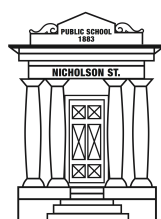


Nicholson Street Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 was another successful year for Nicholson Street Public School. At the beginning of 2018, the NSW Department of Education released a vision statement which had at its core a very clear goal: for our system to be the best in Australia and amongst the finest in the world. NSW will only be the best if schools aim to provide the highest quality opportunities for students to succeed and achieve personal best. At Nicholson Street Public School, we make a significant contribution to achieving the statewide goal because we are always striving to achieve the very best.

One of the major pillars of our education system being amongst the finest in the world is through a very simple statement that sits within the department's vision statement: **that every child is known, valued and cared for**. When you think about why our school is one of the best, it really is because we have high expectations for students to achieve personal best in the various areas of school life. However, providing various academic and extra curricular opportunities is only one piece of the learning puzzle. Ensuring we have deep and sustained growth, success and personal best is what really counts. At Nicholson Street Public School, every child is known, valued and cared for.

I sincerely thank our parents and friends for their ongoing partnership and support throughout 2019. A special mention to our P&C for your relentless focus on improving opportunities for our students.

The teachers and administration staff at Nicholson Street Public School are highly professional. I acknowledge all staff for knowing, valuing and caring for the hundreds of students at our school.

Perhaps the greatest highlight for 2019 was our school's participation in External Validation. External Validation (EV) is a process where a team visits our school to 'validate' our self-assessment processes. The EV team looked at our evidence to show how we are tracking against the fourteen elements of the department's School Excellence Framework. Following the validation process, we achieved ten ratings at 'sustaining and growing' and four ratings at 'delivering'. We look forward to continuing on the school improvement journey in 2020 and beyond.

I would like to take this opportunity to acknowledge and thank all staff for their input and insights into this process. Thank you also to all parents who provided feedback throughout the year. External Validation confirmed that we have many reasons to feel proud.

At Nicholson Street Public School we acknowledge the importance of balancing academic, family, artistic, sporting, cultural and community interests, and understand the importance of making memories and bringing people together for a shared purpose. We believe that through education and strong connections with our community, we will provide our students with the knowledge, skills and understandings they need to achieve their goals and make a positive difference to their own lives and to the lives of those around them.

We look forward to 2020 being another year of continued success for our students, staff and community.

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.

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 2019, our parents came together to cook and serve fresh food lunches for the whole school; ran Mother's Day & Father's Day stalls and sourced and packed Christmas hampers for the residents of the Montrose Aged Care Centre.

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 2019 festival raised close to \$35,000, 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

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.

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.

Increase the percentage of students demonstrating and exceeding expected growth in numeracy.

Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Teachers utilising high impact, high quality formative assessment strategies in literacy and numeracy sessions.

Overall summary of progress

Nicholson Street Public School worked towards all 2019 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 an explicit synthetic phonics program were the key drivers of student growth in student learning and engagement throughout 2019.

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 88% 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

Process 1: Implement a whole school approach to support students to develop skills in literacy

Evaluation	Funds Expended (Resources)
Detailed analysis of literacy assessment data shows 88% of students are on track to meet and exceed benchmark growth data. A strong focus will be continued throughout 2020 to ensure Nicholson Street Public School, as a whole, achieves higher value add in NAPLAN literacy.	<ul style="list-style-type: none">• School based professional learning.• Quality Teaching, Successful Students (QTSS) Assistant Principal release – Teacher observations, Teacher mentoring, Survey tools.• MiniLit resources and training.• Class formation, class structures and staff planning

Progress towards achieving improvement measures

Detailed analysis of literacy assessment data shows 88% of students are on track to meet and exceed benchmark growth data. A strong focus will be continued throughout 2020 to ensure Nicholson Street Public School, as a whole, achieves higher value add in NAPLAN literacy.

