

# Northbridge Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Northbridge 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.

### School contact details

Northbridge Public School

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Northbridge, 2063

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9958 5348

## School background

### School vision statement

Northbridge Public School is committed to the provision of the highest quality education. By catering for the social, emotional and academic needs of all students, we ensure that they become future focused, collaborative and resilient global citizens, who take responsibility for their own learning.

### School context

Northbridge Public School is situated in a community rich in diversity and character. We have a tradition of academic excellence with high standards and expectations embracing every student and their development in a vibrant learning environment. The school emphasises a well-rounded education including initiatives which develop the whole child such as an extensive school band program; gifted and talented and learning and support programs; ICT; sporting opportunities; dance; Japanese; science; music and public speaking. The school's direction is supported by dedicated and talented staff whose student centred approach aligned with the latest pedagogy, embrace the individual learner through its positive behaviour for learning focus. The supportive P&C association works in close partnership with the school to support the school's directions. Current priorities include differentiation, particularly in maths, student empowerment through inquiry learning and school wide wellbeing.

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

## Strategic Direction 1

### Empowerment

#### Purpose

To nurture increasingly self motivated learners who are confident and creative individuals by developing their deep understandings and learning dispositions to empower future success and wellbeing.

#### Improvement Measures

Flexible furniture and dynamic pedagogies are embedded in Stage 2 and Stage 3 classrooms.

100% of classrooms demonstrate evidence of Visible Thinking Routines in student learning.

#### Progress towards achieving improvement measures

**Process 1:** Draw on research on future focused learning to embed pedagogies in flexible learning environments.

Evaluation	Funds Expended (Resources)
Year 1 classrooms completely set up as flexible learning spaces, teachers are using pedagogies to increase student engagement. Operable walls will be installed in 2020	3 x class sets of furniture @ \$13,000 each = \$39,000. Community funded through P&C donation.

**Process 2:** Develop teacher's skills in programming learning sequences which embed Tools of Inquiry including open-ended questioning, visible thinking routines and reflections.

Evaluation	Funds Expended (Resources)
Stage 2 and Stage 3 teachers completed Harvard Visible Learning online modules and Instructional Leader modelled and team taught lessons to develop capacity in classroom teachers to embed principles of Visible Thinking in their practice.  All grades conceptual English programs use Visible Thinking Routines, See Saw footage shows students using thinking routines such as See Think Wonder, classroom displays reflect student voice through provocations. Classrooms use Visible Thinking Routines in other KLAs as ongoing practice.	\$12 000 course fees

## Strategic Direction 2

### Engagement

#### Purpose

To increase the collective community responsibility for student wellbeing by instilling a strong sense of belonging, involvement and connection to underpin social and emotional development enabling all learners to flourish.

#### Improvement Measures

Tell Them From Me data indicates increased parent engagement in learning at home to meet NSW norms.

Positive Behaviour for Learning data indicates reduced playground and classroom behaviour issues..

#### Progress towards achieving improvement measures

##### Process 1: PBL team training and implementation

Evaluation	Funds Expended (Resources)
<p>PBL is an ongoing practice at NPS, with lesson plans for each context across the school taught fortnightly. Signs installed across the school and are used for reminding of expectations.</p> <p>PBL SET evaluation by PBL assistant principals suggested signage for specific settings eg canteen, assembly hall, transitions.</p> <p>Electronic sign installed outside the hall to communicate PBL expectations in a dynamic and visible manner.</p> <p>At the beginning of each year, committee runs a refresher session for new and ongoing staff.</p> <p>Help Desk on the One Note drive is a one-stop resource for PBL lessons and information.</p>	<p>PBL signs \$17 000 total cost</p> <p>Electronic sign \$4 000 covered by federal grant</p> <p>PBL signs \$ 4 000 federal grant</p>

##### Process 2: Transition programs, eg Kindergarten and Year 6 to 7

Evaluation	Funds Expended (Resources)
<p>Kindergarten transition programs strengthened and relationships with local preschools deepened through visits.</p> <p>Extra transition programs offered to Kindergarten students requiring additional support.</p> <p>Year 4 transition into Year 5 supported after feedback from Resilient Youth Survey, supporting friendships and engagement through social development camp early in Year 5</p> <p>Year 5 into Year 6 leadership day UP helped students define goals as they moved into year 6 and leadership positions</p> <p>Year 6 Learning to Lead day through Willoughby Girls High School for captains, prefects and house captains help students develop their leadership skills through sport.</p> <p>Get Set for High School for year 6 students continued to support the transition process to high school with workshops and talks by Cammeraygal and Willoughby Girls HS staff.</p> <p>Kindergarten staff held formal parent teacher interviews early in term 1 to</p>	<p>Workshops and surveys funded through School and Community funding.</p>

## Progress towards achieving improvement measures

develop relationships earlier and provide information about settling in sooner than other grade interviews.

