

2021 Annual Report

Nicholson Street Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was another successful year for Nicholson Street Public School. Despite the enormous challenges we have faced throughout the year, I am so proud of the way all of our students have continued to shine through the many endeavours they have pursued. Again, we had many of our traditional events changed, but our students have always bounced back and embraced the opportunities that they have been able to engage in.

More than ever, I have been touched by how grateful and appreciative our students have been of what they have been able to do, rather than dwelling on the things that have been different - well done Nicho! A highlight of many days this year for me has been having the opportunity to stand on Nicholson Street most mornings and welcome people to school. I get such a buzz out of the warm "Good morning, Mrs Ross", I get each day and I have found that this sets me up for a fabulous day.

When I think about why Nicholson Street Public School is such a wonderful school, it is not just because of the opportunities in academic aspects of school life. It is not just because of the opportunities offered in the areas of sports, the Arts, public speaking and leadership.

The reason that we are among the best of the best is because we have high expectations for students to have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens. Providing 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!

All of the Nicho staff (teaching, administrative and support) have worked harder than ever throughout 2021 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!

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. I sincerely thank our parents and friends for your ongoing partnership and support throughout 2021. A special mention to our P&C for your relentless focus on improving opportunities for our students.

There are two groups that I particularly want to acknowledge: Firstly, our kindergarten class of 2021. What a year they have had - the excitement of starting "Big School" followed by new adjustments and changes and then back to the old, only without the safety net of carers and loved ones coming into school. This group of amazing young people have absolutely blown me away with their positive attitude and resilience. I know that they will have fantastic stories to share with their own children and grandchildren about their first year of school!

To Year 6 - I am extremely proud of you and all that you have achieved and look proudly at the fine young men and women you have become. Seeing you all push yourselves beyond your comfort zones, encourage and support one

another and also rely on each other showed me that you are extremely well prepared for the adventures that lie ahead. As you move off to high school and beyond, remember the lessons that you have learnt during your primary school journey. I do not mean just in the classroom, but more importantly from the relationships you have had and the challenges you have faced.

As I will be taking leave in 2022, I want to finish by saying that it has been the privilege of my professional life to have been the principal of this great school for four years, to work with and support some truly outstanding students, staff, wonderful parents and the most amazing community. As teachers our rewards are simple - we rejoice when we see our students learn, when we see the spark of understanding that lights enthusiasm and passion and unlocks talent - and we have wonderfully talented students here at this school. We celebrate just as much for the student who achieves remarkable results (and there have been plenty of those over the years) to the ones who stick it out, work hard and try their absolute best.

To the students of Nicho, I remind you to continue to strive for your personal best. Maintain those high expectations of yourselves, and you will continue to rise, to become the best you can be, in whatever you pursue. Remember that mistakes are opportunities to learn, and never stop learning. That means never stop making mistakes. Set audacious goals and strive towards them. And keep that moral compass to guide your decision-making, with empathy in your hearts, kindness in your actions, respect in your interactions, and the courage to speak up when you know that's the right thing to do.

To the parents and carers of Nicho, thank you for your collaboration as we have worked together to support your children. I have appreciated your open communication, your feedback and the positive approach of teamwork that you've brought to our conversations.

To my colleagues - I have learned much from our professional dialogue and your expertise. I have valued your commitment to your craft, and to our students and their learning. We all know that a school is a workplace like no other, united as we are by our motivation to make a difference to young lives. Every day is different, and every challenge is an adventure. I have valued your support alongside me through the challenges we have faced together (let's not mention COVID) and our achievements as we have worked so hard to ensure that our students have the best opportunities possible.

At a whole school level, I feel extremely proud of the many programs and initiatives introduced, implemented and nourished by Nicho staff, supported by Nicho parents, P&C and the school community, over the last four years, including:

- new curriculums;
- expert and updated planning and programming;
- refinement of assessment and reporting procedures;
- collaborative teamwork and dynamic professional learning for staff;
- revision and updating of school policies and procedures;
- securing a \$90,000 government grant for the proposed Nicho Playground upgrade;
- working with the department's Assets area to install new adult toilets, security doors and a security bell in the school office, air-conditioning throughout the school and proposed solar panelling in the school library;
- implementation of the new School Improvement Plan;
- External Validation and striving for school excellence;
- Nicho's first involvement in the Schools Spectacular;
- STEM programming and Lego robotics;
- Premiers' Reading Challenge;
- introduction of Premier's Spelling Bee;
- introduction of PSSA sport;
- Nicho's first involvement in the Sporting Schools program;
- implementation of new student wellbeing programs such as 'You Can Do It' and 'Smiling Minds';
- extracurricular programs such as National Simultaneous Storytime, Musica Viva, French language lessons, "The Big Day In" and the Sydney Theatre Company - this list is not exhaustive.
- And our collective commitment to remote learning over the past two years to ensure that we have maintained quality education for all our students has been outstanding!

