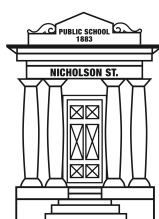


# Nicholson Street Public School

## Annual Report



2018



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## Introduction

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

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

***Mrs Sue Ross***

***Principal***

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## Message from the Principal

2018 was a successful year of learning, laughter and life at Nicholson Street Public School with substantial progress towards excellence in teaching, learning and leadership being made across all areas of the school during the year. The staff and community continued to foster and maintain the outstanding relationships that exist at all levels of the school and encourage all members of the community to work together, ensuring that the education provided at the school supports students to be resilient, respectful, locally engaged, globally prepared, critical thinkers who are curious and creative lifelong learners. High quality teaching and learning, an equitable and inclusive school community and a collective focus on school improvement drives school and student growth and ensures as a school, we continue to improve outcomes for every student, every teacher and every leader, each and every year.

Twelve months ago, I felt honoured and excited about being appointed as the relieving principal of Nicholson Street Public School. I had high expectations about the school and, with great confidence, I can attest that every expectation I had has been exceeded, particularly with regard to our students.

As principal I often encourage staff and parents to reflect on what we use to measure the success of our school. There are many measures:

- The way a teacher assists a student to learn a new skill in reading or maths;
- A student achieving personal best in a sports or performing arts activity;
- Seeing the joy on the face of a child when he or she receives positive feedback about an area of learning that he/she has been struggling with for years.

Apart from students striving for personal best in all areas of learning, three other critical elements highlight that our school is a healthy place for learning:

- Teachers who deeply care about the students in their respective classes. Teachers and support staff who love, respect and show true interest in the personal, learning and wellbeing needs of students.
- Parents and community members, including our outstanding P&C and parent volunteers, who are partners with the school, sharing in the success of their children and working with teachers to help maximise life and learning outcomes for their children.
- Opportunities, enabled by staff and parents, which allow our children to shine. We all want and desire the best for our children and the core curriculum and co-curricular opportunities for our students allows them to develop in many areas.

When you combine academic achievement, adults who love and care about children and opportunities designed for children to flourish together, the results are clear – we have a truly successful school. When you think about why our school excels, one word surfaces – connectedness. Nicholson Street Public School is a highly successful school because of the way parents, community and staff connect to maximise opportunities for students.

Thank you to our outgoing Year 6 students for outstanding leadership. As individuals and as a collective, they have been excellent ambassadors and role models. We would like to wish all outgoing students all the best as you to continue to strive for personal best in all future endeavours. I congratulate our outgoing student leadership team – captains, vice-captains, house captains and Year 6 leaders – who have led with strength, courage and respect. At all times, they have truly embraced the notion of 'service to others' in their respective leadership roles.

Our school's P&C Association continues to provide guidance, feedback and financial assistance to allow teachers to provide opportunities in well-resourced classrooms and playgrounds. On behalf of the entire school community, thank you to the P&C executive, committees and members for your unwavering support of our school.

I would also like to acknowledge all of the staff at Nicholson Street Public School. An old adage says, "It takes a village to raise a child". The care, dedication, passion and love that our staff show our students makes our village more like a major metropolis. Thanks to all staff, teaching and support. Thank you to the executive staff for your ongoing leadership.

Finally, I would like to acknowledge Mr Chris Buenen, who as Principal did an outstanding job in leading the Nicholson Street Public School community from May 2015 to April 2018. I certainly have very hard shoes to fill.

2018 has been a highly successful year. As the newly appointed substantive principal of the school, I look forward to working with staff, parents and the community to see continued success in 2019, as we all work together to enable the most important people in the world to learn and grow – our students.

**Sue Ross**

**Principal**

## Message from the school community

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

At the 2018 AGM, the newly elected P&C executive members were as follows: Phil Garrett (President), Mark Lee and Stephen Spacey (Vice Presidents), Annette Michalowicz (Treasurer) and Kirsten Gleichman (Secretary). P&C meetings are a forum for sharing information and ideas on school projects and initiatives, for asking questions and raising concerns on behalf of the parent body. The P&C embraces the opportunity to assist the school executive with funding and volunteer assistance.

The P&C executive are ably supported by the wider parent community in co-ordinating the uniform shop, school banking initiative, the ethics teaching program and the music program. During the year parents served on merit selection panels and on the BESC coordinating committee. In 2018, our parents came together to cook and serve fresh food lunches for the whole school; ran the 'Buy a Bale' barbecue, Mother's Day & Father's Day stalls and sourced and packed Christmas hampers for the residents of the Montrose Aged Care Centre. We are proud to have given back \$35,000 to the school in 2018, which has been used for teaching and learning resources, including Lego Robotics learning and other STEM and arts programs.

The major event on the P&C calendar is our Halloween Festival and it is here that we truly see our Nicho community in action with our "small" school putting on an incredibly huge event. We play host to families from across the Peninsula and beyond. The 2018 festival raised close to \$50,000, a result that, along with our other fundraising efforts throughout the year, puts us in a strong financial position to support the school executive in continuing to implement the 2018–2020 School Plan, particularly in the upgrade of indoor and outdoor learning spaces.