Visits from CHS and WGHS learning and support teacher and year advisor to exchange information about next year's year 7 cohort and how best to support them in high school.

Concert Band attended a whole day workshop at Cammeraygal HS to develop links with local high schools

### Process 3: Parent engagements activities

Evaluation	Funds Expended (Resources)
<p>Communication and Engagement matrix created, and communicated to parents and staff.</p> <p>See Saw launched K–6 with guidelines for numbers of posts to be consistent across grades.</p> <p>Parent Information handbook created for each class and sent home prior to meet the teacher evening, which meant that Meet the Teacher nights are about relationship building.</p> <p>Maths Evening and Maths Calculation strategies evening successful in communicating to parents the changes in maths teaching</p> <p>Whole school parent info sessions about the change to maths teaching held concurrently with Meet the Teacher evenings</p> <p>Mothers Day and Fathers Day breakfasts successfully celebrated our parent community</p> <p>Open Day in Education Week morning tea provided by a grade helped to make parents feel welcome</p> <p>Empower Hour for stage 3 showcased student self directed learning projects</p>	\$nil

### Process 4: Continued learning for teachers and parents about resilience approaches, mindfulness, gratitude and character strengths.

Evaluation	Funds Expended (Resources)
<p>Ongoing teacher learning through the Resilience Project, will be supplemented by parent workshops to take place in 2020.</p> <p>Students 3–6 participated in the Resilient Youth Survey and results were analysed with Tell Them From Me Data to inform future professional learning and support for particular grades.</p>	\$nil

## Strategic Direction 3

### Excellence and Equity

#### Purpose

To promote a culture of excellence and high expectations in an environment rich in differentiated learning experiences and provision of opportunities to ensure all students experience measureable success.

#### Improvement Measures

Standardised literacy and numeracy test data shows at least a 10% increase in scores to denote overall growth.

All teachers regularly plot individual students on the Literacy and Numeracy Progressions and collaboratively analyse the data to inform personalised teaching and learning programs.

#### Progress towards achieving improvement measures

**Process 1:** Draw on research to develop and implement high quality professional learning targeting differentiation, data use and learning progressions

Evaluation	Funds Expended (Resources)
<p>K–2 teachers continued to develop their capacity to deliver systematic, evidence based daily lessons in phonics using the Letters and Sounds framework.</p> <p>Data on student progress was collected from teacher observations, student writing samples, and individual student testing to track student progress through the phases of the phonics program.</p> <p>Data on student progress was tracked using colour coded spreadsheets and at regular stage meetings, strategies to support students not making expected progress was discussed and evaluated.</p> <p>Teachers engaged in professional learning throughout the year to develop their knowledge around the English syllabus, the English Textual Concepts, and programming conceptually in English.</p> <p>A K – 6 scope and sequence was co created by teachers to map out when students are taught each of the English Textual Concepts.</p> <p>Instructional Leader led stage teams to develop class programs using quality texts, and Instructional leader modelled lessons and team–taught with teachers to build capacity in staff to deliver lessons based on conceptual model.</p> <p>Differentiation in English programs was a focus for the year, with teachers building differentiation into the collaboratively planned programs to cater for all students in their classrooms– eg in year 3 "book club" reading group activities using the Harvard Visible Thinking Routines.</p> <p>Class sets of quality texts were purchased and are stored in tubs in the library to keep the sets intact for future years programs.</p>	

**Process 2:** Implementing an integrated approach to data use and tracking student growth through the establishment of the Learning Team

Evaluation	Funds Expended (Resources)
Flight Path" created for students targeted by the Learning Team, to track progress of students who are exceeding stage outcomes or who need more	Staff costs \$80 000

## Progress towards achieving improvement measures

support to reach stage outcomes. Data such as PAT tests and NAPLAN data was used to ensure target students were making progress in their learning in English and mathematics.

Early Stage 1 and Stage 1 teams using data tracking spreadsheets to monitor students making above or below expected progress through the Letters and Sounds phases, differentiated teaching provided for these students.

