2010 Annual School Report
North Sydney Demonstration School

NSW Public Schools – Leading the way
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.

Myra Wearne, Principal
Mystie Smith, Assistant Principal
Unity Taylor-Hill, Assistant Principal
Amanda Coroneos, Assistant Principal
Kate Buczko, Classroom teacher
Laetitia Kilpatrick, Classroom teacher
Belinda Norrie, Classroom teacher
Julia Salaverri, Classroom teacher
Taryn Wall, Classroom teacher

School contact information

North Sydney Demonstration School
Bay Road Waverton 2060
Ph: 02 9955 2822
Fax: 02 9956 6801
Email: nthsyddem-p.school@det.nsw.edu.au
School Code: 2766

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

Messages

Principal’s message

At NSDS we believe that our primary purpose is to prepare our students for successful 21st century living. Achieving this will require students to be instructed, supported and guided by both parents and staff in the development of skills and expertise in literacy, numeracy, creative problem solving, collaborative networking, and the innovative use of technology. Students will also need to be capable of adapting to change and transferring knowledge across different disciplines and contexts. Effective oral and written skills will continue to be important as will the ability to access and be critical users of large amounts of online data. Students will need to view the world, engage with others and make decisions from a global perspective. Our students will be the custodians of the planet and will need to be environmentally informed with a willingness and ability to solve climate issues creatively.

In 2010, the school endeavoured to provide students with opportunities to develop the above mentioned skills within an engaging environment. Opportunities to develop leadership and collaborative networking skills continued through leadership roles such as Student Representative, Eco Ambassador, Library Monitor, Student Executive and Sports Captain.

Our partnership with the University of Sydney continued to thrive with a focus on increasing student outcomes in innovative and relevant ways with a strong focus on professional development for staff.

Opportunities such as; Waikakirri, Talent Storm, the Choral Festival, the Recorder Ensemble, First Lego League Robotics and the Multicultural Public Speaking Competition provided students with the opportunity to work collaboratively and creatively in communicating with broader audiences.

Literacy and numeracy progress was reflected in the 2010 NAPLAN assessments with our students demonstrating strong growth.

We continued to benefit from the tireless efforts of our parent community with the P&C raising significant funds to be redirected back to the school ensuring the continuance of a quality learning environment. Parents worked collaboratively and supportively with teachers across all grades to ensure that student progress was being made in all Key Learning Areas.

The staff look forward to continuing to teach, guide and support the students of North Sydney Demonstration School at the highest level in 2011.

Myra Wearne
Principal

Figure 1: Students working together to create a healthy fruit salad.

P & C message

2010 was a busy and rewarding year for the P&C at the Dem. We have continued our commitment and responsibility of:

- The School Tuck Shop.
- The School Uniform Shop
- Fundraising and Social Events
- The Schools “Wish-list”
- The Schools “Working Bees”.
- The Dem Directory.
- Advertising in the schools weekly newsletter
- The management of parent financial contributions

---

1 I certify that 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.
• Collaboratively working with the school to achieve common goals. 

In 2010 the P & C raised $160,000.00. Working together as a team we have successfully achieved the following outcomes:

• $40,250 to complete our commitment towards the installation of an electronic Smart-board in every classroom. This commitment has taken us 4 years to complete and has been a direct benefit not only to all our children but also their teachers. Through sound financial management and a passion for achieving a common goal we have been able to complete this project well ahead of the proposed initial time frame. 

• $36,000 to the funding of a Mandarin teacher 

• $29,000 to the funding of a Music program 

• $9,400 to the funding of a Cooking program 

• $8,300 towards new library books 

• $15,000 to key teaching and learning resources in the classrooms 

• $7,500 for new bench seating in our playground 

• $9,000 towards teachers classroom budgets 

• $5400 towards Art Supplies 

• $1,100 for Working Bees 

• $5,000 for a new sound system in the school 

• Plus we purchased many books for the school through our teacher wish list. 

The P & C have also committed $20,000 to the installation of a new fence on McHatton St in order to open up the schools outdoor play area and provide our children with increased security. 

Our key objective never changes and that is to ultimately benefit the children who attend this school, their families and the wider school community. We are in a privileged position to have such a wonderful relationship with the Principal, Myra Wearne, her executive team, teachers and staff, allowing us to be able to contribute to our school at such a high level and to achieve common goals. 

Our P&C continues to be a good forum for liaison with the school, for the exchange of ideas between parents and the school and for creating opportunities that enable all parents to participate and contribute. 

Andrea Roberts.  
P & C President 2009-2010 

Student Representative Council (SRC) 

Providing all students with a voice is valued at North Sydney Demonstration School. In 2010, the Student Representative Council was coordinated by Miss Wall, Miss Norrie and Ms Sundic and led by the Student Executive. Each semester, two representatives from each Kindergarten to Year 5 class were chosen by their peers to represent their class in SRC meetings. 

In 2009, all interested parties from Year 5 took part in a student leadership program. The 2010 student executives were then elected from this group. The student executive were trained in their respective roles and in meeting procedures and adhered to them during SRC meetings in 2010. 

Our executive school leaders had roles and responsibilities throughout the course of the year that included fundraising, leading primary assemblies and speaking and assisting with Kindergarten orientation days. Our SRC leaders were actively involved in a wide range of fundraising activities. These were as follows: 

• Funds for Nikko: The school’s World Vision sponsor child. 

• Talent fest: Raising funds for Stewart House 

• Pet day: Raising funds for the RSPCA 

• Pyjama Day: Raising funds for a new building at the School of St Judes 

In addition to fundraising, SRC members and executive met weekly to discuss school issues and ideas that had arisen from in class meetings. These opportunities allowed the students to demonstrate an interest in the running of North Sydney Demonstration School, and also helped develop their leadership skills. 

T. Wall 
Classroom teacher
Advisory Committee Chairperson’s message

North Sydney Demonstration School has held the highly valued partnership with the University Of Sydney for 35 years. The partnership is based on a reciprocal relationship that allows us to bridge the gap between theory and practice.

In 2010, the Advisory Committee (AdCom) met once a term as a forum of communication and feedback between all members of the school community. This year the committee was made up of 2 staff representatives from the University of Sydney (USYD), the school Principal, 2 executive staff members, 2 teaching staff and 2 parent representatives.

In 2010 we:
• Initiated and facilitated collaborative research through action learning at pre-service, staff and USyd level
• Focused on student learning outcomes as a priority for all research
• Trialled the connected classroom framework to support pre-service teacher education
• Had school staff present workshops, tutorials and lectures as requested on educational and curriculum issues
• Had university staff on school site sharing expertise in educational and curriculum issues
• Worked collaboratively with USyd staff to present in national networks
• Had school staff attend Professional Learning Alliance meetings at USyd
• Had USyd staff continue their representation and input on merit selection panels
• Promoted staff professional learning and student learning outcomes in online learning environments

In 2010 North Sydney Demonstration School had 63 pre-service teachers undertake a practicum in our classrooms. We had some staff undertake a mentoring course on site with a tertiary mentor from USyd. We held a scholarly reading group a number of times a term with a focus on the areas of data use in schools (Term 1), using research to inform decision making (Term 2), mentoring teachers on all areas of the learning continuum (Term 3) and emotional literacy (Term 4). We presented our professional learning model at the national Australian Teachers Education Association (ATEA 2010) conference. Our academic partners worked within a classroom on an action learning project to investigate the interactive teaching model for science education.

Having our parent representatives give feedback to the committee has given us great direction for 2011. We will have a strong focus on making the relationship between USyd and North Sydney Demonstration School transparent to all stakeholders.

The targets set for 2011 are:

1. To increase awareness and develop a deeper understanding amongst parents and students as to what is a ‘demonstration school’.
2. To build a strong partnership focused on the reciprocal responsibility of pre-service and classroom teachers.
3. To build the focus of the professional learning and knowledge exchange between NSDS and USyd and the broader educational community thus creating strong learning partnerships.

M. Smith
Assistant Principal
Adcom Chairperson

School content

Student information

Student enrolment profile

North Sydney Demonstration School is a multicultural school with 52% of students coming from non English speaking backgrounds. Mobility at the school is high with many families relocating overseas. This mobility was reflected in the 2010 NAPLAN data with only 60% of students being matched from year 3 to year 5.

Figure 2 ANZAC Day ceremony 2010

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
By law parents and caregivers must give an explanation for any student absences. The school has several ways that caregivers may notify the school of a child’s absence including; by phone, fax or email or by delivering a note to the teacher on return to school. For longer absences of more than 15 days of leave in a year (excluding sickness) caregivers must apply several weeks in advance for an exemption from attendance at school. All absence notes, faxes and emails are filed and kept for examination and monitoring by the home school liaison officer. Any phone calls to the office are also logged and kept.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAC</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KNC</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KAR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KJS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KRC</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1ES</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1JP</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1KC</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1CP</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1DD</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2MS</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>2TW</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>2MT</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2SH</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3KB</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3BM</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3LK</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3ME</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4LJ</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4SM</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4AT</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5DH</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5MT</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5SH</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6TC</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6BN</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6KS</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

### Staff information

North Sydney Demonstration School continues to attract high caliber and dedicated staff who demonstrate professionalism, dedication and an ongoing commitment to professional learning and student achievement. 2% of the school’s workforce has a known indigenous ancestry.

---

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

Five changes in staff occurred from 2009-2010. Three of these changes pertained to permanent staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
<tr>
<td>Specialist Teachers RFF</td>
<td>1.218</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39.6</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>56</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>44</td>
</tr>
</tbody>
</table>

Financial summary

Date of financial summary: 30/11/2010

Income

- Balance brought forward: 201,097.50
- Global funds: 332,206.60
- Tied funds: 242,401.90
- School & community sources: 555,666.66
- Interest: 23,084.83
- Trust receipts: 98,391.65
- Canteen: 0.00

Total income: 1,452,849.14

Expenditure

- Teaching & learning:
  - Key learning areas: 76,805.01
  - Excursions: 112,389.96
  - Extracurricular dissections: 149,227.62
- Library: 9,349.23
- Training & development: 21,669.76
- Tied funds: 198,907.93
- Casual relief teachers: 58,769.44
- Administration & office: 207,405.06
- School-operated canteen: 0.00
- Utilities: 56,794.68
- Maintenance: 50,383.89
- Trust accounts: 96,311.65
- Capital programs: 28,490.86

Total expenditure: 1,066,505.09

Balance carried forward: 386,344.05

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent

---

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

---

5 This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

2010 provided students and teachers with a wide variety of unique and engaging teaching and learning opportunities across the Arts.

With a continued focus on music education, all classes K-6 participated in the Jellybeans music program for Term 1 and these skills and learning opportunities were continued throughout the year by classroom teachers. The school’s bands, recorder ensemble and choirs represented the school at the Choral Festival, school assemblies and the Opera House. Musical composer Paul Jarman also worked with 3LK and 5SH in developing musical compositions and lyrics in a ‘Music through Storytelling’ workshop as part of one of the school’s regional arts grants in Term 3.

Our proud tradition of dance performances was broadened this year for grades 3-6 with students participating in both the national Wakakirri festival and regional Talent Storm. Students and teachers showed their flair and creativity and were awarded ‘Best Concept & Realism’, ‘Great Team work’ and winner for Primary Division Three in the regional competition.

This year the school was lucky enough to have a resident visual arts teacher, Emily Lees who enhanced visual arts education in the school through the RFF program. Students worked across a wide variety of media and subject matter to develop an impressive scope of works in making activities in visual arts. The artistic talents of the students were showcased through the Biennial Art Auction works and also the Card Art fundraiser.

Drama education also continued to grow in the school through the Artist in Residence opportunity in Term 1 of 2010. Two puppetry artists, Gary Friedman and Sharon Gelber spent Term 1 working with students at; our school, Curl Curl North and Manly West to create narrative based performances with paper and found object puppetry. The grant culminated with a puppetry festival at North Sydney Demonstration School where the students celebrated their creativity and learning. Classes in Years 4 and 6 were also involved in a state based grant with the Sydney Theatre Company where the ‘Actors in Schools’ program enabled students to explore literacy and books through drama work with visiting actors.

![Figure 5: Senior choir at Sydney Opera House 2010](image)

**Sport**

At North Sydney Demonstration School we believe that the provision of sporting opportunities for students is vital in ensuring students engage in active healthy living. In 2010 students at our school participated in the following events and activities:

- Field and Track Carnivals at school, zone and regional levels
- Swimming carnivals at school, zone and regional levels
- Cross country carnivals at school, zone and regional levels
- Swimming carnivals at school, zone and regional levels
- PSSA weekly competitions in soccer, netball and AFL
- School sport including tennis and a variety of team games
- Swim Scheme -years 2-6
- Whole school walkathon
- Gymnastics- years K-4
- Zen martial arts- years 5-6
- Ride to school day, and
- Premiers Sporting Challenge
First Lego League Robotics

In 2010 North Sydney Demonstration School entered the First Lego League competition. First Lego League provides a sports-like atmosphere combined with the smarts of a science fair to both inspire and recognize young scientists, engineers and technologists. Students build and program robots to navigate a different “challenge” each year, pushing themselves, their skills, and their robots to the limits of their ever expanding and creative imaginations.

In the 2010 competition North Sydney Demonstration School entered a team of 8 Year 4 students. The theme for the 2010 challenge was body forward with all teams exploring the world of biomedical engineering and discovering innovative ways to repair injuries, overcome genetic predispositions and maximize the body’s potential. The students did an outstanding job competing against students aged 9-16 years of age. Our students placed 24th in the robotics component of the competition and 2nd in the research component.

Environmental Education

This year proved to be a busy and productive year for the Environment Committee. Guided by our School Environment Management Plan (SEMP) the committee worked collaboratively to ensure environmental issues remained a focus and priority within the school. Our management plan comprised of a number of major and minor targets. All targets benefited from the financial support of P & C funds and several grants, applied for and won by the school. Grants included the Green Schools Grant (North Sydney Council-$3000) and the Coles Junior Landcare Grant (Landcare NSW Inc. $1000). The Environment Committee also gained much from the advice and recommendations of parent representative, Claire Hanley, who generously volunteered her time, energy and know-how in order to support the school’s environmental goals.

Major Targets

1. Trees - The replacement of felled trees was identified as an important priority, due to the recent loss of a number of mature trees on the school grounds due to termite infestation. The Environment Committee aligned National Tree planting day with our tree regeneration program to replace felled trees. Thirteen young trees were purchased and then planted by each class in the school. This process has kicked off an ongoing plan to ensure the school grounds continue to have a variety of tree types and ages for the future generations of students to come.

2. Gardens - A total of 16 garden beds were regenerated and planted out with edibles. Each class was allocated a garden bed to maintain, and students had hands on experiences planting/growing process, and resulting produce to support the teaching and learning process. The native and vegetable garden areas have been especially effective in supporting the Kindergarten Conceptual Unit on ‘Interdependence’. Students were able to go on ‘bug hunts’, build and trial insect traps and see how compost and worm castings can be used to enrich out natural environments. Furthermore, many edibles that have been harvested were used in our school cooking program. A gardening club was also set up to offer interested students extra opportunities to work in and help maintain the garden areas.

3. Composting - Our composting program was re-established and implemented throughout the school. Rubber tubs were purchased to collect food waste every day. This system is still being trialed, but has been deemed effective to date as we have produced a considerable quantity of compost which has been recently applied to the garden beds.

4. Eco Ambassadors - Our Eco Ambassador program has continued to offer students opportunities to be involved in the implementation of SEMP targets, whole school and national initiatives. Students have been particularly active in educating the student body in aspects of composting, and promoting other national initiatives, such as Earth Hour, Clean-up Australia Day and Ride to School Day. The Environment committee is proud of its accomplishments in 2010 and is looking forward to actively promoting an awareness of environmental issues within the school and the wider community in 2011.

Footnote: FIRST LEGO League
Asia Literacy

In 2010 North Sydney Demonstration School began to explore how Asia literacy could be incorporated into the school’s curriculum. Asia literacy is knowledge, skills and understandings about the histories, geographies, societies, cultures, literatures, and languages of the diverse countries of our own neighbourhood. The move to incorporate this knowledge into the school curriculum is based on the belief that students need well-structured content that recognises the diversity of cultures in the Asian region.

This year the school employed a mandarin teacher for three days per week to work with classes from years 2-6 for the purposes of exploring elements of Asian life with students. During the year students learned Chinese numbers, greetings and idioms. Cultural activities such as Chinese New Year were explored and discussed in class and students learned about the Chinese zodiac animals and the sports and hobbies of Chinese students. The school contributed again in 2010 to our sister school’s Art Exhibition (Erlian Primary Shanghai).

In 2011 the school looks forward to reciprocal visits between the staff of Erlian Primary and North Sydney Demonstration School. Our Asian Literacy Program will be expanded to five days per week and will include all students from Kindergarten to Year 6.

Academic Programs and achievements

Conceptual Programming

In 2010, the school focused on building students’ conceptual understanding in the areas of Human Society and its Environment, Science and Creative Arts.

Staff worked collaboratively to design quality conceptual units based on a new innovative model of programming. These units of work were designed to provide meaningful learning experiences with authentic links to other key learning areas (KLA’s). Each unit was based around concepts including: creativity and performance, energy and movement, change and interdependence, interrelationships and sustainability, products and processes, identity, freedom and responsibility, culture and identity as well as heritage and tradition.

It is anticipated that through the use of the school’s new scope and sequence, students will be provided with the opportunity to build on their conceptual understanding through their K-6 journey. In doing so, this will allow students to make explicit connections with their learning and build upon their understanding so that they can more readily apply their knowledge to real world experiences.

Members of the Conceptual Programming Committee conducted an action learning project aimed at integrating the use of thinking diagrams into conceptual units of work. The aim of this project was to investigate ways in which learning experiences could further promote the intellectual quality of all students. This provided an opportunity for students to explore different ways of representing their thinking through the use of a variety of thinking tools and diagrams. These explicit learning experiences included the use of De Bono’s thinking hats, Venn diagrams, Y charts, spider maps and concept mapping. In 2011, the committee members will be supporting their grade teams with the integration of thinking diagrams within all conceptual units of work.
NAPLAN 2010

In 2010, 94 year three students and 76 year five students participated in the National Assessment Program for Literacy and Numeracy. North Sydney Demonstration School exceeded both state and regional groups in the average growth achieved by matched year 5 students in reading and writing. These average growth figures consider the growth experienced by those students who sat the test at North Sydney Demonstration School in both 2008 and 2010. Regional targets for growth were also met in numeracy, grammar and punctuation. The school did not reach the targeted growth for spelling.

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.

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Progress in literacy

Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2006-08</th>
<th>2007-09</th>
<th>2008-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.5</td>
<td>95.5</td>
<td>96.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>88.1</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2006-08</th>
<th>2007-09</th>
<th>2008-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.9</td>
<td>71.7</td>
<td>83.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>69.5</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in grammar & punctuation for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.2</td>
</tr>
<tr>
<td>SSG</td>
<td>96.3</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

*Matched students refers to students who were in the same band in both 2006-08 and 2008-10.
Average progress in spelling for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>73.0</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2006-08</th>
<th>2007-09</th>
<th>2008-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>108.7</td>
<td>118.9</td>
<td>94.2</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

International Competitions and Assessments for Schools (ICAS)

ICAS provides an opportunity for all students Years 3 – 12 to gain a measure of their own achievement in an external testing situation. It provides teachers, parents and students with comprehensive reporting of results in the areas of Computer Skills, English, Mathematics, Science, Spelling and Writing. The ICAS tests are designed to be challenging and are usually completed by those students achieving at a high level.

This Year North Sydney Demonstration School invited parents in Years 3 and 6 to self-nominate entrance into the ICAS competitions. The school also undertook to enrol all grade 4 and 6 students in the ICAS Maths and English assessments to give us valuable educational growth data.

High quality UNSW certificates were awarded for each year level as follows:

- High Distinction to the top 1% of entrants
- Distinction to the next 10% of entrants
- Credit to the next 25% of entrants
- Participation to all other participating students.

Our school results were as follows:

- English: 191 students: 13 D, 65 C
- Maths: 189 students: 2 HD, 26 D, 52 C
- Computer Skill: 40 students: 1 HD, 4 D, 6C
- Science: 72 students: 13 D, 34 C
- Writing: 66 students: 1 HD, 7 D, 19 C
- Spelling: 68 students: 2 HD, 4 D, 16 C

This summary includes the Year 4 whole cohort (73 students) enrolment achieved:

- English: 3 D, 26 C
- Maths: 11 D, 13 C

This summary includes the Year 6 whole cohort (76 students) enrolment achieved:

- English: 5D, 19 C
- Maths: 3 D, 24 C
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives have been incorporated into classroom teaching programs. This provides opportunities for students to learn about Aboriginal history, society and cultures.

The term ‘Aboriginal perspectives’ refers to Aboriginal points of view on particular issues and events and includes specific syllabus content.

In 2010 we continued our relationship with Boori ‘Monty’ Pryor that was established in 2009. Students in Year 3 and Year 4 studied ‘My Girragundji’, a text written by Boori Pryor and Meme McDonald. The Year 3 and Year 4 students and teachers attended a dramatic performance of ‘My Girragundji’, performed by young Indigenous actors. This was highly enjoyable and presented more complex issues of identity and belonging in a way that was relevant and engaging. It also provided an excellent context for students to undertake a term-long study of the text. Through this literacy unit students explored the concepts of Indigenous people living in a modern society, Indigenous language and self-confidence.

As a result of our P&C book wish list, we now have a class set of “My Girragundji” to enable classes to continue the study of this rich text.

The school community continued to acknowledge the traditional custodians of the land at school and stage assemblies, whole school events and staff meetings.

Multicultural education

Multicultural education aims to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. In 2010 this was achieved through our teaching and learning programs which enabled students from all cultures and communities to identify as Australians within a democratic, multicultural society and developed the knowledge, skills and values for participation as active citizens. Our teaching and learning programs promoted a shared vision of Australia based on cultural understanding and community harmony. Our teachers are trained in inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views. Families from our school community come from many diverse cultural backgrounds, with heritage from almost sixty nations and with over fifty languages represented. The school community continued to celebrate the diversity of our school community through the annual ‘Multicultural Welcome BBQ’.

Families new to Australia were supported through the Families in Cultural Transition Course. This course involved members of the school community, translators and our local Community Information Officers. Our English as a Second Language program provided students from language backgrounds other than English support in developing their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. Our teaching and learning programs, promoted acceptance of Australia’s cultural, linguistic and religious diversity and challenged prejudiced attitudes. In 2010, the school also employed a Mandarin teacher to enrich the school’s Asia literacy program. Our school implemented policies and practices which counter racism and intolerance. As part of our commitment to ensuring that sanctions are applied against racist and discriminatory behaviours, the school’s Anti Racism Contact Officers are fully trained in dealing with complaints and incidents.

Respect and responsibility

This year the student welfare committee had a focus on the processes and policies to support Positive Behaviours for Learning (PBL) across the school. PBL is a broad range of systematic and individualised strategies for achieving important social and learning outcomes through the promotion of positive behaviours.

Prior to 2009, North Sydney Demonstration School had invested heavily in Glasser Training/Choice Theory. The move to PBL, which incorporates many elements of the Glasser
choice theory, has helped to provide a positive framework within which students, staff and parents can work.

In 2010, the school also had a focus on the use of an electronic program to record student welfare issues arising in the playground and in the classroom. This allowed staff to more successfully track, monitor and support student welfare needs.

A focus on healthy living continued with classes taking part in cooking sessions. Students were able to utilise fresh herbs and vegetables grown in our own school gardens.

**Information and Communication Technology**

In 2010 all staff at North Sydney Demonstration School were given the opportunity to participate in a professional development series to diversify their skills and awareness of the potential of new technologies in the classroom. In Term 3, a professional development program designed and delivered on site by Laetitia Kilpatrick provided a series of six, one hour, hands-on professional development workshops. The professional development series commenced with a lecture which contextualised the use of digital technologies in accordance with National Curriculum requirements, the draft National Teaching Standards and the field of research and literature surrounding technology and pedagogy in learning. The following workshops provided modeled examples, application and skilling in the purposeful use of the following desktop and web-based digital tools:

- **‘New, Critical and Digital Literacies’**, where teachers did background reading and accessed resources and completed tasks via a blog environment to develop these skills in their students
- **‘Web 2.0 Places and Spaces’**, where teachers developed the skills of creating and using blogs, wikis and edmodo environments with their class whilst connecting it with learning purpose and content
- **‘Digital Storytelling’**, where teachers explored both desktop and web based applications to create multimodal texts including pop up 3D digital texts and considered placement of tools in programming
- **‘Podcasting and Voicethreads’**, where teachers develop the skills to create and author podcasts for information resourcing across the curriculum and consider use as student learning products

‘Cartooning and Animation’, where teachers explored a variety of Web 2.0 tools which allow exploration and application of these digital skills across the curriculum.

Feedback from teachers highlighted these course opportunities as exciting and motivating professional development opportunities and engagement in the use of the tools and ideas was evident in classrooms from K-6.

**Progress on 2010 targets**

**Target 1 Numeracy**

Increase the number of students achieving one skill-bands growth in NAPLAN from 75% in 2009 to 80% in 2011.

We are tracking positively to this target with the results due to be released in September 2011.

Our achievements include:

- 69% of year 3 students scored in the top two bands for number in 2010 NAPLAN
- 57% of year 3 students scored in the top two bands in Data, Measurement, Space and geometry in 2010 NAPLAN
- 76% of year 5 students scored in the top two bands in number in 2010 NAPLAN
- 58% of year 5 students scored in the top two bands in Data, Measurement, Space and geometry in 2010 NAPLAN

**Target 2 Literacy**

Increase the number of students achieving one skill band growth in NAPLAN - reading from 52.8% in 2009 to 62.8% in 2011 and for writing from 54.7% in 2009 to 64.7% in 2011.

Our achievements include:

- 73.4% of year 5 students achieved expected growth in reading in 2010
- 70.3% of year 5 students achieved expected growth in writing in 2010
- 78% of year 3 students achieved results in the top two skill bands in reading
- 73% of year 3 students achieved results in the top two skill bands in writing.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Leadership

Background
Initiatives to promote leadership opportunities for students and teachers as well as promote further parent participation in school decision making have been a school priority for a number of years. The student leadership opportunities have resulted in significant number of students K-6 participating in programs such as the Student Representative Council, Student Leaders, Eco Ambassadors and House Captains. For teachers, leadership opportunities have been created such as Team and Committee Leaders and in 2010 the School Council was re-established to provide further opportunities for parents to be involved in the operations and future directions of the school. A survey was conducted to gain feedback from students, parents and teachers about their attitudes towards leadership at North Sydney Demonstration School.

Findings and conclusions
The survey indicates that parents believe that school leaders at North Sydney Demonstration School are approachable, focused on creating a quality learning environment and introduce changes that are positive for the school community. However, 45% of parents would like the school executive to be more open to new ideas and feedback. Overwhelmingly, teachers at North Sydney Demonstration School believed that school leaders were approachable, inspiring, motivating and empowering. They reported that teams were led across the school that built on the individual talents and skills of staff and provided opportunities for input in the decision making process. Seventy-four percent of students surveyed believed that school leaders listened and acted when approached with a problem and were open to student ideas about how to make the school better. Seventy-nine percent of students also believed that they were encouraged and provided with leadership opportunities across the school.

Future Directions
The data collected has been used to inform our leadership program for 2011 and inform executive and school practices. In 2011, the school will focus on extending opportunities for students to be involved in leadership positions and continue to mentor and develop leadership qualities in our staff. As the school works towards the development of our 2012-2014 School Management Plan, close consultation with our parent community will be vital in ensuring the priorities and targets reflect what North Sydney Demonstration School values.

Curriculum

Mathematics

Background
The school has always had a consistent focus on all strands of Mathematics and towards students working towards their potential in this Key Learning Area. However, there is a belief that more could be done to differentiate student learning programs in Mathematics. In Term 4, teachers, parents and students participated in a school-wide Mathematics survey. The survey incorporated understandings, pedagogy, organisation and assessment.

Findings and conclusions
Providing for the individual learning needs of students was identified by parents as an area which required more attention in the teaching and learning of Mathematics. Only 41% of parents surveyed felt that they were informed about this Key Learning Area and only 28% of parents believed that they were provided with sufficient assessment data. Teachers reported a willingness to develop collaborative teaching and learning programs and share resources and expertise. Students surveyed like being challenged by Mathematics. Games, problem solving and the real-world application of concepts were highlighted as enjoyable components of their Mathematics program.

Future Directions
Providing a rich differentiated learning program in Mathematics must be promoted across the school community (See 2011 target two). Parents
must be better informed about the way mathematics is taught and provided with evidence of these programs. Teachers must continue to ensure assessment data is relevant and meaningful to parents. A collaborative style of programming should be extended by teachers in the development of Mathematics programs and focus on engaging students in this Key Learning Area through the use of real-world applications, technology and a variety of resources.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

Overwhelmingly, responses to the survey indicated that parents felt that North Sydney Demonstration School provided an excellent learning environment and that teachers were enthusiastic in their teaching. Over 75% of parents believed that their child’s teacher had a good understanding of their child’s individual needs and that individualised support was provided when required. Twenty-five per cent of parents would like to see the school provided with more resources for learning.

Students

Over 80% of students surveyed believed that North Sydney Demonstration School was a safe and friendly environment where teachers had high expectations for learning. However, a significant number of students (23%) would like to see their teacher provide learning experiences that are more interesting and 21% of students believed that not enough was provided during recess and lunch to occupy their time.

Teachers

Over 98% of teachers surveyed were happy and enthusiastic to be teaching at North Sydney Demonstration School and believed that the school was focused on learning and well managed in 2010. Ten per cent of teachers would like to improve their programs to respond to the individual needs of students as well as have greater access to quality learning resources.

Professional learning

In 2010 North Sydney Demonstration School followed a new model of professional learning which was devised through an action learning project undertaken in conjunction with the University Of Sydney. This model sees all staff working within a major committee and aiming to achieve targets set out in management plans through the process of action learning. Committees would meet a number of times a term to undertake research, plan and evaluate. The nature of this process meant that we catered to the individual learning needs of staff while addressing identified areas of student need. Committees shared their findings with the whole staff in Term 4 as a means of disseminating the information and knowledge gained throughout the year. Some of the projects were so successful, further professional development will be offered throughout 2011 in these areas.

The major committees and their action learning focus were as follows:

- **Literacy/Creative and Performing Arts** - Enhancing Literacy through the creative arts
- **Mathematics** - Identifying, tracking and supporting lower achieving students in Mathematics
- **Student Welfare** - Positive behaviours for learning
- **Conceptual Programming** - Using thinking diagrams

Staff also had opportunities to take part in a number of professional development sessions on a voluntary basis. This created a professional learning model that balanced ‘managerial’ and ‘democratic’ processes.

Some of the professional learning opportunities that were available in 2010 that sat outside of the committee action learning projects were:

- Scholarly reading group undertaken with the University Of Sydney with a focus on current research
- New critical and digital literacies
- Assessment in early readers- using running records to inform practice
- Grammar course
- Puppetry
- Using Microsoft excel
- Reviewing the new National Curriculum
- Mentoring project undertaken with the University Of Sydney

All staff at North Sydney Demonstration School
participated in professional learning activities throughout the year with an expenditure of $24,032.
Staff feedback on professional learning for 2010 was extremely positive however it is an evolving model and will continue to be refined.

School development 2009 – 2011

In 2008 staff at North Sydney Demonstration School collaboratively wrote the 2009-2011 school development plan. The major three-year goals with outcomes for 2011 are;

Improved outcomes for students through a relentless focus on literacy and numeracy.

- Increased use of SMART data software to inform evidence-based teaching and learning projects
- Increased ability of students to articulate their understanding of mathematical concepts delivered through action learning project.

Collaborative teaching and learning.

- Development of the conceptual framework for Human Society & Its Environment and Science
- Quality Teaching Framework present in all Teaching and Learning programs.

Students and staff will be active, healthy and involved in living.

- Healthy Active program implemented and sustainable changes made to PDHPE teaching in the school.

Targets for 2011

In 2011 targets have been set for all identified priority areas – Literacy, Numeracy, Student Welfare, Gifted and Talented Education and Conceptual Programming.

Target 1 Literacy

Achieve 77% growth for matched students in years 5 & 7 for reading in 2012 NAPLAN
55% of year 3 students perform in top two skill bands in 2012 NAPLAN

Strategies to achieve this target include:

- Maintenance and improvement of reading resources
- Creation of multi stage assessment rubrics that focus on elements of text cohesion and integrity.
- Professional learning for staff in best practice guided reading sessions including the effective use of technology K-6

Target 2 Numeracy

65% of students achieve in the top two bands in numeracy in 2012 NAPLAN.
67% of matched students achieve expected growth in reading and writing in 2012 NAPLAN.

Strategies to achieve this target include:

- Professional learning for staff on the Maker model of differentiation
- Professional learning of K-4 staff on the use of CMIT strategies for low achieving students
- ILPs to be developed for low and high achieving students K-6
- Staff involvement in an action learning project extending students in Mathematical knowledge using the Maker model for differentiation.
Our success will be measured by:

- Surveys completed by students who have previously achieved at high, outstanding, limited and basic in Mathematics
- Pre and post tests in mathematics
- The number of students achieving expected growth in the 2012 and 2013 numeracy test for NAPLAN

**Target 3 Conceptual Programming**

*All classes will teach quality conceptual units of work that map on to the NSDS conceptual programming scope and sequence*

Strategies to achieve this target include:

- Professional learning for staff on how to develop rich tasks which contain explicit references to the quality teaching framework and which include thinking diagrams
- Grade representatives to participate in action learning project which explores how thinking diagrams can be used as an effective tool for assessing students’ conceptual understanding
- Trained staff will support staff on planning days to program conceptual units

Our success will be measured by:

- Conceptual programs demonstrating clear links to the quality teaching framework and the school’s scope and sequence
- Evidence of explicit teaching strategies being embedded in Conceptual programs
- Evidence of thinking diagrams being embedded in conceptual programs

**Target 4 Gifted and Talented**

*100% of identified Gifted and Talented students engage in an enriched and extended program*

Strategies to achieve this target include:

- Professional learning of staff in identification, differentiation and the social and emotional needs of gifted and talented students
- Individual Learning Plans developed for all G&T students
- Extra-curricula enrichment program designed including Documentarian Club, Robotics, Spectra Science awards and GERRIC school holiday workshops

Our success will be measured by:

- Existence of ILPs in teaching and learning programs
- Student surveys completed by all Gifted and Talented students
- The number of students participating in enrichment opportunities

**Target 5 Student Welfare**

*10% Increase in students demonstrating positive behaviours for learning in the classroom and playground.*

Strategies to achieve this target include:

- The consistent use of positive behavior management strategies across the school through the implementation of the FAB program
- Clear and repeated communication that ensures that the whole school community has a clear understanding of the FAB program

Our success will be measured by:

- 10% increase in students demonstrating positive behaviours for learning as measured by comparing Sentral database entries in the final three weeks of terms one and three
- 80% of Zoomerang survey responses are accurate when parents, staff and students are surveyed about the school’s FAB program

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