2012 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
Elizabeth Rowe, Deputy Principal
Ashley Grimmond, Assistant Principal
Unity Taylor Hill, Assistant Principal
Amanda Coroneos, Assistant Principal
Laetitia Kilpatrick Team Leader
Kate Buczko, Team Leader
Margaret Bridges, P&C President
Abby Donaldson, Student
Aimee Tyson, Class Teacher
Julia Salaverri, Class Teacher
Ching Lo, Language Teacher
Todd Mackie, Class Teacher
Bethany O’Brien, ESL 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:
Principal's message
In 2011 the staff, students and parents of North Sydney Demonstration School continued to focus on achieving our vision of the school as a place of learning where children could flourish and achieve at the highest levels.

The school maintained its focus on developing strong skills in literacy and numeracy while continuing to develop equally important skills in problems solving, thinking creatively and being critical uses of online information. Through a strong student welfare program, students were encouraged to demonstrate their deep understanding of our school rules by caring for and respecting themselves, others and the environment.

In 2011 our students were once again actively involved in the area of creative and performing arts. Students participated in J Rock, The Festival of Instrumental Music, the Primary School’s Choir and School Spectacular. Other extracurricular activities included First Lego League Robotics, Chess Club, Gardening Club, Band and Documentarian Club.

Academically the school achieved outstanding results in national and state examinations with North Sydney Demonstration School students being awarded first place in the NSW ICAS Mathematics examination. Academic growth was above the region in all areas of literacy and numeracy in NAPLAN.

Once again our school was supported by strong partnerships with our parent body and the University of Sydney. The focus of all partnerships remained on the meeting of student needs and improvements in student learning and satisfaction.

Moving forward into 2012 with many changes occurring in the broader educational context, the staff of North Sydney Demonstration School look forward to continuing to ensure a quality education is received by all students.

Myra Wearne
Principal

P&C message
2011 was a challenging but rewarding year for the P&C. I would like to extend a heartfelt “thank you” to all members of the P&C – after all the P&C exist to “make a difference for our children and our school community.”

We are very proud of the positive changes that were made at the school during 2011 including:

1. Completion of over $160K of major works, namely:
   - School signage – creating an effective way to communicate with the whole school community
   - Pacific playground shade sail – providing a well needed shady play area in the Pacific playground
   - Terraced landscaping and drainage works – providing a fabulous terraced play area near the Bay Road steps plus reducing the flooding that occurs during heavy rainfall
   - Tuckshop COLA – providing protection from the sun and rain for children as they use the Tuckshop

2. Improvements at the Tuckshop, namely:
   - The introduction of online ordering
   - The successful completion of a two year compliance program to improve OHS, Food Safety and Handling
   - The improvement of general facilities at the Tuckshop (i.e. purchase of stainless steel benches and new refrigerators and freezers

3. Improvements at the Uniform Shop, namely:
   - Introduction of a new winter uniform for girls
   - Top to bottom review of the quality and cost of the school uniform range

None of this could have been done without the generous support of the school community and without the extremely hard work of all of those that volunteered for fundraising activities. Special thanks go to those who were involved in the coordination of the following fundraising events:

- Welcome BBQ
- State Election BBQ
- Trivia Night
- Spell-a-thon
- Movie Night
- End of Year BBQ

Last, but not least, thank you to the teachers and staff of the Dem for their continued support and involvement. Well done all and let’s look forward to a great 2012!

Margaret Bridges
P&C President
Student Representative Council

North Sydney Demonstration School is a community where goals are achieved and where we all gain the best results we can. It is a multicultural school, where all the students are positive and are treated equally. Our teachers are always encouraging and as our school motto says we aim ‘Towards the Highest’.

I am currently in Year 7 but I love looking back on my years at North Sydney Demonstration School and remembering all of the events and experiences shared there. Highlights included the choir performances at the Opera House, J-rock practices, public speaking competitions and mufti days. All of us enjoyed participating in extracurricular activities, especially J-rock - even if it did get a little hectic! At the year six fun fair we got to dunk the teachers in the dunking machine – now that brings back good memories.

I think that all of us enjoyed the camps from year 3 onwards, Great Aussie Bush Camp, Canberra, Broken Bay and Camp Yarramundi. Broken Bay was probably the best camp of all (even if the food wasn’t to die for). We got to swim, challenge ourselves and face fears, and enjoy the boat ride on the Hawkesbury River. The welcome and end of year BBQ’s were the best, with exciting rides, food of all kinds and entertainment. Last year, everyone at school enjoyed Hollywood day. We got to dress up as anyone from Hollywood. We had the Mad Hatter and so many more amazing costumes. The good thing was we also raised money to help charities like RSPCA and Nikko.