- Learning Goals (Years 3–6) and "I Can" statements (K–2)
- Learning Intentions and Success Criteria
- Collaborative programming
- Student report analysis – by class and by year
- Benchmarking data
- Progressive Achievement Tests (PAT)

Process 2: Implement a whole school approach to support students to develop skills in numeracy

Evaluation	Funds Expended (Resources)
Detailed analysis of numeracy assessment data shows 85% of students are meeting and exceeding benchmark growth data. A strong focus will be continued throughout 2020 to ensure Nicholson Street Public School, as a whole, achieves higher value add in NAPLAN numeracy.	As above

Process 3: Implement a whole school approach to data collection and measurement

Evaluation	Funds Expended (Resources)
Review of internal and external assessment data shows the continuing need for PAT data across all grades. K–6 teachers have continued to ensure they use data and evidence, including system based applications (NAPLAN and SCOUT) and other valid sources, to drive improvements in teaching capability and program delivery. The use of data to focus on individual student improvement will be a priority for 2020.	As above

Process 4: Implement a whole school approach to formative assessment and feedback to students

Evaluation	Funds Expended (Resources)
Lesson/teacher observations reflect increased skills in the use of formative assessment and feedback.	As above

Next Steps

- Development of systems that build the capacity and skill of teachers in the use and analysis of student performance data;
- Continued exploration and use of formative assessment strategies;
- Review our whole school's assessment practices and create a yearly assessment overview, with a detailed timeline that is linked to our scope and sequences, so that teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- As a whole school team we will need to continue to ask the right questions about our teaching and learning programs, share best practice between teachers and stage groups, support judgements about assessment and support, and tailor aspirational target-setting for teachers and goal-setting for students.
- Specific training for Assistant Principals around instructional leadership practices. The teachers need continued shoulder to shoulder support in the classroom alongside our already embedded mentorship program.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Specific and targeted professional learning for teachers, linked to literacy and numeracy teaching and learning. Investigate the department's literacy and numeracy support that is available and target to student and teacher needs:
<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/professional-learning>

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.

Improvement Measures

Classroom spaces redesigned/reimagined to create learning labs that reflect a future focused learning environment.

Increase the proportion of students demonstrating active engagement in collaborative and creative learning.

Demonstrated increase in student sense of pride in and connectedness to their learning environments.

Overall summary of progress

- * 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 all grades 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 finalised.

Progress towards achieving improvement measures

Process 1: Engage the school and wider education community in the consultation, development and delivery of innovative learning spaces.

Evaluation	Funds Expended (Resources)
Review progress of delivery and seek feedback via survey on connectedness, engagement and school pride in learning spaces (Tell Them From Me student, staff and parent survey).	<ul style="list-style-type: none">• School executive professional learning –\$3000• Staff: school-based professional learning• K-2 classroom remodelling – \$10000• Flexible Learning Space by Design – Kindergarten classroom

Process 2: Implement a whole school approach to embedding active, competency based student centred ways of working.

Evaluation	Funds Expended (Resources)
Review of teaching and learning programs, lesson observations and student, staff and community feedback.	<p>As above</p> <p>Professional learning community across K-6 – growth mindset and capacity building: to increase academic rigour through exploring research; provide an opportunity for collegial discussion and share innovative practice and work samples.</p>

Strategic Direction 2 – Summary of 2020 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 3–6 learning spaces;
- 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.
- Continue to measure student, parent and staff satisfaction through "Tell Them from Me" surveys and focus groups, targeting survey questions to key school initiatives (linked to the school plan).



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.

Improvement Measures

School wide delivery of a K–6 STEM program centred on student participation in coding and robotics.

Increase in student problem solving and computational thinking skills across a range of key learning areas.

Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.

Overall summary of progress

- ScopeIT coding incursion in Term 3 for all students;
- Purchase of Ozobots for use by all students;
- STEMshare booking of 3D Printer in Term 4;
- Years 3–6 implement Lego robotics as part of STEM delivery in classrooms;
- STEM/Science Day lead by teachers and Lendlease volunteers;
- Draft whole school STEM policy devised.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to STEM education that supports students to develop computational thinking and problem solving skills.

Evaluation	Funds Expended (Resources)
Whole school approach to STEM education has supported students to further develop their computational thinking and problem solving skills.	<ul style="list-style-type: none">• \$2000 grant from Director Educational Leadership to purchase resources;• \$2000 from P&C towards coding incursions;• STEM units and resources

Process 2: Implement a school wide STEM curriculum that best caters for the needs of the students now and into the future.

Evaluation	Funds Expended (Resources)
Implementation of a school wide STEM curriculum that best caters for the needs of the students now and into the future.	<ul style="list-style-type: none">• Ozobots• Lego Robotics• Planning days• STEMshare kits (borrowed from the department)• Funding as listed above

Process 3: Implement a coordinated approach to professional learning that develops teacher skills in STEM education.

