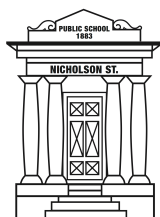


2020 Annual Report

Nicholson Street Public School



2749

Introduction

The Annual Report for 2020 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.

School contact details

Nicholson Street Public School
Nicholson St
Balmain East, 2041
www.nicholson-p.schools.nsw.edu.au
nicholson-p.school@det.nsw.edu.au
9810 2863

Message from the principal

2020 was another successful year for Nicholson Street Public School, despite all of the challenges we were faced with due to the global pandemic.

As teachers, we use 'evidence' to show proof that our students achieve ... sometimes the achievements are large but often they are small, yet still significant! As principal I have the privilege to see how all the facets of a school community impact on the learning and achievement of our students and school. Thank you to all of the adults in our students' lives - parents, teachers, support staff, extended family - for working together the collective effort has truly improved the life, learning and wellbeing opportunities for each child.

There are often debates about the conditions and qualities needed which contribute to a highly effective education system. As a parent and principal, I believe the true marker of success is what happens in classrooms on a minute-by-minute basis: students learning a new skill; teachers praising every effort; the look of respect and adoration that teachers and students exchange with each other. At Nicholson Street Public School, all staff (teaching, administrative and support) worked harder than ever throughout 2020 to improve the learning opportunities for students. I publicly acknowledge and thank all staff for the great work they have done this year. The staff at Nicholson Street Public School have made a difference!

The Nicholson Street Public School staff were asked to reflect on their year and to outline their professional achievements - beginning with themselves and moving wider to grade/stage teams and Nicholson Street Public School as a whole. This is a collective summary of their highlights (please note that this list is not exhaustive and some achievements are interchangeable between categories):

Personal Achievements

- Building rapport with class and parents
- Quality teaching and learning through a COVID ravaged year
- Implementing "Seven Steps to Writing"
- Consolidating Maths games and ensuring all students were engaged
- Built a great relationship with my class and had a positive classroom climate
- Using One Note effectively and accessing departmental resources to enhance effective planning and to collaborate with all staff
- Improvement in student engagement and academic achievement - data driven
- Improvement in general student behaviour
- Had fun with my class while they learnt at the same time
- Differentiating the curriculum to cater for the wide range of learning needs in the class
- Coordinating student passion projects
- Engaged in quality professional learning via Zoom
- Using data, especially literacy and numeracy data, to effectively plan and program quality teaching and learning
- Exploring play-based learning
- Effective and efficient communication with parents

- Implemented remote learning
- Filmed/edited videos for Education Week and for other school events and purposes
- Sports competitions
- Flexible - adapting to changing roles and programs
- Worked with parents to develop goals and strategies to support students' learning

Grade/Stage/Team Achievements

- Deep collaborative planning and programming on One Note to ensure that all students' needs were addressed
- Online learning was positive and successful
- Using assessment to implement planning/learning
- True and authentic collaboration with stage team and keeping a really positive and true team spirit!
- Team building and professional learning challenges together

Whole School Achievements

- Supporting each other (staff) through uncertain times
- Supporting each other and the students/wider community during COVID restrictions
- Keeping our focus firmly on the academic, wellbeing and welfare of the students in a really difficult year and overcoming continuous setbacks
- Being positive throughout
- Kept a sense of normality during COVID restrictions
- Planned and programmed together and followed whole school scope and sequence documents to ensure continuity of learning for all students
- Undertook quality professional learning in literacy and numeracy and applied new knowledge in classroom practice
- Always putting students first, at the forefront of any decisions we made

Whilst staff make a difference on a day-to-day basis in classrooms and at the front office, our various parent-operated committees and structures have allowed students to flourish in a supportive and well-resourced environment. Sincere thanks to the P&C and various committees for your strong support this year. You have been outstanding! Thanks again to all parents who have continued to support our school this year. You are wonderful!

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 2021 being another year of continued success for our students, staff and community.

Mrs Sue Ross - Principal

Message from the school community

What an amazing year for our amazing Nicho community!