We have truly achieved so much at Nicho over the last four years!

I sincerely believe that we rise by lifting others. Keep lifting together! 2022 is the new year that we are all eagerly anticipating. It will be a year of new challenges, but I am sure also many new rewards and continued success for our students. As the chorus of our school song reminds us ...

"A place where you are free to be who you are; a place where you are free to accomplish every dream; a place where you are free to reach for the stars; we're Nicholson Street it's who we are".

Mrs Sue Ross, Principal

Message from the school community

The sigh of relief the school community felt at the end of 2020 was of course short lived, as 2021 proved even more challenging. Where last year we'd managed to find ways to remain connected, engaged and somehow raise some funds, this year proved to be a bridge too far with lockdowns and tight restrictions stopping all but the most basic P&C community functions.

While we never managed to specifically complete the works, things continued ticking over with longer term projects such as the COLA and playground tender, the sports court upgrade, and solar installation; all of which we will endeavour to complete in 2022.

Sadly most other activity ground to a halt for 2021, with our flagship Halloween event being cancelled completely. With that said our community is resilient and is already feeling revitalised and ready to move quickly into the coming year.

Thanks as always to our principal, teachers and, of course, the friends and families that make Nicho such a wonderful place to educate and raise our children.

Ashley McGrath (he/him/his)

President

Nicholson Street Public School

Parents and Citizens Association

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 117 with 17% of students from non-English speaking backgrounds is drawn from the local area and reflects the diversity of the Balmain Peninsula.

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 students, staff and the community.

Through our extensive situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence base provided by (What works best: 2020 update) and (How schools can improve literacy and numeracy and why it (still) matters). Our wellbeing, student engagement and parent/community focuses are underpinned by the evidence base provided by (Student Wellbeing), (Student Behaviour Strategy), (High Potential and Gifted Education policy) and (Creating a culture of excellence case studies).

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 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: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$18,654.10

Summary of progress

Our focus for 2021 was on the development of effective teaching methodologies to support and promote student attainment in reading comprehension, number sense and place value. The primary focus was on the use of highly-effective teaching practices to improve reading comprehension skills and strategies, which effectively supports the attainment across all key learning areas in the school. We primarily focused on creating a change culture within our teaching staff to develop highly-impactful teaching strategies, as outlined in the CESE Document, 'What Works Best', and marrying this with up-to-date expert pedagogical underpinnings. Teams started the process of developing consistent and evidence-based practices and protocols across the school and commenced the journey of creating, sourcing and triangulating data sources to inform practices to address reading comprehension and number sense. The commencement of initiating consistent and quality evidence based assessment practices to drive high-quality teaching and learning that will underpin both the collection, collation, analysis, planning and implementation of these programs was underpinned by the overarching aim to identify and address individual student need and how to move students.

Substantive and robust communication, with the use of educational experts was a focus of staff meetings to ensure that all staff could access information to up-skill all staff, whilst also raising awareness of the next practice movements regarding these areas of the curriculum. Teachers started talking about and developing a unified approach to the use of student data to plan and embed quality practices into their everyday teaching. This initial stage was stunted by the onset of online learning and so teachers had to be resourceful, resilient, creative and flexible in the way in which they would continue to develop reading comprehension and number sense across our school in an online capacity. Using highly-effective programming and engaging delivery methods, all teachers continued to focus on these two areas of teaching and learning and feedback and feed-forward became a valuable component of the change in teaching and learning. Over the course of the year student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This information has been shared with all key stakeholders in multiples modes of delivery, such as reporting, meetings, data profiles, program compilation and updates and discussions.