Evaluation	Funds Expended (Resources)
Implementation of a coordinated approach to professional learning that	As outlined above

Progress towards achieving improvement measures

developed teacher skills in STEM education.

Next Steps

Strategic Direction 3 – Summary of 2020 Milestones

Students:

* **participate in multi-disciplinary Project Based Learning, coding classes and STEM approaches to learning** – successful establishment of the STEM program with all classes in 2020. Staff confident in incorporating project based learning 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.

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.

* continued bookings of STEMshare kits for K-6 teacher and student use.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Nil	Nicholson Street Public School did not receive any funding in 2019 for Aboriginal background loading.
English language proficiency	\$6288 – English Language Proficiency Equity Loading	English language proficiency funding received for 2019 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.
Low level adjustment for disability	\$59,768 consisting of 0.4 FTE staffing load and \$17,082 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, oversees the MiniLit 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.
Quality Teaching, Successful Students (QTSS)	\$31,054 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 2019 professional development plans along with school wide focus areas.
Socio-economic background	\$1365	This funding resource was used to provide financial support to students who were unable to attend excursions or participate in extra curricular programs. Families were able to access this funding via a confidential formal request.
Support for beginning teachers	\$42390	Beginning teacher support funding was utilised to provide release from face to face teaching to three early career teachers and their assigned mentors 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 2019 and provided the teachers 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			
	2016	2017	2018	2019
Boys	82	86	88	89
Girls	71	81	82	79

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	94.9	94.7	96.7
1	91.6	95	93.7	93.4
2	93.2	95.6	93	96.5
3	94.8	94.5	94.5	95.7
4	95.3	95.3	94.1	95.6
5	92.8	95.6	94.3	93.5
6	92.6	95.1	94.9	94.8
All Years	93.6	95.1	94.1	95.3
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

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.

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
Assistant Principal(s)	2
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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.

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 NSW Department of Education.

Throughout 2019 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, literacy and numeracy initiatives, 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 training
- * 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
- * Literacy and Numeracy Progressions
- * MiniLit
- * Flexible Learning Space by Design
- * Cultures of Visible Thinking
- * Robotics
- * Mathematics

All teachers at Nicholson Street Public School worked to gain an understanding of the changes to teacher accreditation in New South Wales. In 2019 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 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	162,831
Revenue	1,945,198
Appropriation	1,665,433
Sale of Goods and Services	2,737
Grants and contributions	275,093
Investment income	1,511
Other revenue	425
Expenses	-1,901,592
Employee related	-1,603,398
Operating expenses	-298,195
Surplus / deficit for the year	43,606

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.

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	46,541
Equity Total	67,421
Equity - Aboriginal	0
Equity - Socio-economic	1,365
Equity - Language	6,288
Equity - Disability	59,768
Base Total	1,395,315
Base - Per Capita	39,888
Base - Location	0
Base - Other	1,355,427
Other Total	73,263
Grand Total	1,582,540

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.

Literacy

YEAR 3 NAPLAN PERFORMANCE – LITERACY

Year 3 Grammar & Punctuation

There were 15 students in Year 3 who sat the 2019 NAPLAN Year 3 Grammar & Punctuation assessment.

In 2019, 73.3% of Year 3 students achieved in the top 2 bands, 13.3% of Year 3 students achieved in the middle 2 bands and 13.3% of Year 3 students achieved in the bottom 2 bands.

Year 3 Reading

There were 15 students in Year 3 who sat the 2019 NAPLAN Year 3 Reading assessment.

In 2019, 73.3% of Year 3 students achieved in the top 2 bands, 20.0% of Year 3 students achieved in the middle 2 bands and 6.7% of Year 3 students achieved in the bottom 2 bands.

Year 3 Spelling

There were 15 students in Year 3 who sat the 2019 NAPLAN Year 3 Spelling assessment.

In 2019, 60% of Year 3 students achieved in the top 2 bands, 26.7% of Year 3 students achieved in the middle 2 bands and 13.3% of Year 3 students achieved in the bottom 2 bands.

Year 3 Writing

There were 15 students in Year 3 who sat the 2019 NAPLAN Year 3 Writing assessment.

