School context statement

At Nicholson Street Public School we aim to provide a challenging and creative education for our students. We provide a safe and secure learning environment that actively develops each child’s intellectual, emotional, physical and social needs holistically that promotes each child’s individual learning journey. Our students experience success throughout all aspects of best practice curriculum and pedagogy.

Principal's message

During 2014 members of Nicholson Street Public School continued the educational journey that is reflected in our school motto of Learning, Laughter and Life. This Annual School Report reflects on the high quality and rigorous teaching and learning programs that allowed our school community to achieve high results throughout all areas of the curriculum. This document celebrates many of the highlights from 2014 and commends our students, teachers and parents for their continued commitment to high quality Public Education at Nicholson Street Public School.

Our school population is drawn from the local area and reflects the diversity of the Balmain Peninsula. Enthusiastic and motivated educators consistently collaborate in order to provide cutting edge quality teaching and learning programs.

At Nicholson Street Public School we pride ourselves on strong community partnerships in the school, such as the Parents and Citizens Association (P&C) and our environmental initiatives in conjunction with Leichhardt Council.

The parent community has continued to be a great support to the school. Their commitment of time and energy to classroom programs and fundraising is of a highly impressive standard.

All of our teaching staff has high expectations that drive improvement in the student learning outcomes that are constantly referred to in each child’s individual learning journey. Our educators support and encourage the development of the whole child and we are constantly refining our teaching practices to deliver holistic and empowering teaching and learning programs that promote lifelong learners.

Teachers and support staff are valued for their expertise and commitment to providing quality learning opportunities for our students. The staff are committed to their own learning and participate in ongoing professional development.

2014 was a very successful year for our school and this document highlights and reflects on this success.

All of the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Lucy Norrish
Acting Principal (Term 1, 2015)

P&C message

I would like to start off by not just congratulating but also thanking everyone throughout the entire community of Nicholson Street. As usual this community has been engaged, enthusiastic and energetic. Without all of which would most certainly prove to be a very different school.

This past year has been a typical Nicho one with money raised and money spent and fun, learning and laughter had. The 2014 Halloween Festival, Nicholson Street’s flagship fundraising event, was expertly managed by Grand High Witch Mel Moss. It was Mel’s first year of this enormous job and she was able to gather around her amazing parent support, and the festival was another spookily huge success. Not just financially raising over $36,000 but the entertainment value was bigger and better with the Haunted House and the ever popular box maze and cake walks amongst the favourites.
Our major sponsor Cobden and Hayson and all our other sponsors expressed delight in the usual high standard of popularity of the day and Cobden and Hayson have offered even more exciting support for 2015!

We also have our tireless volunteer parents working on Mother’s Day stalls, Father’s Day stalls, election BBQ’s, Fresh Food lunches and Nicho Flicko with total fundraising efforts for the year being over $40,000.

Combining this wonderful financial result with the three year vision of the school meant that the P&C was able to approve nearly $44,000 to be spent on our special scholars. Covering areas from reading resources to iPads to sporting equipment, maths resources, the creative arts and the Artist in residence program, it was with immense pride to be able to sit down with the teaching staff and approve unanimously over and over again this expenditure, reminding us all why we do what we do.

Nicole Sorby
P&C President

Student representative’s message

From soccer on the bottom playground to morning lines each day, Nicholson Street has brought us through a journey of learning, laughter and life. It has been an honour to be the School Captains for 2014. We feel that we have worked together with all of the staff, students and community to create many changes that we hope will last long after we have gone.

We have all enjoyed making sure that some of the aspects of Nicholson Street that we have really valued throughout our time here have been kept or brought back. We thought that morning lines were a perfect way to start every day and after discussions with the executive student led morning lines are now permanent fixtures of every day at Nicho.

We have enjoyed having leadership meetings and helping our fellow Year 6 students lead and manage some aspects of the school like: technology team, library team, house captains, art team, sports shed and bins.

We have engaged in many different fund raising activities and awareness raising events that were very successful. We have also enjoyed leading the walking bus and waste watchers as well as fresh food lunches.

Thank you to all teachers that have taught all of us, thank you to all the parents that have assisted us and thank you to all of the students for being there for us all.

By: Audrey Collingwood, Emlyn Watterson, Ruby Guthrie and Gwyn Watterson.

The swearing in ceremony for the new school captains
Student information

The reporting of information for all students is consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56</td>
<td>70</td>
<td>74</td>
<td>78</td>
<td>85</td>
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<td>72</td>
<td>77</td>
<td>74</td>
<td>78</td>
<td>75</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>96.6</td>
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<td>97.0</td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>96.7</td>
<td>96.4</td>
<td>97.2</td>
<td>95.7</td>
</tr>
<tr>
<td>2</td>
<td>96.5</td>
<td>96.3</td>
<td>95.6</td>
<td>95.1</td>
<td>96.0</td>
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<td>4</td>
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<td>95.3</td>
<td>95.9</td>
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<td>5</td>
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<td>95.0</td>
<td>93.8</td>
<td>94.3</td>
<td>94.5</td>
<td>96.2</td>
</tr>
<tr>
<td>Total</td>
<td>95.8</td>
<td>96.0</td>
<td>95.4</td>
<td>95.9</td>
<td>96.3</td>
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Class sizes

Primary class sizes are included in the annual report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2014 Class Size Audit conducted in March 2014.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
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<tbody>
<tr>
<td>KG</td>
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<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K/1N</td>
<td>K</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>1/2G</td>
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<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td>1/2M</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>4/5R</td>
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<td></td>
<td>5</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
</tbody>
</table>

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Learning Assistance and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>RFF Teachers</td>
<td>0.3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>1.9</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no teachers at Nicholson Street Public School who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSWIT</td>
<td>4</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014

Income
Balance brought forward $33,117.14
Global funds 115,700.68
Tied funds 96,679.01
School & community sources 92,150.93
Interest 2,257.76
Trust receipts 9,436.58
Canteen 0.00
Total income 349,343.09

Expenditure
Teaching & learning
  Key learning areas 18,256.36
  Excursions 17,181.77
  Extracurricular dissections 39,049.62
Library 12,264.33
Training & development 1,496.79
Tied funds 89,671.88
Casual relief teachers 28,972.56
Administration & office 36,097.14
School-operated canteen 0.00
Utilities 26,178.08
Maintenance 5,795.18
Trust accounts 9,283.14
Capital programs 0.00
Total expenditure 284,246.85
Balance carried forward 65,096.24

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

NAPLAN Year 3 - Literacy

In 2014 95% of our students in Year 3 scored at and above proficiency level in the NAPLAN Reading assessment.
In 2014 88.9% of our students in Year 3 scored at and above proficiency level in the NAPLAN Numeracy assessment.

In 2014 77% of our students in Year 5 scored at and above the proficiency level in NAPLAN Numeracy assessment.

Other achievements

International Competition and Assessment for Schools (ICAS)

This year Nicholson Street Public School students from years 3-6 had the opportunity to participate in the Mathematics and English ICAS competitions. These tests assess above proficiency year level and are highly competitive.

In 2014 20 students entered the English tests. The students were tested across five domains: reading literacy, reading factual, textual devices, syntax and vocabulary.

Nicholson Street Public School students attained successful scores with 6 students achieving distinctions and more than half of the group achieving above credit average.

There were 21 students that entered the Mathematics competition. The students were tested across five domains: number and arithmetic, algebra and patterns,
measures and units, space and geometry and chance and data.

Nicholson Street students attained a high level of success in these tests with 4 students attaining distinctions.

School programs

Arts – Drama

In 2014 Drama has been taught through a creative arts lesson each week in addition to being embedded throughout units of work in English in particular the speaking and listening components.

Our drama teaching program in the creative arts has developed students’ knowledge and understanding, skills and values in making, performing and appreciating drama. During lessons, the students explored the different elements of drama through a variety of drama forms and dramatic contexts.

Arts – Artist in residence

This year we welcomed back our artist-in-residence Jeremy Walters who is a professional actor. He worked collaboratively with teachers to engage students with the works of Shakespeare, developing their appreciation of playwrights and ability to perform in in dramatic roles.

This years end of year production, entitled ‘Yo Ho Ho - A Pirate Christmas’ was a great success involving the whole community. This was a wonderful opportunity for students across the school to celebrate their love of the performing arts, including acting, singing and dancing.

Arts - Music

Besides the extensive range of extra-curricular music that happens at our school, all students participate in weekly music lessons as part of their learning in the creative arts. This year the students developed knowledge and skills, values and attitudes in performing, organising sound and listening. The teaching and learning program allowed students to explore a range of music concepts and ideas within a wide repertoire of songs and activities. Through performing music, the students enjoyed singing a wide range of songs and experienced using a range of tuned and untuned percussion instruments for various purposes. The students explored the use of digital technologies such as Garage Band to make music.

One of the exciting musical experiences that the students got to enjoy this year was when we had the pleasure of welcoming TaikOz to Nicholson Street. All students were engaged in a brilliant hands-on experience into the explosive energy and dynamism of Taiko drumming and were enthralled by the performance they go to see!

This year, in addition to the 3 - 6 choir, we were excited to welcome back a K – 2 choir for those younger students who are interested to be involved in the music program.

Sport

School sport

This year, students at Nicholson Street Public School took on the Live Life Well program. Live Life Well is designed to teach students fundamental movement skills explicitly, in order to prepare and equip them to participate successfully in a variety of sports. There are 12 fundamental movement skills, namely static balance, sprint run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge. Students from Kindergarten through to Year 6 worked on mastery of these skills as they skills form the basis of most sports. Every Friday students engaged in a variety of sport lessons with their class teacher, in order to refine the skills learned during our Monday-Wednesday Live Life Well program.
Specialist Sports

Every Thursday during 2014 students had the opportunity to learn from specialist sporting coaches. Throughout the year, students experienced tennis, gymnastics and dance. Students enjoyed these sessions and responded well to having such positive coaches. Class teachers reported big improvements in students’ sporting skill sets. These specialist programs will continue in 2015 with the sports offered being gymnastics, athletics, dance and fundamental movement skills.

Swimming Carnivals

Our 2014 swimming carnival was held at Cabarita Pool and was again a successful carnival. Congratulations to everyone who competed. Special congratulations to our school champions.

Junior Boy Champion – Felix Carroll
Junior Girl Champion – Anna Sundquist
Senior Boy Champions – Joe Reynolds and Gwyn Watterson
Senior Girl Champion – Nimeesha Bates

All students under the age of 8 were encouraged to participate in the junior swimming carnival. There were many fun events, like the egg and spoon race, relays, the parachute, an assault course and, of course, a dip in the pool. Students, teachers and parents had lots of fun.

The Zone Swimming Carnival was held on Tuesday 4 March. Sincere thanks go to Kathryn Reynolds, a long-time Nicholson Street parent, for organising the transport to and from the pool. Thanks also to the generous parents who agreed to carpool children. What an amazing group of people.

Cross Country Carnivals

Nicholson Street Public School had a very successful cross country in Term 2 thanks to our hard-working teachers and parent helpers. Everyone worked well as a team, and as a result, the kids had a great day.

Congratulations to everyone who competed. Special congratulations to our school champions.

8 years – Jonah Antrum / Gabe Sainsbury and Anouk Quirk
9 years – Ingo Cottier and Shivani Spencer
10 years – Thomas Osborne and Izzy Gudgin
11 years – Max Donellan and Amelia Velasco
12 years – Emlyn Watterson and Robyn Burns

The Zone Cross Country Carnival was held on Thursday 22 May 2014. These days are always long and this one was particularly hot. Nevertheless, the behaviour and sportsmanship of the Nicholson Street students were exemplary. What a great day, full of exciting races. There were 120 students in every race. Congratulations to all our fantastic runners, Nicholson Street came 15th overall. Special congratulations to Maisy Burns and Robyn Burns, who placed 3rd and 2nd respectively on the day and represented Nicholson Street at the Regional Carnival at Miranda Park.

Athletics Carnivals

In 2014, we held our Athletics Carnival at King Georges Park. It ran very smoothly, and students were all keen to cheer on their friends and teammates. Again, the beautifully positive attitude of Nicholson Street families shone through and we had many parent spectators and volunteers. Thanks to everyone who worked hard to make the day a success. Congratulations to everyone who competed.

The Zone Athletics Carnival was held across two days, full of sunshine, encouragement and teamwork. Sincere thanks go to Nikki Corner for organising student transport to and from the track. Thanks also to the generous parents who agreed to carpool children.
Active after school communities (AASC)

In 2014, the Active after School Communities (AASC) program gave students interested in sport the opportunity to participate in extracurricular fitness activities. There were two sessions each week – one for K-2 students and one for 3-6 students. In 2014 students in K-2 participated in Athletics, Basketball, Netball and Hockey while students in Years 3-6 participated in Netball, Baseball, Athletics and Circus Skills. This initiative promoted healthy eating with afternoon tea and healthy lifestyles with plenty of exercise and also exposed students to new and different sports, as there were different sports each term. The coaches raised awareness about teams and competitions in the local community. This was extremely successful at Nicholson Street, but unfortunately will not continue into 2015. Thank you to all the parents who volunteered to provide healthy afternoon tea for students.

Significant programs and initiatives

Aboriginal education

During 2014 our school consolidated our 2013 shift to a holistic and consistent approach to teaching Aboriginal Education to our students.

Nicholson Street Public School is focused on teaching and learning of Aboriginal Education in an authentic and integrated manner, built on the premise of raising mutual respect and trust between all sectors of Australian society.

This approach to Aboriginal Education has been developed through collaborative planning days involving all members of staff.

All staff will continue to approach Aboriginal Education in this way as we move forward into the future.

Multicultural education and anti-racism

Harmony Day 2014 was a huge success where all students, staff and the school community came together to share the message of thank you for diversity. Students were in mixed aged groups and each teacher focused on a specific country. We chose to highlight the students from overseas celebrating their rich culture and heritage.

Chinese Language Program

In 2014 the Chinese (Mandarin) Language program made up a component of the RFF program for classroom teachers. The school continued to engage Mr Scott Smith as the expert language teacher for our Mandarin classes. Mr Smith engages students in language learning through song, rhyme, stories and games. Our students are also immersed in Chinese culture during the language class and learn about Chinese customs, heritage and contemporary Chinese culture.

Environmental education

Nicholson Street Public School continued in 2014 to work towards being a sustainable school that focuses on learning about looking after our environment. Each week we aimed to reduce our waste by encouraging children to recycle their lunch waste in colour coded recycle bins. Other programs that occurred regularly include class paper recycling, composting, and a school “walking bus” that promoted a walking to school day. In the classroom, children participated in learning experiences that helped them better understand their role in looking after the environment. Students in years one and two participated in a compost and worm farm workshop with the environmental officer from Leichhardt council. Thanks to the assistance of our enthused parents we also held a garden working bee in term two. A big component and success of our environment program is our garden, which the children actively care for. “Garden Club” is held on Monday lunchtimes with eager students taking part. Our environment team leaders guided and assisted younger children in garden tasks such as planting seedlings.
and seeds, weeding and watering. The frog pond is also popular with the sighting of frog’s eggs and tadpoles throughout the year.

Our continuing focus for 2015 is to tackle the amount of waste from school lunches – a “Nude Food Day” is planned to engage the students and the school community in ways they can reduce the unnecessary paper and plastic waste from school lunches.

**Book Week**

Megan Etienne, our teacher Librarian working alongside the Library Leadership Team organised Book Week 2014. Every staff member and student participated in Book Week events that focused on quality literary authors with the theme ‘Read around the world’. Each class completed activities based on a short listed book and were involved in the Book Parade.

**Science Week**

All the staff and students at Nicholson Street Public School celebrated science during National Science Week 2014. All classes participated in science investigations throughout the week and the school captains promoted National Science Week across the week. One day was devoted to multiage groups rotating around the school and conducting a variety of science investigations and experiments.

**Artist in Residence**

The Artist in Residence continued to run throughout the course of 2014. In Semester 1 an Aboriginal artist worked with all classes to develop a collaborative representation of an Aboriginal artwork. The paintings have been displayed around the school.

In Semester 2, Jeremy Waters, an actor that has been engaged in teaching at our school in previous years also came to work with our students. Jeremy worked with the students to develop acting improvisation techniques as well as assisting with performance skills that were on display in the end of year play.

**Teacher Professional Learning**

**Welfare and Wellbeing**

Teacher Professional Learning for 2014 focused on the welfare and wellbeing aspect of developing effective habits of mind. This focus engaged the ‘Stephen Covey’ program of the ‘Seven Habits of Highly Effective People’. All staff members at Nicholson Street Public School participated in two highly informative and engaging full day sessions with a consultant from the Covey program. These workshops enabled all staff members to develop a deep knowledge and understanding of the Seven Habits of Highly Effective People and also to develop an implementation process for the program in all classrooms. The total expenditure for this learning exceeded $18,000 of which the P &C made a very substantial donation ensuring that staff had the opportunity to engage in this Teacher Professional Learning.

**Literacy**

**Focus on Reading**

Teachers have engaged in the professional learning program ‘Focus on Reading’. The professional learning has increased teacher’s knowledge of current pedagogy around reading, particularly in the areas of comprehension and curriculum differentiation. The teaching of reading is more explicit, systematic and balanced as students have a common language and a range of strategies to use when comprehending a text. Strategies that have been explicitly taught include predicting, monitoring, questioning, visualising, making connections and summarising.
Spelling

All Teachers at Nicholson Street also participated in professional learning on how to effectively teach spelling. Across the school, teachers are using assessment data to determine student strengths and needs in the area of spelling. Through continuous assessment, lessons are differentiated so that all student learning needs in spelling are met.

Numeracy

Mathematics whole school planning

All teaching staff engaged in a sequence of teacher professional learning on how to develop a whole school approach to teaching Mathematics. The teachers participated in best practice models of teaching and learning in the mathematics classroom and then had opportunities to collaboratively develop mathematics teaching and learning programs that put their learning into practice.

Collaborative Planning

Throughout 2014, teachers collaborated each term to develop high quality literacy and numeracy programs so that there is consistency across the school and the new NSW English and Mathematics Syllabuses for the Australian Curriculum content is explicitly taught. Teachers also adopted a new planning tool so that English is now taught using modelled, guided and independent teaching strategies.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- NAPLAN Data
- School Based Assessment Data

School planning 2012-2014:

School priority 1

Increased literacy achievement for every student.

Outcomes from 2012–2014

- Increase the percentage of Year 3 students achieving proficiency in Reading from 45% in 2011 to 80% in 2014.
- Increase the percentage of Year 5 students achieving proficiency in Reading from 40% in 2011 to 65% in 2014.

Evidence of achievement of outcomes in 2014:

- 80% of the Year 3 cohort achieved proficiency level in NAPLAN reading assessment in 2014.
- 65% of the Year 5 cohort achieved proficiency level in the NAPLAN Reading assessment 2014.
- In 2014 the average progress of students, between year 3 and year 5, across literacy aspects assessed by NAPLAN is consistently above the state and Similar School Group averages.
- Class teachers implementing the ‘Words Their Way’ program to enhance teaching and learning of spelling.
Strategies to achieve these outcomes in 2014:

- Professional Development on best practice curriculum and pedagogy of literacy.
- K-6 systematic planning and programming using specific format reflecting best practice English planning.
- Collaborative Planning sessions across all stages to ensure consistency of planning and programming.
- K-6 reading Resource room established.

School priority 2
Increased levels of overall numeracy achievement for every student.

Outcomes from 2012–2014

- Increase the percentage of Year 3 students achieving proficiency in Numeracy from 18% in 2011 to 85% in 2014.
- Increase the percentage of Year 5 students achieving proficiency in Numeracy from 53% in 2011 to 60% in 2014.

Evidence of achievement of outcomes in 2014:

- 85% of the Year 3 cohort achieved proficiency level in the NAPLAN Numeracy assessment in 2014.
- 60% of the Year 5 cohort achieved proficiency level in the NAPLAN Numeracy assessment in 2014.
- In 2014 the average progress of students between year 3 and year 5, across all Numeracy aspects assessed by NAPLAN is consistently above the State and Similar Schools Group averages.

Strategies to achieve these outcomes in 2014:

- Professional Development on best practice curriculum and pedagogy of Numeracy.
- K-6 systematic planning and programming using specific format reflecting best practice Mathematics planning.
- Collaborative planning sessions across all stages to ensure consistency of planning and programming.
- Develop a whole school K-6 Scope and Continuum in line with the new Mathematics Syllabus Document.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Program Evaluations

Mathematics

Mathematics was established for an area of evaluation for 2014.

In 2014 our school focused on implementing a new way in which to plan and program for Mathematics across Kindergarten to Year 6.

Teachers were engaged professional learning and collaborative planning to develop skills and knowledge in Mathematics planning and programming expectations across K-6.

Findings and Conclusions

The major findings from the data analysis show:

- 98% of respondents agree that learning Mathematics at school is important.
- 82% of respondents agree that classrooms at our school are mostly interesting environments to learn Mathematics.
• 100% of teachers value continual engagement in Teacher Professional Learning in Mathematics, particularly relating to the shift in the whole school planning and programming practices.

• 76% of students felt that Mathematics games and hands-on activities assisted them in engaging in Mathematics content.

• A surprising 68% of students enjoy Mathematics worksheets as part of the learning in classrooms.

• Most teachers agree that more Mathematics equipment is needed across the school in order to teach effective and balanced Mathematics programs.

It can be concluded that an improvement in attitude towards the teaching and learning of Mathematics has been made. It can also be concluded that the development and improvement in best practice Mathematics planning and programing has had a positive effect of the teaching and learning programs across the school.

Future Directions
It is recommended that:

• Teachers continue to engage in Teacher Professional Learning on best practice planning and programming of Mathematics.

• Ample school funds are allocated to replenishing of Mathematics resources.

• Parents are continually informed by class teachers and workshops on ways in which to support their children to learn Mathematics.

• Teachers continue to create balanced and rigorous Mathematics teaching and learning opportunities in classrooms across Kindergarten to Year 6.

School Evaluation
School Culture
In 2014 the school sought the opinions of parents, students and teachers about the school culture and what it meant to be a part of the Nicholson Street Public School community.

Findings and Conclusions
Their responses are presented below:

• Over 90% of all respondents surveyed agreed that the school knows about each group within our community (parents, staff and students).

• 95% of all respondents agree that the school leaders at NSPS have a positive influence on the school culture.

• 90% of all groups surveyed felt that the school often praises and rewards students who are successful.

• 100% of teachers felt that the school community recognizes values and supports the contributions of new members to the culture of the school.

• 100% of teachers feel the school is continually finding ways to improve what it does in all aspects of school life.

• 86% of parents felt that the parent community supports what is happening at the school.

• 88% of parents felt that the school appreciates having my child as a student.
82% of the students surveyed feel proud to be a part of our school.

82% of students felt that the school encourages everyone to learn.

**Future Directions**

It is recommended that:

- All community members (parents, students and teachers), continue to work together to provide a positive school culture, where everyone is valued and supported.

- The school continues to praise and reward students who are successful and look for new ways in which to promote the success of all members of our community.

- The community continue to work together develop new and interesting ways to improve all aspects of school life.

- The school continues to communicate what is happening at the school.

- The parents continue to support all school programs.

- There is a continued value attached to being part of our school community.

- That the school continues to find new and exciting ways in which to communicate and celebrate pride in our students and the community as a whole.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ms Lucy Norrish – Assistant Principal (Acting Principal, Term 1, 2015)

Mr Joel Davies – Assistant Principal

Ms Bianca Carson – Classroom Teacher

Mrs Martha Garven – Classroom Teacher

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.