At North Sydney Dem, we had a lot of sport. Carnivals, PSSA, Auskick, Flipsport gymnastics, class sport and people just having a game of soccer, basketball or handball in the playground. At the end of the day, I think that our sportsmanship and school spirit was great. We had the amazing sports people, and the not so amazing, but we all just got in and had a go. And we were so proud of those who made it to zone or area. Then there was the school band – not 1 but 3! Always willing to entertain.

I suppose what everyone gets out of NSDS is different, but I know that the class of 2011 left with the best education and amazing memories of the people, experiences and times that we shared.

Abby Donaldson
2011 Student Executive

School context

Student information

Student enrolment profile

In 2011, 677 students were enrolled at North Sydney Demonstration School. 50% of students came from language backgrounds other than English.

Gender | 2007  | 2008  | 2009  | 2010  | 2011  |
--------|-------|-------|-------|-------|-------|
Male    | 284   | 295   | 300   | 317   | 338   |
Female  | 282   | 303   | 339   | 333   | 339   |

Student attendance profile

In 2011 average student attendance rates at North Sydney Demonstration School exceeded both the state and region.

1 It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance

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 class sizes at NSDS as reported at the 2011 class size audit conducted on Thursday 24 March 2011.

<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>KAA</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KAC</td>
<td>K</td>
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<td>K</td>
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<td>21</td>
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<tr>
<td>KML</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KNC</td>
<td>K</td>
<td>19</td>
<td>19</td>
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<tr>
<td>1BM</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1CP</td>
<td>1</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1DD</td>
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<tr>
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<tr>
<td>3LK</td>
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<td>26</td>
</tr>
<tr>
<td>3ME</td>
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<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3SS</td>
<td>3</td>
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<td>26</td>
</tr>
<tr>
<td>4AT</td>
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<tr>
<td>4PB</td>
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<tr>
<td>5/6KS</td>
<td>5</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>5JL</td>
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<td>29</td>
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</tr>
<tr>
<td>5LJ</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6KS</td>
<td>6</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>6BN</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6TM</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

Management of non-attendance

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.
North Sydney Demonstration School continues to attract high calibre and dedicated staff who demonstrate professionalism, dedication and an ongoing commitment to professional learning and professional achievement.

In 2011 our staff have remained committed to developing and evaluating innovative and evidence based teaching programs. Student welfare and the development of a well balanced curriculum that meets the needs of all students remains a priority with 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 – Non</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal - Non Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal - Mentor</td>
<td>.33</td>
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<tr>
<td>Assistant Principals - Teaching</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
<td>25</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>1.6</td>
</tr>
<tr>
<td>Specialist Teachers (Language, Art, Literacy)</td>
<td>2.46</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.262</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>41.872</td>
</tr>
</tbody>
</table>

There were no Indigenous staff members in 2011.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. All teachers have as a minimum a degree or diploma and 40% of teachers have postgraduate qualifications.

### The Advisory Committee (AdCom)

In 2011 North Sydney Demonstration School worked closely with Sydney University to ensure positive and innovative outcomes for our students. The Advisory Committee (AdCom) met once a term to discuss and plan for future development of the partnership. In 2011 the committee consisted of 2 staff representatives from the University of Sydney (USYD), the school Principal, the Deputy Principal, 2 Assistant Principals, a staff member and a parent representative.

As a result of our partnership in 2011, the following outcomes were achieved:

- implemented and facilitated collaborative research through action learning at pre service, staff and USyd level, allowing our students to be involved in innovative programs to ensure positive learning outcomes for students.
- University staff shared their expertise on school site in the effective teaching of primary science, capturing student voice through formative assessment and assessment in Maths
- Our principal, Myra Wearne and Assistant Principal Laetitia Kilpatrick, presented at the national ATEA conference in Melbourne, and discussed how our current and historical partnership fosters effective educators and quality schooling.
- NSDS teachers provided their expertise as both lecturers and tutors in the Bachelor and Masters Programs and courses at the Faculty of Education at Usyd in 2011. These included: Linkages in the Primary (conceptual programming) – Amanda Coroneos; Digital Media (ICT and pedagogy) - Laetitia Kilpatrick, Lectures in Action Learning & the Quality Teaching Framework – Laetitia Kilpatrick, Action learning Project evaluations & assessment – Nina Cook and Jo Penn.
- USyd staff continued their representation on merit selection panels

Through our school website, parents were informed of the action learning and innovative practice undertaken by the preservice teachers engaged in practicums in the school. Dr Tony Loughland Associate Dean, Professional Learning and Joshua Barnes, Tertiary Mentor in Mathematics, made regular visits to the school to mentor preservice teachers and to facilitate and engage in innovative programs with students in our school.

