School context
North Sydney (Demonstration) Public School is a unique NSW public school that maintains a longstanding partnership with the Education Faculty at the University of Sydney. Together these two institutions work passionately and rigorously towards providing quality education for all.

The staff at North Sydney Demonstration School are committed to creating a safe, happy and academically challenging environment for children. Through professional dialogue with the University of Sydney the school takes pride in contributing to the future of Australia’s teaching profession and developing teaching practices and school structures in line with the best of current educational research.

The active school community prides itself on high levels of cooperation, support and compassion where there are positive relationships between the diverse body of students, staff, families and friends that make up this educational community.

Principal’s message
At North Sydney Demonstration School we believe that every child has the ability to change the world.

We understand that if our students are to meet this potential there are a number of things that parents and teachers must collectively excel in. This includes;

• working together to provide students with challenging and relevant learning experiences not just at school but at home as well
• providing multiple and diverse opportunities for students to perform and create
• Supporting students with the challenging parts of school and home life (academically, socially and emotionally).
• Teaching children how to bounce back from life’s disappointments
• Challenging and encouraging students to think critically, creatively, and ethically
• Teaching students how to work as part of a diverse team.
• Encouraging students to take risks and make mistakes
• Balancing explicit instruction with time to explore.
• Showing care and respect
• Supporting students to develop their own sense of identity ad belonging

In 2013 the staff, students and parents of North Sydney DEM worked enthusiastically to ensure that our actions and our words reflected this mission.

Highlights of the year included;
• Two visits by world-renowned educator Dr June Maker who spent valuable time introducing staff to the Real Engagement in Active Problem Solving model. This model is now being successfully used in all classrooms from Years 1 -6 and is allowing students to engage in challenging and relevant learning experiences that encourage them to think critically, creatively and ethically. This important work will be documented in a research project which explores the link between real world problem solving, student engagement and student achievement.
• The staging of Alice In Wonderland was also a great highlight for the school. For many of the students involved this production was an experience that will never be forgotten. The performance provided children with the opportunity to learn about acting, stage management, prop creation, music, sound, lighting, logistics, time management, problem solving and team work.

Thank you to everyone who helped to make 2013 a great year for the students, staff and parents of North Sydney Demonstration School.

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.

Myra Wearne
P & C message
I am happy to report that 2013 was another successful year for NSDS P & C. Many thanks to those members and volunteers who gave up their time to assist in executing fundraising events, working bees and the P&C administration. A special thanks to two previous P&C Presidents (Linda Challenger and Andrea Roberts) who are leaving the school this year. We wish you all the best.

P&C meeting participation grew in 2013, providing a forum where the school community was well represented when making decisions on school initiatives.

Our key achievements were:

- Expanded funding of the school’s Educational Initiatives program
- Funding of Smartboards for the new Demountable classrooms
- Funding of the Inter-Relate program “Preparing for Puberty” for Year 5 and 6 students held during the year
- Funding of 50 iPads which are already integrated into the School’s learning curriculum
- Funding of various other smaller items
- Funding of the Lower Pacific Playground enhancements (Due to be complete in Term 1 2014)
- Maintaining the Uniform Shop and the Tuck Shop as viable businesses
- Organisation of successful fundraising events during the year
- Organisation of the Winter Movie Night, where attendance exceeded expectations and was very well received.
- Actively supporting and participating in a successful local, state and federal government lobbying campaign on primary and secondary school capacity issues. Our efforts have contributed towards:
  ✓ Retention of Bradfield College and it’s conversion to a secondary school (Years 7-10) in 2015. This site was previously slated to be sold off by the DEC.
  ✓ Provision of a new primary school on the Anzac Club site, the DEC has now signed a long term lease with North Sydney Council and has started planning the new school. This site was previously slated to be sold off for residential development.

Next year, the P&C looks forward to identifying further initiatives and programs that benefit the school community.

Constitutionally, the P&C needs new members each year as office holders are limited to two terms.

In 2014, we’ll need to fill the roles of President, Secretary and Treasurer, so if you feel you can contribute to and wish to influence how the P&C enhances the school, please contact us.

Mark van Kerkwyk P&C President

Student Executive

Student leadership is highly valued at North Sydney Demonstration School. In 2013, Student Leadership, which includes the student Representative Council and the Student Executive was run by Miss Watts, Ms Jardin and Mrs Sundic. Each semester, two representatives from Kindergarten to Year 5 were chosen to represent their class in the SRC meetings, which were run by the Student Executive team.

Each year, the Year 5 students have the opportunity to attend the Student Leadership Development course in order to prepare them for the roles and responsibilities of a student leader. They then have the opportunity to run for the Student Executive, House Captains or Library Monitors. Through this course and further training, the Student Executive team learnt roles and procedures in order to lead the younger years during weekly SRC meetings.

Our school leaders had roles and responsibilities throughout the course of the year that included fundraising, leading primary assemblies and...
speaking at Kindergarten Orientation Days. Our SRC leaders were actively involved in a wide range of fundraising activities. Some examples of these include Mufti Days, a lucky dip and a cupcake stall to raise money for the following:

- Smith Family
- Sponsor Child
- Stewart House
- Fred Hollows Foundation

As well as promoting and running fundraising events, the SRC met to discuss relevant school issues. These opportunities allowed the students to demonstrate an interest in their school and community life, and to develop and foster leadership skills.