I'd like to thank you all for your incredible and tireless effort in supporting the P&C and our little school in 2020.

While COVID stopped many in their tracks, we blossomed and delivered a range of achievements no one felt possible.

Working hand-in-hand with the school, parents and the community, we've upgraded toilet blocks, commenced the development of our COLA and sports ground upgrade, and completely re-launched our urban garden. We've supported learning within the classroom with inspirational speakers, electronic white boards, teaching support, and soon-to-be new air-conditioning. We've even helped write the new school song!

Our fundraising effort has been phenomenal. Led by our incredible Tricks and Treats Discount Book (355 sold), and supported by fruit and veg boxes, trivia nights, father's day lunches, and more, our fundraising has delivered a net profit in the first six months that's already greater than our full year earnings from last year. All in the face of a pesky virus!

As well as improved communication, by developing our own website, we've simplified families' shopping experience for events, uniforms, and (soon to be) an improved school lunch offering. As testimony, the "Nicho Shop" has already seen more than \$10k travel through its digital doors.

Of course, and perhaps most importantly, our focus has been on ensuring our community remained connected and engaged in times where everything was making that more and more difficult. We've tried to provide a window into the school at a time where physical restrictions made that nearly impossible, and we hope we've been successful.

In closing I wanted to again say a huge thanks to everyone who has volunteered their time and knowledge, with one goal

in mind - the betterment of our children.

On behalf of the wonderful P&C, may your 2021 be relaxing, full of cheer, and absent of home-schooling.

Kindest wishes

Ashley McGrath

President

NSPS P&C Association

Message from the students

*** 2020 Graduation Speech by Wolf Stringer, 2020 Nicholson Street Public School Captain:**

I joined Nicho in year three, and I was welcomed by such a loving community.

In my, now, four years at Nicho, I've had the benefit of being with two different principals: Mrs Ross and Mr Buenen. Each of whom have steered the Nicho ship with the right balance of authority and kindness.

As well as having these two great principals, I have had four teachers who have taught me so many things in my years here: Mr Wise, who had us doing yoga every day; Ms Miller, a dedicated educator who has been leading our creative learning for the past year; Ms Norrish, who always comes to school with a smile on her face; and Mr Lee, for who we were his first Australian class and who for us was a little scary at first but, as the year has gone on, has been a kind, innovative and, sometimes, hilarious classroom leader, who always gets the best out of us.

All of these teachers taught with passion and love throughout the whole of my primary school life, and I know they will continue to help other students with the same love and care they showed us.

Some of the biggest contributors to our school community are the parents and staff that help make our school shine, from all the staff that work in the office to the P&C who raise money to help this school thrive. Our school runs off the love that they show to us.

The students make up the largest part of the Nicho community. Together, we strive to succeed and, day by day, welcome each other with open arms into the Nicho community.

Every student at Nicho shows love and care to one another. And that's what makes the school so great - that's the Nicho spirit.

I leave here with sadness saying goodbye to old friends but with excitement at the future ahead; walking towards my high school years with the knowledge and experience that I have learned at this wonderful school.

Thanks to everyone!

*** 2020 Graduation Speech by Olivia Hickey, 2020 Nicholson Street Public School Captain:**

Learning, Laughter, Life, the school motto that describes our school values perfectly. When I walked through the tall dark green gates for the first time, holding my mum's hand tight, my knees felt like jelly. I slowly walked to the kindergarten classroom when suddenly bright vibrant colours filled my eyes, and I was welcomed into the Nicho community. It took me a few weeks to ease into going to school but every week I was encouraged to try new techniques and to share my input with the class. Of course, it was rather nerve-wracking, but it became easier and easier. This is just one of the great things about Nicho, I'm always encouraged to try and get over my fears and to come out of my comfort zone. I'm confident that the next generations that are soon to come are going to feel happy and safe when they enter Nicholson Street Public School because of the safe and amazing facilities as well as students and staff.