Moving forward into 2022, in this initiative we intend on collaboratively developing all of our teaching staff in regards to high-level pedagogical practices in the areas of reading comprehension and numeracy. We will drive a variety of effectively strategic processes and procedures school wide so that we effect positive change in student growth and attainment. The processes we will implement involve establishing a rigorous framework of assessment and the use of high-quality feedback and feed-forward practices to drive progress. We will use a collaborative and consistent approach to begin structured collegial observations where teachers of all expertise and experience will observe and learn from one another. All of the actions will actively support the improvement and development of high-quality teaching practice across the school to improve student growth and attainment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|-------------------------|------------------------------|
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| <p>NAPLAN Reading</p> <ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top two NAPLAN Reading bands is at or above the system-negotiated target lower bound of 68.5%. • The proportion of Year 5 students achieving expected growth in NAPLAN Reading is at or above the system-negotiated target baseline of 58%. | <p>68% of students are achieving in the top two bands (NAPLAN) for reading indicating strong growth in the progress toward the 2022 lower-bound target of 68.5%.</p> <p>The percentage of students achieving expected growth in reading increased to 66.7% indicating achievement of the 2023 lower bound target of 58% and exceeding the upper-bound target of 63%.</p> |
| <p>NAPLAN Numeracy</p> <ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top two NAPLAN Numeracy bands is at or above the system-negotiated target lower bound of 58.9%. • The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy is at or above the system-negotiated target lower bound of 62.2%.. | <p>48% of students are achieving in the top two skill bands (NAPLAN) for numeracy indicating more progress in needed to achieve the 2022 lower-bound target of 58.9%.</p> <p>The percentage of students achieving expected growth in Numeracy increased to 88.9% indicating achievement of the 2023 lower-bound target of 62.2% and exceeding the upper-bound target of 67.2%.</p> |
| <p>NAPLAN Value-Add</p> <ul style="list-style-type: none"> • The school's value-add trend for K-3, 3-5 and 5-7 is positive (Delivering/Sustaining and Growing). | <p>No value added data was available in 2021 due to changes in the Best Start assessment in 2018. There was a slight upwards trend over the last three years in years 3 to 5. There was a slight upward trend in years 5 to 7.</p> |
| <p>End of Year School Self Assessment against the SEF will show "Sustaining and Growing" in:</p> <p>Curriculum; Assessment; Effective Classroom Practice; Reporting; Student Performance Measures; Data Skills and Use; Professional Standards; Learning and Development; Educational Leadership; School Resources.</p> | <p>We are sustaining and growing in all domains apart from Assessment, Student, Performance Measures, where we are still in the delivering phase. These two domains will be carried forward into the planning of 2022 and be a focus in our strategic directions.</p> |

Strategic Direction 2: Connect, Succeed, Thrive and Learn: Student wellbeing and engagement in learning

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Optimal learning environments, where students feel supported and encouraged to achieve excellence in their learning, will ensure that all students, including high potential and gifted students, have the opportunity to achieve their best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Personalised Learning

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

QTSS release: \$23,993.25

Low level adjustment for disability: \$62,253.23

SBAR Part-Time 0.2: \$22,424.00

SBAR RFF 0.21: \$23,545.00

SBAR Library 0.2: \$22,424.00

AP Position on hold (AP higher duties portion): \$34,787.00

Integration funding support: \$84,015.99

SFLM and other staffing: \$2,968.00

6300 - School Community Funding: \$22,780.00

Socio-economic background: \$1,042.62

English language proficiency: \$6,737.30

Literacy and numeracy: \$615.00

Summary of progress

Our focus for strategic direction 2 for 2022 was on developing and maintaining highly-effective wellbeing and engagement in all areas of learning across the school and also to develop and sustain highly-effective systems and processes around personalised learning to support all students to access teaching and learning across the school. Focusing on developing and sustaining systems and processes to ensure all key stakeholders feel known, valued and cared for, so that all at NSPS have multiple opportunities to connect, thrive and learn in all areas of the curriculum, the Wellbeing team was first tasked with an audit of existing systems and processes of this area. The school team analysed the existing systems and processes in place that actively support and develop wellbeing across the school. Using multiple data sources, such as Tell Them From Me, School based surveys, feedback from staff, parents and students, anecdotal and observational data of wellbeing programs running in the school and Sentral data on behaviour, the team highlighted key points of areas for development and analysis. As a snapshot staff also collected and analysed data on the engagement of students during all stages of learning, both face to face and during online learning. Analysis of this data indicated that our systems and processes designed to promote wellbeing and engagement needed development, in particular due to the past 18 months of interrupted learning programs (COVID - 19, learning from home).