In 2019, 80% of Year 3 students achieved in the top 2 bands, 20% 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 19 students in Year 5 who sat the 2019 NAPLAN Year 5 Grammar & Punctuation assessment.

In 2019, 42.1% of Year 5 students achieved in the top 2 bands, 42.1% of Year 5 students achieved in the middle 2 bands

and 15.8% of Year 5 students achieved in the bottom 2 bands.

2019 – Average Scaled Growth Score: 48.5

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 19 students in Year 5 who sat the 2019 NAPLAN Year 5 Reading assessment.

In 2019, 47.4% of Year 5 students achieved in the top 2 bands, 42.1% of Year 5 students achieved in the middle 2 bands and 10.5% of Year 5 students achieved in the bottom 2 bands.

2019 – Average Scaled Growth Score: 57.0

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 19 students in Year 5 who sat the 2019 NAPLAN Year 5 Spelling assessment.

In 2019, 36.8% of Year 5 students achieved in the top 2 bands, 52.6% of Year 5 students achieved in the middle 2 bands and 10.5% of Year 5 students achieved in the bottom 2 bands.

2019 – Average Scaled Growth Score: 95.0

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 17 students in Year 5 who sat the 2019 NAPLAN Year 5 Writing assessment.

In 2019, 23.5% of Year 5 students achieved in the top 2 bands, 58.8% of Year 5 students achieved in the middle 2 bands and 17.6% of Year 5 students achieved in the bottom 2 bands.

2019 – Average Scaled Growth Score: 28.9

2018 – Average Scaled Growth Score: 35.4

2017 – Average Scaled Growth Score: 54.0

2016 – Average Scaled Growth Score: 31.7

Numeracy

YEAR 3 NAPLAN PERFORMANCE – NUMERACY

There were 15 students in Year 3 who sat the 2019 NAPLAN Year 3 Numeracy assessment.

In 2019, 46.7% of Year 3 students achieved in the top 2 bands, 53.3% of Year 3 students achieved in the middle 2 bands and no 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 19 students in Year 5 who sat the 2019 NAPLAN Year 5 Numeracy assessment.

In 2019, 31.6% of Year 5 students achieved in the top 2 bands, 63.2% of Year 5 students achieved in the middle 2 bands and 5.3% of Year 5 students achieved in the bottom 2 bands.

2019 – Average Scaled Growth Score: 76.2

2018 – Average Scaled Growth Score: 86.2

2017 – Average Scaled Growth Score: 69.0

2016 – Average Scaled Growth Score: 80.6

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 2019, 73.33% of Year 3 students achieved in the top two NAPLAN bands in Reading.

In 2019, 47.37% of Year 5 students achieved in the top two NAPLAN bands in Reading.

In 2019, 46.67% of Year 3 students achieved in the top two NAPLAN bands in Numeracy.

In 2019, 31.58% of Year 5 students achieved in the top two NAPLAN bands in Numeracy.

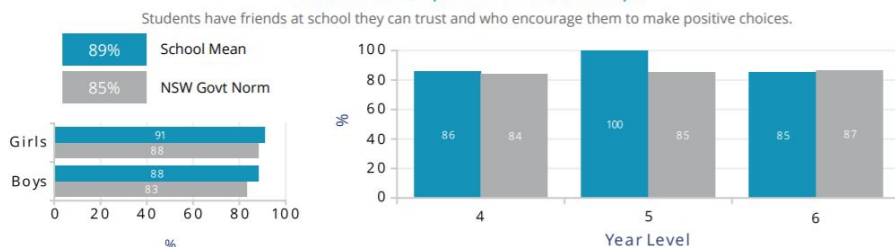


Parent/caregiver, student, teacher satisfaction

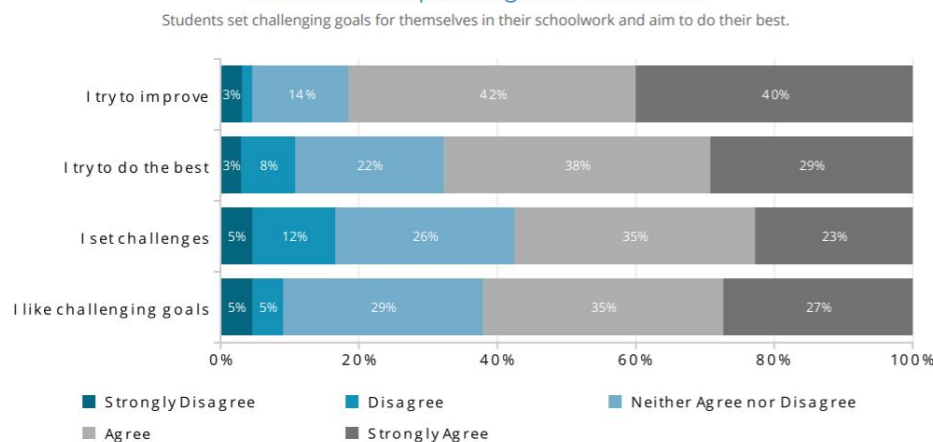
Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2019 the school sought the opinions of students, staff and parents via a range of survey methods. Survey questions were posed to students, teachers and parents at different points during the 2019 school year and examined elements of learning, teaching and leadership. A selection of responses from the community across these areas are presented below:

Social-Emotional Outcomes

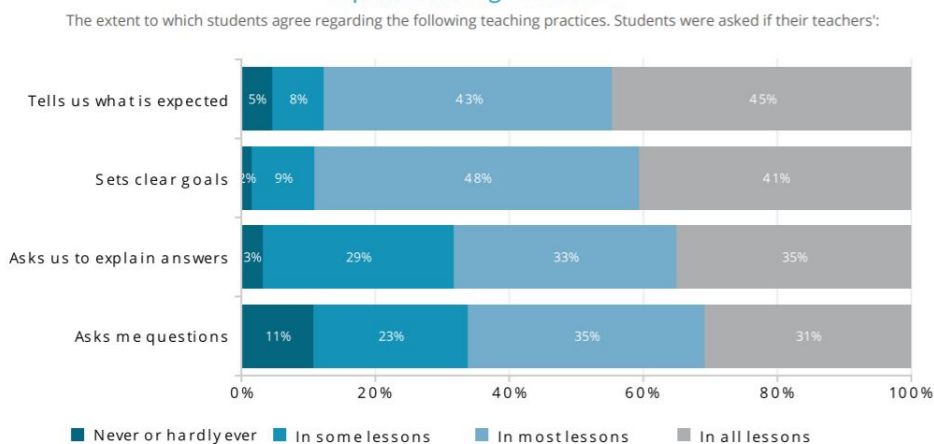
Students with positive relationships



Students with a positive growth orientation



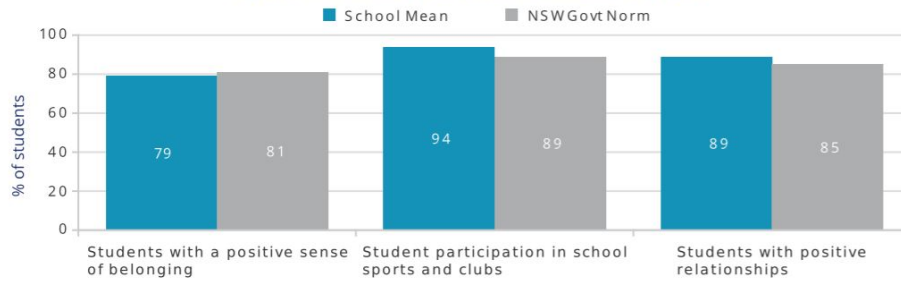
Explicit Teaching Practices II



Social Engagement

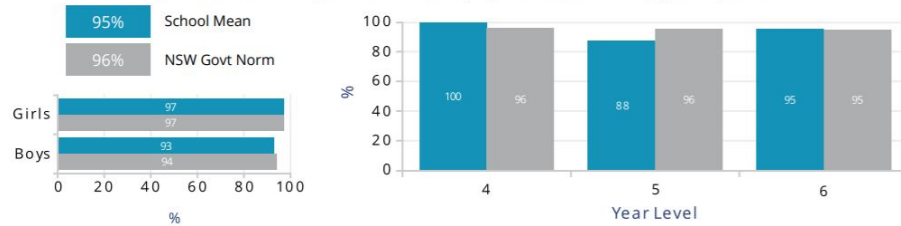
Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation [4]. Figure 1 shows the percentage of students in Nicholson Street Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

Figure 1: Percentage of students socially engaged



Students that value schooling outcomes

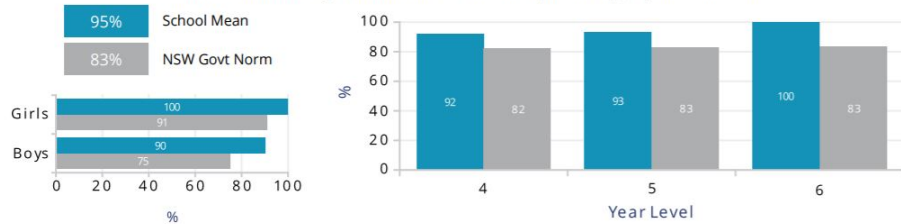
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Social-Emotional Outcomes

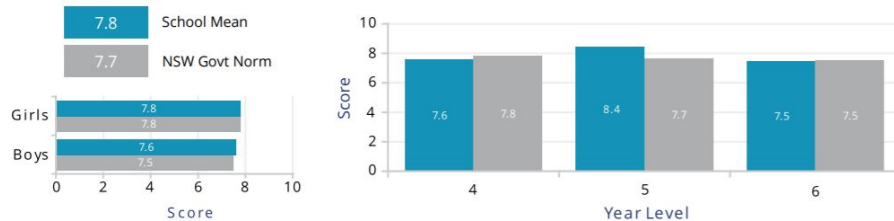
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



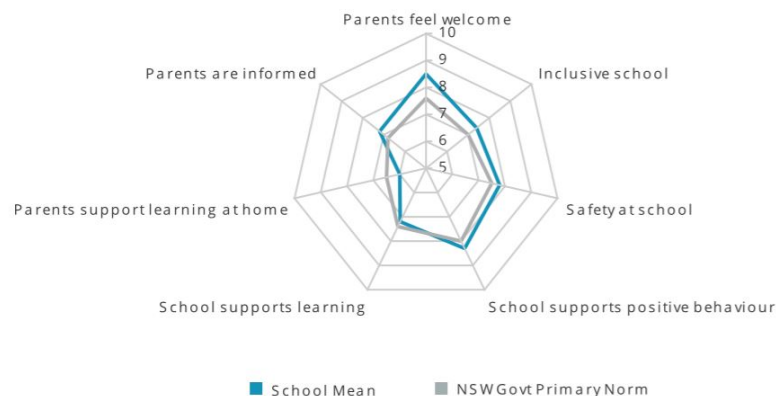
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Two-way Communication with Parents

Kindergarten - Year 6 (Primary)



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.

Aboriginal education continues to form an integral part of the curriculum at Nicholson Street Public School, 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 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. 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 2019, 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.

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.

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 (optional)

Choir

2019 was a big year for the school's choirs. Junior choir, led by Ms Jemma O'Shea, 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 was held at Darling Street Anglican Church.

The Senior Choir, led by Ms Erica Phillips and open to children from years 3–6, grew tremendously this year with 22 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 floor choir.

Congratulations to our wonderful choristers who performed in this event at Qudos Bank Arena. Special congratulations to Bella L (4/5M), and Sylvie (5/6N) who were part of the special Schools Spec Arts Unit choir. Schools Spectacular is an outstanding showcase of the talent in NSW public schools. In terms of sheer size, scale and scope, Schools Spectacular is unequalled in the world with a 2700–strong choir, 2300 diverse dancers, an 80– piece symphony orchestra, a world–class stage band and a huge number of outstanding solo performers. This iconic cultural event engages and showcases students of varying ages, cultures, skills and socio–economic backgrounds; from metropolitan, rural and remote regions of NSW. We are so proud of your efforts and look forward to participating in future Schools Spectacular performances.

A huge thanks to all of the parents who organised the transport to and from the venue each day, for all of the early mornings and late nights, for keeping everyone informed on the WhatsApp group and for being there during the breaks and those "I'm tired and I just want to go to bed" moments. We could not have participated in this wonderful event had we not had your unwavering support. Thank you so much!

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.

Nicho's End of Year Concert – "The Wizard of Oz"

All of the K–6 students worked tirelessly to perfect their dancing and singing routines to perform in our spectacular end of year concert held at Sydney Secondary College, Balmain campus. For a small school, we certainly do "pack some punch" with our talent in the performing arts!

Student Parliament

This year, as part of a school push to provide authentic leadership opportunities for students, Nicholson Street Public School once again 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 each semester to represent them at student parliament meetings and present ideas or concerns from their class. These members of student parliament were inducted in special ceremonies in term 1 and term 3 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, making valuable contributions to the rich school life at Nicholson Street Public School.

Peninsula Engagement Program

The Peninsula Engagement Program (PEP) is an enrichment, extension and transition program for high ability youth in the Balmain Peninsula. PEP has been designed and implemented in response to demand for programs which cater for the many high ability students in the Balmain Peninsula. Year 4 and 5 students of high ability from the Balmain Peninsula feeder schools are identified and offered a place in one of seven electives areas. Teachers from primary and secondary co–teach while year 9 and 10 students from SSC Balmain mentor the primary students. Facilitators from both Balmain feeder schools and SSC Balmain with experience and expertise in catering for the needs of gifted students are selected to run the two day event, which culminates in a showcase evening of student learning.

It was fantastic to receive such positive feedback from Ms Julie Miller, our teacher representative, and also from the SSC Balmain staff regarding the participation and behaviour of our Year 4/5 students in the Peninsula Engagement Program.

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 soccer, netball, cricket and touch football teams. Each week, the children travelled to compete against other local schools and were very competitive, even against some of the bigger schools.

School Swimming, Cross Country and Athletics Carnivals

Nicholson Street Public School successfully hosted three brilliant sports carnivals this year. The swimming carnival was held at Cabarita Pool. The cross country and athletics carnivals were both held at Birchgrove Oval.

Congratulations to all of the Nicho students who participated so admirably on each of the days. A special congratulations to those students who were selected to represent our school at the District Carnivals.

Following on from a very successful day at the NSW Athletics Championships, where he finished fifth in the 10 Years Boys' 100 metres and third in the 10 Years Boys' Long Jump, a special mention must go to Hewston (4/5M) who won three events at the District Athletics Carnival.

Hewie was successful in winning the 10 Years Boys' 100 metres and 200 metres events. However, it was in the Junior Boys' Long Jump that Hewie really shone, breaking the existing zone record!

Special mention also goes to Frankie (4/5M) who also shone at the District Athletics Carnival, finishing first in the 9 Years Girls' 100 metres race.

Hewie and Frankie went on to represent Balmain Zone at the Sydney East Regional Athletics Carnival.

Public Speaking Competition

Poppy W (Early Stage 1), Poppy M (Stage 1), Isabella (Stage 2) and Nick (Stage 3) represented Nicho at the Metro South Public Speaking finals at Annandale Public School in term 3. Our students all spoke exceptionally well, both in the prepared and impromptu speech sections, receiving lots of positive feedback from the judges.

Premier's Spelling Bee

In 2019, 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 to find the school's representatives for the regional final. Isabel and Adriana represented the school in the stage 2 final. Lotte and Johnny proudly represented the school in the senior competition. Lotte made it all the way into round 6, in a final group of eight students!

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.

As principal, it was wonderful to receive this message in September from our band conductor:

Dear Sue

Good news! Just wanted to let you know that the Nicho Concert Band won both a Silver Award and the Encouragement Award at the Australian School Band and Orchestra Festival at UNSW today. The Encouragement Award comes with a new piece of music for the band to play and we were selected from eight schools to receive this award.

There were 12 students performing: Adam, Angus, Bella, Branson, Harper, Isabelle, Lotte, Maya, Meera, Silke, Rosie and Sam. The students received a lovely plaque for the school.

Hearty congratulations to the Band for a skilled and confident performance. We played alongside bands of 40–50 students and the adjudicator was very impressed with our sophisticated sound for such a small group. Small but mighty! I also made sure to thank the parents for taking the time to drive to Kensington on a Sunday.

Kind regards,

Heather Prowse, B.Mus

Trumpeter, Vocalist, Educator and Composer

Additionally, we had three students from our school, **Sylvie, Mia and Isabelle**, participate in the Create East Performing Arts production in August.

Safer Internet Day

Safer Internet Day was recognised at our school on Tuesday 5 February 2019. The Nicho students participated in lots of classroom activities which raised awareness about the positive role of digital technology, exploring ways that they could all contribute to creating a better, safer internet.

Chess Club

Sydney Academy of Chess ran lunchtime chess classes every Monday at our school in 2019. We had a great turnout each week, with approximately 35 students participating. Selected students competed in tournaments around Sydney throughout the year, gaining valuable insight into the competitive chess world.

"Proudly Public on the Peninsula" – combined Balmain Peninsula schools' newsletter

This newsletter was published twice per term – showcasing all of the wonderful things that are happening in the Balmain Peninsula schools. Schools involved: Nicholson Street PS, Balmain PS, Birchgrove PS, Rozelle PS, Orange Grove PS, SSC Balmain. Poppy (1/2C) and Darcy (5/6N) went to a photo shoot in term 2 with students from the other schools. They both appear in the title banner. For each edition, each school provided two articles, with separate photos.

Education Week

Each year, NSW Department of Education schools open their doors to parents/carers and the community to showcase a snapshot of the excellence that exists in public schools. Education Week is a statewide, annual event to celebrate public education in NSW. The theme of Education Week for 2019 was 'Every Student, Every Voice!' Our school's Open Day was held on Wednesday 7 August. We had a wonderful day sharing a little more of Nicholson Street Public School excellence with our community.

Lendlease Science Day

Thank you to the 30+ team from Lendlease who helped with our Lendlease Science Day on Thursday 12 September. The Nicho students had a marvellous time participating in Science activities such as Lego Robotics, Ozobots, soap making, designing rollercoasters, balloon rockets, designing and making paper planes and designing a compost bin for the school garden. The students were also very fortunate to listen to a guest speaker, Nat, who spoke about her work as a social psychologist and how the design of buildings and other structures make people feel.

Huge thanks to Peter Gordon and his team from Cobden & Hayson Balmain who provided the sponsorship money for our school to purchase the Lego robotics equipment. The Nicholson Street Public School community is very appreciative of your kindness and we loved having you in the classrooms as our special guests.

Finally, a very special thanks to the Nicho staff for organising the activities for Science Day. All Nicho students were engaged, enthusiastic and motivated throughout the day. We certainly have lots of budding scientists, engineers, designers and environmentalists amongst our students!

Special Community Awards and Special Accolades to "Nicho"

It was wonderful to welcome Mr Rod Megahey, Director Educational Leadership, Iron Cove Network, to a special whole school assembly at the end of term 3. Rod made a special mention of Nicholson Street Public School in his weekly email sent to the Iron Cove Network principals:

"On Friday morning I attended the Nicholson Street School Assembly to give out some more network awards ... For a small school Nicholson Street certainly punches above its weight in being a very active school providing so many opportunities for their students. I was treated not only to a great class run assembly and item, but also the fantastic school band (and very enthusiastic band master), students responsible for environmental and friendship initiatives and a host of awards to students for a range of endeavours from public speaking through to sporting achievements. Being able to present Network Awards in front of the school community is a great way to celebrate the achievements of our staff and community".

2019 Nicholson Street Public School Halloween Festival

Congratulations and thank you to the entire Nicholson Street Public School community for another outstanding Halloween Festival. The 2019 success highlights what an amazing show of collective community engagement the event is for our own school and the wider Balmain community. We are so incredibly grateful and proud of the work, collaboration and cooperation that occurred at all levels of the school community. Proceeds of this amazing event directly help the students at this great school access additional high quality resources and programs and a significant portion of the funds will be used to support the playground upgrade.

Thank you to the amazing team of parent volunteers who worked tirelessly behind the scenes both on the day and in the lead up to bring us all together and provide us with direction and support.

Lastly, special thanks to our Halloween Festival committee. Without you all pulling the strings we have no doubt the event would not have been the success it was.

Grandparents'/Grandfriends' Day – Friday 1 November

Thank you to everyone who came to our Grandparents'/Grandfriends' Day. The students and teachers had a wonderful time showcasing our beautiful school through the special K–6 assembly, classroom visits, morning tea, photo opportunities and playground lunchtime picnics. Thank you to all of the teachers for their contributions to the day and a special thanks to the SRC members who hosted the assembly.

Nicho Biennale

The student representatives (SRC) presented the idea of an art show early in 2019. This event was proudly supported by the P&C. The Nicho Biennale was held on Tuesday 12 November. Junior and Senior Dance performed on the night. Each student showcased an artwork on canvas plus other works they did in 2019. Every student's canvas was available to purchase from the office for \$10 each. The money raised from this event went back into supporting our arts programs.