In 2011, NSDS had 58 pre service teachers undertake a practicum and/or conduct action learning projects in the school. The scholarly reading group, a focussed discussion forum in which teachers read and reflect on research, was facilitated by Dr Tony Loughland throughout the year. The group which met on a regular basis was open to teachers from other schools to attend. The targets set for 2012 are;

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2 It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
• Continued partnerships in cutting edge research: in particular the design of a professional learning model for the implementation of the national primary science curriculum 2014
• Continued NSDS staff involvement with USYD through delivery of lectures
• Continued focus on effective action learning which will enhance staff understanding of student learning to improve outcomes for students.

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: 30/11/2011
Income $  
Balance brought forward 386 344.05
Global funds 337 423.83
Tied funds 106 239.54
School & community sources 465 037.86
Interest 18 569.33
Trust receipts 117 415.63
Canteen 0.00
Total income 1 431 030.24
Expenditure
Teaching & learning
Key learning areas 80 051.21
Excursions 95 948.15
Extracurricular dissections 156 433.60
Library 11 729.99
Training & development 14 924.51
Tied funds 119 000.90
Casual relief teachers 83 207.30
Administration & office 175 527.00
School-operated canteen 0.00
Utilities 58 447.90
Maintenance 78 717.14
Trust accounts 109 890.51
Capital programs 116 101.46
Total expenditure 1 099 980.07
Balance carried forward 331 050.17

A full copy of the school's 2011 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 2011

Achievements

Arts
2011 continued to provide students and teachers with a rich and engaging variety of development and performance opportunities across the Arts.

With a continued focus and celebration of music education, the school's three bands, recorder ensemble and junior and senior choirs represented the school at the Choral Festival (Sydney Town Hall), Ryde Schools Spectacular (Sydney Opera House) school assemblies, the Bay building opening and school visits from Erlian, China. Term 4 also captured the talent and joy of music education at our school through its ‘Festival of Music’ night where soloists, all choirs and bands performed for our parent and school community.

Our proud tradition of dance performances was continued this year for grades 3-6 with students participating in the national J-Rock program. Students and teachers showcased their flair and creativity through an incredible performance that followed a class of students on a cultural journey across the globe. The 2011 J-Rock team were awarded best ‘Originality of concept’, ‘Creative use of Space’ and ‘Drama’.

The focus and integration of process drama through literature continued for members of the literacy committee who engaged in a semester long action learning project to enhance student engagement and learning through dramatic play, exploration and performance in literacy and conceptual programs.

The school's resident Visual Arts specialist teacher, Emily Lees continued to enhance the skills and engagement of students in K-6 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. A highlight of the year was the Stage 2 involvement in the creation of public artwork ‘the heART Fence’ at Manly Beach. Students engaged in the making of artworks using found objects (thongs or flip flops) to contribute to a public artwork to represent the notion of ‘ordinary becoming extraordinary’.
Building Intercultural Understandings
From 8 - 11 August 2011, The DEM welcomed the Principal and two staff members from our sister school, Erlian Primary School and also Ms Vivian Li from our China BRIDGE partner school, The Primary School Attached to Shandong Normal University. During the time our visitors were here, they learned about both our school and regional priorities, observed and participated in classroom lessons and attended local area excursions. Ms Li stayed for another ten days co-teaching in our Mandarin room and developing online collaborative projects.

We had many discussions with our Chinese visitors regarding how we could further develop each other’s intercultural understandings and knowledge, how we could work to exchange ideas around best teaching practice and how we could best prepare our students from both countries for 21st century living.

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 2011 students at our school participated in the following events and activities:

- Field and Track carnivals at school, zone, regional and national levels.
- Swimming carnivals at school, zone, regional and national levels.
- Cross Country 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 involving all fundamental movement skills.
- Swim Scheme-year 2-6
- Gymnastics-years K-4
- Auskick- years 3-6
- Premier’s Sporting Challenge

All students enjoyed these sporting opportunities and participated with enthusiasm.

NAPLAN
In 2011, 101 year three students and 63 year five students participated in the National Assessment Program for Literacy and Numeracy. Once again North Sydney Demonstration School has exceeded both the state and like school groups in the average growth achieved by year 5 students. These average growth figures consider the growth experienced by those students who sat the test at North Sydney Demonstration School in both 2009 and 2011. As North Sydney Demonstration School experiences high mobility in student numbers this is an important statistic for the school when evaluating the success of teaching and learning programs.

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 the 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)

NAPLAN Year 3
Year three performed well in the 2011 NAPLAN with 71% of students achieving in the top two bands in literacy, 75% of students achieving in the top two bands of numeracy and approximately 98% achieving the minimum standard.

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image-url)
NAPLAN Year 5

Year five performed satisfactorily in the 2011 NAPLAN with 53% of students achieving in the top two bands in literacy, 63% of students achieving in the top two bands of numeracy and approximately 98% achieving the minimum standard.