**Process 3:** Learning Sprints implemented twice a term across the school, targeting areas identified by data to consistently improve student learning through changed teacher practice.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
All stages participated in the Learning Sprints framework for teacher improvement each term. As the sprints process was refined over the year, the use of academic research was built into the each sprint cycle through and meetings with the school's sprints partner Bronwyn Ryrie Jones, genuine reflection on practice was supported and improvement based on current research was facilitated.	\$5 000 Sprints network cost \$ 7 500 casual cover cost

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$28 774	EALD teacher employed, to support students in class and in small withdrawal groups.
<b>Low level adjustment for disability</b>	\$82 932	SLSOs employed to support student K–6 with in class support, Multilit tutoring, playground mentoring, Spelling Mastery. Learning and Support Teacher employed to monitor, assess and support students, consult and build capacity in teachers.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80 000	Instructional Leader in English was employed, to build capacity in teachers to collaboratively plan and program in English using Textual Concepts.
<b>Support for beginning teachers</b>	\$13 000	Teacher employed to release teachers to support, team teach, and mentor beginning teachers.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	281	266	265	245
Girls	292	276	269	274

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97	97.8	97.1	96.3
1	97.9	96.8	96.2	95.8
2	96.5	97.3	97.4	96
3	95.8	96.4	97.4	97
4	96.3	96.7	97	96.1
5	95.6	97.3	97	95.9
6	95.9	96.1	96.2	96.1
All Years	96.5	96.9	96.9	96.2
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.53
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	3.96
Other Positions	0.2

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 (\$)
<b>Opening Balance</b>	212,120
<b>Revenue</b>	4,694,087
Appropriation	4,043,369
Sale of Goods and Services	92,562
Grants and contributions	550,722
Investment income	4,034
Other revenue	3,400
<b>Expenses</b>	-4,576,500
Employee related	-3,956,803
Operating expenses	-619,696
<b>Surplus / deficit for the year</b>	117,587

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	15,363
<b>Equity Total</b>	114,690
Equity - Aboriginal	0
Equity - Socio-economic	1,985
Equity - Language	28,774
Equity - Disability	83,932
<b>Base Total</b>	3,551,053
Base - Per Capita	125,297
Base - Location	0
Base - Other	3,425,756
<b>Other Total</b>	268,089
<b>Grand Total</b>	3,949,195

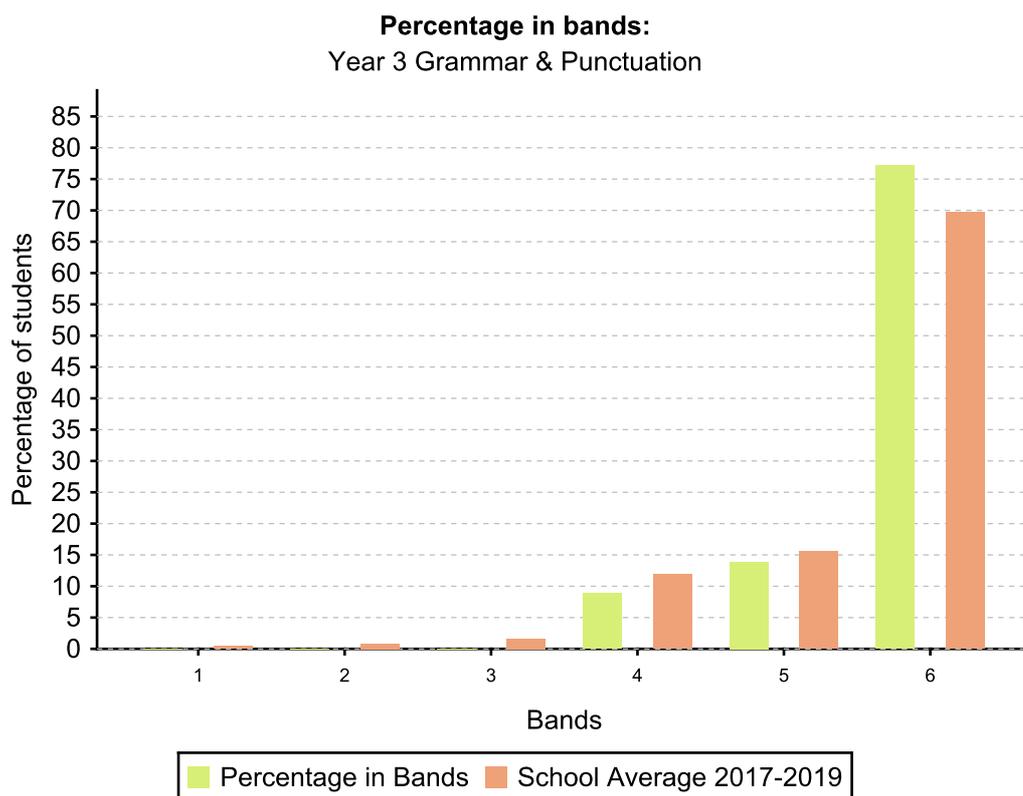
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