Being elected as 2020 Nicho captain has been my greatest achievement and I will be forever grateful to Nicho for this opportunity. It has been such a fun and exciting journey that I can't thank Nicho enough for. I'm so truly honoured to have been able to lead our school this year.

Another great memory that I will miss is when I walk to school with my sister every day. This is because when I walk to the end of my street every day, I'm always greeted with a smile and a wave. This puts a smile on my face every time.

As well as looking forward to high school next year, the wonderful qualities that Nicho has will never be the same for me in anywhere else I go. I'm certainly going to miss the lovely teachers that have pushed me to my full potential and

encouraged me to do my best for seven awesome years. At Nicho, I have built such amazing friendships that will stick with me forever! I love Nicho as if it were my second home. I hope to visit some time to catch up on the latest news. Fortunately, my sister has two years left at Nicho, so I will still feel a part of the Nicho family.

I will miss Nicho and I hope to see some of you around Balmain.



School vision

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 130 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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 2020 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 2020.

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 82% 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)
<p>Student results in literacy reflect high learning expectations with an increase in the percentage of students demonstrating and exceeding expected growth.</p> <p>Detailed analysis of literacy assessment data shows 82% of students are on track to meet and exceed benchmark growth data. A strong focus will be continued throughout 2021 to ensure Nicholson Street Public School, as a whole, achieves higher value add in NAPLAN literacy.</p>	<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

Student results in literacy reflect high learning expectations with an increase in the percentage of students demonstrating and exceeding expected growth.

Detailed analysis of literacy assessment data shows 82% of students are on track to meet and exceed benchmark growth data. A strong focus will be continued throughout 2021 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)
<p>Student results in numeracy reflect high learning expectations with an increase in the percentage of students demonstrating and exceeding expected growth.</p> <p>Detailed analysis of numeracy assessment data shows 81% of students are meeting and exceeding benchmark growth data. A strong focus will be continued throughout 2021 to ensure Nicholson Street Public School, as a whole, achieves higher value add in NAPLAN numeracy</p>	As above

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

Evaluation	Funds Expended (Resources)
<p>School wide data collection practices are evident. Teacher efficacy in data collection and usage is surveyed and results shared and compared to original baseline data.</p> <p>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 2021.</p>	As above

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

Evaluation	Funds Expended (Resources)
<p>Students and teachers are surveyed on quality of feedback. Teacher observations display evidence that students are able to reflect on feedback and know and articulate what they need to do to improve.</p> <p>Lesson/teacher observations reflect increased skills in the use of formative assessment and feedback.</p>	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.



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. Student surveys indicate positive experiences in these lessons.

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)
Survey school community following delivery of learning spaces on areas of active engagement, ownership and school connectedness, collaboration and creative learning.	<ul style="list-style-type: none">• School executive professional learning - \$3000• Staff: school-based professional learning• K-2 classroom remodelling - \$5000

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

Evaluation	Funds Expended (Resources)
Survey school community following delivery of learning spaces on areas of active engagement, collaboration and creative learning.	<ul style="list-style-type: none">• As above• 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.

Next Steps

- 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

- STEMshare bookings of key equipment throughout 2020;
- Years 3-6 implement Lego robotics as part of STEM delivery in classrooms;
- STEM/Science Day lead by teachers and parent 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)
Classroom observations, teaching and learning program reviews display strong evidence that a coordinated approach to STEM education is evident across all classrooms. 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">• STEM units and resources• \$8000 from P&C towards Interactive Whiteboard in Year 3 classroom• STEMshare kits (borrowed from the department)

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)
Teaching and learning program reviews display strong evidence that a coordinated approach to STEM education is evident across all classrooms. 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">• STEM units and resources• STEMshare kits (borrowed from the department)

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

Evaluation	Funds Expended (Resources)
Student and staff surveys reflect increases in teacher efficacy and understanding across all aspects of STEM education. Implementation of a coordinated approach to professional learning that developed teacher skills in STEM education.	As above