Literacy – NAPLAN Year 5

Progress in literacy
Progress in literacy

**Average progress in Reading between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.7</td>
<td>76.1</td>
</tr>
<tr>
<td>SSG</td>
<td>88.1</td>
<td>75.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

**Average progress in Spelling between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>73.0</td>
<td>79.4</td>
</tr>
<tr>
<td>SSG</td>
<td>81.9</td>
<td>71.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

**Average progress in Grammar & Punctuation between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.2</td>
<td>91.9</td>
</tr>
<tr>
<td>SSG</td>
<td>96.9</td>
<td>91.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</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 2011**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.1</td>
</tr>
<tr>
<td>Writing</td>
<td>98.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
</tr>
</tbody>
</table>
International Competitions and Assessments for Schools (ICAS)

ICAS provides an opportunity for students in Years 3 – 6 to sit external assessments in six learning areas: Computer Skills, English, Mathematics, Science, Spelling and Writing. The ICAS tests are designed to be challenging and are usually undertaken by students achieving at a high level. Students are awarded UNSW certificates 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 participants

Our school results for those students who chose to participate in the competition were as follows:

Science: 96 students participated - 5 High Distinctions, 11 Distinctions, 28 Credits and 52 Participations.
English: 154 students participated - 4 HD, 15D, 46C, 89P.
Mathematics: 161 students participated - 6 HD, 27D, 51C, 77P. Two of our Year 4 students were awarded UNSW medals for scoring 100% in the competition.
Computer Skills: 89 students participated. 1HD, 9D, 21C, 58P.
Writing: 100 students participated. 2HD, 22D, 23C, 53P.
Spelling: 106 participated. 2 HD, 16D, 25C and 63P were awarded.

Significant programs and initiatives

Environment
The Environment Committee has continued its commitment to ensuring environmental issues and initiatives are recognised and valued within our learning community. Committee members have worked collaboratively with our Eco Ambassadors to bring these issues to the attention of students and the wider community. Our School Environment Plan (SEMP) for 2011 was designed to continue to build on, and further develop key targets from 2010. Primary areas of focus included:

- Eco Ambassadors Program
- Whole School Gardening Program and the Gardening Club
- Composting Program
- Replacement of Felled Trees Program

With the financial support of P & C funds, and grants such as the LandCare Grant and the Green Schools Grant, the committee was able to meet all major targets. In addition, the invaluable support offered by Claire Hanley and Valerie Stamper in the gardens provided the ground work for students to tackle several ambitious gardening projects throughout the year.

Major Targets
1. Eco Ambassadors Program – Our Eco Ambassadors Program provides students with opportunities to take an active role to implement whole school and national initiatives. Eco Ambassadors have taken a hands-on approach to help meet SEMP targets by educating the student body on aspects of composting, and promoting national initiatives such as Clean Up Australia Day, Earth Hour and Ride to School Day.
2. Gardening – The Gardening Club moved from strength to strength in 2011. Interested students from K-6 met on a weekly basis to work on a number of gardening projects. Our largest project involved creating a new garden area around the frog pond. This involved clearing an area of overgrown, unused land, replacing clay with fertile soil, and planting a wide range of plants to beautify the area. In addition, the funds provided by the Green Schools Grant (North Sydney Council) enabled the committee to purchase a new garden shed and shelving systems. This purchase has greatly facilitated the daily running of the gardening club, allowing students to organise tools and equip themselves quickly and safely during gardening sessions.
3. Our composting program continued under the guidance of Balyn Macdonald and the Eco Ambassadors. Food scraps from the students lunches were collected and used to produce compost which has been applied to a number of our garden beds throughout the year.

4. Replacement of Felled Trees Program – This program is vital to ensuring our school grounds continue to provide students with the benefits of strong, healthy trees, providing shade and a visually attractive natural environment. As part of National Tree Planting Day, students from the gardening club planted four new trees including two flowering gums and two eucalyptus trees.

With a commitment to advance the knowledge and understanding of local and national environmental issues, the Environment Committee has worked throughout the year to raise awareness of such issues within the student body and the wider community. The Environment Committee is proud of its achievements in 2011 and looks forward to further promoting environmental issues and building on current targets in the coming year.

Aboriginal education

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

Aboriginal perspectives have been incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal culture and history. The term ‘Aboriginal perspectives’ refers to Aboriginal points of view on particular issues and events and includes specific syllabus content.

Students participated in learning experiences relating to National Reconciliation Week, exploring the theme Let’s Talk Recognition. Classes across the school worked together to create a ‘recognition wall’ which showcased our students’ individual understandings in recognition of culture, identity and history, and why this is important to Aboriginal people.

One of the highlights experienced in Aboriginal education this year was our involvement in the Hands Across Australia music video competition. This innovative project involved students from 6TM and 2KB, and also students from Hume Public School in Albury, NSW. The competition is an initiative created by GenerationOne with a goal of ‘closing the gap’ between Indigenous and non-Indigenous Australians within one generation. The classes involved met via video conference in our school’s connected classrooms where the students got to know each other, sharing knowledge and understanding of their culture and communities. The Year 2 students exchanged letters and artworks through the post. The Year 6 students connected further by using social media technology to share digital learning tasks. Both schools decorated and then exchanged giant boomerangs. Students from both schools then worked collaboratively to create a music video about ending disadvantage. The joint project was recognised with the CEO Commendation for Excellence in Partnership award and $1000 prize money.

