wakakirri. The performance is an experience students never forget, taking place live on a professional stage to a full house, with glittering lights, make up and costumes. The students performed 'Wizard of the Wire' the story of Con Colleano, an Indigenous Australian tight rope walker. The students represented our school fantastically and their supportive and respectful behaviour was again acknowledged by many of the Wakakirri staff and parents.

Drama Eisteddfod

In August 2018, twelve students competed in the City of Sydney drama eisteddfod. The students were required to memorise, rehearse and present poems, duologues and monologues in front of several judges. The student's confidence grew quickly, overcoming any fears or insecurities they may have had prior. Memorising their pieces also played an important role in both learning and challenging their brains. Creativity is extended through memorisation tasks which develops working memory and assists with focus.

Many of the pieces the students learned were full of complex sentences and words which enhanced their vocabulary and extended their writing skills. The students of Newtown North won many trophies

throughout the competitions and formed strong social bonds with their participating peers. It also fostered an interest in the various historical contexts of the characters and roles they took on.

Raw Art

Raw art is a team of professional artists who travelled to our school during term three of 2018. They exposed the students to a wide range of art experiences, from water colours, weaving and stencilling, to making clay nature tiles. The workshops took place over a period of two days and the artworks created were displayed in the hall in our very own art show. The artworks were very diverse and taught students a range of artistic styles and techniques. This allowed students to express themselves through the pieces they created. Overall, each class created one or two individual pieces for the show, along with one large shared canvas which was sold at a silent auction. The organisation of the final event was supported enthusiastically by our dedicated P&C.

Film Festival

This year Newtown North held its very first film festival. Each class dedicated a term to learn about a variety of media art skills including scriptwriting, cinematography, set design, costuming and video production. The students also benefitted from looking at the differences between a regular narrative and a film script. Their talents were showcased in the hall on a projector for all the parents and family to view. They walked the red carpet, ate popcorn and shared the skills that they had acquired in a Q and A at the end of the screenings. The final event coincided with the P&C end of year celebration and was very well attended by our community

Theatre Sports

During the first six months of 2018 twelve students undertook weekly theatre sport classes to learn how to improvise and perform a scene. They intensely studied the art of storytelling, looking at structure, language and how to create and resolve many conflicts or complications within a four-minute time frame. This was extremely beneficial for their writing skills. The students had an immense amount of fun, mentally and physically challenging themselves to express and communicate their ideas.

They developed a strong sense of self-awareness and awareness of their fellow players as they acted decisively on impulse and seized moments to create humour and interest from their audience. When you gain skills in improvisation, you gain skills in assessing and reacting to a situation quickly, identifying the subtext of conversations, building rapport and speaking confidently in front of a group of strangers. The students competed in their first competition in the Theatre Sports section of the Ryde Drama Eisteddfod.

During term four students were selected from the team to compete against other schools in the impro Australia Theatre sports competition. They further developed

their skills by learning the rules and structure of over thirty drama games. With each game uncovered, students acquired an extensive set of new skills. The students finished first in the competition which added to their enthusiasm and excitement.

MUSIC

The junior choir had the opportunity to perform in many events throughout the year such as Education Week, NAIDOC week, K-2 assemblies and Celebration of learning. Our senior choir rehearse weekly and work on an ever developing repertoire highlighting vocal range and individual and group skills.

Our extracurricular music program also includes Ukulele, Recorder, String Ensemble, Concert band, Jazz Band and Junior Band. Students also have the opportunity to participate in an Electronic Music Group, an after school Guitar Group and a School Radio Broadcast. The students have a range of opportunities to experience live performances of music throughout the year from Muscia Viva and Opera Australia.

CELEBRATING OUR COMMUNITY

Book Week/Grandparents Day

Book week is a week-long event that occurs annually. At Newtown North we hold a book-week parade where students and teachers can dress up as their favourite characters. This is a celebration of books written for young people. It inspires a love of reading in our students and brings the community together through numerous activities that connect readers with books. We celebrated the joy of reading through many fun activities. In 2018 we voted for our favourite books, held a read-like a pirate competition, played guess the teacher, performed four books as plays and fought it out to see who knew how to locate every book in our library. The students and their families had a wonderful day and are still thoroughly enjoying the new books purchased on the day. The event coincides with our annual Grandparents and Special Friends day where students invite their extended family to engage with our school and visit their classrooms.