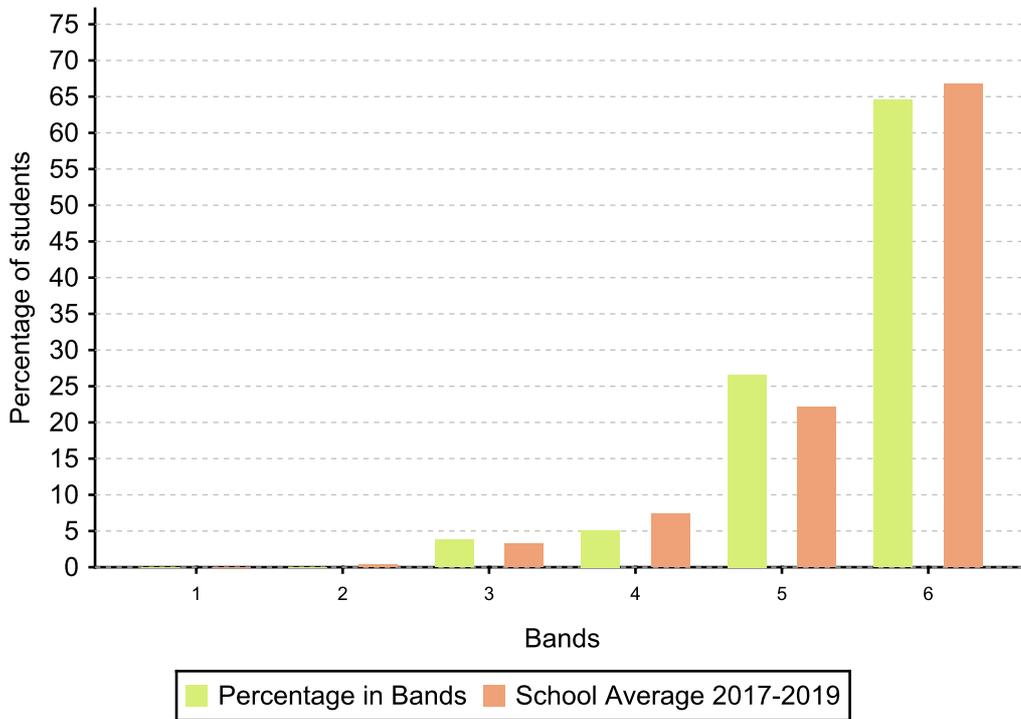
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



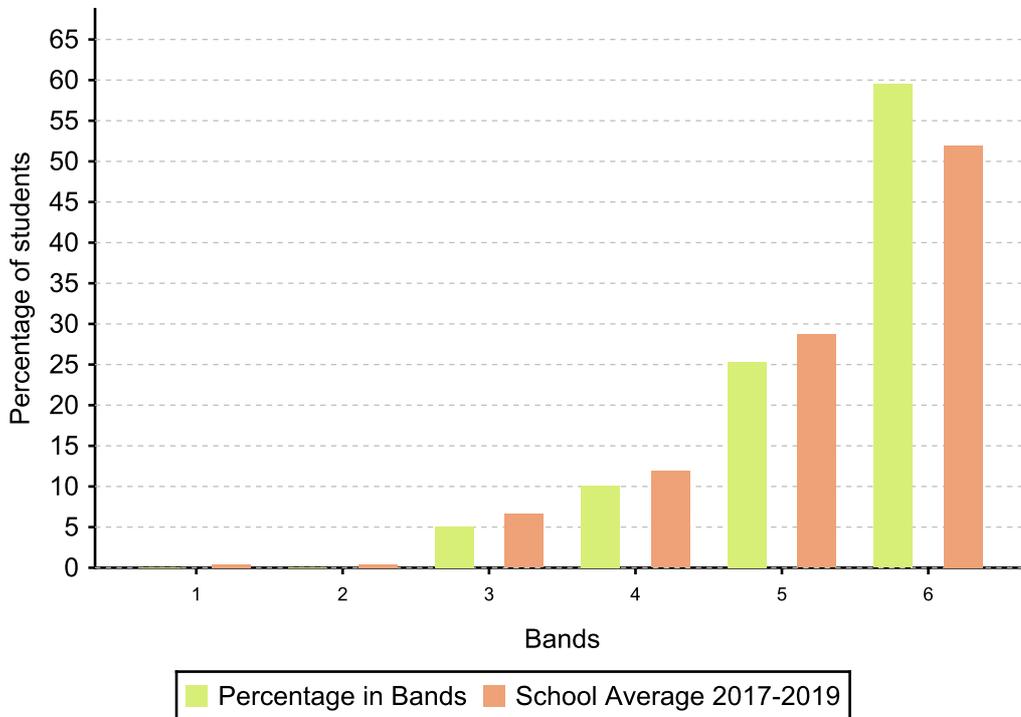
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	8.9	13.9	77.2
School avg 2017-2019	0.4	0.8	1.6	11.9	15.6	69.7