**Student representative’s message**

The minute 2013 began the Student Executives could not wait to get started for an exciting year at The Dem. We had all sorts of different jobs to do such as running the assemblies for years 3-6; S.R.C meetings where we could come up with new ideas for the school and fundraisers; welcoming new guests where we got to tell them about our school; and even simple things such as being great role models. Everyone thought the best part was going on the excursions to the Student Executive Camp and Young Leaders Day where we learned how to be leaders. We also had the opportunity to lead the school in respecting those who fought for our country on a special Remembrance Day assembly. It was a pleasure being a Student Executive and we wish it did not have to end!

Liah Naidoo – Student Executive Representative

**Student information**

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

**Student enrolment profile**

In 2013 724 students were enrolled at North Sydney Demonstration School. 48% of students came from language backgrounds other than English.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>317</td>
<td>338</td>
<td>330</td>
<td>348</td>
</tr>
<tr>
<td>Female</td>
<td>339</td>
<td>333</td>
<td>339</td>
<td>360</td>
<td>376</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, email or by delivering a note to the teacher on return to school. Parents and caregivers must notify the school if a child is to be absent from school for more than three consecutive days. In the event that notification is not given, the school will follow this absence up at the end of the third day. 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 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.
Workforce information

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

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

Workforce composition

<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>2</td>
</tr>
<tr>
<td>Assistant Principal(s) on class</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s) off class</td>
<td>1</td>
</tr>
<tr>
<td>Assistant principal - Mentor</td>
<td>.34</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>27</td>
</tr>
<tr>
<td>Specialist RFF Teachers</td>
<td>2.502</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.472</td>
</tr>
<tr>
<td>Total</td>
<td>45.234</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no Indigenous staff members in 2013.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>57%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$322304.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>$352878.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$88627.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$449633.85</td>
</tr>
<tr>
<td>Interest</td>
<td>$9386.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$122322.62</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1345152.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$133889.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>$109080.47</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$104230.36</td>
</tr>
<tr>
<td>Library</td>
<td>$16455.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$87916.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$116456.35</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$97422.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$162959.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$68797.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$70882.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$130777.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$87682.78</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$1186551.81</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$158601.08</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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.

University Partnership

The Advisory Committee (ADCOM)

During 2013, we continued to strengthen the reciprocal nature of our partnership between North Sydney Demonstration School (NSDS) and the University of Sydney. Each term the Advisory Committee (AdCom) met to monitor Practicum placements and research being conducted in the school and discussed opportunities to strengthen the partnership to enhance the learning experiences of our students. In 2013, the committee consisted of 2 staff representatives, 1 Assistant Principal, the school Principal, 2 parent representatives and 1 academic partner from the University of Sydney.

The focus for 2013 was on developing a deeper understanding amongst the school community in regards to what the ‘Demonstration School’ title meant and how it impacted on student learning.
This included building the community’s awareness and understanding of research projects being conducted in classrooms, Pre Service teacher programs and Practicum placements, as well as highlighting the reciprocity with teaching staff and our academic partners. In addition to this, 2013 saw the initiation of establishing further opportunities for building professional learning partnerships within the local community and beyond.

Highlights of the partnership for 2013 include:

- **Practicum Experiences**: Successful mentoring of 43 Pre Service teachers in classes K-6
- **Professional Development**: 3 staff members successfully completed a mentoring course run by Dr Tony Loughland from the University of Sydney. The aim of this was to provide an opportunity for these teachers to build their skills in mentoring and coaching Pre Service and Early Career teachers.
- **Teach talk 2014**: NSDS hosted an exciting networking opportunity for over 120 teachers from a range of schools and academics from the University of Sydney. Eight staff members presented about the Action Learning Projects and new initiatives they have been involved in. Three Interns from the University of Sydney presented their Action Learning Projects and two research students also presented their findings.
- **Research Studies**: Two research projects were conducted by students Agnes Hu and Erin Byrne, PhD from the University of Sydney. These studies focused on investigating new learning methods to enhance students’ learning. Both studies were conducted under the supervision of Dr Paul Ginns.
- **Scholarly Reading Group**: A small group of teachers met throughout the year to discuss current research articles, providing a learning opportunity for our staff. The focus for this year was Educational Leadership and using effective professional development protocols. Discussions were based around the text, *Educational Leadership: Together Creating Ethical Learning Environments* by Patrick Duignan. Dr Tony Loughland helped to facilitate these sessions.
- **Guest Lecturing**: Amanda Vaga and Nina Cook presented as guest Lecturers in Action Learning at the University of Sydney, as part of the Bachelor of Education (Primary) program.

This provided the university students with an opportunity to hear about the ways in which our school has developed an innovative professional learning model that involves ongoing teacher development through their involvement in Action Learning Projects.

