

Neutral Bay Public School

2019 Annual Report



2730

Introduction

The Annual Report for 2019 is provided to the community of Neutral Bay Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Principal's Message

It is with much pleasure and a sense of pride that I present this report that celebrates the outstanding achievements of the students, staff and parent community at Neutral Bay Public School. In 2019, the school enjoyed another successful year with excellent results across many areas of school life. These outcomes are due to the collective and individual efforts of the staff, parents and local community working closely together to provide the highest quality learning opportunities for every child.

The school enjoys a well-deserved reputation for excellence in academic, cultural, sporting, citizenship and student wellbeing areas. Our successes reflect the range of quality programs provided to ensure students achieve their personal best, are active, responsible and involved community citizens, and respectful learners.

I am impressed and humbled by the dedication and professionalism of the teachers at Neutral Bay PS. Their capacity to make a difference to the aspirations and outcomes of students is inspiring. The teaching staff are well supported by our friendly and professional office and administration staff. Working with an involved parent community, the school is well resourced to continue to provide exceptional learning programs and resources for our students.

Our students have consistently achieved excellent results in academic, cultural, sporting and social activities. Their accomplishments are regularly recorded in weekly newsletters, at P & C meetings and on our school website.

In 2019, the School Management Plan was revised and collaboratively we redefined our school vision. In the plan, there is a focus on school improvement, with targets for improvement in writing achieved and a whole school program in spelling introduced. Our attention will focus on the teaching of measurement and number in 2020. The school vision is, at Neutral Bay Public School, students have the opportunity and encouragement to succeed; aspire to personal excellence; and connect and thrive in a supportive, safe, engaging and inspiring environment. High expectations for success are evident and personal creativity and innovation is encouraged. We believe empathy is the foundation of trusting, respectful relationships for students and teachers, and that honouring our differences makes us stronger.

We are extremely grateful to our generous parent and community volunteers who assist the school in classrooms, canteen, committees, Scripture, Ethics, library, excursions, sport, uniforms, concerts, band and special events. The staff and students value your kind assistance every school day. Thank you also to the tireless efforts of the P & C Association Executive and School Council members who have supported the school this year around fund raising and school upgrade proposals.

I look forward to working with the school community to build on our achievements of 2019 in the coming year.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged, Successful Learners

Purpose

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

Improvement Measures

K–2 Reading Levels:

Kindergarten– 85% at level 9 or above

Year 1– 78% at level 17 or above

Year 2– 85% at level 22 or above

3–6 Students:

Increase the percentage of students in the top two NAPLAN bands for reading and numeracy:

Year 3 from 77% to 80%

Year 5 from 70% to 80%

Increase the percentage of students achieving greater than expected growth in NAPLAN/size effect:

- Years 3–5 from 71% to 80%
- Years 5–7 from 65% to 80%

Years 2–6 size effect in:

- spelling from 54% to 70%
- reading from 65% to 80%
- numeracy from 76% to 85%

Increase the percentage of students reporting:

- a sense of belonging from 83% to 90%
- expectations for success from 90% to 100%
- advocacy from 80% to 90%
- a positive learning climate from 76% to 90%
- Increase the percentage of Year 6 students undertaking school citizenship programs to 100%.

Progress towards achieving improvement measures

Process 1: Teacher professional learning in the effective instruction of reading, writing and spelling using collaborative projects, rubrics, continuums, learning progressions and scope and sequences..

Evaluation	Funds Expended (Resources)
<p>Spelling:</p> <p>The Soundwaves program was trialled and implemented in Years 1 to 6 as a whole school approach to teaching spelling. Teachers' reflections in Performance Development Plans indicated students were highly engaged in spelling lessons and teachers used a range of new strategies to explicitly teach spelling. NAPLAN results indicate 68% of students were in the top 2 bands compared to 66% of students achieved results in the top 2 bands in Year 5, 13 % higher than in 2018.</p> <p>PLAN 2</p> <p>Kindergarten teachers trained and implemented the Best Start assessment in PLAN 2.</p>	<p>Professional Learning Funds \$8500 for 7 Steps to Writing success.</p> <p>Soundwaves program \$12000 teaching and learning resource budget.</p>

Progress towards achieving improvement measures

Writing

There was a whole school focus on improving student outcomes in writing during 2019. Four teachers were trained as coaches in 7 Steps to Writing Success. Teachers engaged in professional learning and planned collaboratively to implement the program when teaching narratives, informative and persuasive texts. NAPLAN results in writing demonstrated student growth was above similar schools and 83% of Year 3 students achieved in the top 2 bands. In Year 5, 45% of students achieved in the top 2 bands, an improvement of 8 %.