**Percentage in bands:  
Year 3 Reading**



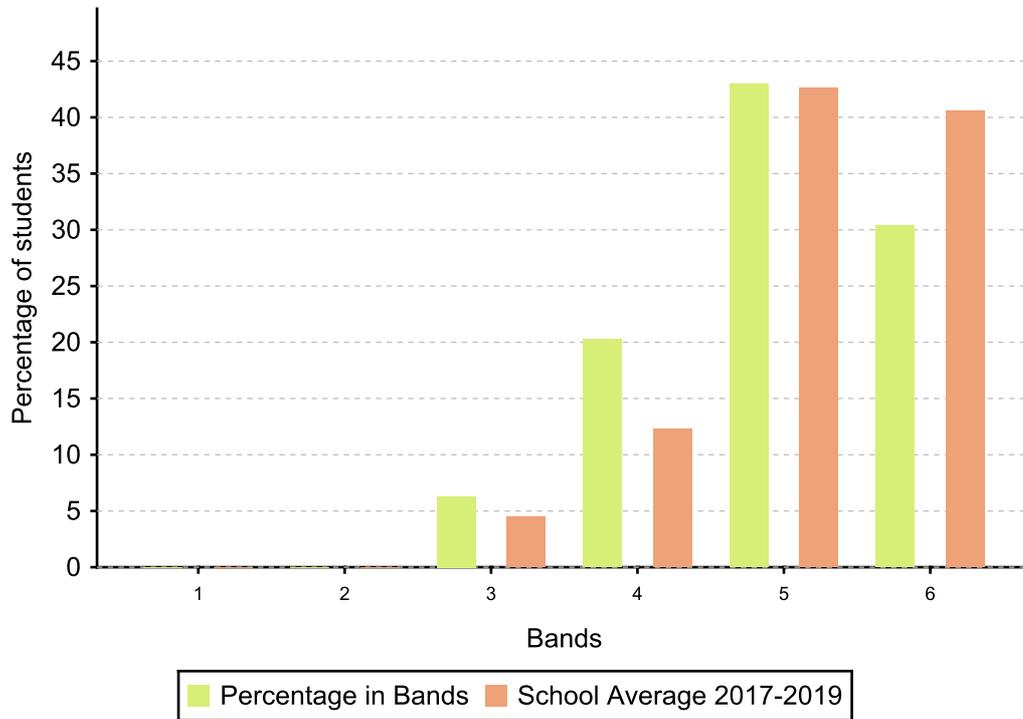
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.8	5.1	26.6	64.6
School avg 2017-2019	0	0.4	3.3	7.4	22.1	66.8

**Percentage in bands:  
Year 3 Spelling**



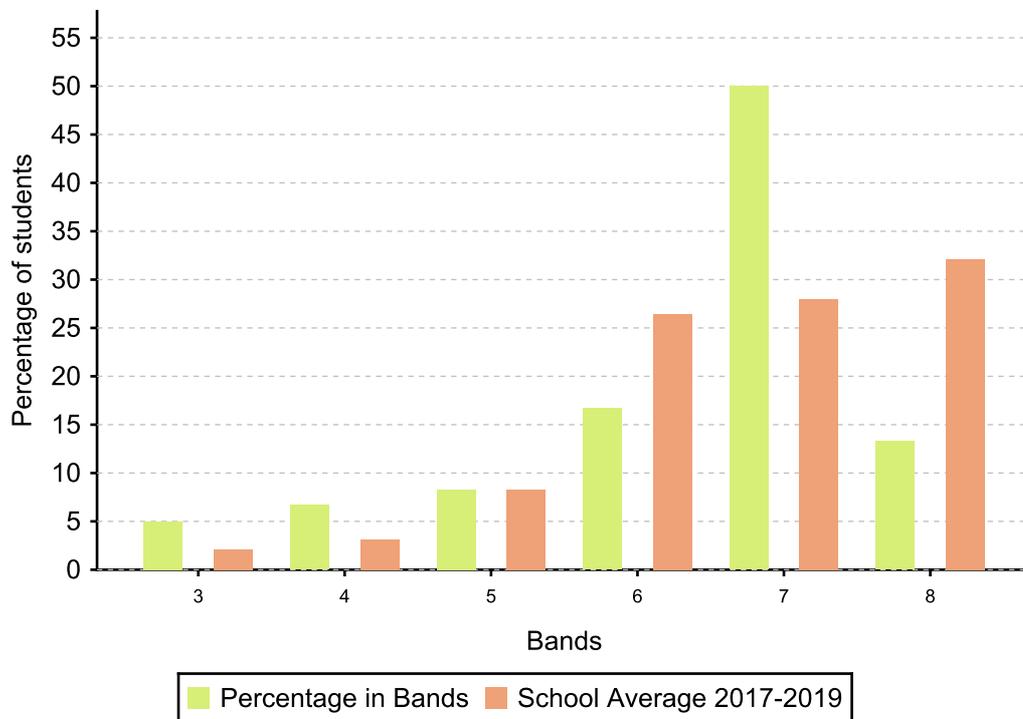
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.1	10.1	25.3	59.5
School avg 2017-2019	0.4	0.4	6.6	11.9	28.7	52