- **Presenting at Professional Learning Partners Meeting**: Amanda Vaga presented the results of an Action Learning Project that was completed in 2012 in collaboration with our academic partner Tony Loughland. This involved sharing our school’s professional learning model and leading a discussion on how it was used to help teachers in our school achieve better outcomes in primary science.
- **Course Tutoring**: Amanda Vaga & Laetitia Kilpatrick worked as Course Tutors for Conceptual Programming in the Master of Teaching Program. This involved working with over 100 university students and providing them with a unique opportunity to learn about innovative programming practices at NSDS.
- **University Staff at NSDS**: Dr Christene Preston visited NSDS to work with a small group of teachers who completed an Action Learning Project on quality teaching in science. This provided staff with further insight into effective ways to develop the students’ scientific investigation skills and understanding of scientific concepts.
- **Research on Professional Experiences**: A small group of teachers participated in a research study being conducted by Dr Tony Lougland on the challenges of professional experience in teacher education. This was a great opportunity for them to share their journey and provide feedback on ways in which professional experience programs can be enhanced.
- **Japanese Visitors**: A group of academics visited from Tokyo Gakugei University, accompanied by Dr Tony Loughland. These visitors were interested in finding out about our how professional learning partnerships operate in a school context. As part of their visit, they observed a science lesson taught by an Intern from the University of Sydney. This was followed by an informal discussion about the ways in which our school works in partnership with the University of Sydney and the implications this has on teaching practice and student learning outcomes.
Through regular and ongoing use of the school Website and the Dem Newsletter, parents were regularly updated on Pre Service teachers, research projects and other AdCom initiatives. Dr Jon Callow and Dr Tony Loughland from the University of Sydney made regular visits to the school to guide the Pre Service teachers and further enhance our professional learning partnership.

**Targets for 2014**

*Targets for AdCom in 2014 include:*

- Continuing to enhance the reciprocity between North Sydney Demonstration School and the University of Sydney
- Raising community awareness and understanding of the ‘Dem’ title and the impact it has on student learning outcomes
- Building further partnerships with university staff with the aim of providing more opportunity for team teaching and active engagement in classrooms
- Continuing to ensure quality action learning is undertaken with a focus on improving student learning outcomes across a range of areas
- Regular staff involvement with the university through the delivery of lectures and tutorials
- Enhancing professional learning experiences through providing demonstration lessons to Pre Service teachers
- Focusing on the dissemination of research and quality practice through publication and staff presenting at networking forums.
- Continuing to build professional learning partnerships within the local community and beyond

**School performance**

**2013 Academic achievements**

**NAPLAN**

In 2013, 84 Year 3 students and 92 Year 5 students participated in the National Assessment Program for Literacy and Numeracy.

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.
NAPLAN Year 5

Year 5 performed satisfactorily in the 2013 NAPLAN with 52% of students achieving in the top two bands in literacy, 51% of students achieving in the top two bands of numeracy and approximately 99% achieving the minimum standard.

| Percentage in bands: Year 3 Grammar & Punctuation |
|---|---|---|---|---|---|---|
| Bands | Percentage in Bands | School Average 2009-2013 | SSG % in Bands 2013 | State DEC % in Bands 2013 |
| 1 | 2 | 3 | 4 | 5 | 6 |

| Percentage in bands: Year 5 Writing |
|---|---|---|---|---|---|---|
| Bands | Percentage in Bands | School Average 2011-2013 | SSG % in Bands 2013 | State DEC % in Bands 2013 |
| 3 | 4 | 5 | 6 | 7 | 8 |
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Other school based assessments**

**ICAS (International Competitions and Assessments for Schools)**

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 University of NSW (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 2013 results for those students who chose to participate in the competition were as follows:

**Science:** 89 students participated with 2 High Distinctions, 17 Distinctions, 25 Credits and 43 Participations awarded.

**English:** 110 students participated with 2 High Distinctions, 14 Distinctions, 30 Credits and 64 Participations awarded.

**Mathematics:** 119 students participated with 3 High Distinctions, 21 Distinctions, 45 Credits and 47 Participations awarded.

**Computer Skills:** 86 students participated with 3 High Distinctions, 11 Distinctions, 33 Credits and 40 Participations awarded.

**Writing:** 93 students participated with 12 Distinctions, 27 Credits and 53 Participations awarded.

**Spelling:** 103 students participated with 4 High Distinctions, 19 Distinctions, 34 Credits and 47 Participations awarded.

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The percentage of students in Bands for Year 5 Spelling, Grammar & Punctuation, and Numeracy is shown in the accompanying diagrams.
Significant programs and initiatives

Aboriginal education

Aboriginal Education is taught throughout the year and is incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal culture, history and heritage. Aboriginal perspectives have also been incorporated into these programs where students are exposed to and asked to think about varying points of view on particular issues and events. This year a number of new Aboriginal Education resources were purchased to help teachers shape their teaching and learning programs for use in the classroom. The resources purchased aimed to engage all young people – both Indigenous and non-Indigenous – and deepen their awareness and understanding of what it’s really like to be an Aboriginal person living in contemporary Australia.

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

Students participated in learning experiences relating to National Reconciliation Week, exploring the theme ‘Let’s Talk Recognition’. Classes across the school worked together to discover the significance of the word ‘recognition’ and learned why this word is a significant step in building a better future for Australia.

Multicultural Education

In 2013 there was much exposure in the media about the Government’s commitment to the Asian Century, and North Sydney Demonstration School has remained aligned with this by ensuring that multi-cultural themes are embedded into the teaching and learning programs in relevant ways. The Australian National Curriculum, due to be implemented in 2014, cites Asian Literacy as one of the three cross-curriculum priorities, demonstarting its importance to our country.