Multicultural education

In 2011 our teachers incorporated multicultural perspectives into all teaching and learning programs, particularly conceptual programs, literacy, dance, music, art and drama. Teaching and learning programs incorporated the theme for book week this year which was ‘One World, Many Stories’. This highlighted the ways in which cultural difference can be expressed and celebrated through literature. Our students read, discussed and reflected upon many stories from many cultures.

At North Sydney Demonstration school our greatest resource is our diverse school community. We have families from many different cultural backgrounds, with heritage from seventy five nations and with forty nine languages represented. Our students enrich the learning programs by sharing their cultural perspectives, experiences and ideas with each other.

Conceptual teaching and learning programs explored deep understandings of concepts such as ‘Culture and Identity’ and ‘Freedom and Responsibility’. Teachers 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.

Once again this year our families who were new to Australia were supported through the Families in Cultural Transition Course. This course provides information about the education and health systems in NSW and other practical and cultural understandings about living in Australia. It was also a fantastic opportunity for parents to connect with each other and share their experiences. In 2012 the course will be renamed ‘Living in Australia’.

Learning English is an essential requirement for success at school and beyond. Our English as a Second Language (ESL) program provided explicit language support to students from language backgrounds other than English so that they are able to fully participate in schooling and achieve equitable educational outcomes.

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.

In 2012 North Sydney Demonstration School will continue to embrace multicultural education which aims to equip all students with the knowledge, skills and values needed to participate successfully in Australia’s culturally diverse society.

Respect and responsibility

This year the Student Welfare Committee undertook the process of revising the strategies and procedures we use to address student behaviour across the school. This included:

- Creating procedures to ensure consistency in addressing behaviour issues in the classroom
- Creating procedures to ensure consistency in addressing behaviour issues in the playground
- Clear communication of behaviour expectations to students
- Implementing effective strategies to reinforce and recognise positive behaviour choices
- Trialling ‘Bounce Back’ which is a social skills and resilience program

The school has continued to use an electronic program to record student welfare issues and this has enabled staff to monitor and support student welfare needs, in addition to identifying how students have developed as they move through the grades. This has been extended to include positive entries being made when students demonstrate behaviour that exemplifies our school rules and the DET core values. Students who have three positive behaviour records have been awarded Principal’s Awards at our whole-school assembly and this public recognition has encouraged a positive school environment.

Where necessary, children were supported by executive staff to help modify inappropriate behavior choices, to build resilience and confidence and to develop more effective communication skills.

The Seasons for Growth Program was provided to support students who have experienced significant loss.

Information and Communication Technology

In 2011, the technology focus at North Sydney Demonstration School was to provide targeted resource and technical support to the major curriculum committees (Literacy & Arts, Numeracy, Conceptual Programming & Gifted and Talented) to enhance their professional learning strategies through the integration of ICT to improve student engagement and learning.

Funding was allocated to improve the range of digital tools available for all staff and students through the investment in a class set of 15 flip cameras to support classroom and school programs such as Documentarian Club, Imagination First and also the buddy programs.

A range of Web 2.0 spaces including blogs, wikis, moodle and edmodo were used to enhance professional learning dialogue and student interaction in literacy, community partnerships as well as Lego Robotics and the Adcom partnership.
To ensure the ongoing and effective use of interactive whiteboards in all classrooms K-6, all new teachers to the school were provided with hands on professional learning in the use of notebook software and Smartboards to build quality, student centred practices and resources across the curriculum. This strategy also contributed to the consistency in quality of the collaborative programming model used for grade teams across the school.

The technology rollout from the DEC was used to improve both the teacher laptop and student desktop inventory across the school.

Support of Students with Additional Needs
The school's Learning Support Team has been prominent in supporting and enhancing student learning over the 2011 school year. As one of a number of significant project teams within the school's structure, team members have been responsible for enhancing communication, monitoring student achievement and coordinating the Support Teacher Learning Program and Student Learning Support Officers.

The school's Learning Support Team meets weekly and has acted on 57 individual student referrals from Kindergarten through to Year 6. Of that number, 25 students have been referred on to the school counsellor for further assessment, funding and support.

The Learning Support team functions closely with the Gifted and talented committee as well as the ESL team to enhance student learning outcomes and provide additional support for identified students.

Progress on 2011 targets

Target 1: Numeracy
65% of students achieve in the top two bands in numeracy in 2012 NAPLAN.
67% of matched students achieve expected growth in 2012 NAPLAN.