All teaching staff engaged in professional dialogue on developing whole-school wellbeing practices and processes, students engagement and personalised learning, which was guided by evidence from data analysis phase. All teaching staff came to the common consensus that the need for a rigorous, explicit, structured and whole-school approach to wellbeing was imperative in supporting our students. From the data it was evident that a whole school focus on developing the wellbeing of all key stakeholders was a major priority and needed a common core practice across the school that related to the school values and the positive reward system and behaviour management system already in place. All teachers were in board in delivering a high quality wellbeing program 'You Can Do it', using this program to plan and design quality practices into their everyday teaching. Student learning outcomes have been tracked through detailed and thorough collection and analysis of assessment data and this information proves that students have shown improvement across the board. The 'You Can Do It' wellbeing program has been very well received by students and also by parents during online learning, supporting wellbeing dialogue and activities in households. This actively extended the wellbeing program to encompass all key stakeholders and has developed a common language of wellbeing and engagement across the school community. What we, as a staff, had initially thought may be a barrier during lock down was in fact an enabler to allow the wellbeing program to flourish in a unique situation, offering a rich and positively impactful experience across all key stakeholders.

The work that has been carried out throughout the year to further evolve and tighten practices and procedures that develop personalised learning and move students forward irrelevant of diagnosis or disability, has been empowering for all key stakeholders. The development of a tiered approach to support personalised learning was introduced and all staff engaged in professional learning and development on the tiered approach to supporting specific students need. This initiative enabled all staff to develop rigorous systems to build on the support already in place for specific students and acted to affect positive change on a larger scale across the school. Staff have navigated seamlessly through the change in delivery mode to online learning, consistently support their students in management and support of specific student need, addressing all specific need to ensure all students can connect, succeed, thrive and learn across the curriculum.

Next year in this initiative we will work with all staff to establish, develop and maintain systems and processes that ensure the wellbeing for all key stakeholders are met and the ongoing effectiveness and usefulness of 'You Can Do It' program will be examined. We will focus on developing the use of Visible Learning strategies, particularly learning intentions and success criteria, to ensure that explicit teaching and learning is evident and supported. We will further develop a system of collegial observations of practice to upskill and support teachers to deliver personalised learning to ensure all students access the curriculum.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| <ul style="list-style-type: none"> TTFM Wellbeing data (advocacy, belonging, expectations) is above the system-negotiated target baseline of 83.1%. | <p>Our Wellbeing (advocacy, belonging and expectations), data showed an uplift to 88.44%. This will be a continued focus moving into 2022.</p> |
| <ul style="list-style-type: none"> Expectations of learning and behaviour are co-developed with all students, staff and community and monitored through explicit learning, behaviour and attendance plans based on the findings from the Wellbeing Self-assessment Tool. Teachers undertake a sequenced program of professional learning in the Every Student is Known toolkit with a refined focus on Personalised Learning, Attendance and Relationships. | <p>Implementation of positive learning behaviours were agreed on in consultation with parent, teacher and student body. The Wellbeing Self Assessment Tool suggested that all key-stakeholders were represented in the planning and monitoring of positive learning behaviours across the school.</p> <p>Staff engaged in professional learning in accordance with 'Every Student is Known' toolkit with a specific focus on Personalised Learning. As a whole school staff we will carry over Attendance and Relationship and continue to for these to be a focus in 2022.</p> |
| <ul style="list-style-type: none"> Decrease negative recorded behaviours by a minimum of 20% determined by a two year baseline of Sentral incident reports as at year end 2020. | <p>This was not effectively implemented in 2021 due to COVID 19. As a school we will reintroduce this target to school staff and carry this forward into 2022.</p> |
| <ul style="list-style-type: none"> Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 77.6%. | <p>Students attending NSPS during 2021 was 89.17%, which is well above the system negotiated target baseline of 77.6%.</p> |
| <ul style="list-style-type: none"> Improved three-year average TTFM survey data in the 'Collaboration' and 'Quality Feedback' drivers of student learning, from respective baselines of 6.8 and 6.3. Improved annual TTFM student survey data in the 'Relevance' and 'Positive Learning Climate' drivers of student outcomes from respective baselines of 7.2 and 7.1. Improved annual TTFM parent survey data in the following area: 'School supports positive behaviour' from respective baseline of 7.2. | <p>There is an increase in the data for 'Collaboration' and 'Quality Feedback'. There is an uplift to 8.3% in 'Quality Collaboration' and an uplift to 7.8% in 'Collaboration'. Both of these domains have an increase of 10% and these upward trends will be a continued focus in 2022.</p> <p>There is a minimal increase in the data for both 'Relevance' and 'Positive Learning Climate'. Relevance increased by 1% and 'Positive learning Climate' saw an increase of 4%. We can surmise that this minimal uplifts are due to online learning for much of 2021 and students not having access to face to face learning environments. These aspects of the key school learning domains will be a continued focus moving into 2022.</p> <p>There is a 9% increase in 'School Supports Positive Behaviour' from 7.2% to 8.3%. This is a positive upward trend and will be a continued focus for 2022.</p> |