Students in all stages are becoming active and informed citizens so that they can understand Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Our conceptual programs such as “Culture and Tradition” and “Freedom and Responsibility” equip our young students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. The activities are relevant to the students’ lives and address the contemporary issues they face. For example, in Year 3 students conducted a collaborative investigation into a focus culture, one of which was Japan. Each jigsaw group researched a particular aspect such as food, clothing, architecture, religion, festivals and celebrations, music and arts. They created an informative ‘expert café’ which allowed students to rotate around the class and experience each aspect of the culture.

In 2013, we have been strengthening our relationship with the Asia Education Foundation so that teachers are able to broaden their expertise in this field, and to network and share ideas with teachers from other schools in order to promote best practise.

Our most valuable resource for enriching the lives of our students every day is our diverse cultural community, with students from over fifty language backgrounds and an even greater number of cultural backgrounds. We celebrate and embrace our differences through our friendships as well as our programs.

Proficiency in 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. ESL teachers
also supported classroom teachers in accommodating the needs of these students within their classrooms.

Families new to Australia were once again offered the chance to attend the course ‘Living in Australia’. This year no families took up this opportunity, however support was offered more informally. Teachers helped to establish social networks through Kindergarten orientation, at school events as well as at social events that were out of school hours.

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 2014 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.

Mandarin Programs - Building Intercultural Understandings

For the past four years, Ching Lo, our Mandarin teacher, has been teaching Mandarin to students in all grades as well as exposing them to various cultures and traditions within China.

From 20-22 March 2013 NSDS welcomed a group of 40 teachers and students led by the principal of our China BRIDGE partner school, The Primary School Attached to Shandong Normal University (Fuxiao). A sister school agreement was signed to further promote cultural understanding and future cooperation. Teachers from both schools delivered demonstration lessons. Shandong students worked and learned together in buddy classes across Year 4-6. Bilingual book making and Aboriginal art and music lessons engaged our young visitors and their fellow buddies.

Every year NSDS takes part in our sister school Shanghai Erlian Primary School’s International Children Art Exchange. The program started in 2002. This year is the 10th anniversary and there are 12 participating schools including schools in China, Japan, Singapore, Sweden, USA and South Africa. This year, inspired by Greek myths, Mexican Adobe houses, art work from Georges Braque and Matisse, NSDS students created 48 highly-appreciated entries utilizing their knowledge of the four elements of art: line, shape, colour and texture.

NSDS former principal Ms Sophie Melton visited both our sister schools in September, 2013. In Shandong, Ms Melton was shown to Fuxiao’s base school and various branches from kindergarten to junior high boarding school. In Shanghai, Ms Melton attended the grand opening of the 10th anniversary of Erlian International Children Art Exchange. At both schools, Ms Melton taught students to use Edicol paint, twigs and self-created Aboriginal symbols to draw place and space. She communicated with teachers and executives Australian teaching pedagogies and our new national curricula.

Ms Melton also introduced a beautiful video about how Australian Chinese artist Zhou Xiaoping infused Aboriginal art into Chinese brush painting. This award-winning DVD ‘Ochre and Ink’ was made in 2011, by film maker James Bradley, uncle of a former NSDS student. Ms Melton has strengthened the relationship between Australian and Chinese schools, providing opportunity for both sides to experience the difference and the charm in education.
The Arts

2013 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 K-2, Junior and Senior choirs represented the school at various events including, the Ryde School Spectacular – Sydney Opera House, The Festival of Instrumental Music and The Festival of Choral Music – Sydney Opera House, the K-2 Assembly, the 3-6 Assembly, the NSDS Open Day Assembly, the Sports Awards Ceremony, the NSDS Induction Ceremony, the End of Year Festival and at Christmas Carols at Greenwood Plaza.

Term 4 saw North Sydney Demonstration School’s very first school musical. 125 students from K-6 rehearsed over 3 terms and showcased their flair and creativity through an incredible performance of ‘Alice in Wonderland’ that captivated audiences. The musical allowed our students to experiment and explore their creativity in all strands of the creative arts; dance, drama, music (singing) and visual arts (sets and props). The students carried out two performances at North Sydney Girls High School to a full house. The production enjoyed rave reviews from across the school community and was a highlight of the creative arts calendar.

Term 4 also captured the talent of all of our performance groups as NSDS held its second ‘Festival of the Arts’ where all of our performance groups, including the cast of ‘Alice in Wonderland’, recorder group, all choirs and bands performed for our parent and school community.

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. Students were also given many opportunities to have their visual artwork published in a variety of formats. One in particular was the CardArt initiative where parents had the opportunity to purchase beautiful gift cards and calendars all created by their children. In addition to the RFF program and publishing opportunities, Ms Lees worked in collaboration with Aboriginal artist Jessica Birk in a project to engage the community in revitalising the CBD which became a part of a tourist trail. Ms Birk held a workshop with 1KV where the students looked at images of the local flora and fauna of the surrounding area then drew pictures to express their ideas on the subject matter. Ms Birk then painted murals on traffic signal boxes in North Sydney taking inspiration from the 1KV artworks. The painted boxes are on the corners of Miller & McLaren Street, Berry & Walker Street, Princes Highway & Miller Street.