Our achievements include:
- 75% of year 3 students scored in the top two bands for Overall Numeracy in 2011 NAPLAN
- 64% of year 5 students scored in the top two bands for Overall Numeracy in 2011 NAPLAN
- 68.4% of matched students achieved expected growth in 2011 NAPLAN.

Target 2: Literacy
77% of matched students in years 5 & 7 achieved expected growth for reading in 2012 NAPLAN
55% of year 3 students perform in top two skill bands in 2012 NAPLAN.

Our achievements include:
- 76.6% of year 5 students achieved expected growth in reading in 2011
- 70.4% of year 3 students achieved results in the top two skill bands in reading with 51.5% of students achieving Band 6 in reading.
- 78.2% of year 3 students achieved results in the top two skill bands in writing.

Target 3 Conceptual Programming
All classes will teach quality conceptual units of work that map on to the NSDS conceptual programming scope and sequence.

Our achievements include:
- All Conceptual Programs demonstrate clear links to the quality teaching framework and the school's scope and sequence
- Staff members gained a deeper understanding of the spiral nature of the conceptual continuum, resulting in stronger links being made in programs, to allow students to build on concepts previously explored
- Library and Mandarin lessons integrated aspects of Conceptual units of work within their teaching and learning programs to allow students to engage in rich learning tasks based on central ideas and concepts
- Explicit teaching strategies and the use of thinking diagrams embedded into all Conceptual Programs providing students with exposure to a range of tools and diagrams to use to represent different ways of thinking
• Successful completion of an action research project aimed at using concept mapping to assess students’ level of conceptual understanding. In 2012, the committee will support staff with the implementation of this effective assessment strategy.

Target 4: Gifted and Talented

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

Our achievements include:

• Organisation of whole-school database registering identified Gifted and Talented students. Students are placed on the database following objective and subjective collection of data.

• An Individual Learning Plan was developed for identified students to ensure the individual needs of these students were met. Individual Learning Plans will be used to track student progress and inform future directions.

• 100% of teachers on the Gifted and Talented Committee participated in a professional learning program which focused on the identification of students, curriculum development, teaching strategies and programming models. All committee members undertook an action learning project applying models of differentiation to teaching and learning programs.

• Three members of the Gifted and Talented Committee were invited to present at the Northern Sydney Region Gifted and Talented Conference to showcase the implementation of North Sydney Demonstration School’s implementation of our whole school policy.

• Parent feedback has been positive regarding programs for identified Gifted and Talented students. A range of enrichment opportunities have been provided including the provision of a differentiated curriculum and enrichment groups.

• 86% of students surveyed strongly agreed that their teacher had provided a learning program which was challenging, extended their knowledge and skills and had high expectation of them as a learner.

• Over 200 students participated in the SPECTRA science awards program throughout the year. Students were also given opportunities to participate in enrichment programs including the First Lego League tournament, Documentarian Club, Great School Show-Off competition.

Target 5: Student Welfare

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

Our achievements include:

• An increase in the use of positive behaviour management strategies in the classroom and on the playground.

• An increase in levels of communication between teachers and students which ensured that expectations were explicit and students developed a deeper understanding of appropriate and inappropriate behaviours.

• An increase of positive student behaviours being recorded. In total, 405 positive behaviour entries were recorded in 2011, an impressive growth on the 32 that were made in 2010.

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 2011 our school carried out evaluations in the focus area of Assessment and Reporting and the curriculum area of Conceptual Programming (Science /HSIE).

Educational and management practice

Assessment and Reporting

Background

A critical component of the teaching and learning cycle is assessment and reporting. Assessment is a vital tool for teachers and parents to use to determine how each student is learning the knowledge, understandings, skills and values against the stage syllabus outcomes. The assessment strategies available to teachers are varied and they are planned across grade teams and integrated into teaching and learning.
programs. Written reports are provided to parents twice per year and provide written information on what students have learnt. Formal parent / teacher interviews are currently held in Term 3. A survey was conducted to gain feedback from parents and teachers about their attitudes towards the assessment and reporting process at North Sydney Demonstration School.

Findings
The survey indicates that parents believe that teachers are approachable and open to meetings to discuss their child’s progress and that they had a good understanding of their child’s achievements from the written report that they receive each semester. Feedback indicated that parents were happy with formal parent /teacher interviews taking place in Term 3 but felt that the current time allocation for these interviews was insufficient. Overwhelmingly, teachers at North Sydney Demonstration School believed that the school’s procedures for reporting to parents provide information on individual student strengths and areas that need further development which are supported by teachers’ assessment information. However, feedback from teachers indicated that they would like more professional learning in consistent teacher judgement across grades and stages.

Future Direction
The data collected has been used to inform our 2012-2014 School Management Plan. In 2012, the school will continue to focus on providing students with opportunities to demonstrate their skills, knowledge and understanding through embedded assessment tasks throughout the teaching and learning cycle.

Curriculum Renewal

Conceptual Programming

Background
Promoting the intellectual quality of all students by collaboratively designing integrated units of work based on concepts, has been a whole school focus for the last two years. The introduction of Conceptual Programming has resulted in staff members working collaboratively to design quality units of work in the areas of Human Society and Its Environment (H.S.I.E.) and Science. This has also involved the development of a whole school scope and sequence, with learning programs across the school now being based on the concepts of; 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. This scope and sequence was designed to provide a spiral like curriculum which would allow students to re-visit concepts and continue to build on and further develop their conceptual understanding through their K-6 journey. A survey was conducted to gain feedback from students, parents and staff about their attitude towards Conceptual Programming at North Sydney Demonstration School.

Findings and Conclusions
The survey indicates that parents believe that by using Conceptual Programming, teachers provide their child with an integrated and balanced curriculum. 83% of parents reported that they had noticed an increase in their child’s ability to articulate their understanding of the units of work they are learning about. 65% of parents also felt that student reports helped them to understand what their child could do in the areas of Human Society and Its Environment and Science. However, it was also noted that parents would like more information about their child’s contributions during learning activities and discussions. The survey also indicated that some parents felt that they did not know much about Conceptual Programming.

Overwhelmingly, teachers at North Sydney Demonstration School felt that using the Conceptual Programming model allowed them to deliver meaningful experiences that promoted deep understanding and provide learning programs based on their students’ interests, needs and abilities. However, 47% of teachers did not feel that Conceptual Programming allowed them to cover all syllabus outcomes in Science. 89% of students believed that conceptual learning is a great way to learn and felt that it helped them
to make connections with their learning. 93% of students commented that learning about concepts was enjoyable and interesting.

**Future Directions**

The data collected overwhelming supports the continued use of the Conceptual Programming model. It does however, also imply that there is still a need to inform parents further of the theory behind Conceptual Programming and in particular, more specific feedback on how their child responds to and participates in class learning activities and discussions. Results from the teachers’ survey indicate that the teaching of Science must become a focus in 2012 and there needs to be a more balanced focus on Science in the Conceptual Programming scope and sequence.

**Parent, student, and teacher satisfaction**

Each year the school surveys parents, students and teachers on a range of school satisfaction measures: enjoyment, pride, perceived fairness and the presence of high expectations around learning.

**Students**

In 2011, student satisfaction was measured by surveying a number of students from each class, K-6. Over 80% of students really like coming to school, with 96% of students feeling that the school is a safe place. Over 80% of students surveyed believed that their teacher provided interesting learning opportunities to meet their needs and clearly communicated learning goals. While 68% of students felt that they could be involved in making decisions about the school, 23% felt that there were limited opportunities for this. The students commented on their friendships, teachers, interesting and fun ways to learn, playtime and the gardens, as reasons why they liked NSDS.

**Teachers**

Over 95% of teachers surveyed felt that they were able to cater for the learning needs of students using available resources within a stimulating and secure environment. They felt that they provided a balance of learning structures within the classroom and engaged in critical reflection of their practice to ensure ongoing improvement. Over 95% of teachers felt that meeting the needs of students is the main school priority and that the school was constantly seeking ways to improve. 100% of staff felt that school leaders demonstrate an interest in, and accountability for, student learning outcomes.

**Parents**

Parents’ views about the school were sought through a Zoomerang survey and they were informed of this through the newsletter and website. 52 responses were recorded. Over 70% of parents felt that the school leaders had a positive influence on the staff and students and that the school catered for the learning needs of students. 77% felt that their child had access to good equipment to enhance learning and 82% felt that the teachers were continually upgrading their skills. 35% of parents felt that teachers did not talk to them enough about their child’s learning.

**Future Directions**

The data collected confirms that students at NSDS feel happy and safe at school, however more opportunities for students to be involved in decision making need to be provided. It was evident that teachers value ongoing professional development and that our school priority will continue to be focussed on improving outcomes for students. It was also apparent that an ongoing review of reporting to parents about their child’s progress will be a continued direction.

**Professional learning**

In 2011 NSDS continued to follow the professional learning model established in 2010. All staff worked within a major committee and engaged in professional development as well as action learning to achieve targets outlined in management plans. Committees met regularly within Terms 2 & 3 to undertake research, plan, discuss, evaluate and reflect on their learning and teaching. Committees shared their findings with staff from the action learning during Term 4 Staff Development Day. The major committees and their action learning focus were as follows:

- **Literacy and Process Drama:** Action Learning project on programming with process drama using authentic texts to enhance literacy outcomes K-6.
- **Mathematics:** enrichment in Maths programming using the Maker model.
**Conceptual Programming** - The use of Thinking Diagrams to assess conceptual understanding.