Reading

Teachers completed professional learning in visual literacy and assessment for reading. Teachers collaboratively planned lesson sequences implementing visual literacy strategies and students developed a deeper understanding of texts and author's purpose.

Process 2: Implement expectations and protocols for identifying/defining and embedding active and responsible citizenship. (e.g. peer support, community service, SRC, school representation – sport, music etc.)

Evaluation	Funds Expended (Resources)
Peer Support Year 6 led Peer Support groups and exit surveys indicated that peer leaders demonstrated authentic leadership skills which they consistently applied across all areas of school life.	Funding Sources: <ul style="list-style-type: none">• Student Wellbeing (\$800.00)

Process 3: Strengthen and support student learning by professional learning on supporting students with a disability and implementation of adjustments to student learning.

Evaluation	Funds Expended (Resources)
Learning Support Teachers continued to be well informed to make adjustments for students supported by the Learning Support Team and Learning Support Teacher. Teachers confidently implemented these adjustments in classrooms. Many teachers were supported by professional learning to develop their knowledge, understanding and teaching strategies to meet the needs of students who attracted integration funding.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$20000.00)

Process 4: *Implementation of a whole school student well-being system which is comprehensive and has an inclusive framework to support the emotional well-being of students including:

- Student Wellbeing Framework
- school expectations and implementation of PBL (Tier II)
- learning and support team
- implementation of specific well-being programs e.g. Bounce Back

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning PBL processes continued to be refined during 2019 to ensure greater consistency of delivery. The introduction of 'Caught You Being Good' tokens enthused students to be more respectful, responsible and achieve their personal best across settings. The school implemented the use of a flowchart to clearly articulate behaviour management procedures. This improved teacher consistency in dealing with negative behaviours. The flowchart was shared with the community to ensure a common understanding in the school community.	

Progress towards achieving improvement measures

Process 5: *Development and implementation of specific intervention programs including MathsLit, minilit and G&T student identification.

Evaluation	Funds Expended (Resources)
<p>High Potential and Gifted Students</p> <p>Approximately 80 parents of high potential and gifted students attended a parent workshop and learnt about concepts including identification, resilience, environmental factors and how to maximise their child's potential growth.</p> <p>The High Potential and Gifted Committee of teachers presented a workshop to support teachers to extend and enrich their teaching programs.</p> <p>A parent nomination process was implemented utilising online assessments to identify students. Teachers used this data to inform the differentiation of their classroom programs.</p> <p>All Years 3–6 teachers and school executive attended the two day UNSW GERRIC Course to receive accreditation with a GERRIC qualification. Teachers apply this learning to deliver programs that are modified for students requiring additional support, provide a core curriculum for most students and extension activities for high potential and gifted students.</p> <p>Reading Intervention Programs</p> <p>In 2019 Learning and Support teachers attended professional development on the implementation of the MiniLit and MacqLit programs at Macquarie University. These intervention programs were implemented in small groups where students were explicitly taught decoding skills. By the end of the program 50% of students in the MiniLit program had achieved grade reading level expectations; 72% of students in the MacqLit program achieved grade level reading expectations. Students' reading improvement progress resulted in only 6 students requiring intervention at the Year 2 level.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy funds (\$22000.00)• Professional Learning Funds (\$46000.00)

Next Steps

Future directions include:

- Professional development on numeracy and spelling as a targeted component to reach school improvement targets
- Reading Comprehension – explore options available for class reading sets and audit use of readers
- Writing rubrics – redesign to reflect the syllabus outcomes and learning progressions
- Implementation of the QuickSmart Numeracy Program to support students with additional learning needs in mathematics.