We are very proud of the great working relationship that we have with Sue Ross and her staff and thank them for all for their commitment to Nicholson Street Public School.

### ***The P&C Executive***

## School background

### School vision statement

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

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

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

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

### School context

Nicholson Street Public School, established in 1883, is located on attractive grounds at the tip of the Balmain peninsula with views to Sydney Harbour. Informed parents with high expectations work with dedicated, enthusiastic staff committed to delivering quality teaching and learning programs to maximise student outcomes. The current student population of 167 with 17% of students from non-English speaking backgrounds is drawn from the local area and reflects the diversity of the Balmain Peninsula. A skilled and motivated workforce provides a stimulating and safe learning environment for all students.

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

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

The school continued to follow its established practice of undertaking regular reviews of the School Excellence Framework and the alignment of our projects and programs across the domains of the framework. Regular and honest appraisals of school programs and initiatives by teaching and executive staff maintained the sense of ownership of programs and fostered greater collaboration and feedback on the evidence base supporting our self-assessment. Every member of staff is able to identify and explain the rationale, products and their role in the key processes that have contributed to our school's progress across the first year of our new 2018–2020 school planning cycle.

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

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

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

Overall, a strategic and targeted approach has fostered high expectations across all domains of the school excellence framework and has led to growth and improvements to all areas of our school. 2018 was a successful year of learning, teaching and leadership.

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

### High Quality Teaching and Learning

#### Purpose

To foster a learning culture underpinned by high expectations and quality teaching where high impact assessment strategies and explicit feedback practices drive student growth in literacy and numeracy across the school.

#### Overall summary of progress

Nicholson Street Public School worked towards all 2018 milestones of Strategic Direction 1, providing a strong focus on student skill development and improvement, with teachers being continually upskilled in their pedagogy to optimise best practice. Quality teaching and learning supported by high levels of instructional leadership, targeted programming across all learning areas, the embedding of high quality ICT practices and pedagogies and the introduction of an explicit synthetic phonics program were the key drivers of student growth in student learning and engagement throughout 2018.

Evidence based approaches to student learning growth continued to remain a priority across the school. The quality instructional leadership underpinning the Assistant Principal mentor program guaranteed teachers were supported to deliver targeted learning experiences based on data gained from an improved approach to student assessment. The increased efficacy in data collection and analysis also allowed teachers to more effectively target individual student growth via highly differentiated programming in both literacy and numeracy.

All teachers participated in sustained professional learning building their knowledge of and efficacy in delivering quality learning strategies focusing on the targeted area of reading and phonics in their lessons. Staff were surveyed pre- and post- professional learning; lesson observations targeted a focus aspect of literacy. A detailed analysis of literacy assessment data showed 86% of K-6 students were on track to meet and exceed benchmark growth data.

Benchmarking data across aspects of literacy and numeracy was collected and analysed to provide baseline data prior to the delivery of professional learning and implementation of whole school strategies to develop student growth in literacy and numeracy. School wide data collection practices were consolidated, allowing teachers and school leaders to have better access to year on year student growth data in areas of intensive focus.

All teachers participated in sustained professional learning building their knowledge of and efficacy in using high impact formative assessment strategies in their numeracy lessons. Teachers were surveyed post professional learning on their understanding of high impact assessment strategies and their competency in delivering these strategies in their classrooms. Lesson/teacher observations reflected increased skills in the use of formative assessment and feedback.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| Increase the percentage of students demonstrating and exceeding expected growth in literacy. | School based professional learning.<br><br>Quality Teaching, Successful Students (QTSS) Assistant Principal release – Teacher observations, Teacher mentoring, Survey tools.<br><br>Recruitment of classroom teacher to provide executive release for coaching and mentoring purposes (0.287 FTE) – \$29,880 | Detailed analysis of literacy assessment data shows 86% of students are on track to meet and exceed benchmark growth data. |
| Increase the percentage of students demonstrating and exceeding expected growth in numeracy. | As above   | Detailed analysis of numeracy assessment data shows students are on track to meet and exceed benchmark growth data.        |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy. | As above                      | Teachers surveyed post professional learning on their understanding of high impact assessment strategies and their competency in delivering these strategies in their classrooms. |
| Teachers utilising high impact, high quality formative assessment strategies in literacy and numeracy sessions.           | As above                      | Lesson/teacher observations reflect increased skills in the use of formative assessment and feedback.   |

## Next Steps

### Key Questions to guide ongoing planning for all Strategic Directions (and that we are continually reflecting on)

- How have we engaged our community in the development of a shared vision and plan for improvement for our school?
- Are our strategic directions sufficiently challenging to bring about growth and transformation over three years?
- Do we have an evidence-based culture that informs our school practice?
- Have we designed the plan to connect and align key aspects of the school's operation and professional learning?
- Have we embedded our needs-based funding into the plan?
- Are the milestones designed to ensure progress towards annual milestones and three-year improvement measures, products and practices?
- Have we embedded self-assessment processes for impact evaluation?