Next Steps

- 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 2021.
- Staff are 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 2021.
- Students 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.
- School leaders provide more opportunities and structures for teachers to collaborate, observe professional practice and to implement Future-Focused Learning..
- 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 2020 for Aboriginal background loading.
English language proficiency	\$6547 - English Language Proficiency Equity Loading	English language proficiency funding received for 2020 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	\$61,160 consisting of 0.4 FTE staffing load and \$17,406 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 2020 professional development plans along with school wide focus areas.
Socio-economic background	\$2034	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	\$43,443	Beginning teacher support funding was utilised to provide release from face to face teaching to five early career teachers and their assigned mentor. This program of support linked to the coaching and mentoring program established using the QTSS funding provided to the school in 2020 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			
	2017	2018	2019	2020
Boys	86	88	89	64
Girls	81	82	79	66

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	94.7	96.7	89.5
1	95	93.7	93.4	93.2
2	95.6	93	96.5	92.9
3	94.5	94.5	95.7	95.4
4	95.3	94.1	95.6	93.7
5	95.6	94.3	93.5	93.8
6	95.1	94.9	94.8	91.3
All Years	95.1	94.1	95.3	93.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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:

- 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)	3.69
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 2020 the school leadership team took an active role in planning high quality professional learning experiences that were delivered across five 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. The majority of this professional learning took place online via Zoom conferences and Webinars. Staff participated in individualised and group professional learning in the areas of:

- Strategic Improvement Plan
- Leading Evaluation, Evidence and Data (LEED) project
- 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
- 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
- Mathematics
- Creative Art
- Online Literacy and Numeracy teaching and learning
- Festival of Instrumental Music (FOIM) Recorder Workshop
- Peer Support Training
- Netball Coaching
- Autism Professional Learning
- Leading Improvement in Literacy K-6
- NAPLAN Online
- Musica Viva
- Growing Great Leaders" Program
- Sharpening Operational Foundations
- Road Safety Education
- Edutech Conference
- School Excellence in Action
- Behaviour Management
- Dyslexia and Significant Reading Difficulties
- Check-In Literacy and Numeracy Assessments
- School Improvement and Excellence
- Building Operational Effectiveness

All teachers at Nicholson Street Public School worked to gain an understanding of the changes to teacher accreditation in New South Wales. In 2020 there were five early career teachers working towards attaining accreditation at proficient level and five 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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	206,437
Revenue	1,546,284
Appropriation	1,399,614
Sale of Goods and Services	229
Grants and contributions	145,559
Investment income	707
Other revenue	175
Expenses	-1,689,099
Employee related	-1,462,416
Operating expenses	-226,683
Surplus / deficit for the year	-142,816
Closing Balance	63,621

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.

	2020 Approved SBA (\$)
Targeted Total	100,149
Equity Total	69,741
Equity - Aboriginal	0
Equity - Socio-economic	2,034
Equity - Language	6,547
Equity - Disability	61,160
Base Total	1,146,506
Base - Per Capita	40,405
Base - Location	0
Base - Other	1,106,101
Other Total	56,179
Grand Total	1,372,574

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Students in Year 3 and Year 5 at Nicholson Street Public School participated in the literacy and numeracy Check-in assessments in Terms 3 and 4, 2020.

The NSW Department of Education developed the Check-in assessment literacy and numeracy package to support schools during, and following, the period of learning from home.

The Check-in assessment was an optional online reading and numeracy assessment and was developed for use with students in Years 3, 5 and 9. It could be used to complement the suite of short assessments which already exist, and to supplement other school practices used to identify how students were performing in literacy and numeracy.

Schools that participated in the Check-in assessments were able to access Scout reports which provided information on how students were performing in literacy and numeracy.

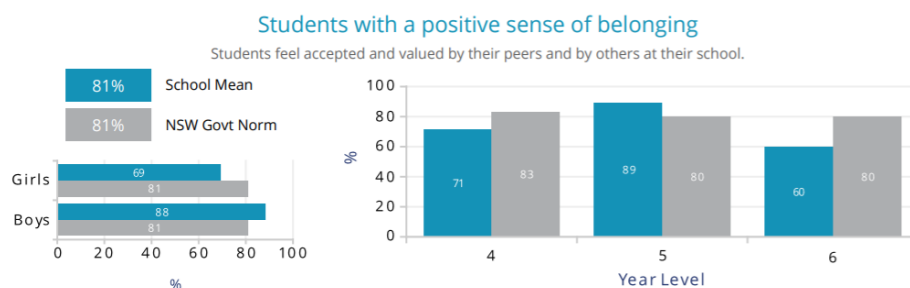
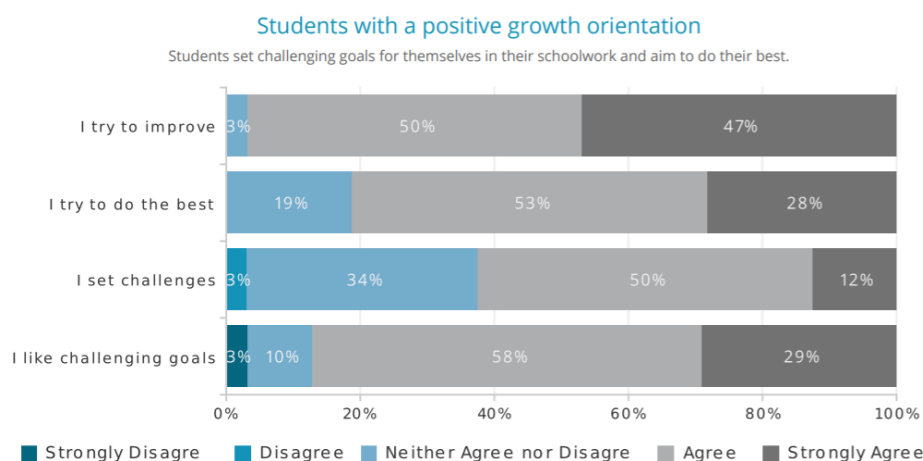
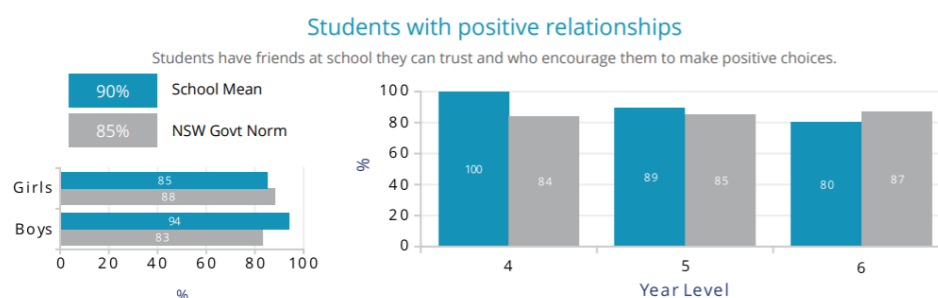
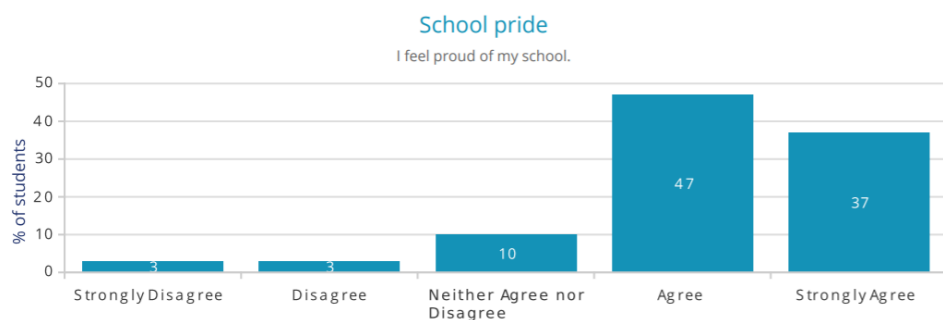
The Check-in assessment was mapped to the NSW Syllabuses, the National Literacy and Numeracy Learning Progressions and to teaching strategies. Teachers could access the Scout reports to identify how their students were performing, and could use the teaching strategies to tailor their teaching to suit student need.

Nicholson Street Public School teaching staff found the 2020 Check-in assessment literacy and numeracy package to be a valuable teaching and learning tool.



Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. Throughout 2020 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:



These results are based on data from 31 respondents in this school who completed the Parent Survey.

School Supports Child's Behaviour

Inclusive school

School Mean (NSW Govt Norm)	6.4 (6.7)
Teachers help students who need extra support.	6.2
School staff create opportunities for students who are learning at a slower pace.	6.6
Teachers try to understand the learning needs of students with special needs.	6.4
School staff take an active role in making sure all students are included in school activities.	6.1
Teachers help students develop positive friendships.	6.7

Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	7.3 (7.4)
I feel welcome when I visit the school.	7.7
I can easily speak with my child's teachers.	7.9
I am well informed about school activities.	6.2
Teachers listen to concerns I have.	6.8
I can easily speak with the school principal.	7.4
Written information from the school is in clear, plain language.	7.3
Parent activities are scheduled at times when I can attend.	6.8
The school's administrative staff are helpful when I have a question or problem.	8.9

School Supports Learning

School supports learning

School Mean (NSW Govt Norm)	6.4 (7.3)
Teachers have high expectations for my child to succeed.	6.1
Teachers show an interest in my child's learning.	7.1
My child is encouraged to do his or her best work.	7.1
Teachers take account of my child's needs, abilities, and interests.	6.4
Teachers expect homework to be done on time.	5.2
Teachers expect my child to work hard.	6.5

School Supports Learning

School supports positive behaviour

School Mean (NSW Govt Norm)	7.2 (7.7)
Teachers expect my child to pay attention in class.	7.9
Teachers maintain control of their classes.	6.3
My child is clear about the rules for school behaviour.	8.8
Teachers devote their time to extra-curricular activities.	5.9

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 2020, 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)

At Nicholson Street Public School we provide an innovative curriculum designed to meet the needs of our diverse student population.

In 2020 our students participated in an amazing array of programs and initiatives thanks to our very dedicated and hard working staff. These included:

- NSPS Music Program - Concert and Training Bands, Recorder Groups, Introduction to Music Group, Trash Percussion Group
- Tea and Tissues" Morning Tea - 2020 Kindergarten Parents
- Student Representative Council (SRC)
- School Swimming Carnival
- Chess Club
- NRL Wests Tigers Players' visit
- PSSA Sport: Years 3-6
- Smiling Mind Mindfulness Program
- Clean Up Australia" Day
- Stage 3 - National Young Leaders' Day
- National Day of Action against Bullying and Violence
- National Simultaneous Storytime
- Stages 2 and 3 - Online Safety Talk
- Education Week - Class Video productions
- Education Week student talk - Nell Hardy
- Kindergarten - 100th Day of School Celebrations
- ICAS Assessments
- Premier's Reading Challenge
- Fruit and Vege Month
- NSPS Premier's Spelling Bee Competition
- Sporting Schools Australia Coaching Programs: NetSetGo (Netball) and HookIn2Hockey (Primary Hockey)
- NSPS Science Week: Jolly Bops Science Show; Nicho's Amazing Science Adventures (NASA) Community Day
- NSPS Public Speaking Competition
- R U OK? Day
- Sportspro Gymnastics Lessons
- Year 6 Surf Awareness - Theory and Practical Training
- Year 6 Fundraising Groups
- Year 6 Mural
- NSPS Football League and Street Volleyball Competitions
- K-6 Footsteps Dance program
- Book Week Performance: "The Greatest Discovery
- Junior and Senior Dance Groups
- Lego Robotics
- Nicho Zoom Halloween Costume Parade and Mini Halloween Festival
- French Language Lessons
- Musica Viva Performance: TAIKOZ
- NAIDOC Week Performance: Majeda Beatty
- NSPS Remembrance Day Service
- Specialist Student Choir - New NSPS School Song, "Who We Are
- End of Year Class "Celebration of Learning" events
- NSPS Talent Quest