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 2013 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, regional and state levels.
- Cross Country carnivals at school, zone, regional and state levels.
- PSSA National Championships in Golf.
• PSSA weekly competitions in soccer, netball, AFL and T-Ball
• Participation in League-Tag gala day.
• School sport K-6 with specialist sport instructors.
• School sport including a variety of team games involving all fundamental movement skills.
• Swim Scheme-year 2-6
• Gymnastics-years K-2
• Premier’s Sporting Challenge

All students enjoyed these sporting opportunities and participated with enthusiasm. Students, teachers and the community celebrated the students’ sporting success and sportsmanship from K-6 in a Sports Presentation Assembly.

Information and Communication Technology

Technology for learning at North Sydney Demonstration School continued to develop and strengthen during the year. Throughout the school, there was a strong focus on developing 21st century learner skills that cater for the new National Curriculum, creating professional learning opportunities for staff and updating the infrastructure and resources within the school.

The Technology Committee accomplished Phase 1 and Phase 2 of our portable devices rollout, distributing 56 iPads across the school. In conjunction with this, staff completed professional learning opportunities that focused on using the devices to support the Representing aspect of the National Curriculum for English. Students from K-6 have since been actively engaged in the design and creation of rich digital texts by using text creation apps such as iMovie, Puppet Pals, Book Creator and Comic Life.

Building the school networking infrastructure has been an important part of our portable devices rollout. We are in the final stages of a complex update of the networking equipment that will allow students to access the DEC secure wireless network when using iPads, and this will be ready to ‘switch on’ in the early stages on 2014. The Technology Committee also installed and updated a range of classroom equipment including 9 desktop computers, 10 notebook computers and a class set of high quality headphones and microphones.

Throughout Term 3, the Technology Committee provided teachers with flexible options for professional learning by introducing a new concept called Skill Snacks. Skill Snacks are small tutorials or challenges that are designed to provide a small ‘bite’ of technology learning that can be undertaken in a teacher’s own time and at their own pace. Teachers were provided with tips and tricks each week throughout Term 3, that they could try out in their classroom, such as combining a student’s computer files to create a digital portfolio.

Initiatives supported by the Technology Committee in 2013 to promote differentiation included Documentarian Club, Kodu Game Design Club, First Lego League and Lego Robotics programs. These courses allowed focus students to engage in purposeful, creative tasks that engaged and supported Literacy and Numeracy outcomes across a range of abilities.

We would like to thank our Parent and Citizens Association for their wonderful support in funding new technology for our students this year.

Environmental education

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 2013 was designed to continue to build on, and further develop key targets from 2012. Primary areas of focus included:

- Eco Ambassadors Program
- Establishing a Bush Tucker Garden
- Composting Program
- Replacement of Felled Trees Program

With the financial support of P & C funds and the Green Schools Grant, the committee was able to meet all major targets. In addition, the invaluable support offered by Deb Culmer and Chris Pytko 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’ and ‘Earth Hour’.

2. Bush Tucker Garden – The funds provided by the Green Schools Grant (North Sydney Council) enabled the committee to establish a Bush Tucker Garden within the school. The aim of the project was to raise awareness of indigenous plants as well as promoting an understanding of sustainability and natural systems that support our food chain. As part of the project the Eco Ambassadors went on an excursion to the Coal Loader. They gained insight into practical gardening activities (native plant species, garden design, planting and composting, soils, mulch, building a garden bed, maintenance and pest control) provided by a professional organic gardening company. In the future the whole school will be able to utilise, manage and incorporate bush tucker into their conceptual learning plans.

3. Our composting program continued under the guidance of Alice Bennett 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 2013 and looks forward to further promoting environmental issues and building on current targets in the coming year.

Student Welfare

This year the Student Welfare Committee had a continued focus on increasing the number of students experiencing a safe and socially stimulating playground. This included:

- Creating a clear understanding of the school rules through shared whole school staff discussions in professional development sessions, reminders given in staff administration meetings and classroom meetings.

- A continued whole school focus on ensuring all students know a variety of playground games. Playground equipment was purchased to support students in participating in a variety of playground games.

- Whole school implementation of the Bounce Back program.

- Creating procedures to support early identification and intervention for students who required additional assistance with their social skills.

- Recognition of positive behaviours by supporting the continuation of FABSTARS! to recognise students displaying Bounce Back values.
The Student Welfare committee also had a focus on increasing the number of students experiencing a safe and challenging classroom environment. This included:

- Supporting staff in creating Individual Learning Plans to cater for students with significant learning needs, including Gifted and Talented students, students with learning difficulties and ESL students. Professional development was provided by the Learning Support Team and the Gifted and Talented committee.

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 continued to include positive entries being made when students demonstrate behaviour that exemplifies our school rules and the DEC core values.

The school, in conjunction with the P&C, also provided an InterRelate Seminar on ‘Preparing for Puberty’ for Years 5 and 6 parents and their children to support parents and children as they transition to their teenage years.

Members of staff also presented as part of a parent information session organised by the After School Care program aimed at supporting parents going through separation. Relationships Australia and the School Counsellor spoke about strategies the school has in place and strategies that can support the children at home. A member of the school’s executive presented on the Seasons for Growth Program. The Seasons for Growth Program was provided to support students who have experienced significant loss.

