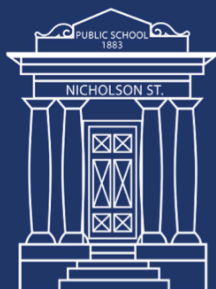# 2022 Annual Report

Nicholson Street Public School
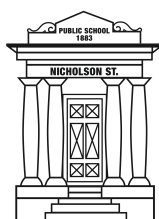
NICHOLSON STREET PUBLIC SCHOOL

A small school making a big difference

Nicholson Street, Balmain East NSW 2041 02 9810 2863

nicholson-p.school@det.nsw.edu.au

Learning, Laughter, Life.

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Introduction

The Annual Report for 2022 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.

School contact details

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Message from the principal

What a year 2022 has been. As a beginning Principal, I was very appreciative of the warm welcome and continued support of the Nicho community and the hard work and collegiality of our dedicated team of teachers and support staff. Together, in our first full year post-COVID, we were able to celebrate many successes, including:

- the refinement and resourcing of improved teaching and assessment practices to better support evidence-based teaching and learning;
- welcoming parents back onto school grounds and encouraging re-engagement in with the school;
- the re-establishment of many extra-curricular activities and performance opportunities eg. camps, debating, public speaking, musical ensembles, dance group; sporting opportunities etc.;
- the successful initiation and completion of numerous school infrastructure projects eg. interior painting, interactive panels in all classrooms, solar panels; basketball court resurfacing, COLA and playground upgrade project; and
- the successful re-launch of the Nicho Halloween festival, a huge community-building event for the school and the Balmain Peninsular which raised over $30 000.

The positivity that I have felt around the grounds this year has been tangible and I am excited to continue into 2023 with the same energy, enthusiasm and sense of community and belonging.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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: $19,269.10
Professional learning: $10,000.00
Per capita: $26,563.51

Summary of progress

Activities

- Our initial focus for this strategic direction was to create and implement a whole-school standardised assessment scope and sequence in order to gather student achievement data year on year for reading and numeracy. To this end, PAT test subscriptions were purchased (Reading, Grammar and Punctuation, Vocabulary and Maths) and a whole-school standardised assessment scope and sequence and a results spreadsheet was created to ensure that relevant data is gathered on a bi-annual basis (Tm1 and Tm4). This Assessment scope and sequence incorporated the PAT tests outlined above, the South Australian Spelling Test (SAST), Best Start and SENA 1 & 2. Yearly DoE assessments were also included the Stage 1 phonics assessment, the Check-in Assessments (Yrs 4-6) and NAPLAN (Yrs 3 & 5).
- Throughout the year, improving explicit and evidence-based teaching practices has been a focus for the school, particularly in regards to numeracy. The exec. team planned and presented PL on data analysis, Learning intentions, success criteria and differentiating success criteria to better cater for High Potential and Gifted Education (HPGE) students.
- Alongside this high-impact Professional Learning (PL) program, a structure for observations of teacher practice called Strategic Observation Cycles (SOCs) was developed and implemented. The SOCs are a 3-4 week cycle in which PL is presented in the first week and then reciprocal lesson observations are conducted in the following 2 weeks based on the PL.

Process Quality

- Through the implementation of standardised assessment scope and sequence, a clear baseline was set so the effectiveness of any improvement initiatives could be clearly tracked. The assessment task also gave teachers meaningful data about their students learning on which to base their initial programming. The assessments, which were re-run at the end of the year, also gave the teachers a good data-set in regards to growth which they could use to inform their Semester 2 reporting. The main outcome of this activity is that the school now has a data set that can be added to year-on-year to help inform future improvement activities.
- The PL program was successful inc creating a shared understanding of visible learning strategies with a focus on 'Learning Intentions & Success Criteria' (LISC). This was important as we had a teaching staff on mainly early-career teachers. Following the series of PL in LISC, 100% on teachers reported feeling more confident in implementing LISC in their classroom practice and were doing so across all lessons. Following on from this, a series of PL on differentiation strategies, with a focus on HPGE students, was presented by our LaST. Through this PL, teacher understanding of HPGE and differentiation practices was improved, particularly in the area of mathematics. This will continue to be a focus next year.
- The implementation of SOCs was very successful with all teachers having multiple opportunities to have their teaching practice observed and to observe the teaching practice of other teachers. Teachers reported that having reciprocal observations integrated with learning in PL made the learning more meaningful and better supported teachers to make changes to their teaching practice. Teacher feedback on SOCS suggested that more structured and detailed feedback following observations would be appreciated along with increased choice in who could be observing and who teachers could observe.

Implications

- The standardised assessment scope and sequence will continue to be refined. With NAPLAN moving to Term 1,

PAT assessments will be moved to early Term 2 (prior to reports). K-2 assessments will also need to be finalised and included.
- Improving teacher ability to provide differentiation using SC with a focus on mathematics will continue to be addressed in PL and SOCs. We will then look at the teaching of reading K-6.
- We will look at refining the way SOCs are implemented and include our APC&I in the observation cycles.

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
TARGET YEAR: 2022 • Increase the proportion of Year 3 and 5 students achieving in the top two NAPLAN Reading bands by 9% to the lower-bound system-negotiated target of 68.5%.	• 71.05% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of reading target lower bound of 68.5%.
No NAPLAN 2021	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• Increase the proportion of Year 3 and 5 students achieving in the top two NAPLAN Numeracy bands by 10% to the lower-bound system-negotiated target of 58.9%.	• 45.95% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress yet to be seen toward the lower bound progress measure of 58.9% • Data indicates that 45.95% of students in top 2 bands numeracy showing minimal change from baseline data.
NAPLAN Numeracy • 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%..	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Value-Add • The school's value-add trend for K-3, 3-5 and 5-7 is positive (Sustaining and Growing).	Value-add for K-3 and 3-5 is below expected. 5-7 positive.

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

Low level adjustment for disability: $61,283.37
English language proficiency: $5,034.07
Socio-economic background: $400.76
Integration funding support: $75,377.00
QTSS release: $22,294.67
Professional learning: $1,094.48

Summary of progress

Activities:

- The school's Learning and Support Team procedures were revised and updated this year to clarify the roles and responsibilities of all stakeholders (students, parents, teachers, Learning and Support Teacher (LaST) and Learning and Support Team (L&ST). These changes were communicated to the school community.
- Significant school funding was allocated to employ three Student Learning Support Officers (SLSOs) in a part-time basis to support the needs of identified students this year. Students who attracted Integration Funding Support (IFS) funding received a majority of the SLSO time with students identified as requiring further support receiving the remainder. These students were either already known to the L&ST or newly-referred to the L&ST by teachers and/or parents.
- The school was able to fund an off-class Learning and Support Teacher (LaST) two days p/week. As part of the revision of L&ST practices, this teacher was in charge of managing the L&ST, liaising with key stakeholders, allocating SLSO time and providing clear roles and expectations for this time, supporting teachers to cater for the needs of L&ST identified students, running in-class and withdrawal programs for identified students.
- Regular PL on Positive Behaviour for Learning (PBL) was run throughout the year. On the basis of staff feedback and reflections, the behaviour flowchart was revised and updated multiple times throughout the year to meet the changing needs of students.

Process Quality:

- The changes to L&ST practices and procedures were very successful. Both parents and teachers reported having a clearer understanding of the role and function of the L&ST and, in particular, felt more involved in the ILP processs throughout the year. Teachers also appreciated having access to the expertise and support of the LaST who, being off class, had more flexibility to provide this support.
- Having the SLSOs managed by the LaST enabled for much more targeted intervention to support the learning needs of identified students.
- The off-class LaST two days p/week was very successful with the LaST being able to dedicate more time to the effective management of SLSOs and L&ST.
- Changes to the the PBL flowchart led to increased positive behaviour in classrooms.

Implications:

- Draft changes to L&ST practices and procedures will be formalised next year in the form of an updated procedures document.
- SLSO time will continue to be funded over and above IFS. SLSO management, including timetabling will continue to be the responsibility of the LaST.
- LaST time (off-class) will be increased to three days per week.
- PBL practices and procedures will continue to be refined.

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
TARGET YEAR: 2022 • TTFM Wellbeing data (advocacy, belonging, expectations) is at or above the lower bound system-negotiated target of 87.6%.	TTFM data from the Term 1 2022 snapshot survey indicated that the percentage of students reporting positive wellbeing was 81.73%. This was down from 2021 and below our school target of 87.6%.
• Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. • Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.	Regular PBL meetings were held during whole-staff PL sessions with the PBL expectations and flowchart being refined multiple times throughout the year. Explicit teaching of expecations will be a focus for Term 1 2023 with out LaST tasked with providing and organising resources, including a lesson scope and sequence, for this to occur.
• Decrease negative recorded behaviours by a minimum of 25% determined by a two year baseline of Sentral incident reports as at year end 2020.	The reporting of negative incidents in Sentral is up 7% from 2020 levels with 152 negative incidents reported in 2020 and 163 reported in 2022. There were some changes made to reporting procedures with teachers being encourage to report more minor incidents, particularly support teachers and playground incidents. This will continue to be an area of focus in 2023.
TARGET YEAR: 2022 • Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 86.3%.	The percentage of students attending more that 90% of the time for Semester 1 2022 was 68%. This was well below the target of 86.3% and well down on 2021, 89.17%.
• Improved three-year average TTFM survey data in the 'Collaboration' and 'Quality Feedback' drivers of student learning, to 7.3 and 6.8 respectively. • Improved annual TTFM student survey data in the 'Relevance' and 'Positive Learning Climate' drivers of student outcomes, to 7.6 and 7.5 respectively. • Improved annual TTFM parent survey data in the following area: 'School supports positive behaviour' to 7.6.	- TTFM teacher survey 2021 indicated a 'Collaboration' score of 8.3 and a 'Quality Feedback' score of 7.7. The three-year average is up to 7.8 and 7.2 achieving the target in both areas. - TTFM student survey data (Sem 2) indicated that 'Relevance' and 'Positive Learning Climate' drivers of student outcomes were 8.2 and 6.6 respectively. We are progressing toward acheiving our target for students reporting a positive learning climate. - TTFM parent survey data in the School supports positive behaviour was up to 8.6 (8.3 in 2021) achieving the target of 7.6.

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

Per capita: $3,000.00

Summary of progress

Activities:

- The decision was made to utilise Schoolzine as the main method of home-school communication. Previously, Schoolzine had only been used for the distribution of newsletters. Class teachers would also be able to access Class Dojo.
- A number of parent information nights were held throughout the year to increase transparency and community knowledge of school practices. A class information night was held at the beginning of the year via Zoom with a standardised format created for teachers to present to their class parents. Information nights were also held for Stage 2 and Stage 3 camp, Kindergarten 2023, Stage 3 2023 (in an effort to retain enrolments in the older years), NAPLAN results and Class structures for 2023.
- Class newsletters were prepared by teachers and sent out at the beginning of every term to give parents a clearer idea of content being covered and class organisation for the term.
- After looking at previous years reports and reports from a number of other schools, the format of Semester 1 and 2 reports were refined in order to better communicate student achievement.
- The format of parent/teacher interviews were changed with teachers being a day in which to conduct interviews rather than having to book interviews before and after school over a week.
- A number of whole-school events were organised with parents being invited to attend. These included mothers/fathers day, ANZAC Day and Remembrance Day, Basketball Court smoking ceremony, Solar Panel opening ceremony, weekly assemblies, end-of-year celebration of learning assemblies and the whole-school performance at Sydney Secondary College, Balmain.
- A number of events were also organised in partnership with the P&C including the Music Soiree and the Halloween Festival.

Process Quality:

- A parent survey on changes to school communication practices was conducted at the end of Term 1. 100% of respondents reported being happy with the school's communication practices and 98% reported they felt well-informed about school activities.
- Information nights were all very well attended with positive anecdotal feedback.
- Changes to the report and parent/teacher interview format were well received. A parent survey reported that 87% of parents felt informed about their child's progress and 80% reported that they were happy with the Semester 1 report. 90% of parents found the parent/teacher interviews informative with 85% being happy with the organisation. Suggestions included requests for longer interviews and another opportunity in the year to meet with teachers.
- School and P&C were very well attended with a marked increase in the number of parents becoming involved in school life, particularly after COVID.

Implications:

- We will endeavour to further streamline communication practices and look at whether to continue utilising Class Dojo.
- School exec. team will look at organising another P/T Interview session towards the middle of Term 1.
- Continue to look at further opportunities to involve school community.

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
• 15% improvement on annual TTFM parent survey data in 'Parents feel welcome' from baseline of 7.3 in 2020 to 8.4.	- TTFM parent survey data indicated a score of 8.7 for 'parents feel welcome'. We have achieved and exceeded this progress measure.
• 20% improvement on annual TTFM parent survey data in 'Parents are informed' from baseline of 5.8 in 2020 to 7.0.	- TTFM parent survey data indicated a score of 7.1 for 'parents are informed'. We have achieved and exceeded this progress measure.
* 100% completion of outdoor learning environment modifications and playground upgrades, as per school and P&C multi-part proposals/plans.	- Basketball court resurfacing has been completed. Solar panels on the library block have been installed and work has started on the Playground upgrade and COLA.

Funding sources	Impact achieved this year
Integration funding support $75,377.00	Integration funding support (IFS) allocations support eligible students at Nicholson Street Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** A restructure of the school's learning and support team (L&ST) has helped to enable a whole-school focused approach to support specific students that receive Integration Funding Support. Students with integration funding support have had individualised and effective 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 negotiated targets for individual students. The Learning and support team has worked to ensure teachers are supported to provide differentiation of learning to support the agreed adjustments and accommodations so that specific students can access the teaching and learning curriculum. The equitable provision of SLSO time and teacher release to attend meetings with the LaST and department specialists has been particularly effective. **After evaluation, the next steps to support our students will be:** The Learning and Support Team will continue to allocate and organise integration funding support to provide continued adjustments and accommodation to support student learning.
Socio-economic background $400.76	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** 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 experiences due to socio-economic disadvantage. All students have had access to the resources and equipment throughout the school year.

Socio-economic background $400.76	**After evaluation, the next steps to support our students will be:** Continue to identify the needs of our students and ensure that they all have equitable access to educational experiences.
English language proficiency $5,034.07	English language proficiency equity loading provides support for students at all four phases of English language learning at Nicholson Street Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** Personalised Learning Plans and differentiation in all teaching and learning programs have been collaboratively developed in consultation with the Learning and Support Teacher. SLSO time has been allocated to support the EAL/D student needs, ensuring that EAL/D students have access to teaching and learning in all classrooms across the school. **After evaluation, the next steps to support our students 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.
Low level adjustment for disability $61,283.37	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** All staff have been supported to develop and implement Personalised Learning Goals as part of Individualised Learning Plans. The planning and delivering differentiated teaching and learning activities, ensuring all students are accessing the curriculum has been supported through equitable allocation of SLSO time as well as through team teaching and withdrawal programs run by a Learning and Support teacher (three days p/week). **After evaluation, the next steps to support our students will be:** continued in-class support for students through the allocation of SLSO time. Teachers will also continue receive support to develop and implement ILPs in consultation with parents and the Learning and Support Team.
Professional learning	Professional learning funding is provided to enable all staff to engage in a

$11,094.48	cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nicholson Street Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Personalised Learning **Overview of activities partially or fully funded with this initiative funding include:** • the school executive team planing and delivering a high impact professional program to target the school's specific professional development needs in regards to visible learning strategies (Learning Intentions and Success Criteria) with a focus on numeracy. • the implementation of a regular teacher observation program called 'Strategic Observation Cycles (SOCs). This program is explicitly linked to strategies covered in PL and give teachers the opportunity to receive and give feedback on their own and other's teaching. **The allocation of this funding has resulted in the following impact:** All teachers are now utilising best-practice pedagogy in regards to Learning Intentions and Success Criteria with a common language establish throughout the school. Teachers have taken part in multiple observations of practice and received specific feedback in regards to their implementation of evidence-based teaching and learning strategies. **After evaluation, the next steps to support our students will be:** continued professional learning and collegial observations for teachers which is explicitly focused improving student learning and wellbeing outcomes and the achievement of whole-school goals and targets.
Literacy and numeracy $19,269.10	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in the following impact:** Planning time and resources were allocated to ensure the effective implementation of the new K-2 English and mathematics syllabuses. New resources and online subscriptions for the teaching of reading K-6 were purchased giving our students access to up-to-date teaching and learning activities and materials. Professional learning has also been focused the implementation of evidenced-base teaching strategies with a focus on literacy and numeracy. **After evaluation, the next steps to support our students will be:** the continued resourcing of literacy and numeracy to facilitate the effective implementation of new English and mathematics syllabuses, K-6. Teachers will also be supported to implement best-practice teaching strategies through targeted and regular professional learning.

QTSS release $22,294.67	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nicholson Street Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** QTSS release funding was utlised to facilitate the implementation of Strategic Observation Cycles (SOCs). Through this program, teachers were able to take part in collegial observations of practice and five/receive feedback based on set criteria linked to PL. Teachers were also given termly collaborative planning days in order to support the effective and planning and implementation of quality teaching and learning experiences. **After evaluation, the next steps to support our students will be:** continued opportunities for teachers to take part in collegial observations focused on specific, evidence-based teaching strategies. Teachers will also continue to be given collaborative planning time, above and beyond their weekly RFF.
COVID ILSP $8,970.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing intensive small group tuition for identified students based on PAT assessment results **The allocation of this funding has resulted in the following impact:** Weekly small-group withdrawal programs were implemented throughout the year to improve the literacy and numeracy results of a targeted group of students. **After evaluation, the next steps to support our students will be:** be supported through the continuation of small-group withdrawal programs for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	89	64	61	55
Girls	79	66	56	42

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	89.5	95.0	90.4
1	93.4	93.2	93.5	90.3
2	96.5	92.9	95.7	88.9
3	95.7	95.4	94.7	91.4
4	95.6	93.7	93.4	90.2
5	93.5	93.8	94.9	89.8
6	94.8	91.3	94.6	87.6
All Years	95.3	93.1	94.5	90.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2.53
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	141,682
Revenue	1,511,514
Appropriation	1,292,195
Sale of Goods and Services	1,295
Grants and contributions	215,165
Investment income	2,056
Other revenue	803
Expenses	-1,560,601
Employee related	-1,234,419
Operating expenses	-326,182
Surplus / deficit for the year	-49,087
Closing Balance	92,594

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	83,512
Equity Total	66,718
Equity - Aboriginal	0
Equity - Socio-economic	401
Equity - Language	5,034
Equity - Disability	61,283
Base Total	1,040,369
Base - Per Capita	29,564
Base - Location	0
Base - Other	1,010,806
Other Total	55,984
Grand Total	1,246,583

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 2022, the school sought the opinions of parents, students and staff about various aspects about school communication, school life and decision making through a range of survey methods including Google forms and the Tell Them From Me Survey. The following results are based on data gathered from the 'Tell Them From Me Survey' 2022. The school has performed better than state average on all these measures.

Parent survey results are based on data from 23 respondents in this school who completed the Parent Survey between 10 Oct 2022 and 04 Nov 2022. **Teacher survey** results are based on data from 8 respondents in this school who completed the Teacher Survey between 10 Oct 2022 and 12 Oct 2022. In parent and teacher surveys, 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 31 students in this school who completed the survey between 20 Oct 2022 and 31 Oct 2022.

Parents feel welcome

School Mean (NSW Govt Norm)	8.7 (7.4)
I feel welcome when I visit the school.	9.6
I can easily speak with my child's teachers.	8.8
I am well informed about school activities.	8.8
Teachers listen to concerns I have.	8.2
I can easily speak with the school principal.	9.6
Written information from the school is in clear, plain language.	8.4
Parent activities are scheduled at times when I can attend.	7.2
The school's administrative staff are helpful when I have a question or problem.	9.0

Parent Survey

Parents are informed

School Mean (NSW Govt Norm)	7.1 (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.	7.1
The teachers would inform me if my child were not making adequate progress in school subjects.	6.6
I am well informed about my child's progress in school subjects.	6.0
I am informed about opportunities concerning my child's future.	7.0
I am informed about my child's social and emotional development.	6.1

Parent Survey

School supports learning

| School Mean (NSW Govt Norm)	7.3 (7.3)
Teachers have high expectations for my child to succeed.	7.1
Teachers show an interest in my child's learning.	8.1
My child is encouraged to do his or her best work.	7.9
Teachers take account of my child's needs, abilities, and interests.	7.5
Teachers expect homework to be done on time.	6.2
Teachers expect my child to work hard.	7.0

Parent Survey

School supports positive behaviour

School Mean (NSW Govt Norm)	8.6 (7.7)
Teachers expect my child to pay attention in class.	8.5
Teachers maintain control of their classes.	7.7
My child is clear about the rules for school behaviour.	9.2
Teachers devote their time to extra-curricular activities.	9.0

Parent Survey
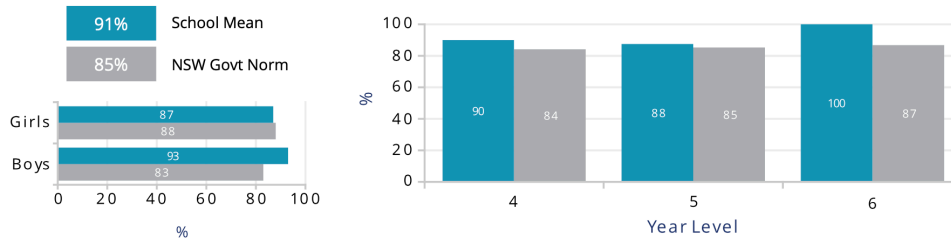
Students with positive behaviour at school

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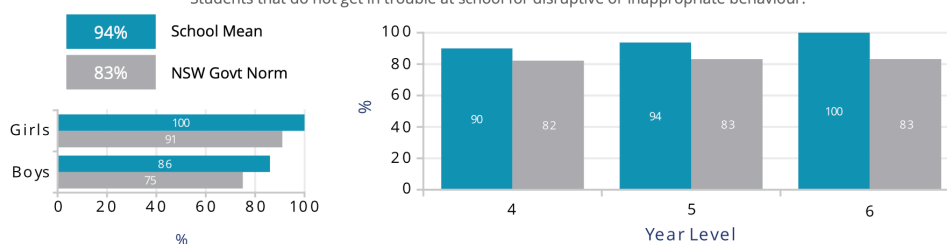
Student Survey

Students with positive relationships

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

91%	School Mean
85%	NSW Govt Norm

Girls: 87 / 88
Boys: 93 / 83

(bar chart by Year Level)
- Year 4: 90 / 84
- Year 5: 88 / 85
- Year 6: 100 / 87

Student Survey

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

8.4	School Mean
8.2	NSW Govt Norm

* gender and year level drilldowns suppressed for this measure

Relevance

Students find classroom instruction relevant to their everyday lives.

8.2	School Mean
7.9	NSW Govt Norm

* gender and year level drilldowns suppressed for this measure

Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

|	
7.9	School Mean
7.5	NSW Govt Norm

Student Survey

Leadership

| School Mean (NSW Govt Norm)	9.2 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	9.6
School leaders have helped me create new learning opportunities for students.	9.6
School leaders have provided me with useful feedback about my teaching.	8.3
School leaders have helped me improve my teaching.	9.6
School leaders have provided guidance for monitoring student progress.	9.2
I work with school leaders to create a safe and orderly school environment.	9.2
School leaders have taken time to observe my teaching.	9.6
School leaders have supported me during stressful times.	8.8

Teacher Survey

Learning Culture

School Mean (NSW Govt Norm)	**8.6 (8.0)**
I give students written feedback on their work.	8.3
I talk with students about the barriers to learning.	8.3
In most of my classes I discuss the learning goals for the lesson.	9.2
Students become fully engaged in class activities.	8.3
I monitor the progress of individual students.	8.3
I am effective in working with students who have behavioural problems.	8.8
I set high expectations for student learning.	9.2
Students find class lessons relevant to their own experiences.	8.3

Distribution of teachers' average scores
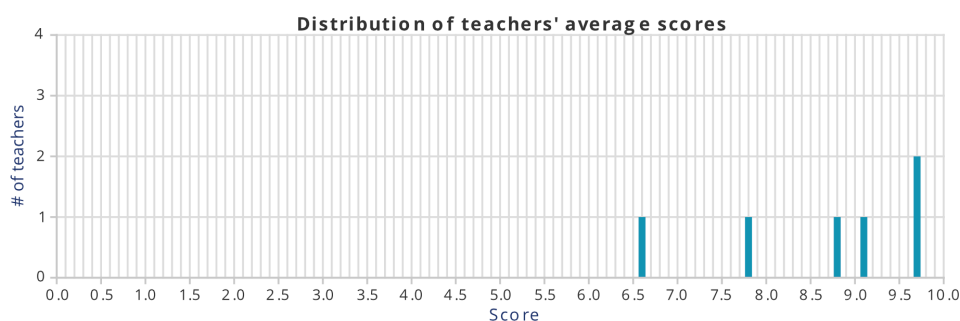
Teacher Survey

Data Informs Practice

School Mean (NSW Govt Norm)	**8.3 (7.8)**
My assessments help me understand where students are having difficulty.	9.2
I use formal assessment tasks to help students set challenging goals.	8.8
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.5
I use formal assessment tasks to discuss with students where common mistakes are made.	9.2
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.3
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.5
I use results from formal assessment tasks to inform my lesson planning.	8.8
I give students feedback on how to improve their performance on formal assessment tasks.	7.5

Distribution of teachers' average scores
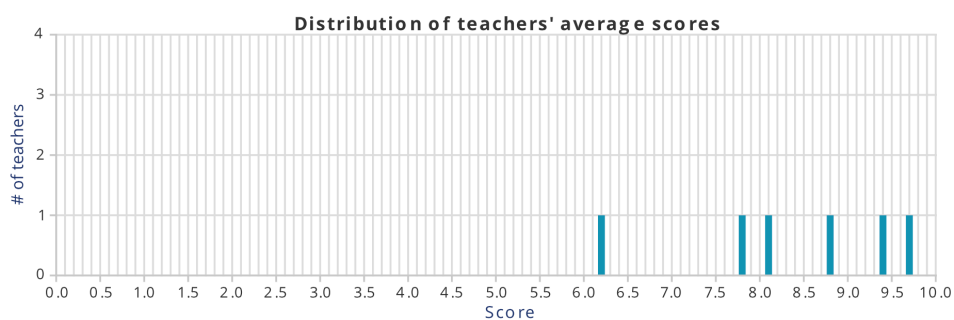
Teacher Survey

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.