**Percentage in bands:**  
Year 3 Writing



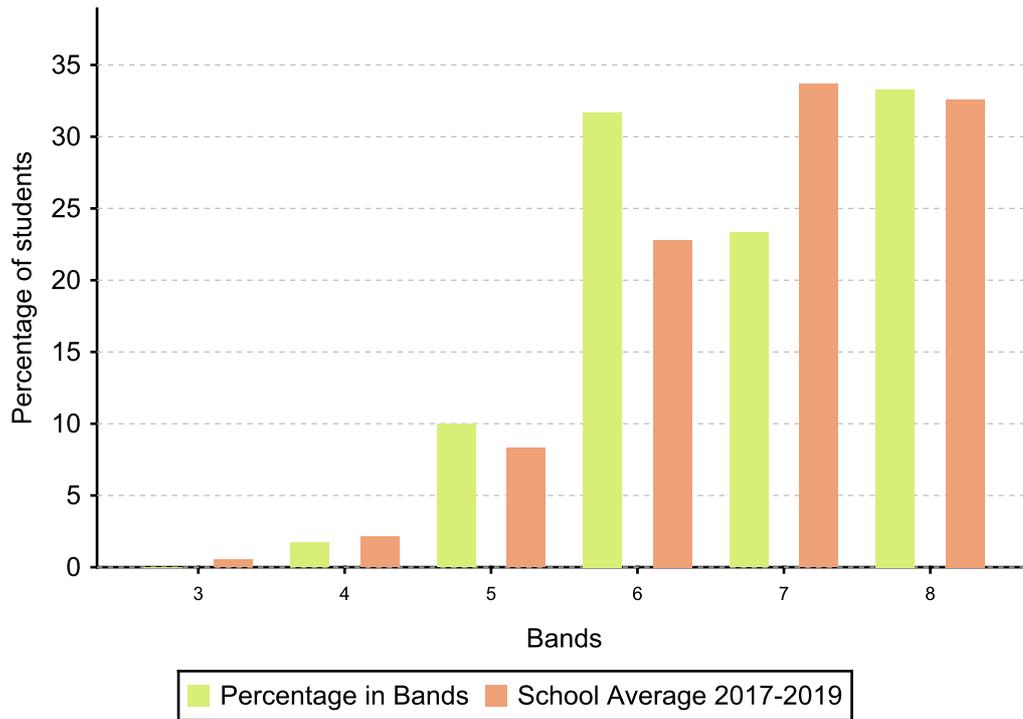
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.3	20.3	43.0	30.4
School avg 2017-2019	0	0	4.5	12.3	42.6	40.6

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



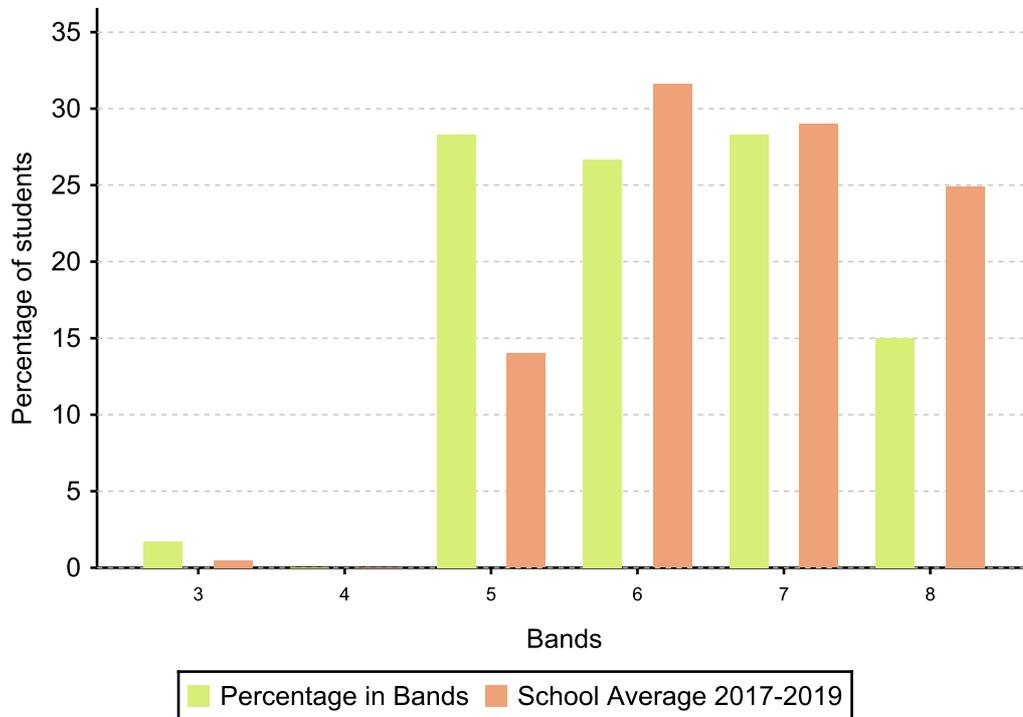
Band	3	4	5	6	7	8
Percentage of students	5.0	6.7	8.3	16.7	50.0	13.3
School avg 2017-2019	2.1	3.1	8.3	26.4	28	32.1