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

Gifted and Talented education

In 2013, NSDS continued to maintain its focus on the continual identification and tracking of, and the provisions for, Gifted and Talented students from K-6. This focus involved:

- Review and maintenance of whole-school database and tracking system for identified Gifted and Talented students. Students are placed on the database following objective and subjective collection of data. This enables tracking of individual academic, intellectual, social and emotional needs of students and details of the support afforded them in each of these areas.

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

- 100% of teachers on the Gifted and Talented Committee given support to develop their skills, knowledge and understanding in the identification of students, curriculum development, teaching strategies and programming models.

- Three members of the Gifted and Talented Committee attending the Northern Sydney Region Gifted and Talented Conference to glean as much as possible from the presenters and share their knowledge and understanding with their colleagues to enhance teaching and learning programs for gifted learners.

- A research project with Dr June Maker from the University of Arizona, USA as part of a two-year study tracking the implementation of the REAPS model by seven classroom teachers from Years 1-6. The REAPS model incorporates problem-based learning (PBL) and the DISCOVER problem continuum, using the Thinking Actively in a Social Context (TASC) model and consideration of 10 multiple intelligences.

- A range of enrichment opportunities including the provision of a differentiated curriculum and enrichment groups; such as Documentarian sessions where gifted students from Year 1-6 collaborated on a documentary project combining their skills of problem solving, technology and creativity through storytelling and filmmaking.

- Positive parent feedback regarding provisions and support for the academic, intellectual,
social and emotional needs of identified Gifted and Talented students.

- Over 200 students participating in the SPECTRA Science Awards Program throughout the year. A select group of Stage 2 and 3 students were also given opportunities to participate in a robotics enrichment program including the First Lego League tournament.

Support of Students with Additional Needs

The school’s Learning Support Team has been prominent in supporting and enhancing student learning over the 2013 school year. It has continued to implement the New South Wales Department of Education’s Every Student, Every School funding initiative and has been one of a number of significant project teams within the school’s structure. Team members have been responsible for enhancing communication, organising and training community volunteers, monitoring student achievement and coordinating the Support Teacher Learning Program and Student Learning Support Officers to priority areas within the school.

The school’s Learning Support Team meets weekly and has acted on 47 individual student referrals from Kindergarten through to Year 6. Of that number, 35 students have been referred on to the school counsellor for further assessment, funding and support.

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

School planning and evaluation 2012—2014

The school planning policy provided direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with NSW State Plan and the Department’s planning documents.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012—2014

To sustain continued growth and achievement, the following targets were established for 2013:

- 5% shift of student achievement from band 5 to band 6 in writing for students in Year 3.
- 5% shift of student achievement from band 5 to bands 6, 7 & 8 in writing for students in Year 5.
- Continued focus on the explicit teaching of the four forms of spelling as a continuation of 2012 NAPLAN improvement with ongoing increase of an additional 5% of students achieving in Band 6 for spelling in Year 3 and Bands 7 & 8 in Year 5 from 2012 results.
- 5% increase of Year 3 students achieving in top 2 skill bands in reading.
- 5% shift from Band 6 to Bands 7 and 8 in reading achievement for students in Year 5.

Evidence of progress towards outcomes in 2013:

- Data shows that NSDS outperformed the region in Writing in both Year 3 and Year 5 with a greater number of students scoring in Band 6.
- Decrease of Year 3 students scoring in Band 5 for Writing with a positive shift of 7% points for students scoring in Band 6.
- Increase in the number of Year 5 students scoring in Band 6 for Writing, however a decrease in the students scoring in Bands 7 & 8.
- Data shows that NSDS significantly outperformed the region in Spelling in 2013 for Years 3 and 5. Positive shift of 6% points from bands 2 & 3 up to Band 4 in Spelling for Year 3, plus an additional positive shift of 0.7% points for Year 3 students moving from Band 5 to Band 6.
- Positive shift of 1.8% points for Year 5 students scoring in Bands 7 & 8 for Spelling.
- Data shows that NSDS significantly outperformed the region in Reading in 2013 for Year 3. Positive shift of 6% points for
Year 3 students moving from Band 5 to Band 6 in Reading.

- Positive shift of 3% points for Year 5 students moving between bands 6 & 7 in Reading, however a negative shift from Bands 5 & 8.

**Strategies to achieve these outcomes in 2014**

- To meet the current outcomes for Writing, NSDS teachers will have the opportunity to participate in a nine week Action Learning program in Term 2 or Term 3 2014, designed to refine and develop the particular areas of need across the school. This Action Learning will encompass specific areas within Grammar, Punctuation and Vocabulary.

- To meet the current outcomes for Spelling, NSDS will develop and sustain quality assessment practices and continue to support the quality outcomes already achieved through the explicit teaching of the four forms of spelling.