## Strategic Direction 1 – Summary of 2019 Milestones

### Students

**Stage teams share best practice models in programming assessment and Quality Teaching classroom practices** – formative and summative assessment; sustained focus on Quality Teaching dimensions of intellectual quality, quality learning environment, significance.

**Use data analysis to implement a literacy, numeracy and ICT strategy to identify targeted intervention for students** – K–6 Progressive Achievement Tests (PAT) in reading, numeracy, grammar and vocabulary; Guided Reading data; Literacy and Numeracy progression data.

### Staff

**Collaborative programming to provide challenging, rich learning environments for students' learning** – Updated scope and sequence documents in all KLAs with a distinctive emphasis on literacy and numeracy as cross-curriculum priorities, reflective practice.

**Devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance** – Visible Learning (students taking ownership of their learning through articulating what they are learning, explaining the next steps in their learning, set learning goals, see errors as opportunities for further learning, know what to do when they are stuck, seek feedback).

**Develop parent forums to support their understanding of students' learning** – community survey of parent needs.

**Improve staff participation across a wide variety of collaborative teams and committees** – collective teacher efficacy (CTE), a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

### Leaders

**Provide more opportunities and structure for teachers to collaborate, observe professional practice and to align their professional learning planning** – Weekly mentoring program, beginning teacher professional learning, staff planning days, Peninsula Executive network.



## Strategic Direction 2

### Learning Labs: Future Focused Classrooms

#### Purpose

Develop, design and deliver innovative classroom spaces that promote school wellbeing (connectedness, pride and engagement) by fostering future focused learning experiences and facilitating opportunities for collaboration, creativity and critical thinking.

#### Overall summary of progress

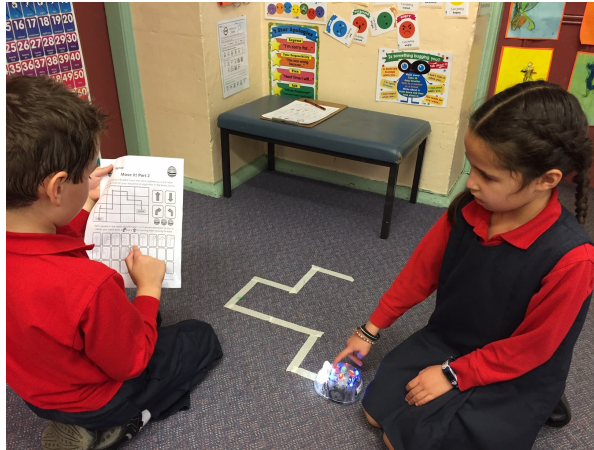
- Established a working party tasked with consultation for the vision, design and delivery of the proposed learning space revitalisation.
- Professional learning undertaken by school executive (flexible learning space by design).
- A coordinated approach to embedding competency based learning has been explored and trialled across Years 3 to 6 in line with objectives of Strategic Direction 3.
- Teaching and learning program reviews show evidence of student engagement in competency based learning. Students surveys indicate positive experiences in these lessons.
- Vision, purpose statement, basic design outline and proposed development timeline in the process of being finalised.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| Classroom spaces redesigned/reimagined to create learning labs that reflect a future focused learning environment. | School executive professional learning – \$1800<br><br>Staff: school-based professional learning | Established a working party tasked with consultation for the vision, design and delivery of the proposed learning space revitalisation.<br><br>Professional learning undertaken by school executive (flexible learning space by design).<br><br>Vision, purpose statement, basic design outline and proposed development timeline in the process of being finalised. |
| Increase the proportion of students demonstrating active engagement in collaborative and creative learning.        | Staff: school-based professional learning  | A coordinated approach to embedding competency based learning has been explored and trialled across Years 3 to 6 in line with objectives of Strategic Direction 3.   |
| Demonstrated increase in student sense of pride in and connectedness to their learning environments.               | Staff: school-based professional learning  | Teaching and learning program reviews show evidence of student engagement in competency based learning. Students surveys indicate positive experiences in these lessons.   |

### Strategic Direction 2 – Summary of 2019 Milestones

- Continuation of a working party group tasked with consultation for the vision, design and delivery of the proposed learning space revitalisation;
- Ongoing professional learning undertaken by school executive (flexible learning space by design);
- Re–design and refurbishment of the Kindergarten learning space;
- A coordinated approach to embedding competency based learning continues to be explored across Years K to 6 in line with objectives of Strategic Direction 3;
- Teaching and learning program reviews show evidence of student engagement in competency based learning. Students surveys indicate positive experiences in these lessons;
- Vision, purpose statement, basic design outline and proposed development timeline is finalised by the end of semester 1 and delivered to school community.



## Strategic Direction 3

### Innovative & Empowered Learners

#### Purpose

To embed a high quality and rigorous STEM pedagogy and curriculum across Kindergarten to Year 6 to develop students' problem solving and computational thinking skills, promoting active, life-long learning and ensuring students are ready for the future.