**Percentage in bands:**  
Year 5 Reading



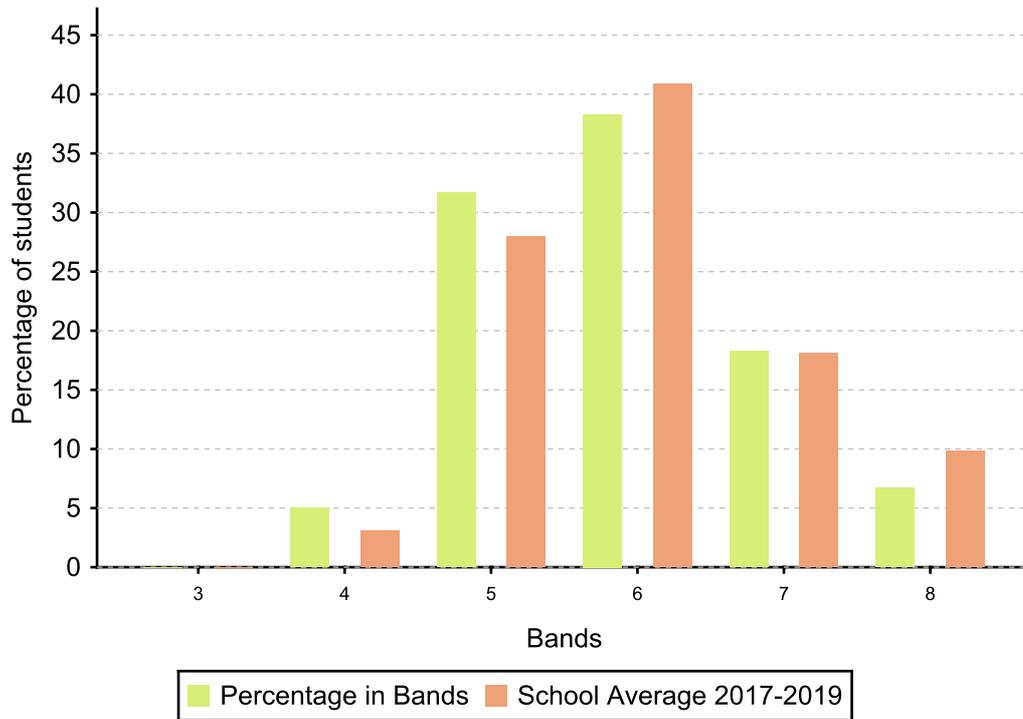
Band	3	4	5	6	7	8
Percentage of students	0.0	1.7	10.0	31.7	23.3	33.3
School avg 2017-2019	0.5	2.1	8.3	22.8	33.7	32.6