- To meet the current outcomes for Reading, NSDS teachers will attend professional development sessions that will explore the explicit teaching of inference through connecting ideas within a text, monitoring understanding while reading and the use of vocabulary.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

To sustain continued growth and achievement the following target areas were established for 2013

65% of students achieve in the top two bands in numeracy in 2013 and 2014

All students will show a 5% improvement in using working mathematically processes to solve multi-step problem solving as evidenced by internal and external assessment measures

**Evidence of progress towards outcomes in 2013:**

- 94% of Year 3 students achieving in Bands 4, 5 and 6 in Numeracy. This demonstrates an increase of 4.3% from 2012

- 78% of Year 3 students achieving Bands 5 and 6 in Numeracy. Indicating an increase of 4.5% from 2012

- 80.4% of Year 5 students achieved Bands 6, 7 and 8

- Positive shift in mathematical reasoning with year 3 and year 5 significantly outperforming region in multi-step problem solving questions however, there was a negative shift in Year 5 of .5% in accuracy

- Data shows that NSDS has significantly improved in Space, Geometry and Measurement, data questions outperforming the region.

**Strategies to achieve these outcomes in 2014:**

- To meet the current outcomes for Numeracy NSDS teachers will have the opportunity to participate in a seven week Action Learning program in Term 2, 2014 designed to develop effective strategies when Working Mathematically. This Action Learning will encompass specific areas within Number, Space and Geometry and Measurement.

- To meet the current outcomes for Number, NSDS will develop and sustain quality assessment practices and continue to support the quality outcomes already achieved through explicit teaching and professional Development of Newman’s ERROR ANALYSIS

- To meet the current outcomes for Number, Space and Geometry and Measurement, NSDS teachers will attend professional development sessions that will explore the explicit teaching of multi-step problem solving, importance of questioning, use of mathematical language and ways to differentiate learning.

**School priority 3**

**Conceptual Programming**

**Outcomes from 2012–2014**

2013

100% of students will engage in quality scientific investigations within conceptual programs and will be able to demonstrate their ability to question, discuss and communicate their understanding of scientific concepts.
80% of students will use a range of thinking tools and concept maps as a means of communicating, reflecting and evaluating their knowledge and understanding of concepts.

90% of students will build on their conceptual understanding through making connections to previous knowledge and learning experiences and will apply this to achieve a deeper level of conceptual understanding.

2014
100% of students will engage in quality learning investigations that align to the National Curriculum in the areas of History and Science within conceptual learning programs. Students will be able to demonstrate their conceptual understanding within and beyond the curriculum and connect to real world problems.

Through establishing shared understanding and teacher consistency in the spiral curriculum and National Curriculum all students will build on their knowledge, make connections to real world problems and apply this to achieve a deeper level of conceptual understanding.

By using a range of thinking tools and effective assessment strategies within conceptual units, 85% students will utilise range of tools to communicate, reflect and evaluate their knowledge and understanding of concepts and make explicit links to real world problems.

Evidence of progress towards outcomes in 2013:

- Working with Christian Preston an Academic Partner from the University of Sydney to support inquiry based science within conceptual learning programs.
- 100% of teachers in the conceptual learning committee were given support to develop their skills, knowledge and understanding in the implementation of Predict, Observe, Explain model and use this knowledge to effectively develop engaging science driven investigations within Conceptual units.
- An increase in teachers’ confidence and skills in designing and implementing scientific investigations that develop higher order thinking and build on students’ prior knowledge and understanding.
- Two members of the Conceptual learning committee presented at a ‘Teach Talk’ session where they shared their Action learning on Predict, Observe, Explain model. Teachers from other schools provided positive feedback regarding the presentation.
- Increased consistency of conceptual programming across the school to enhance students conceptual understanding.
- 100% of students were involved in scientific investigations underpinned by Predict, Observe, Explain model.
- Developing a shared understanding of the National Curriculum and how these changes impact on conceptual learning programs.
- Review and update of scope and sequence to align to the National Curriculum (NSW Syllabus content) with a focus on Science.

Strategies to achieve these outcomes in 2014:

- Professional development in the Science and History National Curriculum and the implications on Conceptual Learning programs
- In collaboration with the Gifted and Talented committee all staff will engage in professional development on quality teaching pedagogies to increase teacher understanding on effective differentiation of Conceptual Learning to enhance student learning outcomes within and beyond the curriculum
- Ongoing professional development on Conceptual Learning theory, assessment tools and spiralling curriculum to develop rich learning tasks within conceptual learning programs
- Continued professional development on the Predict, Observe, Explain model (POE) to enhance the teaching of scientific investigation skills within the conceptual learning programs
- Support staff through collaborative programming sessions based on Backward Mapping theory and embedding new NSW syllabus content into teaching and learning programs
- Integrate Conceptual Learning into team meeting agenda with the opportunity to annotate and reflect on programs
• Update the scope and sequence to align to the National Curriculum (NSW Syllabus content), with a focus on Asian Literacy, Science and History for 2014 - this will include updating the proforma for conceptual learning programs to shift focus to History and Asian Literacy as well as catering for differentiation

• Create inventory for use and maintenance of science resources to support quality teaching and learning programs

• Establish a moodle for all online resources and suggested texts and teacher resource kits to include POE model, thinking diagrams, assessment tools to support Science and History in conceptual learning in classrooms

• Support staff with planning and implementing conceptual lessons through staff Personal Learning Plan’s and providing in class support.

• In house teach talk on quality multi modal and literary texts for conceptual programs

• Professional development to revisit the use of thinking diagrams, concept maps and assessment tools to assess students’ conceptual understanding.