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| <ul style="list-style-type: none"> • All staff have participated in an initial QT coding of lesson extracts. • 40-50% of staff have participated in QTR in PLCs across stages. • Teachers who participated in QTR in 2021 collaboratively develop teaching and learning programs incorporating QT. • QTR fidelity checklist is utilised to provide baseline data. | <p>Quality Teaching Rounds were unable to be implemented due to COVID and moving to the online learning structure for much of 2021. This will become a continued target in 2022.</p> |
| <p>End of Year School Self Assessment against the SEF will show 'Sustaining and Growing' in:</p> <p>Wellbeing; Assessment; Effective Classroom Practice; Learning Culture; Learning and Development.</p> | <p>Learning Culture, Wellbeing, learning and Development, Effective Classroom Practice. We are still delivering in assessment and this will be carried forward into 2022 as a target for improvement.</p> |

Strategic Direction 3: Parents, carers and the school community - partners in learning

Purpose

We would like to create life-long learners through positive relationships with the community. Facilitating open dialogue among and with all stakeholders in the community will encourage a positive culture of learning and wellbeing. By nurturing these relationships, diversity will be celebrated, creating a positive school and community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Communication Channels
- Active participation in whole school decision making
- Community Partnerships

Resources allocated to this strategic direction

Summary of progress

Our focus for 2021 was to establish and grow already existing levels of communication to support all key stakeholders in having buy in to the teaching and learning of our students. We also have focused in on developing and sustaining active participation in whole-school decision making processes across the school. Finally we actively engaged in developing programs, practices and procedures that promote and enhance community partnerships. Our school has always had a highly-active and engaged community and so this year in our four-year cycle we wanted to champion the efforts of our parent and friends community to ensure everyone feels known valued and cared for.

We have aimed to focus on high-impact formal and informal communication modes to ensure all key stakeholders are informed and engaged in learning and teaching and know and can celebrate what is happening everyday in our classrooms. We mapped our modes of communication at the commencement of 2021 to use multiple platforms so target specific and informative information. Using SeeSaw we have development a system of in the moment feedback that allows our parent community to see what is happening in the classrooms everyday and form discussions and celebrate the everyday teaching and learning our students. This platform has enabled all parents to keep informed about the authentic learning activities happening in each classroom and receive notifications and specific messages in a timely manner regarding the class and organisation. The feedback across the learning community has been hugely positive and overwhelmingly in favour of using SeeSaw moving forward as a mechanism to share everyday teaching and learning in each class. This is also an enabler of consistent account abilities in the classroom to ensure high quality and impactful teaching and learning is happening throughout the day, every day.

Due to home learning and community members not being allowed on the school grounds for 14 weeks, we had to use creative and innovative modes of participation in decision making at NSPS. Using Zoom as a way in which to check in with specific staff, parents and students was very popular. This mode of communication was considered to be a particularly strong component of the home-learning program that NSPS offered to all of its students. Throughout the home-learning phase the executive team and teaching team continuously met with the P&C, specific parent and community teams and one on one parent meetings to ensure that parents were continually updated regarding their students and that works to improve the school site attached to the SIP were still moving forward.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| • 10% improvement on annual TTFM parent survey data in 'Parents feel welcome' from baseline of 7.3 in 2020 to 8.0. | Parents feel welcome improved from 7.7 to 8.6 parents are informed improved from 6.4 to 8.6 and inclusive school improved from 6.9 to 8. |
| • 10% improvement on annual TTFM parent survey data in 'Parents are informed' from baseline of 5.8 in 2020 | Parents are informed improved from 6.4 in 2020 to 8.6 in 2021. |

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| to 6.4. | |
| * Commencement of outdoor learning environment modifications and playground upgrades, as per school and P&C multi-part proposals/plans put forward in 2020, with 50% of work completed. | Due to not receiving any tenders within our budget, we were unable to commence this work. We will look at modifying the scope of the work before going to tender again in 2022. |
| End of Year School Self Assessment against the SEF will show 'Sustaining and Growing' in: Management Practices and Processes; Learning Culture; Reporting; Educational Leadership; School Planning, Implementation and Reporting; School Resources. | We are sustaining and growing in all of the domains apart from reporting. This will be an area of focus for in our 2022 SIP to make improvements. |

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$84,015.99</p> | <p>Integration funding support (IFS) allocations support eligible students at Nicholson Street Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Weekly meetings <p>Procedures realigned to meet the needs of specific students Programs identified and delivered by all staff Professional learning for SLSO staff to support their delivery of programs for specific students Professional learning for teachers to support specific students in the integration to access the everyday teaching and learning curriculum.</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students with integration funding support have had consistent and impactful learning plans developed in collaboration and consultation with all key stakeholders. There have been frequent goal setting, implementation monitoring and evaluation meetings and check ins with all parties that support the learning of specific students working cooperatively in support of the system negotiated targets for individual students. Differentiation of learning to support the adjustments and accommodations made so that specific students can access the teaching and learning curriculum. Targeted support for specific students to ensure they are accessing the everyday teaching and learning curriculum at their level of entry point and that they are successful and engaged learners. Supported socio-emotional programs implemented by SLSO's and teachers to support the social and emotional growth and development of specific students. All SLSO's were able to develop procedures, practices and programs in collaboration with LS coordinator, department specialists and teachers to align teaching and learning experiences, in support of each individual student's needs. Clear and consistent communication was another positive impact of this allocation. Parent, LS coordinator and teacher occurred twice a term and this system allowed for a whole school focused approach to support specific students that have Integration Funding Support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued adjustments and accommodations made by SLSO's and teachers so that specific students can access the everyday teaching and learning programs. Continued differentiation in all Key Learning Areas.</p> |
| <p>Socio-economic background</p> <p>\$1,042.62</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nicholson Street Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> |

| | |
|---|---|
| <p>Socio-economic background</p> <p>\$1,042.62</p> | <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • equitable access to specialist resources • employment of additional staff to support [name] program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students have had an inclusive and equitable educational experience throughout 2021 and felt known, valued and cared for. No student has been deprived of any learning experience based on socio-economic reasons. All students have had adequate resources and equipment throughout the school year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to identify needs base of our students and insure that they have equitable and inclusive educational experiences that are well resourced.</p> |
| <p>English language proficiency</p> <p>\$6,737.30</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nicholson Street Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Personalised Learning Plans and differentiation in all teaching and learning programs have been collaboratively developed in consultation with LS coordinator and SLSO to support the EAL/D student needs, ensuring that EAL/D students understanding and have access to all teaching and learning in all classrooms across the school. Students on a needs base have been given specific support from SLSO and programs adjusted in line with Individualised Learning Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop, implemet and monitor programs, practices and procedures that support specific staff to work with EAL/D students so that they can access all teaching and learning and feel supported in their learning.</p> |
| <p>Low level adjustment for disability</p> <p>\$62,253.23</p> | <p>Low level adjustment for disability equity loading provides support for students at Nicholson Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$62,253.23</p> | <p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in: All staff supported to develop and implement Personalised Learning Goals as part of Individualised Learning Plans that staff are confident in planning and delivering through differentiated teaching and learning activities, ensuring all students are accessing the curriculum. Included in this is HPGE intervention. Talent groups resulted in students with specific strengths and interests being catered for and extended. Planning for high potential and gifted needs this resulted in improved outcomes for all students knowledge and understanding in specific and identified areas of the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward we will highlight differentiation in the classroom and continued focus on personalised learning. As a school staff we will engaged in professional learning on developing holistic, targeted and inclusive learning programs that develop all students and enable specific students learning opportunities in the domains that they need specific support, intervention and acceleration in.</p> |
| <p>Literacy and numeracy</p> <p>\$19,269.10</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nicholson Street Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Well resourced reading program based on next practice that staff feel confident how to use to support and develop reading. K-2 intensive reading showed that a larger proportion of K-2 students were developing reading skills and strategies. Multitit program resulted in specific students improvement in reading skills and strategies Commencement of number talks resulted in improved number sense across the school. Subscriptions were of specific importance in online learning enabling students to engage in quality literature in an online capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of programs and practices moving forward into 2022 will further strengthen and develop targeted numeracy and literacy programs.</p> |
| <p>QTSS release</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nicholson</p> |