**Student Welfare** – trialling ‘Bounce back’ program

Staff also had numerous opportunities within the school to engage in professional development. A whole school focus throughout the year was on the explicit and systematic teaching of spelling. Through ongoing professional development teachers developed a program with a focus on engaging students to be generative spellers, using their knowledge of words and patterns to solve the spelling of new words.

Other professional opportunities offered to staff included:

- Persuasive writing (presented in school)
- Lifting Narrative writing with a focus on grammar (in school)
- Balanced reading program Stage 1 (in school)
- Best start – looking at the learning continuum in the early years
- My Place, multimedia resource, (Deborah Cohen)
- Grammar in the Australian Curriculum – (PETA)
- Where Do I Start? Literacy training – (Robyn Wilde)
- Promoting positive behaviour and learning: assisting refugee students at school (in school)
- Supporting ESL learners in the mainstream classroom (in school)
- Autism and Asperger’s training – (Sue Larkey)
- Imagination First Gifted and Talented workshops for Northern Sydney Region. (NSR)
- Gifted and Talented Conference (NSR)
- Scholarly reading group undertaken with the University of Sydney with a focus on current research
- CPR, anaphylaxis, diabetes, child protection training
- Teachmeet – a showcase of innovative programs from schools

The model for professional development is continually reviewed and adjusted to meet the needs of staff to ensure improved outcomes for students. In 2012 there will be some changes to the structure of the professional development, providing choice for staff to concentrate learning in Literacy, Mathematics and Conceptual programming.

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**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 for 2008-2011 were;

**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.

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**Targets for 2012**

**Target 1: Numeracy**

75\% of students score in the top two bands for Overall Numeracy in 2013 NAPLAN

75\% of matched students achieved expected growth in 2013
Strategies to achieve this target include:

- Professional learning for staff on the Learning Framework in Number with a focus on embedding the use of Newman’s error analysis into programming.
- Professional learning of K-6 staff on the effective use of CMIT and TEN strategies for all students
- ILPs to be developed for low and high achieving students K-6
- Staff involvement in an action learning based on Working mathematically principals when programming.

Our success will be measured by:

- Moderated grade assessments
- Semester reports
- Classroom assessments
- 2013 NAPLAN results
- Anecdotal teacher notes

Target 2: Literacy

75% of students achieving expected growth in reading in 2013.

5% shift from Band 6 to Bands 7 and 8 in reading achievement for students in Year 5 in 2013.

5% increase of Year 3 students achieving in top 2 skill bands in reading in 2013.

5% shift of student achievement between bands 5 and 6 in writing for students in Year 3 in 2013.

45% of Year 5 students achieving in the top two skills bands for writing in 2013.

8% shift of students achieving band four to band five in Year 3 in 2012 NAPLAN & a shift of 5% for Year 5 students achieving in bands 5 to 8.

Strategies to achieve these targets include:

- Maintenance and improvement of teaching resources
- Whole school PD on the explicit teaching of metacognitive comprehension strategies within the guided reading session with emphasis on the use of a variety of texts including digital texts.
- Continued focus on the explicit teaching of the four forms of spelling as a continuation of 2011
- Continued professional learning for staff on best practice guided reading sessions
- In class support and observations and feedback to early career teachers.
- Professional learning in NAPLAN marking for all staff to support explicit teaching
- Continued professional learning on the language structures and features of persuasive texts
- Explicit PL on grammar at sentence level

Our success will be measured by:

- The number of students performing in Years 3 and 5 in the top 2 bands in reading in NAPLAN 2012.
- A positive shift in the number of students performing in Band 6 to band 7 having a flow on effect to band 8 for reading in Year 5.
- The number of matched students from Year 3 2011 to Year 5 2013 achieving in the top 2 bands for reading and writing.

Target 3: Conceptual Programming

90% of students will engage in quality conceptual units of work in science and will be able to demonstrate their ability to predict, observe and explain scientific outcomes.

90% of students will be able to demonstrate the use of thinking tools as a means of communicating their knowledge and understanding.

Strategies to achieve these targets include:

- Continued professional learning for staff on how to incorporate Conceptual Programming theory and thinking diagrams into teaching and learning programs in the areas of Human Society and Its Environment and Science
• Professional learning for staff on how to develop rich tasks reflective of current teaching pedagogy in Science, in line with the National Curriculum

• Working with an Academic Partner from the University of Sydney to conduct an Action Learning project on using quality pedagogy to enhance the teaching of pure science in conceptual programming

Our success will be measured by:

• Observational evidence of students engaging in using the predict, observe and explain framework to deepen their conceptual understanding in pure Science in line with National Curriculum content.

• Observational evidence of quality student discussions, whereby students are using a range of diagrams and tools to articulate and reflect on their conceptual understanding.

• Annotated programs that provide evidence that all students are engaged in four conceptual units throughout the year, with two being focused on Humans Society and Its Environment and two focused on Science.