**Percentage in bands:**  
Year 5 Spelling



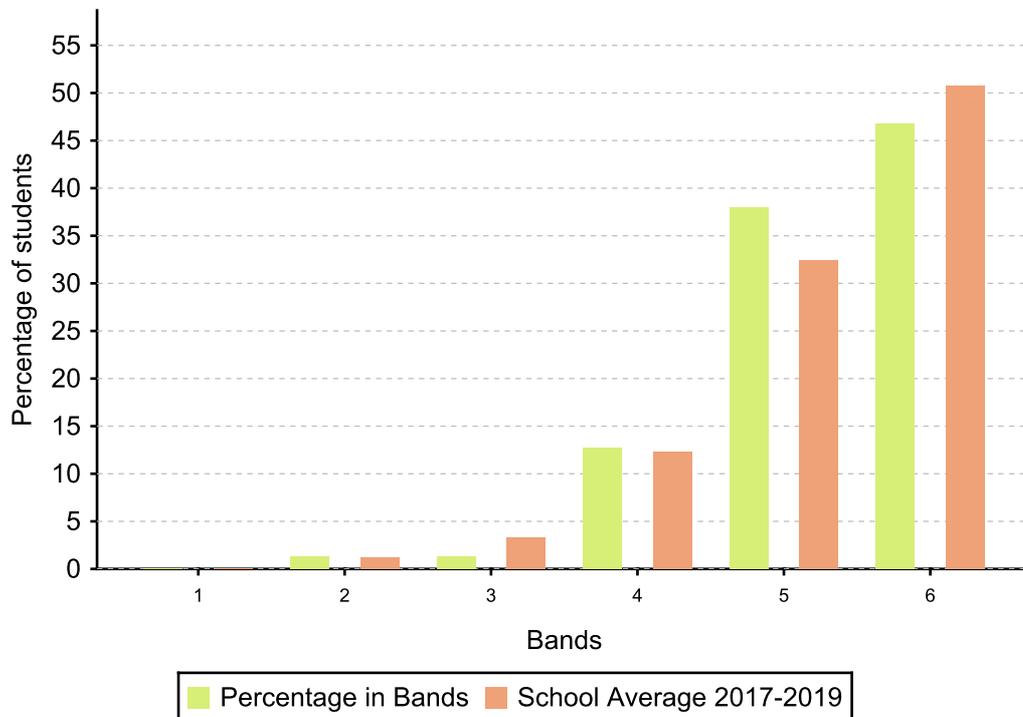
Band	3	4	5	6	7	8
Percentage of students	1.7	0.0	28.3	26.7	28.3	15.0
School avg 2017-2019	0.5	0	14	31.6	29	24.9

**Percentage in bands:**  
Year 5 Writing



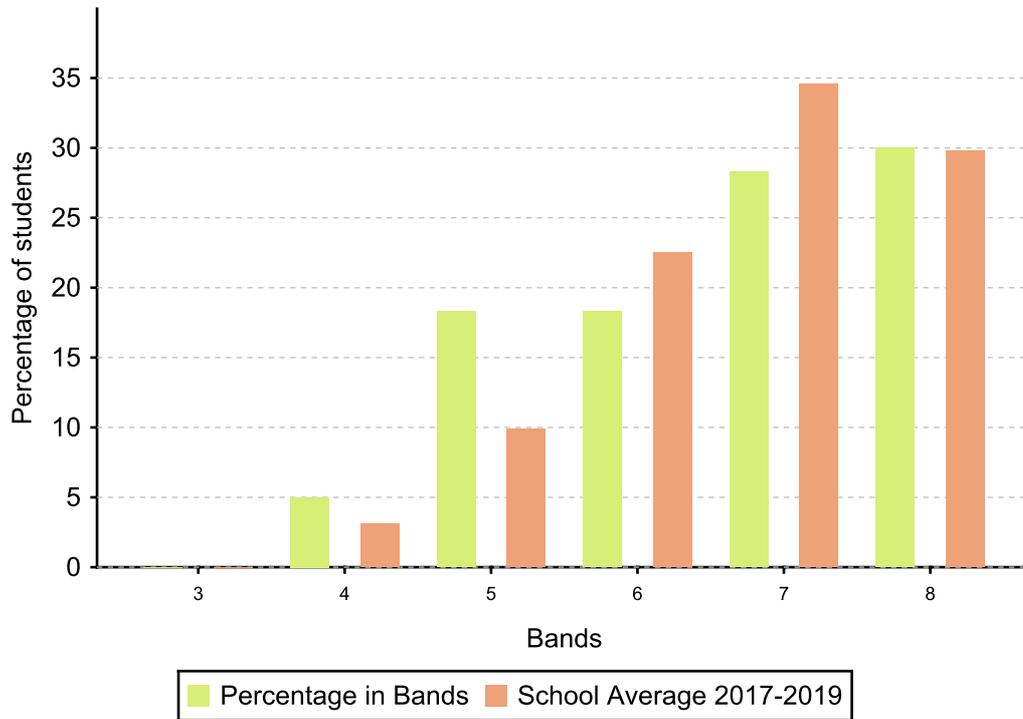
Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	31.7	38.3	18.3	6.7
School avg 2017-2019	0	3.1	28	40.9	18.1	9.8

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	1.3	12.7	38.0	46.8
School avg 2017-2019	0	1.2	3.3	12.3	32.4	50.8

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	18.3	18.3	28.3	30.0
School avg 2017-2019	0	3.1	9.9	22.5	34.6	29.8

## Parent/caregiver, student, teacher satisfaction

Students in grades 4, 5 and 6 were surveyed twice in 2019 using the Tell Them From Me platform. Students reported a strong sense of belonging and support at school, with rates up 3% on previous years. Experiences of bullying were at rates well below state averages, and were down 7% on previous years. Students enjoyed positive student teacher relationships, and felt that there were high expectations for their academic success. Results correlated with student surveys undertaken with the Resilient Youth Foundation, with students feeling positive in the three areas of Connected, Protected, and Respected.

# 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.