| | |
|--------------------------------------|---|
| <p>\$23,993.25</p> | <p>Street Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: These activities resulted in a whole school approach to planning and programming quality teaching and learning experiences in a collaborative and consultative manner. Staff improvement in understanding and planning for differentiation and personalised learning. Improvement in engagement in teaching and learning activities due to teachers being better prepared to deliver quality teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to align resource allocation in 2022 to support the quality programming, practices and procedures of all staff.</p> |
| <p>COVID ILSP</p> <p>\$11,212.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: This resulted in students being able to access the teaching and learning programs and attain improved outcomes based on specific, intensive and identified support and acceleration.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward, in 2022 continued identification and support for students to cater for all specific student learning and development needs.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 88 | 89 | 64 | 61 |
| Girls | 82 | 79 | 66 | 56 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.7 | 96.7 | 89.5 | 95 |
| 1 | 93.7 | 93.4 | 93.2 | 93.5 |
| 2 | 93 | 96.5 | 92.9 | 95.7 |
| 3 | 94.5 | 95.7 | 95.4 | 94.7 |
| 4 | 94.1 | 95.6 | 93.7 | 93.4 |
| 5 | 94.3 | 93.5 | 93.8 | 94.9 |
| 6 | 94.9 | 94.8 | 91.3 | 94.6 |
| All Years | 94.1 | 95.3 | 93.1 | 94.5 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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) | 3.62 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 63,621 |
| Revenue | 1,611,918 |
| Appropriation | 1,407,317 |
| Sale of Goods and Services | 1,722 |
| Grants and contributions | 202,394 |
| Investment income | 185 |
| Other revenue | 300 |
| Expenses | -1,533,858 |
| Employee related | -1,246,475 |
| Operating expenses | -287,383 |
| Surplus / deficit for the year | 78,061 |
| Closing Balance | 141,682 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 84,391 |
| Equity Total | 70,033 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 1,043 |
| Equity - Language | 6,737 |
| Equity - Disability | 62,253 |
| Base Total | 1,143,768 |
| Base - Per Capita | 32,047 |
| Base - Location | 0 |
| Base - Other | 1,111,721 |
| Other Total | 58,213 |
| Grand Total | 1,356,405 |

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.

Parent/caregiver, student, teacher satisfaction

Throughout 2021, the school sought the opinions of parents, students and staff about various aspects about school life and decision making through a range of survey methods. The following results are based on data gathered from the 'Tell Them From Me Survey' 2021.

Parent Survey results are based on data from 14 respondents in this school who completed the between 19 Nov 2021 and 26 Nov 2021. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Student survey results are based on data from 42 students in this school who completed the survey between 25 Nov 2021 and 26 Nov 2021.

Teacher survey results are based on data from 8 respondents in this school who completed the Teacher Survey between 25 Nov 2021 and 26 Nov 2021. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Two-way Communication with Parents

Parents feel welcome

| | |
|--|------------------|
| School Mean (NSW Govt Norm) | 8.6 (7.4) |
| I feel welcome when I visit the school. | 8.8 |
| I can easily speak with my child's teachers. | 9.1 |
| I am well informed about school activities. | 8.6 |
| Teachers listen to concerns I have. | 8.4 |
| I can easily speak with the school principal. | 8.4 |
| Written information from the school is in clear, plain language. | 8.8 |
| Parent activities are scheduled at times when I can attend. | 8.0 |
| The school's administrative staff are helpful when I have a question or problem. | 8.8 |

Parent/caregiver satisfaction

Two-way Communication with Parents

Parents are informed

| | |
|---|------------------|
| School Mean (NSW Govt Norm) | 7.9 (6.6) |
| Reports on my child's progress are written in terms I understand. | 8.2 |
| If there were concerns with my child's behaviour at school, the teachers would inform me immediately. | 8.0 |
| I am informed about my child's behaviour at school, whether positive or negative. | 7.9 |
| The teachers would inform me if my child were not making adequate progress in school subjects. | 8.4 |
| I am well informed about my child's progress in school subjects. | 7.5 |
| I am informed about opportunities concerning my child's future. | 7.7 |
| I am informed about my child's social and emotional development. | 7.3 |

Parent/caregiver satisfaction

School Supports Learning

School supports learning

| | |
|--|------------------|
| School Mean (NSW Govt Norm) | 7.9 (7.3) |
| Teachers have high expectations for my child to succeed. | 7.9 |
| Teachers show an interest in my child's learning. | 8.4 |
| My child is encouraged to do his or her best work. | 8.2 |
| Teachers take account of my child's needs, abilities, and interests. | 7.7 |
| Teachers expect homework to be done on time. | 7.5 |
| Teachers expect my child to work hard. | 7.9 |

Parent/caregiver satisfaction

School Supports Learning

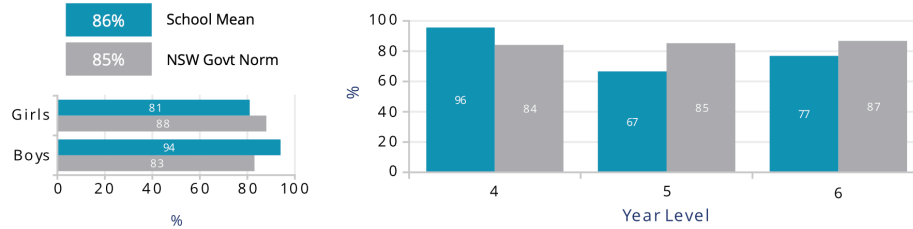
School supports positive behaviour

| | |
|--|------------------|
| School Mean (NSW Govt Norm) | 8.3 (7.7) |
| Teachers expect my child to pay attention in class. | 8.3 |
| Teachers maintain control of their classes. | 7.9 |
| My child is clear about the rules for school behaviour. | 8.6 |
| Teachers devote their time to extra-curricular activities. | 8.4 |

Parent/caregiver satisfaction

Students with positive relationships

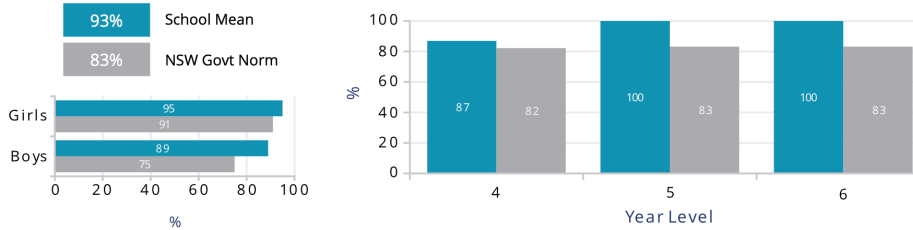
Students have friends at school they can trust and who encourage them to make positive choices.



Student Satisfaction

Students with positive behaviour at school

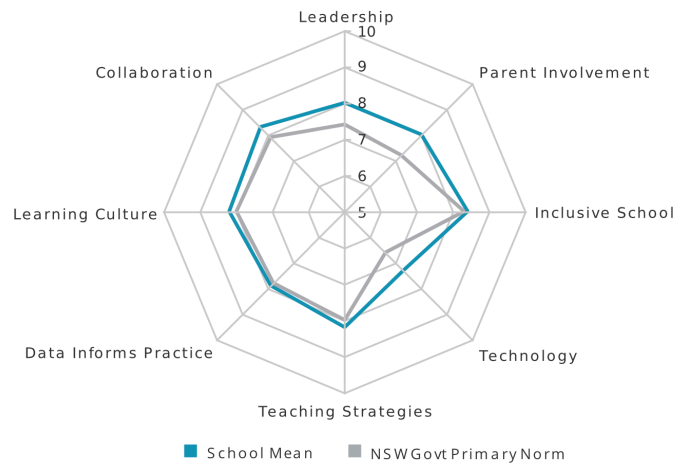
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



Student Satisfaction

Eight Drivers of Student Learning

Kindergarten - Year 6 (Primary)



Teacher satisfaction

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 - School statement

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 2021, 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

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 2021 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, Introduction to Music Group, Trash Percussion Group
- Tea and Tissues" Morning Tea - 2021 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
- Education Week activities
- 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
- NSPS Science Week
- 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 Online Performance
- Dance Groups
- Nicho Mini Halloween Festival
- Musica Viva Performance
- NAIDOC Week Performance
- NSPS Remembrance Day Service
- End of Year Class "Celebration of Learning" events
- NSPS Talent Quest
- And all of the wonderful online learning experiences we provided for our students!