Strategic Direction 2

Collaborative, Inspiring and Innovative Practice

Purpose

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

Improvement Measures

Tell Them From Me student survey:

Increase the percentage of students reporting:

- a sense of belonging from 83% to 90%
- expectations for success from 90% to 100%
- advocacy from 80% to 90%
- a positive learning climate from 76% to 80%

Tell Them From Me teacher survey:

- School leaders have provided me with useful feedback about my teaching from 5.4 to 6.6 (NSW Govt mean)
- School leaders have taken time to observe my teaching 5.2 to 6.6 (NSW Govt mean).

Progress towards achieving improvement measures

Process 1: Strengthen and support teacher quality and high expectations by providing regular feedback and reflection opportunities for teachers using practices such as instructional rounds and observation of practice.

Evaluation	Funds Expended (Resources)
<p>Professional Learning Communities</p> <p>All teachers were released for an additional two hours a fortnight to participate in Professional Learning Communities. This professional learning model took place with our two Instructional Leaders leading teams through differentiated professional learning to inform teaching and improve student achievement. Data collection and analysis based on student achievement informed teaching practice, while professional learning about quality literacy sessions enhanced collective teacher efficacy through the use of quality texts and the effectiveness of time management to create a consistent and balanced literacy block. As a result, staff members use inquiry-based professional learning models which are focused on data-informed and evidence-based practice to improve student outcomes.</p> <p>Classroom Walkthroughs</p> <p>Staff showed high levels of engagement with collaborative learning processes with the implementation of classroom walkthroughs to observe the impact of explicit teaching of learning intentions, success criteria and effective feedback to drive student learning. Evidence showed strong foundations of professional learning, such as students using strategies of self-regulation and metacognitive thinking to drive their own learning and the practice of visible learning. Teacher survey results reported 93% of teachers were confident regarding the process of repeating walkthroughs in the future. Professional learning emphasised the importance of ongoing dialogue regarding evidence-based teaching practices and reflecting on own teaching practice.</p> <p>Quality Teaching Rounds</p> <p>Teachers worked collaboratively in small Professional Learning Communities (PLC), observing each other teach on a rotating basis and then discussing and analysing their observations using the Quality Teaching Framework.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning Funds (\$46000.00)• Quality Teaching, Successful Students (QTSS) (\$110000.00)• Support for beginning teachers (\$23000.00)

Progress towards achieving improvement measures

Participating teachers reported that this evidence-based practice had a significant impact on the quality of teaching. Through professional reading, classroom observation, coding, discussion, diagnosis and analysis, teachers refined their classroom and assessment practice and became more aware of their strengths and what they can improve to help their students learn.

Observation of Practice

Two Instructional Leadership positions were funded (K-2 & 3-6), with staff members working shoulder to shoulder with teachers in the classroom to maximise teacher learning and ensure student outcome targets are met. Teachers engaged in a phased model of support that includes observing demonstration lessons, opportunities to implement new strategies, opportunities to be observed and to receive feedback. Staff members were released to allow time for effective goal setting, observation, reflection, collaborative planning and shoulder-to-shoulder mentoring with Instructional Leaders and team leaders.

Process 2: Comprehensive teacher professional learning in Learning Progressions, Visible Learning (VL), literacy, numeracy, GAT, Project Based Learning and future focused learning to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Literacy & Numeracy</p> <p>The Literacy and Numeracy progressions, and best practice literacy/numeracy approaches are utilised consistently and effectively to inform teaching and learning programs to maximise student outcomes. Instructional leaders supported teachers with the implementation of new syllabus documents through detailed co-planning, modelling of explicit lessons, co-teaching and reflecting.</p> <p>All teachers received professional development in synthetic phonics in line with our whole-school implementation of SoundWaves, introducing phoneme-grapheme relationships, spelling strategies and language concepts through the school from Years 1-6.</p> <p>All teachers were trained in the Seven Steps for Writing Success program. Teachers developed an enhanced understanding of best practice in responding and composing to enhance student outcomes. This was supported by collaborative planning, examining evidence of consistent classroom practice, use of the literacy progressions, increased writing sessions and clear success criteria for students.</p> <p>High Potential and Gifted Students Education</p> <p>Professional learning for Years 3-6 teachers was organised in partnership with the Gifted Education Research and Resource Centre (GERRIC). This training focused on the identification of gifted and talented students, underachievement, differentiated assessment and the development of conceptual-based programs. Programming focused on quality curriculum units and forms of differentiation that inspire and stimulate deep learning and differentiation strategies to ensure explicit, targeted instruction for gifted and high potential students.</p> <p>Off-level assessments in reading and mathematics were conducted with students who had been nominated by teachers and parents. This information was used in combination with identification tools to identify areas in which students excel and areas that require consolidation or further development. This allowed teachers to make decisions regarding flexible extension and enrichment opportunities within the classroom and appropriate curriculum delivery and differentiation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and Numeracy (\$33000.00)

Progress towards achieving improvement measures

Future–Focused Learning

Twilight sessions were conducted on Collaborative Teaching Practice by the Schools Learning Environment and Change (SLEC). As a result, teachers were supported with establishing Collaborative Teaching Practice and building and maintaining these collaborative relationships within innovative learning environments. Staff developed their understanding of teaching practices that drive school improvement using the 'What Works Best' document in relation to our School Plan.

Process 3: Staff professional learning in evidence–based teaching practice including Focus on Reading, TEN (Teaching Early Numeracy) and online courses (e.g.autism).

Evaluation	Funds Expended (Resources)
<p>Visible Learning</p> <p>Professional learning provided by CORWIN focused on the role of effective feedback in the learning process. Teachers reflected on the role of learning intentions and success criteria as the basis for giving effective feedback and the use of the three instructional feedback levels.</p> <p>Professional learning focused on enhancing assessment practice and engagement with student data through an expansion of formative assessment and providing explicit feedback to students on their progress and the next steps in learning. Teachers used the SOLO taxonomy to design learning intentions and success criteria and used the SOLO taxonomy to ask a range of deep and surface level questions. This was supported by the implementation of online standardised assessments and off–level testing in reading and mathematics to track and monitor student progress.</p> <p>Online Courses</p> <p>Professional development focused on what can be done at school to support children with trauma, symptoms of physical and emotional distress, when a referral can be made for additional assistance and when staff could seek self–care.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$23000.00)

Process 4: Refine the PDP process to align professional learning to school, stage and personal professional goals. Use feed forward process to deliver feedback to staff.

Evaluation	Funds Expended (Resources)
<p>Personal Professional Goals</p> <p>Instructional Leaders and team leaders worked with staff throughout the year, supporting them in the achievement of their personal development goals as well as providing support in school priority areas. This support was individualised and in the form of meetings, demonstration lessons, team teaching, observations, additional release for lesson observations, reflective discussions and the provision of professional learning, readings and teaching resources.</p> <p>Feed Forward Processes</p> <p>Professional observations were conducted, with team leaders employing the feed forward process, providing an appropriate context for post–lesson conversations by encouraging learning–focused and reflective dialogue. This process provides information about what staff members could do differently in the future, enabling on–going adjustments in their teaching practices linked to their professional goals and improved student outcomes.</p>	

Next Steps

The school will consolidate the focus in all the above areas to continue to embed these strategic directions.

Strategic Direction 3

Productive Partnerships

Purpose

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

Improvement Measures

Increase the parent satisfaction level with the school from 74% to 80%.

Increase participation in the parent Tell Them from Me Survey to 50% of parents completing the survey.

Parent workshops which explain how parents can help their child.

Progress towards achieving improvement measures

Process 1: Conduct parent sessions related to Visible Learning, learning support, PLAN, Learning Progressions and other identified topics (i.e. mathematics, NAPLAN, Selective High Schools, Opportunity Classes, cyber safety) to provide a deeper understanding of these programs and syllabuses.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me Survey</p> <p>Responses from parents in the Tell Them From Me survey were positive, particularly in the areas of:</p> <ul style="list-style-type: none">• being well-informed about school activities (84%)• their child being clear about the rules for school behaviour (88%)• teachers expecting their child to play attention in class (84%)• being easily able to speak to teachers (80%)• information from the school is written in clear, plain language (80%) <p>Parental aspirations were high regarding their child's future and their expectations of the school. In all of the above fields, Neutral Bay Public School rated higher than the state average.</p> <p>Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, the school supporting learning, and ensuring that students feel safe at school. Positive results were also recorded in measures of inclusivity, feeling welcome at school and being well informed. In all of these fields, Neutral Bay Public School rated higher than the state average.</p> <p>Ratings just below state average were recorded in relation to the statement that parents support learning at home. This includes statements such as talking about how important schoolwork is, discussing how well your child is doing in his or her classes and asking about challenges your child might have at school.</p> <p>32 families responded to the Tell Them from Me Survey (TTFM) in 2019. We continue to strive to increase parent participation rates and work in partnership with our parent community to understand parents' perspectives on their children's experiences at school, including teaching, communication and the school's support of learning and behaviour.</p> <p>Parent workshops which explain how parents can help their child.</p> <ul style="list-style-type: none">• Our school continues to work with the broader community to build shared understanding of the departmental policies, behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.• Neutral Bay Public School held a number of parent workshops and information sessions throughout the year in line with the school strategic goal to meet identified parent need. These included workshops on cyber safety, social media and online content, high potential and gifted students, signs and symptoms of anxiety in children, physical, social and emotional changes	<ul style="list-style-type: none">• Certificates – Snap Printing \$3000

Progress towards achieving improvement measures

associated with puberty and guiding children through the reading process at home. Parent Information sessions were also held to discuss the purpose of NAPLAN and the process of online testing and the purpose of Opportunity Classes and Selective High Schools, including how selection is made and how our school provides ranking information.

- These parent forums were developed in line with the school strategic goals, to clarify and strengthen the important relationship between parent and school and to meet identified parent requests to support learning at home.
- We continue to build partnerships within the education community to external organisations such as GERRIC (Uni NSW), Small Steps and Interrelate to maximise student wellbeing and learning outcomes and promote high levels of student, staff and community engagement.

Process 2: Enhance the Harbourside Learning Community to develop networks such as:

- Transition
- Curriculum
- Coaching
- Leadership, e.g. DP, AP, aspiring leaders
- Visible Learning
- Accreditation e.g. Highly Accomplished

Evaluation	Funds Expended (Resources)
<p>High School Transition</p> <p>Neutral Bay Public School surveyed students and parents in partnership with our local community of primary and high schools to gain student and parent feedback on their expectations and experiences of transition to high school in Year 7. 135 Year 6 Neutral Bay student and 22 parents responded, providing vital information for transition planning to high school.</p> <p>Survey data revealed that Year 6 students are concerned about the following areas when moving to high school:</p> <ul style="list-style-type: none"> • Developing a homework or study routine 57% • Finding their way around a new school 46% • Following a timetable each day 36% <p>Students reported that experiences such as participating in high school lessons, performances or events, going to high school orientation days and high school teachers visiting primary schools to talk about what to expect were most helpful, as they had a chance to get to know their new school's layout, see what extracurricular activities they might like to participate in and meet some of their new teachers.</p> <p>Parents revealed concerns about their child's transition to high school in the following areas:</p> <ul style="list-style-type: none"> • Developing a homework or study routine 50% • Being more responsible for his or her belongings 55% • Meeting new peers and making friends 31% <p>Students' sense of belonging has a strong correlation to student success at school, their relationships with peers and teachers and support for learning, both at school and at home, so a smooth transition to a new campus will assist in this regard. We will continue to work with our students, families and community of local schools to explore factors that contribute to a positive transition and to promote student learning, well being and school excellence.</p> <p>Early Career Teacher Network</p> <p>Systematic use of the Community of Schools to provide mentoring and coaching support to share and improve teaching and leadership practices. The Early Career Teacher Network in our local Community of Schools met regularly each term, allowing teachers in their early years of service to participate in high-quality professional learning that is evidence-based and reflects our school direction and vision in areas such as accreditation and data-driven practice.</p>	

Progress towards achieving improvement measures

Instructional Leader Network

Staff accessed effective coaching, mentoring and instructional leadership to support continual professional growth. The Instructional Leadership Network in our Community of Schools met regularly each term, giving opportunities for our staff to refine current practices, maximise continual improvement and facilitate school excellence within a future school context, in areas such as highly effective evaluative practices, including data analytics, formative and summative assessment and the use of feedback and collaboration to drive student and school improvement.

Process 3: Review reporting to parents procedures including:

- communication strategies ,e.g. school app
- social media.

Evaluation	Funds Expended (Resources)
<p>Parent Communications</p> <p>School Website and Skoolbag</p> <ul style="list-style-type: none"> • The school website was revitalised and applications were introduced such as Skoolbag to develop interactive ways of communication and provide increased opportunities for parents to be active participants in their child's learning path.. sending and receiving emails, forms, last-minute announcements, permission notes and newsletters from the school. The result is an expanded use of social media platforms that effectively engage the wider school and community. <p>School reports</p> <ul style="list-style-type: none"> • Parents were provided with information regarding their child's progress twice yearly, including assessment information, areas of focus and strategies appropriate to the needs of individual students • Our parent community was surveyed in regards to our school reporting practices, providing important information about parents' perceptions of their child's school report. Overall, parents of students at Neutral Bay Public School are very satisfied with their child's school report: • My child's report was clear and easy to read 97% • My child's report gave a clear understanding of my child's achievement in each subject area 96% • My child's report gave a clear understanding of their areas of strength 90% • My child's report gave a clear understanding of areas of further development 82% • My child's report gave a clear understanding of their social development and commitment to learning 88% • This information will be used to help inform and direct school planning and improvement strategies in the area of assessment and reporting and effective teaching practices known to influence student engagement and student outcomes. <p>Gifted and High Potential student nominations</p> <p>32 interested parents submitted nomination forms on behalf of their child in the annual process of identifying gifted and high potential students, including those students who are new to the school. This is aligned with departmental policy which recommends that school and community-wide identification processes be used to support the talent development of high potential and gifted students, in consultation with parents/ caregivers, school counsellors and other members of the school community.</p>	<ul style="list-style-type: none"> •

Next Steps

The school focus in 2020 is to evaluate the whole school community to provide a situational analysis to inform school improvement in the next planning phase.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Employment of an EALD teacher for three days per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$60 723.00) 	Students requiring English Language proficiency support were provided in-class support and withdrawal from class based on their level of language proficiency. All EAL/D students had individual learning goals to achieve.
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM Staffing (\$64 030.00) • RAM Flexible Funding (\$60 072.00) 	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$171 279.00) 	This funding was used to fund two instructional leaders. The role of the instructional leader is to support all teachers with the current key messages of Visible Learning, assessment, spelling and reporting to parents. In addition, they provide mentoring, guidance on class programming, resources for teaching, in class support with behaviour management, Quality Teaching rounds, walk throughs of classrooms, accreditation documentation, in class observations and review, and providing whole school and targeted group professional learning.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$3 957.00) 	These funds were used to provide access to the curriculum (eg. online learning, devices, excursions and camps) and co-curricular activities (eg. band, dance, sport, debating) for all students.
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$74 919.00) 	Funding was used to provide five early career teachers (with one and two years teaching experience) with mentoring, additional release, professional learning opportunities, PDP goal reflection, accreditation documentation, and in-class support with behaviour management and quality teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	484	488	475	488
Girls	502	492	480	471

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	95.3	95.9	95.8
1	94	95	95.8	94.8
2	94.5	95.1	95.2	94.5
3	95.9	95.3	96.5	93.9
4	94.5	95.4	94.7	96.1
5	94.8	95.3	96.4	94.6
6	93.7	94.3	94.7	93.8
All Years	94.6	95.1	95.6	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.84
Teacher of Reading Recovery	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning at Neutral Bay Public School has continued to support teachers to engage in a culture of collaboration and continual improvement to achieve high quality teaching practice. Teachers participated in weekly collegial grade meetings, as well as Professional Learning Communities, with grade teams focused on collaborative

planning to design high quality teaching and learning programs.

In 2019 professional learning continued to focus on Visible Learning to improve teacher practice and student learning outcomes. This included professional learning in developing Learning Intentions and Success Criteria using SOLO taxonomy, Effective Feedback and Walkthroughs. Teacher capacity to improve writing and spelling outcomes for all students has been strengthened through professional learning in Seven Steps to Writing Success and Soundwaves Spelling.

All staff were supported to achieve their Performance and Development Plans goals reflecting both system and school plans and directions, as well as personally identified goals through structured observation lessons, individual feedback, reflection on practice and targeted professional learning.

All staff have working with children checks and completed mandatory training including:

- Anaphylaxis
- CPR
- Child Protection
- Code of Conduct
- WHS

Seven Early Career teachers successfully gained Proficient Accreditation in 2019, identified through the Australian Professional Standards for Teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	604,642
Revenue	8,103,839
Appropriation	7,073,434
Sale of Goods and Services	17,833
Grants and contributions	1,002,910
Investment income	9,262
Other revenue	400
Expenses	-8,104,793
Employee related	-7,028,540
Operating expenses	-1,076,253
Surplus / deficit for the year	-955

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.

The above table demonstrates Neutral Bay Public School's financial management of the consolidated fund and does not include the revenue and expenses related to school and community sources. The school carried over \$603,687.00 in 2019 which will fund the air-conditioning of four classrooms and employ two extra classroom teachers in 2020.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	160,802
Equity Total	189,081
Equity - Aboriginal	659
Equity - Socio-economic	3,597
Equity - Language	60,723
Equity - Disability	124,102
Base Total	6,021,446
Base - Per Capita	224,079
Base - Location	0
Base - Other	5,797,366
Other Total	560,205
Grand Total	6,931,534

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parent/caregivers

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

Each year, schools are invited to seek the opinions of parents, students and teachers to determine parents' perceptions of their children's experiences at home and school. To solicit this feedback we utilise P&C and School Council forums, as well as regular surveys, small focus groups and informal conversations in addition to formal 'Tell Them From Me' surveys. Their responses are presented below.

In 2019, 32 parents responded to the Tell Them From Me Survey (TTFM), a response rate of 2.4%. The generic nature of TTFM surveys means that empirical data must be carefully qualified by their relevance to school context. Given the very low response rate received from the parent survey, trend data and general perception conclusions are the best indicators from these surveys.

Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, such as:

- Our school is safe and inclusive, we support positive behaviour and they feel welcome in the school.
- 89% or more respondents have attended parent-teacher meetings with teachers on two or more occasions. 87% of respondents have spoken to a teacher about their child's learning or behaviour on two or three occasions this year.
- More than 90% of respondents indicated that interviews, meetings, reports, school newsletter, school website and emails were useful communication methods.
- Teachers expected students to pay attention in class and students were clear about the rules for behaviour.
- Parents felt they were well-informed about school activities, and written information from the school is in clear, plain language.

In all of these fields, Neutral Bay Public School rated higher than the state average.

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

Students

Students from Year 4, 5 and 6 completed the online Tell Them From Me survey in Term 1 2019. Students reported the following:

- They feel accepted and valued by their peers and by others at the school. Boys and girls placed a high value placed on learning outcomes, show positive behaviour at school and experience positive relationships with students.
- Students reported that concepts were taught well and class time was used efficiently
- Students reported strong relationships with their teachers. They felt school staff held high expectations for all students to succeed and that classroom instruction was well-organised, with a clear purpose and immediate feedback.
- 82% of student respondents expect to attend university.
- There are high levels of participation in extra-curricular activities, across various subjects.

In all of these fields, Neutral Bay Public School rated equal to or higher than the state average.

While suggestions as to what Neutral Bay could improve upon differed across grades, consistent themes for improvement among most students included increased participation in school sports and the level of rigour offered to students who report high confidence in their skills.

This information allows us to track the progress of the priorities of the 2018–2020 School Management Plan. These results are in line with the schoolwide implementation of Positive Behaviour for Learning (PBL) a whole-school approach to maximising social and learning environments to achieve positive academic and social outcomes for all students. With the continued implementation of Peer Support, it is anticipated students will further develop key skills in resilience, leadership, decision making, assertiveness and problem solving.

Teachers

- Teachers report very high levels of teacher collaboration to develop common learning opportunities, sharing lesson plans and learning materials and discussing strategies that increase engagement, monitor assessment and enable student feedback.

- Students have significant opportunities to integrate technology authentically in teaching and learning, but not necessarily in tracking the progress of personal learning goals.
- There are clear expectations for behaviour in classrooms, and effort is made to understand and include students with specific learning needs in their classrooms.
- They set high expectations for student learning, monitor individual student progress, and provide students with effective feedback that brings them closer to achieving their personal learning goals
- They implement formal assessment tasks to inform lesson planning and understand where students may be having difficulty

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

In addition to the TTFM survey, teachers participated in a range of focus groups and surveys throughout the year to gain their feedback. They indicated high levels of satisfaction across all aspects of their practice, identifying collaboration, high expectations and curriculum implementation as areas of strength. Staff also highlighted spelling, formative assessment and continued commitment to innovative curriculum implementation as future focus areas.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.