#### Overall summary of progress

- Years 4 to 6 teachers initiated student STEM learning experience via EDUSTEM package (Lego robotics).
- Years K–2 teachers initiated student STEM learning experience via EDUSTEM package (Bluebots).
- Teaching and learning programs displayed strong evidence of STEM learning experiences.
- Teachers collaboratively created a STEM curriculum to best meet the needs of the students with particular focus on problem solving and computational thinking.
- Key staff undertook professional learning to increase skills in the strategic planning and design of STEM programming to facilitate a coordinated approach to the delivery of STEM learning experiences across K–6.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year  |
|---|--|--|
| School wide delivery of a K–6 STEM program centred on student participation in coding and robotics.         | Staff: school-based professional learning<br><br>Purchase of a Lego robotics kit for K–6 use: \$8500 | Years 4 to 6 teachers initiated student STEM learning experience via EDUSTEM package (Lego robotics).<br><br>Years K–2 teachers initiated student STEM learning experience via EDUSTEM package (Bluebots).<br><br>Teaching and learning programs displayed strong evidence of STEM learning experiences. |
| Increase in student problem solving and computational thinking skills across a range of key learning areas. | Staff: school-based professional learning  | Teachers collaboratively created a STEM curriculum to best meet the needs of the students with particular focus on problem solving and computational thinking.   |
| Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.                 | Staff professional learning – \$1800   | Key staff undertook professional learning to increase skills in the strategic planning and design of STEM programming to facilitate a coordinated approach to the delivery of STEM learning experiences across K–6.  |

### Strategic Direction 3 – Summary of 2019 Milestones

#### Students:

- **participate in multi-disciplinary Project Based Learning, coding classes and STEM approaches to learning** – successful establishment of the STEM program with expansion to all classes in 2019–2020. Staff confident in incorporating PBL activities into all major units of work. More staff ready for implementation of further Future-Focused learning spaces in 2020.
- **demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.**

#### Staff:

- **engage in school visits, professional development sessions** – professional learning for all staff in the advantages of alternate Future-Focused learning spaces and how to create them.
- **actively engage in development and teaching of Project Based Learning units, STEM education, Visible Learning and explore Future-Focused Learning spaces** – staff identified for trial of Visible Learning student self-assessment strategies.

#### Parents:

- actively involved in supporting units of work at home and at school.

#### Leaders:

- provide more opportunities and structures for teachers to collaborate, observe professional practice and to implement Future-Focused Learning.
- investigate CSIRO options – STEM partnership.
- purchase of Ozbots for K–6 classroom use.
- book STEMShare 3D Printing kit in term 4 for K–6 teacher and student use.



| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                | \$1355  | A continued focus on the engagement of parents in the creation of personal learning plans for Aboriginal students has maintained a greater sense of inclusivity and engagement with Aboriginal families. Dialogue between home and school ensures that all children benefit from the work undertaken in the creation of quality personalised learning plans. Aboriginal students have also been encouraged to form relationships with other Aboriginal students beyond the school through involvement in organised events within the local schools area. Participation in these events has been subsidised using the funding available via Aboriginal background loading. |
| <b>English language proficiency</b>                 | \$5492  | English language proficiency funding received for 2018 was primarily utilised to fund the purchase of resources to support English language instruction to students identified as requiring additional support via assessment against the EAL/D progressions. Funding was also used to provide additional time for the creation of structured EAL/D teaching and learning programs, for assessment and reports to parents that effectively communicated student progress and growth, as well as to provide parents with information about how they could support their child's progress.  |
| <b>Low level adjustment for disability</b>          | \$54,810 consisting of 0.4 FTE staffing load and \$13,165 flexible funding utilised to employ school learning support officer at 0.2 FTE Equity | Equity funding delivered as the low level adjustment for disability was primarily used in the employment of the learning and support teacher (LAST). This teacher leads the learning support team, delivers the intensive reading intervention program and provides support for teachers in creating programs to support at risk learners. Additionally funding provided in this area was used to provide additional SLSO learning support to children who would otherwise receive no specific funding to support their additional learning needs.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$29,880 consisting of Release for executive staff (0.287 FTE per week)   | Funding delivered under this initiative was utilised to provide executive release to support the school wide coaching and mentoring program facilitated by the assistant principals. The staffing entitlement was used to employ an ongoing temporary teacher to work with the executive staff to ensure they were able to provide ongoing instructional leadership to all teachers and assist them in achieving the personal goals outlined in 2018 professional development plans along with school wide focus areas.   |
| <b>Socio-economic background</b>                    | \$1,895   | This funding resource was used to provide financial support to students who were unable to attend excursions or participate in extracurricular programs. Families were able to access this funding via a confidential formal request.   |
|   |   |   |

|                                |          |   |
|--------------------------------|----------|---|
| Support for beginning teachers | \$13,786 | Beginning teacher support funding was utilised to provide release from face to face teaching to one early career teacher and their assigned mentor equivalent to two hours per week for the beginning teacher and one hour per week for their mentor. This program of support linked to the coaching and mentoring program established using the QTSS funding provided to the school in 2018 and provided the teacher with support and professional learning in areas including behaviour management, student feedback and assessment, collaboration and teacher accreditation. |
|--------------------------------|----------|---|





# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 91         | 82   | 86   | 88   |
| Girls    | 65         | 71   | 81   | 82   |

Enrolments at Nicholson Street Public School grew in 2018 and are projected to remain steady into the future.

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 96.4 | 95   | 94.9 | 94.7 |
| 1         | 95   | 91.6 | 95   | 93.7 |
| 2         | 94.2 | 93.2 | 95.6 | 93   |
| 3         | 95   | 94.8 | 94.5 | 94.5 |
| 4         | 95.6 | 95.3 | 95.3 | 94.1 |
| 5         | 96.7 | 92.8 | 95.6 | 94.3 |
| 6         | 95.3 | 92.6 | 95.1 | 94.9 |
| All Years | 95.4 | 93.6 | 95.1 | 94.1 |
| 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

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

## Structure of classes

### 2018 Class Sizes

- KR (Miss Ashleigh Williams) – 23 students
- 1CP (Ms Carson and Miss Phillips) – 19 students
- 1/2G (Ms Norrish) – 19 students
- 1/2N (Miss Nguyen) – 21 students
- 3W (Mr Wise) – 29 students
- 4/5M (Ms Miller) – 32 students
- 5/6N (Mr Nguyen) – 32 students

### Class Placement Process

The class placement process is completed by teachers of the current year level and is overseen by the school leadership team. A substantial amount of time is put into this process considering the academic, social and emotional needs of each child. Other factors to be considered include ensuring a balance of students at each academic level within the class, friendship groupings and specific student needs. Important points to note are:

- Nicholson Street Public School traditionally forms classes around a composite class model;
- Class numbers and structures are linked to NSW Department of Education and NSW Teachers' Federation staffing guidelines;
- Decisions regarding the placement of children in classes are made based on teacher experience, prior knowledge of individual children and the teacher's skills and understandings as professional educators.

### What this means for student learning

- In all classes, irrespective of year level composition there are a wide range of abilities across all learning areas;
- Students in all classes at Nicholson Street Public School are encouraged to progress at their own rate and to their own potential;
- Our school's philosophy continues to place each learner at the forefront of all considerations about curriculum and classroom practice;
- High expectations underpin what we expect from our students.

### How are students and teachers supported?

- Increased focus on instructional leadership – Helping our teachers grow as educators (Mentoring across K–6);
- School wide emphasis on explicit and quality feedback and assessment;
- Embedding of clear learning intentions and success criteria across all learning experiences;
- Targeted support and resourcing;
- Learning and Support teachers continuing targeted intervention role;
- School Learning Support Officers directed to high needs students.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 5.88 |
| Learning and Support Teacher(s)         | 0.4  |
| Teacher Librarian                       | 0.4  |
| School Administration and Support Staff | 2.02 |

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

Throughout 2018 the school leadership team took an active role in planning high quality professional learning experiences that were delivered across four school development days. Across these days staff participated in workshops on: The School Excellence Framework, school planning, a range of compliance training, our involvement in the Community of Leichhardt Area schools (CoLAS) network, ICT integration and online learning platforms along with a range of teacher

workshops.

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

- \* Mentoring to enhance professional practice;
- \* Unpacking what works best in teaching and learning;
- \* School planning and evaluation
- \* STEM and coding in the classroom
- \* Data analysis and review;
- \* Literacy and the systematic teaching of phonics;
- \* Departmental systems and programs.
- \* School Learning Support Officer workshops
- \* Effective Reading: Phonics
- \* Implementing the Best Start Kindergarten Assessment
- \* SCOUT introduction
- \* Beginning Teaching
- \* School ICT Coordinators Information Day
- \* Professional Learning for Teachers of Students with Hearing Impairment in Regular & Support Classes
- \* Effective Reading in the Early Years
- \* Positive Partnerships: Supporting school age children on the autism spectrum
- \* Introduction to the Literacy and Numeracy Progressions
- \* School Sport Unit – Developing procedures for school sport
- \* Flexible Learning Space by Design
- \* NSW Department of Education Sport and Physical Activity Policy
- \* Robotics

All teachers at Nicholson Street Public School worked to gain an understanding of the changes to teacher accreditation in New South Wales. In 2018 there were four early career teachers working towards attaining accreditation at proficient level and six teachers maintaining their accreditation at proficient level. Permanent and temporary teachers working towards accreditation were provided with mentoring support to assist them in building the skills and experiences required to meet the proficient teacher standards.

## Financial information

### 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>                | 118,427                 |
| <b>Revenue</b>                        | 1,757,776               |
| Appropriation                         | 1,606,251               |
| Sale of Goods and Services            | 6,676                   |
| Grants and Contributions              | 143,314                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 1,534                   |
| <b>Expenses</b>                       | -1,713,372              |
| Recurrent Expenses                    | -1,713,372              |
| Employee Related                      | -1,479,852              |
| Operating Expenses                    | -233,520                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 44,404                  |
| <b>Balance Carried Forward</b>        | 162,831                 |

School financial management at Nicholson Street Public School is overseen by the Principal and School Administration Manager. There were no significant variations in revenue or expenditure during 2018. Additional funds carried forward have been earmarked for capital programs to support the strategic directions of the 2018–2020 school plan, in particular, a playground upgrade and investment in future focused learning classrooms.