EXTRA CURRICULAR ACTIVITIES SUPPORTING LEARNING AND ENGAGEMENT

Chess

Throughout the year, students interested in chess attended weekly lessons during lunch in the library. In Term 2, we sent a small cohort of chess players to compete in the Primary Division at Rose Bay Secondary College. Our students applied learning from their chess lessons, enhancing their understanding of the concepts of position, location and movement.

DEBATING

Over 50 Stage 3 students participated in Debating at NNPS in 2018. All Year 5 and 6 students had the opportunity to participate in the Debating program in Term 1. The students participated in weekly training

sessions with Ms Tory, and then took part in a House Debating Competition. All students gained experience with constructing arguments and rebuttals, speaking in front of an audience and working as a member of a team. Based on the students' participation and performance in these sessions, 10 students were selected to represent NNPS in interschool debating teams. In 2018 NNPS entered two Year 6 teams in the Premier's Debating Challenge and two Year 5 teams in Sydney Primary Schools Debating. The debates took place throughout Terms 2 and 3, both at NNPS and at other schools in the local area. All teams performed very well, with one Year 5 team reaching the semi finals of their competition.

WRITE A BOOK IN A DAY

In 2018 NNPS again entered the Write a Book in Day Competition. Five Year 6 students were selected to participate in this writing competition, which involved writing and publishing a 2500 word story within a 12 hour time period, as a team. The students were selected on the basis of their academic achievement in English, making the project an ideal gifted and talented enrichment opportunity. The team worked closely with Ms Tory both before and during the writing day to ensure that all students were actively involved and understood all the requirements of the challenge. The team was also responsible for fundraising initiatives to contribute to Kids Cancer research. The team's completed book was featured in the Stage 2 and 3 classrooms and the school library for the school community to share.

YEAR 6 PLAY

In Terms 3 and 4 all Year 6 students participated in a drama program with Mr Butcher and Ms Tory, which culminated in the performance of Shakespeare's A Midsummer Night's Dream. The students were highly engaged in an authentic theatre production process, including auditions, rehearsals, stage and lighting design, sound engineering, costumes and makeup, promotion and poster design. Performances of the took place over two consecutive days, with both a matinee and two evening performances. This program not only develops and showcases the students' performance skills, it also forms part of our transition to high school process. Throughout the production the focus is on building the Year 6 students' collaborative skills, resilience and responsibility, as well as familiarising them with Shakespearean language and themes. The resulting performances provide our whole school community an opportunity to both celebrate and farewell our Year 6 students.

ROBOTICS AND CODING

In 2018 we extended our Robotics program to include our Early Stage 1 students by trialling Bee Bots in the Kindy classes. All other stages had the opportunity to develop their building and coding skills through in class technology sessions and the use of the Lego WeDo 2.0 kits. Using the Lego kits and the corresponding app on the ipads, the students were able to build programmable machines and write coded instructions

to control them.

SPORT

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

- Touch football gala day
- Annual swimming carnival
- Premiers sporting challenge
- Athletics carnival K-2
- Athletics carnival 3-6
- Got Game
- Term Four intensive weekly swimming program

In Term 2, the South Sydney PSSA Zone Cross Country Carnival was held. Our students aged 8 and up enhanced their health and wellbeing through the competition. Two of our students went on to represent our school at the regional level.

In Term 3, Years 3, 4, 5 & 6 attended a multi-sport mega clinic run by SEDA College. SEDA College is partnered with Cricket NSW, Sydney FC, South Sydney Rabbitohs, Netball NSW, Sydney Swans and Sydney Kings. The mega clinic was held at Heffron Park, Maroubra. Our students performed and refined movement skills in a variety of sports activities run by qualified coaches and senior students.