• In collaboration with the technology committee provide professional development in using Ipads to assessment conceptual understanding

• Ongoing evaluation of the use and design of quality assessment tools to allow students to effectively demonstrate their conceptual understanding.

**Professional learning**

In 2013, the NSDS Professional Learning Model continued to enhance our collaborative culture and focus on continuous improvement in teaching and learning. This year all staff engaged in two Action Learning projects.

During term 2, staff participated in an Action Learning Project titled, *Making Meaning Through Language* which was based on the implementation of the new English syllabus. Through this project, staff were provided with a series of professional development sessions on teaching Functional Grammar. Staff also engaged in discussions about new syllabus content and gained a deeper understanding of the expectations of the new curriculum. These sessions provided staff with a range of ideas for the explicit teaching of grammar, punctuation and vocabulary which they were then able to embed into their grade Literacy programs.

During term 3, staff were provided with the flexibility to complete an Action Learning Project of their choice. Projects were designed to support the school target areas of Literacy, Numeracy and Conceptual Programming. During the duration of the ten week Action Learning cycle, staff met on a weekly basis and engaged in professional learning opportunities and in depth discussions focused on current research and innovative teaching pedagogy. Through this, staff also had opportunity to plan lessons collaboratively, share their teaching experiences, set future goals, as well as allocate time to discuss and evaluate students’ work.

The Action Learning Project options for 2013 were as follows:

**Literacy:** Comprehension - The 6 Metacognitive Strategies

**Numeracy:** Mathematical Comprehension - Embedding the use of working mathematically principals when programming and using hands on tasks to compliment spatial problem solving questions.

**Conceptual Programming:** Using effective pedagogy to enhance the teaching of scientific investigation skills within conceptual programs through the use of the Predict, Observe and Explain Model

During the year, staff also had other opportunities to engage in professional development. These included:

- Balanced reading program Stage 1 (presented in school)
- Scholarly reading group undertaken with the University of Sydney with a focus on school leadership
- Best start – using the learning continuum K-6; differentiation in Literacy and Numeracy
• CPR, anaphylaxis, diabetes, child protection and asthma training
• Analysing NAPLAN data
• Real Engagement in Active Problem Solving (REAPS)
• Interactive writing (K-1)
• SMART Numeracy
• Identifying Gifted and Talented students in the classroom
• Skills snacks – teachers were exposed to a range of ‘how to guides’ for utilising ICT tools
• Using engaging ICT tools in the classroom - IMovie Applications, Moviemaker, Puppet Pals & Comic Life

The model for professional development is continually reviewed and adjusted to meet the needs of staff to ensure improved outcomes for students. In 2014, staff will participate in familiarisation of the new K – 6 Maths syllabus and have the opportunities to engage in ‘Flexible Professional Development (PD)’ sessions where staff guide the type of PD offered, lead the learning and choose whether it is beneficial to their learning programs at the given time offered. In the second half of the year, staff will continue to be provided with choice to concentrate learning in the areas of Literacy, Mathematics and Conceptual Learning.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school continued monitoring the opinions of parents, students and teachers about the school. North Sydney Demonstration School strongly believes that education is a collaborative process, requiring the joint efforts and cooperation of the school, the home, the student and the community. To support and encourage these educational collaborations parents, as partners in their children’s education, can contact the school at any time if they have concerns or wish to meet with their child’s teacher. Parent involvement in the life of the school is welcomed and encouraged. An active Parents and Citizens’ (P & C) Association meets monthly and organises many activities including fundraising and social events for the school.

There are high levels of satisfaction experienced by all stakeholders and this is reflected by the high enrolment patterns, and high levels of parent and staff involvement in the school. 100% of letters received from parents whose children were leaving the school for various destinations all acknowledged their children’s time at The Dem as being a positive one.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 North Sydney Demonstration School evaluated the formal reporting processes to parents and caregivers.

Collection of data to objectively analyse current practice and strategically plan for improvement utilised two methods; a survey and the creation of a focus group.

All parents at North Sydney Demonstration School were invited to complete the ten question survey which allowed respondents to supply information about current reporting practices anonymously.

A focus group was also held where ten participants discussed the reports and allowed for further clarification and verification of responses. The ten participants were parents who had one or more children at the school and were randomly selected from K-6 classes.

Findings and conclusions

• Most parents recognised the time and effort teachers put into reports.
• Parents found the general comment to be the most important feature with majority of parents reading this first.
30% of parents felt that the use of teacher jargon was too high with many parents commenting that the students could not understand their own report.

68% of parents found the language understandable however when the forum participants were questioned about certain terminology there were mixed responses.

Future development comments were highly valued by majority of respondents.

74% of parents felt that the rating scale gave them a clear understanding about where their child was academically.

Effort ratings were deemed as extremely important.

Future directions

- Formation of an Assessment and Reporting committee in 2014 to explore how reports can be personalized further.

- Further data to be collected in 2014.

- Ensure that all parents know that all reports are written in comparison to Departmental standards not school or regional standards.

- Reporting format to be revised in 2014 in consultation with staff and parents with allowances for professional development for staff members. 2015 to see the implementation of a new reporting structure.

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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports