

# 2022 Annual Report

North Sydney Public School



**NORTH SYDNEY**  
DEMONSTRATION SCHOOL

2766

# Introduction

The Annual Report for 2022 is provided to the community of North Sydney 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

---

North Sydney Public School

Bay Rd

Waverton, 2060

<https://nthsyddem-p.schools.nsw.gov.au>

[nthsyddem-p.school@det.nsw.edu.au](mailto:nthsyddem-p.school@det.nsw.edu.au)

9955 2822

## Message from the principal

---

North Sydney Public School continued to be a dynamic place of learning throughout 2022. As a school community, we maintained a strong focus on our three strategic directions of Student Growth and Attainment in Literacy and Numeracy, Engagement through Expertise and Innovation, and Belonging with a focus on Wellbeing and Inclusivity. Teachers participated in bi-weekly differentiated professional learning sessions (Pathways), focussed on student data analysis, to enhance learning outcomes in literacy and numeracy and across the curriculum. These data literacy sessions provided teachers with the ability to extend their knowledge of analysing data with the aim of understanding where students are and adapting differentiated programs to cater for all student needs. Teachers developed greater confidence and competence in data literacy, applying skills and knowledge to ensure all teaching and learning programs assist students to reach their full potential.

With the switch to all students across NSW participating in NAPLAN assessments online, students demonstrated their adaptability and competence in utilising online platforms to demonstrate their personal best in all assessments. Students performed particularly well in the adaptive testing, which allows students to show the depth of their understanding by extending the questions to more complex subject matter. This was reflected in the school's excellent NAPLAN assessment results, which included a steep increase in the percentage of students achieving in the Top 2 Bands for Reading and Numeracy.

Positive Behaviour for Learning (PBL) remained a major focus across the school in 2022, in particular the introduction of PBL into the classroom. Students responded positively to the use of Care, Respect and Ownership points rewarded for positive behaviours within classrooms. Students worked towards receiving one of each of our core value awards, resulting in a CROW award presented at a whole-school assembly. To promote students sense of belonging, all students across K-6 were asked to identify adults within the school to whom they could turn for advice or support. Every student identified at least one adult who they trusted to turn to for support, resulting in 100% student advocacy at our school.

2022 finally brought a year where school activities could proceed in a pre-Covid manner. Students across Years 4-6 participated in overnight camps - to Kincumber, Bathurst and Canberra - making the most of all available learning opportunities during these external outings. The school held events such as the Mothers' & Carers' Breakfast, Fathers' & Carers' Breakfast and the Book Parade - amongst others - when parents and carers spent time on school grounds with their child/ren celebrating learning, surrounded and supported by our wonderful school community. All sports carnivals proceeded, with students across K-2 participating in their first off-site 'carnival' at St Leonards Park. A number of other incursions and excursions, including Robokids, excursions to the Field of Mars and Centennial Parklands. and author talks, ensured all students participated in engaging learning activities to enhance their learning outcomes throughout the year. The capital works project proceeded with gusto throughout 2022, although scuppered at times by wet and windy weather. Weekly build updates were provided to students during whole school assemblies, with student questions about the build answered during this time also. It was wonderful to share the information about the upcoming additional spaces with our students and to see their excitement about our school's new buildings.

Following consultation with our local Aboriginal Education Consultative Group (AECG) President, our School Executive - with input and feedback from staff, students and the school community - developed our Reconciliation Action Plan (RAP), which is closely aligned with our school's core values of Care, Respect and Ownership. Our school's RAP is a working document which outlines our vision for Reconciliation through relationships, respect and opportunities for all students, staff and the school community.

Our Student Executive led student voice through the school by attending weekly K-2 & 3-6 SRC meetings. Students initiated fundraisers, such as the Camp Quality 'Super Heroes Day', to benefit a number of deserving charities. The Student Executive and SRC representatives led by example, demonstrating our school values through initiatives such as 'You Can Sit With Me'.

The North Sydney Public School staff continued to be a dynamic and dedicated team, going above and beyond to ensure the smooth continuity of learning for every student every day. All students are known, valued, cared and catered for through student-centred teaching and learning programs and extra-curricular activities facilitated by the committed teachers volunteering their time and particular expertise to provide opportunities for our students. The strong partnership between the school and the P&C was maintained throughout the year, with monthly P&C meetings and the continuation of regular class parent morning teas, occurring up to twice per term. The P&C supported a number of school events, including the Mothers, Fathers & Carers Breakfasts, and hosted the popular inaugural Halloween Spooktacular Event. The P&C generously supported the expansion of playground equipment, classroom resources and additional support staff. We look forward to continuing this strong partnership in 2023 and promoting community connections through community events.

Looking forward, we are excited to expand our flexible learning spaces into the new school buildings in 2023 and to ensure all students have an equitable learning journey during their years at NSPS.

**Fiona Davis, Principal**

After two years of lockdowns and restrictions, 2022 heralded a fresh start for our school community, with the much-anticipated new build and upgrades beginning in Term 1. The upgrades included a Tuckshop renovation, which had been a key goal of the P&C for many years.

The P&C was able to bring the community together for many events, all of which were supported by volunteers from various year groups. Our Mothers' and Carers' Breakfast, hosted by Year 5, was a beautiful social gathering at the school. Year 3 built on their success with the very well-attended Fathers' and Carers' Breakfast. Not to be outdone, Year 4 conducted a very successful Spellathon, raising an astonishing amount of funds that went directly into the purchase of new outdoor play equipment. Year 1 warmly welcomed Grandparents and Special Friends back into the school, while Year 2 pulled off the extraordinary Halloween Spooktacular. Year 6 finished the year on high note, with the Year 6 Dinner Dance.

Aside from running successful events, there were many other ways that the P&C were able to fulfil their mission throughout 2022. The P&C completed their funding of air conditioning to the five remaining classroom spaces, bringing equity of access to the entire student body. Additional flexible furniture was funded, enabling the school to meet its aim to transition to flexible and adaptive furniture in all classrooms as part of its Strategic Improvement Plan (SIP). The P&C was also successful in obtaining a Community Building Partnership NSW government grant for the provision of shade protection near the River Playground. New native tube stock was provided by North Sydney Council, who also assisted with preparation and planting during the School's Working Bee. The P&C also supported plans for The Great Dem Cookbook as a way to build community spirit and generate funds that will support improvements in the school. Additionally, the P&C instituted a new end of year Citizenship award that recognises students who demonstrate outstanding commitment to their class, school and community, with the hope of inspiring the next generation of exceptional citizens.

The Tuckshop started the year in a demountable building while the renovations of their existing space were undertaken, and then moved into their wonderful, spacious new home in Term 3. The Tuck Shop was also able to recommence counter service after their relocation. The Uniform Shop was able to return to over the counter sales during 2022, and continued with the hybrid in-person / online order process throughout the year. The P&C's Uniform Subcommittee was also tasked with assessing the suitability of the current uniform. Following a community wide survey, the subcommittee identified a number of key areas for improvement with the uniforms. The feedback showed that there was overwhelming support for an update to the uniform and the removal of gendered labelling. The subcommittee enacted gender-neutral labelling of the school uniform, and developed a proposal for an updated summer uniform, for which community feedback will be sought in early 2023.

There were many examples of our community supporting one another throughout the year. Our Inclusive Education Subcommittee was active during the year with regular meet ups. Our P&C meetings ran for the most part as online only events, however, a trial of hybrid online/in person format was undertaken in late 2022. Class parents met with the School Executive on a regular basis to receive information and provide feedback. These meet ups became particularly important to discuss important school and community issues throughout the year. It is vital during these times to have open lines of communication between parents and the school to ensure that accurate and timely information was available to all members of the community, and it is heartening to see how our community was able to work together. With so much to look forward to in 2023, we are thankful to have continued to ensure the P&C is in a good financial position at the end of 2022. We cannot wait to see all the benefits that the new build will bring to the school, and we are well placed to provide any additional support to what will no doubt be an exceptional new facility for our children.

The P&C, of course, is nothing without its members. I want to extend my sincere thanks to everyone who offered their time, opinions, ideas and feedback throughout the past year. In particular, I want to thank the P&C Executive, who work tirelessly to support the school community, sometimes visibly, but more often than not without anyone knowing how much they are putting in behind the scenes. The same can be said for class parents, who do a wonderful job of guiding and supporting members of the school community daily. To those who put their hand up and volunteer in any way- with P&C events, in the library, in the uniform shop, in the classroom, you make the lives of the students and teachers at our school so much better by your efforts, and that is an incredible thing. Thanks also to the hardworking and dedicated staff in the Uniform Shop and Tuckshop who faced another year of changing circumstances with steadfastness and resolve. I also want to acknowledge the way that the staff at the school go above and beyond every day for the betterment of the lives and education of the students and their families. And finally, the School Executive team of Fiona, Ashley and Aisling are without parallel when it comes to professionalism and dedication. They have met each and every challenge with sensitivity and optimism, and they exemplify the values of Care, Respect and Ownership. It has been a pleasure to work so cooperatively with you to support students, staff, and the community.

***Rebecca Sutton, President of the Dem P&C***

## School vision

At North Sydney Public School we believe that every student should be known, valued and cared for in order for them to reach their full potential. Students will be challenged to learn and continually improve in a respectful, inclusive and high-expectation environment. Our vision is to empower all students to become confident, resilient, self-directed and successful learners. Every student and every teacher will be challenged to continue to learn and improve every year.

## School context

North Sydney Public School has an enrolment of 756 students. 49% of those are from a diverse language background other than English, and seven students identify as Indigenous. The school is located on Cammeraygal Country (Waverton), on Sydney's lower north shore, close to the North Sydney CBD. North Sydney Public School values the diversity and cultural richness of its student population.

As a PBL school, our values of Care, Respect and Ownership are embedded in programs, practices and relationships. The school has an emphasis on outstanding teaching and learning programs, supported by on-going quality professional learning of staff. Curriculum differentiation and integrating technology to support learning are key focus areas for the school. Students and staff approach all learning experiences with a growth mindset.

A diverse mix of dedicated and talented staff, equip students to achieve their personal best through an innovative, student-centred approach to learning.

Collaborative planning and decision-making, together with distributed leadership practices are key features of the school.

Our parent community has high expectations of the school. The P&C generously fund many projects within the school and is a valued partner in ensuring each child's experience at the school is positive and rewarding.

Our school also has a long-standing partnership with the University of Sydney, actively engaging in on-going educational research, professional learning and the development of pre-service teachers.

A major capital works project is underway and is due to be completed mid-2023.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy, enhancing engagement levels and building a strong sense of belonging. Using high-impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will involve a deeper use of data to inform all processes and practices across the school. There will be a focus on building student engagement, through expertise and innovative practices. We will ensure a strategic and planned approach to wellbeing by implementing evidence-based change to school practices resulting in measurable improvements.

Our comprehensive situational analysis led to the development of this Strategic Improvement Plan, both of which involved genuine consultation with students, staff, the school community and the Gawura Aboriginal Education Consultative Group (AECG).

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted high-impact professional learning and use of student assessment data to inform 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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

Low level adjustment for disability  
Integration funding support  
Literacy and numeracy intervention  
English language proficiency  
New Arrivals Program  
Professional learning  
Literacy and numeracy  
QTSS release

### Summary of progress

Our differentiated professional learning model (Pathways) has continued to build the capacity of teaching teams in data literacy and teaching and learning program design. This biweekly collaborative time is highly valued by teaching teams and has resulted in the adjustment of programs in order to target learning needs to ensure all students are catered for.

In Literacy, we made significant gains in our expected growth in NAPLAN and have exceeded our upper bound target of percentage of students in the top two bands of NAPLAN reading. This is due to sustained professional learning focused on the use of quality literature to build literacy skills, and the continued focus on the development and delivery of quality teaching and learning programs.

In Numeracy, Number Talks are now regularly embedded into classroom practice. This year, we have had a focus on the use of rich tasks to apply student understanding of mathematical concepts. In addition, teaching teams have focused on enhancing mathematical literacy through embedding word problems and teaching the skills necessary to decipher these questions. We have purchased a large amount of new hands-on resources to support the teaching and learning of mathematics.

Professional learning commenced to build knowledge and understanding of the new K-2 English and mathematics syllabuses. K-2 teaching teams are investigating the new English units in order to plan forward for 2023. The 2021 update of our K-6 mathematics scope and sequence where we clustered concepts to ensure effective teaching of all mathematical outcomes across the year has been beneficial to our K-2 teaching teams as it reflects the directions of the new mathematics syllabus.

Differentiation within mathematics programs to ensure we are meeting the needs of all learners will be a continued focus.

### 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
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 4%.	NAPLAN scores indicate an increase of 6% in the percentage of students in the top two skill bands.
Increase the percentage of students	76.19% of students are achieving in the top two bands of NAPLAN reading,



achieving in the top 2 bands to be between the school's lower bound system-negotiated target in NAPLAN reading of 70.6% and upper bound system-negotiated target of 75.6%	above our upper bound system-negotiated target of 75.6%.
Increase the percentage of students achieving expected growth in NAPLAN reading to be between the system negotiated target baseline and the school's lower bound target of 69.3%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data with the 2020 cancellation of NAPLAN.
All students in Years 2-6 will demonstrate growth when comparing start year to end year scale scores in the PAT in reading.	In PAT Reading, 95% of Year 2 students demonstrated measurable growth on the Year 2 assessment, with a further 47% of students undertaking an above-grade assessment. For Year 3, 73% of students demonstrated measurable growth on the Year 3 assessment, with a further 13% of students undertaking an above-grade assessment. In Year 4, 46% of students demonstrated measurable growth on the Year 4 assessment, with a further 76% of students undertaking an above-grade assessment. In Year 5, 59% of students demonstrated measurable growth on the Year 5 assessment, with a further 13% of students undertaking an above-grade assessment. In Year 6, 68% of students demonstrated measurable growth on the Year 6 assessment.
At least 90% of students completing Kindergarten will have achieved within Level 4 of the understanding texts subelement of the Literacy Progressions.	90% of Kindergarten students achieved a minimum of Level 4 of the understanding texts subelement of the Literacy Progressions. This was aligned to the Little Learners Love Literacy (LLLL) decodeable readers, and L4+ in the LLARS assessment.
Continue to aim towards achieving our lower bound target for the top 2 bands in numeracy.	The percentage of students achieving the top 2 bands in NAPLAN numeracy is 61.71%. We are working towards increasing this percentage.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system negotiated target baseline and the school's lower bound target of 69.20%.	Students achievement data is unavailable for this progress measure in 2022 with an absence of comparison data with the 2020 cancellation of NAPLAN.
All students in Years 2-6 will demonstrate growth when comparing start year to end year scale scores in the PAT in mathematics.	In PAT mathematics assessment, 95% of Year 2 students demonstrated measurable growth on the Year 2 assessment, with a further 22% of students undertaking an above-grade assessment. For Year 3, 79% of students demonstrated measurable growth on the Year 3 assessment, with a further 14% of students undertaking an above-grade assessment. In Year 4, 80% of students demonstrated measurable growth on the Year 4 assessment, with a further 22% of students undertaking an above-grade assessment. In Year 5, 79% of students demonstrated measurable growth on the Year 5 assessment, with a further 19% of students undertaking an above-grade assessment. In Year 6, 72% of students demonstrated measurable growth on the Year 6 assessment, with a further 6% of students undertaking an above-grade assessment.
Value added data in Scout for K-3 increases to Delivering and Y3-5 to maintain or exceed Delivering; Value added data in Scout for Y5-7 to maintain or exceed Delivering	Value added K-3 is not available for 2022 due to changes to the Best Start Kindergarten Assessments in 2018.  Values added Y3-5 cannot be calculated for 2022 as the NAPLAN test was not administered in 2020.



## Strategic Direction 2: Engagement

### Purpose

Our purpose is to improve student engagement in order for them to become competent learners and problem-solvers. School staff will build strong, engaged partnerships with the parent community in order to support their child's learning. By providing stimulating and connected learning environments every student will have the opportunity to reach their full potential. Through building teacher expertise we will deliver the curriculum in an innovative manner, utilising research-based pedagogy. Teachers will be supported by relevant and differentiated professional learning.

### 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.

- Expertise
- Innovation

### Resources allocated to this strategic direction

**Professional learning**  
**QTSS release**  
**Per capita**

### Summary of progress

We are seeing success through our absentee procedures, with parents responding to requests regarding unexplained student absences in a timely manner. Our attendance rate is 90.8%, with 65.4% of students attending greater than 90% of the time. This figure is above the state, our school network and similar school groups. This percentage is also a direct result of health orders and restrictions at the beginning of 2022.

Utilising school and funds donated by our P&C, we were able to purchase additional flexible furniture for all grades across the school. The first phase of our school upgrade resulted in the refurbishment and opening of Hub G. This learning hub consists of three flexible learning spaces, a withdrawal room and a multipurpose area. Hub G has allowed staff and to experience collaborative teaching spaces, utilising a range of flexible seating and tables. We have engaged the SLEC (Schools Learning Environments and Change) team to build capacity and confidence in staff to utilise collaborative teaching practices. School facilitators have been identified and will work closely with the SLEC team to provide ongoing, high impact professional learning commencing in 2023 in preparation for the opening of our new build.

Access to mobile digital technology has continued to be a focus during 2022. Using our T4L allocation, and school funds, additional sets of Chromebooks, charging trollies and several new CleverShare boards were purchased. Further professional learning is required to build teacher capacity and confidence with authentically integrating the technology to enhance learning outcomes.

The Robokids coding program has proven to be successful and engaging across all grades in 2022. Parents were also invited to experience this program through a parent workshop, and responded enthusiastically. The Robokids team will provide professional learning for teachers during 2023, and the student program will continue across K-6 to build on skills learned this year.

Through our PDP process, we continued our focus on building the data literacy skills of all teaching staff. This focus, and associated professional learning during grade Pathways sessions, has built teachers' confidence to make informed, evidence-based decisions to differentiate programs to cater for all student learning needs, including HPG (High Potential and Gifted) students.

Our extensive professional learning model is intricately linked to our current Strategic Improvement Plan, which focuses on improving outcomes for students through engagement in learning.

### 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

<p>Increase the percentage of students attending &gt; 90% of the time to be trending towards the upper bound system-negotiated target.</p>	<p>The number of students attending &gt; 90% of the time has decreased and is below our lower bound system-negotiated target, with 66.6% of students attending &gt;=90% of the time. This data, however, has been heavily impacted by the public health orders in place at the beginning of 2022 in relation to Covid-19 when the data was harvested.</p> <p>Our daily attendance rate is 91%, which is in line with our network and similar school groups.</p>
<p>Every grade will design flexible learning spaces within their classroom.</p>	<p>A large amount of additional flexible furniture has been purchased, for permanent classroom spaces. This has allowed teachers to design flexible learning spaces to enhance learning.</p>
<p>Purchase additional devices to allow for equitable student access across K-6.</p>	<p>With the purchase of a large number of additional devices, access to technology to enhance teaching and learning has improved across the schools.</p>
<p>Innovative teaching practices (including co-teaching) are trialled and shared in every classroom.</p>	<p>Due to the expansion of flexible furniture, and the opening of Hub G, teaching staff have had the opportunity to experiment and trial innovative teaching practices. Feedback from students and staff has been overwhelmingly positive.</p>
<p>Teaching staff provide engaging teaching and learning programs which include the introduction and trial of the new K-2 English and mathematics syllabuses. Scope and sequences are updated accordingly.</p>	<p>K-2 scope and sequences for both English and mathematics have been updated to reflect the new syllabus requirements. All staff have participated in NESA accredited professional learning to build confidence and capacity to successfully implement the new syllabi.</p>

## Strategic Direction 3: Belonging

### Purpose

---

Our purpose is to ensure a strong sense of belonging through developing a positive learning climate. We will foster connected and meaningful relationships through a whole school planned approach that supports the wellbeing of all students. We will provide an inclusive education where all students feel respected, valued and are able to fully participate in learning.

### 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
- Inclusivity

### Resources allocated to this strategic direction

---

Low level adjustment for disability

Integration funding support

Socio-economic background

Per capita

Professional learning

Aboriginal background

### Summary of progress

---

Our Positive Behaviour for Learning (PBL) core values of Care, Respect and Ownership are firmly embedded across the school with consistent language being used by all stakeholders. Each week, students engage in weekly data-informed lessons that explicitly teach behaviours that align with our three core values. During 2022, PBL was introduced into the classroom. Students were able to work towards earning PBL points for positive behaviour. These translated into a core value award. When students earned a Care, a Respect and an Ownership award, they then were presented with a special CROW award, recognising their outstanding behaviour and contribution to school life. This award system has had a positive impact on classroom behaviours.

Our Behaviour Support and Management Plan, and our Anti-Bullying Plan, have been completed and aligned with the Department's Inclusive, Engaging and Respectful Schools policy.

The Smiling Mind program has continued throughout the year. Due to the school moving to a split timetable, classroom teachers were asked to find a dedicated mindfulness time to benefit their students.

Students in Years 4-6 participated in the Tell Them From Me (TTFM) survey twice this year. Following analysis of this data, and the fact that less than half the student population of the school have the opportunity to complete the survey, it is not a true reflection of students sense of belonging and advocacy.

A strong focus on High Potential and Gifted Education (HPGE) remains. Staff professional learning has occurred, with teachers introduced to procedures around the identification of students with potential in all four domains (intellectual, creative, social-emotional and physical). Through Pathways sessions, and the Learning Support Team meetings, we have identified HPGE students in all domains and ensured they are provided with opportunities to reach their full potential. Teachers have also undertaken professional learning - Curriculum planning for every student in every classroom, and from this, been introduced to the Differentiation Adjustment Tool to cater for all learning needs. A continued focus on HPGE will remain throughout 2023.

A focus on inclusivity will continue throughout 2023. Our Reconciliation Action Plan (RAP), which has been aligned with our school core values of Care, Respect and Ownership focusing on Relationships, Respect and Opportunities is complete, after being endorsed by the school community. This will be uploaded onto our school website early in 2023. We will continue to embed Indigenous perspectives and celebrate culturally significant days throughout 2023.

### 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
TTFM overall Wellbeing data trending between the lower and upper bound system-negotiated targets of 88.7% and 93.7%	TTFM data indicates that 79.93% of students reported positive wellbeing outcomes. That includes advocacy at school, a sense of belonging and expectations of success.
TTFM Advocacy at School data trending between the lower and upper bound system-negotiated targets of 88.6% and 93.6%	82.85% of students indicate a positive sense of wellbeing (Advocacy at School) through the TTFM survey.  During 2022, all students across K-6 identified an adult at the school who cares about them, provides encouragement and who can be turned to for advice. We believe this is a true measure of advocacy at North Sydney PS.
TTFM Expectations for Success data trending between the lower and upper bound system-negotiated targets of 98.64% to 100%	88.77% of students reported a positive sense of wellbeing (Expectations for Success). We are yet to reach our lower bound target and will continue to focus on this.
TTFM Sense of Belonging data trending between the lower and upper bound system-negotiated targets of 78.82% and 83.82%	The TTFM student survey results indicate an overall result of 68.23%. This is a decrease of over 4% from 2021.
Continuity of the mindfulness program is guaranteed through explicit guidelines and instructions for implementation.	Class teachers have continued to implement short daily mindfulness sessions to enhance student wellbeing.
A consistent focus on our core values of CARE, RESPECT and OWNERSHIP is maintained in all settings.	High expectations for student behaviour which focus on our core values of Care, Respect and Ownership are maintained through effective role modelling, explicit teaching and planned responses.
Differentiation and reasonable adjustments are embedded and evident in learning programs across all Key Learning Areas.	Classroom teachers differentiate and make reasonable adjustments to cater for the students within their class. The Learning Support Team, along with the school executive, monitor teaching and learning programs to ensure all students are being catered for.
A decrease in recorded negative behaviours (red and orange slips) by 25%, determined by a baseline recorded at end of Term 2 2021.  Baseline data is reviewed at the end of Term 2 2022.	Baseline data reviewed at the end of Term 2 2022 displayed a decrease in negative playground behaviours by almost 26%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,898.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Newly arrived students received intensive, small group English language support in order to assist them to improve their English language proficiency, resulting in them being able to participate fully in all areas of school life.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of this small group English language support is necessary to ensure success for newly arrived students.</p>
<p>Integration funding support</p> <p>\$179,850.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Sydney Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention</li> <li>• staffing release for targeted professional learning around supporting students with disabilities</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- The employment of additional Learning Support Teachers (LST) has ensured targeted students are supported to achieve their personalised learning goals, as outlined in their Individualised Learning Plans (ILPs).</li> <li>- The employment of additional School Learning Support Officers (SLSOs) has ensured all students can participate equitably and safely in learning alongside their peers.</li> <li>- Teachers have participated in targeted professional learning to enable them to make adjustments and cater for students with additional needs, to ensure their full participation in learning and school activities.</li> <li>- Regular meetings with stakeholders regarding individualised learning and behaviour plans ensures that parents / carers, school staff and allied health professionals have an agreed understanding of the goals to be achieved, and how to support the student to achieve them.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Integration funding support \$179,850.00	<p>- continuation and strengthening of the above strategies, adjusted to students' needs</p>
Socio-economic background \$6,679.27	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Sydney Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for education materials, uniform, equipment and other items.</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- ensuring that all students have equitable access to resources required to participate fully in learning and school activities. This in turn ensures all students feel included and respected.</li> <li>- employment of additional SLSOs to support teaching and learning programs allows equitable access to learning outcomes for targeted students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continuing to ensure all students have equitable access to resources which will ensure success at school.</li> </ul>
Aboriginal background \$2,155.95	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Sydney Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the successful development of PLPs, in consultation with students and families which allowed for learning goals that met the students needs to be set collaboratively with all stakeholders.</li> <li>- the purchase of Indigenous quality literature supported the teaching of Aboriginal perspectives and the introduction of Indigenous language (words) to broaden students understanding and appreciation of Australia's oldest living culture.</li> <li>- Resources were purchased for Connection to Country art workshops, allowing a large numbers of students across K-6 to participate in an authentic experience with a local Indigenous artist. These artworks will form a part of the mural on our new school building.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- yearly development of PLPs to support student learning</li> <li>- purchase of additional teaching resources which support the embedding of</li> </ul>

<p>Aboriginal background</p> <p>\$2,155.95</p>	<p>Aboriginal perspectives.</p>
<p>English language proficiency</p> <p>\$110,485.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- in-class EAL/D teacher support to allow students from an EAL/D background to access the curriculum.</li> <li>- adjustment of teaching and learning programs by EAL/D teacher to support EAL/D student participation in classroom activities.</li> <li>- withdrawal lessons to support the learning of English in an intensive, small group manner for students at the developing and consolidating phases of English language learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continuation of EAL/D support within classrooms, with adjustments to teaching and learning programs and withdrawal lessons to ensure the development of students' English language proficiency.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$135,638.29</p>	<p>Low level adjustment for disability equity loading provides support for students at North Sydney Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention (Spelling Mastery) to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- employment of additional staff to support targeted literacy and numeracy learning needs, including the growth in high potential and gifted students.</li> <li>- purchase of resources to support and differentiate literacy and numeracy learning to cater for all student learning needs.</li> <li>- release of teachers for professional learning or to work with the Learning and Support Team to develop differentiated programs to cater to all students needs.</li> </ul>



<p>Low level adjustment for disability</p> <p>\$135,638.29</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- additional learning support staff and SLSOs employed to support literacy and numeracy growth across K-6</li> <li>- additional literacy and numeracy resources purchased</li> </ul>
<p>Professional learning</p> <p>\$48,996.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Expertise</li> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging experts to unpack evidence-based approaches to teaching literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- measurable student growth in reading and numeracy.</li> <li>- the development of evidence-based teaching programs to enhance student engagement.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continued engagement with external experts to promote student growth</li> <li>- continuation of supporting PBL in the classroom and on the playground.</li> </ul>
<p>Literacy and numeracy</p> <p>\$63,209.52</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Sydney Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- measurable growth in literacy and numeracy outcomes.</li> <li>- greater availability of teaching resources to complement teaching and learning programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continued purchase of quality literature.</li> <li>- engagement with experts in professional learning to ensure best practice.</li> </ul>
<p>QTSS release</p> <p>\$159,855.11</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$159,855.11</p>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all teachers released biweekly for grade specific professional learning through Pathways sessions which allowed for analysis of data and collaborative planning time.</li> <li>- grade planning days provided to each team each term to support the provision of high quality, differentiated teaching and learning programs.</li> <li>- assistant principals provided with additional release time to support teaching teams and the delivery of high quality, differentiated programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continuation of the successful Pathways model of professional learning</li> <li>- continuation of collaborative grade planning days,</li> <li>- assistant principals and team leaders to be provided with Curriculum Reform release weekly.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at North Sydney Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- targeted staff professional learning in effective spelling strategies and effective reading strategies to support students in these curriculum areas.</li> <li>- purchase of resources to support student learning</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- further develop the effective spelling program across K-6</li> <li>- expand the decodeable reader program into Stage 1</li> <li>- purchase of additional resources if needed</li> </ul>
<p>COVID ILSP</p> <p>\$20,060.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$20,060.00</p>	<ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who have been Covid 19</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- improvement of literacy skills in a targeted group of students who have been impacted by Covid</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- identification of students whose learning has been impacted by Covid lockdowns</li> <li>- continuation of targeted small-group tuition for literacy</li> </ul>
--------------------------------------	---

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	431	435	430	409
Girls	456	422	392	359

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	94.7	96.2	90.4
1	94.6	95.2	94.9	92.5
2	94.9	94.1	95.8	91.5
3	93.9	93.7	95.8	91.4
4	94.8	95.3	94.1	91.2
5	94.2	96.9	95.6	90.5
6	94.5	96.6	94.6	89.7
All Years	94.8	95.1	95.3	91.0
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.04
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	4.67

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	928,289
<b>Revenue</b>	7,402,982
Appropriation	6,589,631
Sale of Goods and Services	4,027
Grants and contributions	791,839
Investment income	14,410
Other revenue	3,075
<b>Expenses</b>	-7,260,426
Employee related	-6,148,211
Operating expenses	-1,112,215
<b>Surplus / deficit for the year</b>	142,557
<b>Closing Balance</b>	1,070,845

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	148,279
<b>Equity Total</b>	254,959
Equity - Aboriginal	2,156
Equity - Socio-economic	6,679
Equity - Language	110,485
Equity - Disability	135,638
<b>Base Total</b>	5,534,998
Base - Per Capita	207,703
Base - Location	0
Base - Other	5,327,295
<b>Other Total</b>	523,202
<b>Grand Total</b>	6,461,437

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## 2022 - Tell them From Me (TTFM) Surveys

The Tell Them From Me survey suite is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

In 2022 the school participated in four surveys run by 'Tell Them From Me'. These were the 'Student Outcomes and School Climate' Student Survey (twice) and the 'Partners in Learning' Parent Survey and the 'Focus on Learning' Teacher Survey. The results of these surveys are outlined below.

### ***TTFM Student Survey***

303 students from Years 4-6 completed the survey between 17 October November and 4 November 2022.

The results of the survey included:

- 74% of the students have a positive sense of belonging, this is an increase of 5% from 2021.
- 93% of the students believe they demonstrated positive behaviours at school.
- 81% of students believe that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 74% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

### ***TTFM Parent Survey***

104 parents responded to the Parent Survey, this was an increase of 22% from the previous year. The survey link was sent to families via the fortnightly school newsletter and Schoolstream App. Every family receives the newsletter via email and all parents have access to Schoolstream.

Highlights of the survey included:

- Parents indicated the school's admin staff are always helpful when if they have a question or problem
- 75% of parents indicated they felt welcomed at the school
- Parents felt they could easily speak to their child's teacher.
- Parents felt well informed about school activities
- Parents overwhelmingly report their children feel safe at school
- Parents indicated that teachers listened to their concerns
- Parents felt the written information from the school is in clear plain language
- Parents felt Student Reports on progress are written in terms they understand.

### ***TTFM Teacher Survey***

22 members of the teaching staff responded to the teacher Survey between 17 October and 24 October 2022.

Highlights of the survey included:

Teachers felt:

- school leaders assisted them in creating new learning opportunities for students
- that school leaders had supported them through stressful times
- that school leaders have provided guidance for monitoring student progress
- that the school leaders create a safe and orderly environment.
- there was a collaborative culture, with teachers sharing lesson plans and other materials with each other, to support student engagement
- they are able to discuss the learning problems of particular students with other teachers
- they set high expectations for student learning, discussing learning goals for lessons with students.

Teachers use data effectively to inform their practice and link new concepts to previously mastered skills.

Teachers have felt the differentiated professional learning session, 'Pathways' has been a valuable use of collaborative team time. Teachers have been able to focus on analysing grade data to inform quality teaching and learning programs.

We solicit informal feedback from the parent/carer community during our regular class parent morning teas and P&C meetings. These gatherings are particularly important for the school community to connect to gain an understanding on school happenings and programs.

# 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

---

North Sydney Public School is deeply committed to authentic Aboriginal Education - guided by the three key themes of Relationships, Respect and Opportunities. In the context of our school, this represents equal educational outcomes for our Aboriginal and Torres Strait Islander students, and an inclusive and diverse school that is not just culturally safe, but culturally rich and proud. It is our goal that Aboriginal and Torres Strait Islander heritage is embedded respectfully and deeply in all learning opportunities and underpins our school's core values of Care, Respect and Ownership.

We aim to create a place of teaching and learning that is culturally inclusive, where aspirations are fostered, diversity is acknowledged and genuine conversations about closing the gap between Aboriginal and Torres Strait Islander peoples are ongoing.

## 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.