### 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>     | 1,355,909               |
| Base Per Capita       | 32,293                  |
| Base Location         | 0                       |
| Other Base            | 1,323,616               |
| <b>Equity Total</b>   | 63,552                  |
| Equity Aboriginal     | 1,355                   |
| Equity Socio economic | 1,895                   |
| Equity Language       | 5,492                   |
| Equity Disability     | 54,810                  |
| <b>Targeted Total</b> | 77,486                  |
| <b>Other Total</b>    | 30,911                  |
| <b>Grand Total</b>    | 1,527,858               |

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.

The information on the following pages highlights the performance of the Nicholson Street Public School Year 3 and Year 5 students' performance in the 2018 NAPLAN assessments. It can be difficult to compare test results of the students from year to year at Nicholson Street Public School largely due to changes in student demographics and the relatively small nature of the school. What is valuable to the school are the identification of trends over time as these help reflect on the progress made due to current programs and initiatives, as well as assist in shaping future directions.

### YEAR 3 NAPLAN PERFORMANCE – LITERACY

#### Year 3 Grammar & Punctuation

There were 29 students in Year 3 who sat the 2018 NAPLAN Year 3 Grammar & Punctuation assessment.

In 2018, 55.2% of Year 3 students achieved in the top 2 bands, 31.0% of Year 3 students achieved in the middle 2 bands and 13.8% of Year 3 students achieved in the bottom 2 bands.

#### Year 3 Reading

There were 29 students in Year 3 who sat the 2018 NAPLAN Year 3 Reading assessment.

In 2018, 58.6% of Year 3 students achieved in the top 2 bands, 31.0% of Year 3 students achieved in the middle 2 bands and 10.3% of Year 3 students achieved in the bottom 2 bands.

#### Year 3 Spelling

There were 29 students in Year 3 who sat the 2018 NAPLAN Year 3 Spelling assessment.

In 2018, 51.7% of Year 3 students achieved in the top 2 bands, 41.4% of Year 3 students achieved in the

middle 2 bands and 6.9% of Year 3 students achieved in the bottom 2 bands.

#### Year 3 Writing

There were 28 students in Year 3 who sat the 2018 NAPLAN Year 3 Writing assessment.

In 2018, 57.1% of Year 3 students achieved in the top 2 bands, 42.9% of Year 3 students achieved in the middle 2 bands and there were no Year 3 students who achieved in the bottom 2 bands.

### YEAR 5 NAPLAN PERFORMANCE – LITERACY

The Average Scaled Growth Score refers to the Average NAPLAN Growth Score of the school in the selected Domains.

#### Year 5 Grammar & Punctuation

There were 24 students in Year 5 who sat the 2018 NAPLAN Year 5 Grammar & Punctuation assessment.

In 2018, 58.3% of Year 5 students achieved in the top 2 bands, 29.2% of Year 5 students achieved in the middle 2 bands and 12.5% of Year 5 students achieved in the bottom 2 bands.

2018 – Average Scaled Growth Score: 92.4

2017 – Average Scaled Growth Score: 90.6

2016 – Average Scaled Growth Score: 54.9

#### Year 5 Reading

There were 24 students in Year 5 who sat the 2018 NAPLAN Year 5 Reading assessment.

In 2018, 58.3% of Year 5 students achieved in the top 2 bands, 29.2% of Year 5 students achieved in the middle 2 bands and 12.5% of Year 5 students achieved in the bottom 2 bands.

2018 – Average Scaled Growth Score: 90.3

2017 – Average Scaled Growth Score: 50.6

2016 – Average Scaled Growth Score: 53.9

#### Year 5 Spelling

There were 24 students in Year 5 who sat the 2018 NAPLAN Year 5 Spelling assessment.

In 2018, 41.7% of Year 5 students achieved in the top 2 bands, 50.0% of Year 5 students achieved in the middle 2 bands and 8.3% of Year 5 students achieved in the bottom 2 bands.

2018 – Average Scaled Growth Score: 69.0

2017 – Average Scaled Growth Score: 85.8

2016 – Average Scaled Growth Score: 76.1

## Year 5 Writing

There were 24 students in Year 5 who sat the 2018 NAPLAN Year 5 Writing assessment.

In 2018, 12.5% of Year 5 students achieved in the top 2 bands, 58.3% of Year 5 students achieved in the middle 2 bands and 29.2% of Year 5 students achieved in the bottom 2 bands.

2018 – Average Scaled Growth Score: 35.4

2017 – Average Scaled Growth Score: 54.0

2016 – Average Scaled Growth Score: 31.7

## YEAR 3 NAPLAN PERFORMANCE – NUMERACY

There were 29 students in Year 3 who sat the 2018 NAPLAN Year 3 Numeracy assessment.

In 2018, 51.7% of Year 3 students achieved in the top 2 bands, 44.8% of Year 3 students achieved in the middle 2 bands and 3.4% of Year 3 students achieved in the bottom 2 bands.

## YEAR 5 NAPLAN PERFORMANCE – NUMERACY

The Average Scaled Growth Score refers to the Average NAPLAN Growth Score of the school in the selected Domain.

There were 24 students in Year 5 who sat the 2018 NAPLAN Year 5 Numeracy assessment.

In 2018, 45.8% of Year 5 students achieved in the top 2 bands, 41.7% of Year 5 students achieved in the middle 2 bands and 12.5% of Year 5 students achieved in the bottom 2 bands

2018 – Average Scaled Growth Score: 86.2

2017 – Average Scaled Growth Score: 69.0

2016 – Average Scaled Growth Score: 80.6

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

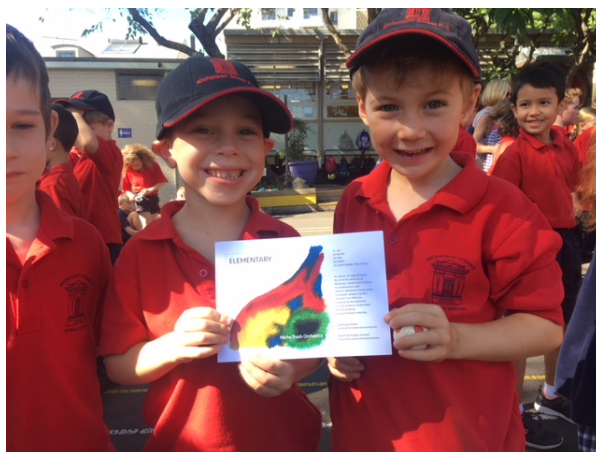
In accordance with the Premier's priorities, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In 2018, 58.62% of Year 3 students achieved in the top two NAPLAN bands in Reading.

In 2018, 58.33% of Year 5 students achieved in the top two NAPLAN bands in Reading.

In 2018, 51.72% of Year 3 students achieved in the top two NAPLAN bands in Numeracy.

In 2018, 45.83% of Year 5 students achieved in the top two NAPLAN bands in Numeracy.





## Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2018 the school sought the opinions of students, staff and parents via a range of survey methods. Survey questions were posed to students, teachers and parents at different points during the 2018 school year and examined elements of learning, teaching and leadership. Responses from the community across these areas are presented below:

- \* The vast majority of students feel that teachers are responsive to their needs and encourage independence with a democratic approach.

- \* The majority of students are interested and motivated in their learning and try hard to succeed in their learning.

- \* Students overwhelmingly feel that they have friends at school they can trust and who encourage them to make positive choices.

- \* Students believe that classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

- \* Students feel challenged in their English and maths classes and feel confident in their skills in these subjects.

- \* Parents feel that teachers try to understand the learning needs of students with special needs; that school staff take an active role in making sure all students are included in school activities and that teachers help students develop positive friendships.

- \* Parents overwhelmingly believe that they feel welcome when they visit the school and they can easily speak with their child's teachers.

- \* Parents believe the quality of communication about student progress, behaviour, educational and social development has improved year on year.

- \* Teachers regularly work with other teachers in developing cross-curricular or common learning opportunities and talk with other teachers about strategies that increase student engagement.

- \* All teachers believe that they set high expectations for student learning and the majority of teachers believe that their students become fully engaged in class activities and that they are effective in working with students who have behavioural problems.

- \* All teachers agree or strongly agree that school leaders have helped them create new learning opportunities for students; provided them with useful feedback about their teaching and provided guidance for monitoring student progress.

- \* Teachers feel that assessments help them understand where students are having difficulty and

they use formal assessment tasks to help students set challenging goals.





# Policy requirements

## Aboriginal education

Aboriginal education continues to form an integral part of the curriculum with students learning about Aboriginal history, culture and current issues. At all official functions our Aboriginal ancestors, the Gadigal People are acknowledged through an 'Acknowledgement of Country'. Aboriginal education is addressed in many of the units of work as part of the new National Curriculum being implemented at Nicholson Street Public School. K–6 students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. The school celebrated NAIDOC Week with all students participating in Aboriginal art activities and watching a performance. At Nicholson Street Public School Aboriginal education and the Aboriginal Education Policy are important components of the school's curriculum. The school ensures that all students have an understanding of Australia's indigenous people and their history is embedded within the school's Human Society and its Environment program.

In 2018, our school:

- Taught students units of work from the NSW Syllabus that incorporated the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.
- Raised awareness of reconciliation issues through classroom activities throughout Reconciliation Week.
- Provided all students K–6 with programs focusing on Aboriginal history, social, artistic and sporting achievements.
- Ensured whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.



## Multicultural and anti-racism education

Nicholson Street Public School promotes multicultural education and inclusive education by fostering a learning culture and environment that recognises and celebrates difference, inclusivity and connectedness. Learning programs promote equity, cultural understanding and harmony.

Multicultural and anti-racism education influences all areas of the curriculum and the school encourages all students to identify with and be proud of their individual cultural heritage. Twenty two students across all year levels at the school identify as having a language background other than English with 12 language groups represented in the student population.

Tolerance, understanding and acceptance of diversity are actively encouraged and taught, with additional support being provided by our Anti-Racism Contact Officer, a staff member who has been trained to deal specifically with any incidents of a racist nature.

National Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land, to those who have come from many countries around the world. It is a day to celebrate diversity. The message for Harmony Day is 'Everyone Belongs'. Nicholson Street Public School celebrated Harmony Day in March. Children and teachers wore the colour orange as it is the official colour of Harmony Day. Students were also encouraged to wear traditional costumes they may have that represent their cultural heritage.

## Other school programs

### Choir

2018 was a big year for the school's choirs. Junior choir, led by Ms Erica Phillips, was well attended throughout the year and the children were proud to perform at a number of whole school assemblies and at the annual Music Soiree which, this year, was held at Darling Street Anglican Church.

The Senior Choir, led by Mr John Nguyen and open to children from years 3–6, grew tremendously this year with 20 children attending weekly rehearsals. Early in the year, the choir submitted an audition video for the 'Schools Spectacular' and were successful in gaining a place in the concourse choir. In a first for Nicholson Street Public School, the choir performed in four shows over two days as part of the 2800 voice strong Schools Spectacular choir. The children also performed at a number of events throughout the year including school promotional events around Balmain, whole school assemblies, the Music Soiree and a Christmas concert at the Montrose Men's Home, Balmain East.

### Debating

In 2018, Nicholson Street Public School continued its involvement in the 'Inner West Friendly Debating Competition'. Over six debates against teams from other local school, some very promising new debaters from year 5 displayed their public speaking, reasoning and critical thinking skills alongside their, already practiced, year 6 teammates. Although they didn't make the finals, the team experienced some success and performed very well throughout the competition.

### Student Parliament

This year, as part of a school push to provide authentic

leadership opportunities for students, Nicholson Street Public School initiated a 'Student Parliament' program. The Year 6 students elected one male and one female student parliament leader and each class in the school elected two class representatives to represent them at student parliament meetings and present ideas or concerns from their class. These members of student parliament were inducted in a special ceremony in term 1 and received parliament badges to wear as a symbol of their role. The year 6 students were placed into one of four committees, each with its own unique responsibilities: Social Functions, Technology, Sport and School Magazine. Throughout the year, the committees organised many entertaining and creative events and published a school magazine making valuable contributions to the rich school life at Nicholson Street Public School.

### **Student Parliament Leaders Report**

*This year we have been proud to be the first student parliament leaders at Nicholson Street Public School. It has been our pleasure to run many assemblies, parliament meetings and, with all of the year 6's, run many events in school.*

*This has been a year of fun and excitement for us and we have run many events such as a handball comp, a magazine, talent shows, two Minecraft competitions, mufti days, movie days and many more.*

*We did not organise them ourselves. Year 6 were put into four committees who came up with ideas, planned and organised each event. The committees were Technology, Sport, Social Functions and School Magazine.*

*Each class in the school elected two class representatives. We tried to have as many parliament meetings as possible which meant every representative could come and share their ideas with student parliament.*

**James and Molly**

### **Student Parliament Leaders**

#### **Peer Support**

In 2018, the school implemented the Peer Support Program. Students in Years 5 & 6 were trained, over two days, to be leaders in the program. The leaders were responsible for delivering a module, 'Stronger Together', to their peers. Each group consisted of a mix of students from Kindergarten to Year 6 and the program consisted of eight weekly 30-minute sessions. The program allowed the stage 3 students to develop their leadership skills, build friendships across the school and deliver a valuable program focusing on building positive relationships.

#### **Weekly PSSA Sport**

In terms 2 and 3, students from Years 3 & 6 were given the option to compete in the Balmain PSSA Weekly Sport competition. The school was able to field two junior and one senior soccer team and one junior and

one senior netball team. Each week, the children travelled to compete against other local schools and were very competitive, even against some of the bigger schools. The senior soccer team did particularly well to finish runners-up in the B-grade soccer competition.

### **Premier's Spelling Bee**

In 2018, Nicholson Street Public School was involved in the NSW Premier's Spelling Bee. The competition was open to students in Stages 2 and 3. A class quiz determined who would face-off during a lunchtime challenge to find the school's representatives for the regional final. Oliver and Astrid represented the school in the stage 2 final with Oliver finishing 3rd in the region. Alyssa and Maya proudly represented the school in the senior competition.

### **Artist in Residence Program – Daniel Silver**

In Term 1 all students across Kindergarten to Year 6 participated in an exciting project with our 2018 Artist in Residence, Daniel Silver. Daniel is an educator, artist and storyteller who worked with our students and teachers to create a 175 piece orchestra. All of our teachers and students had a wonderful time working with Daniel on this amazing project and everyone shared their journey with the Nicho community through the recording of our own songs.

### **Nicholson Street Public School Music Program**

At Nicholson Street Public School, we hope to create a pathway for our children to discover a love of music and performance. We offer a range of school-based rehearsal and performance opportunities while providing opportunities for our musicians to engage with the musical world beyond our gates. Nicho students have performed in the ANZAC Day March, Sydney Opera House Music Festivals, the Schools Spectacular and the NSW Band Festival. The Music Program offers Introduction to Music (K–2 students), Training Band, Concert Band, Trash Percussion, Recorder Group and Junior and Senior Choirs.