North Sydney Demonstration School

Annual School Report

2012
Principal’s message

It gives me great pleasure to report on the outstanding achievements of North Sydney Demonstration School during 2012.

During the year students flourished academically, on the sporting field and in their creative and performance endeavors.

The school’s NAPLAN results for 2012 were again of a very high standard and student growth was amongst the best in the region.

Excellent results were also achieved by students who participated during the year in Debating Competitions, Spelling Bees, the Multicultural Public Speaking Competition and ICAS examinations.

Creativity continued to be recognised by the school as a vital cognitive skill with students being given many opportunities to problem solve and generate new ideas with a focus on developing productive thinking skills.

A continued focus on individualised learning meant that in excess of 100 students had their needs met through the use of individualised learning plans which catered for the additional needs of students who were gifted, had learning difficulties or who spoke English as a second language.

Our students performed well and were highly competitive on the sporting field in 2012. The school participated in Soccer, Netball, AFL, swimming and track and field events.

Talents were manifested in the performing arts during 2012 through performances in a wide range of events including; J Rock, the Instrumental Music Festival, the Rock Eisteddfod and the NSW Combined Primary Choir. Over 80 children participated in the school’s band program during the year and 45 attended band camp in April. In 2012 the school held its first Festival of the Arts as a celebration of the achievements of the many performance groups within the school.

I am looking forward to a continuation of these outstanding results in 2013.

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
Principal

P & C message

I am happy to report that 2012 was another successful year for NSDS P & C. Our key achievements were the continued funding of the school’s Educational Initiatives program, successful grant applications and the Little Equipment playground upgrade which was jointly funded with the school.

Our key four fundraising events (Welcome BBQ, Spellathon, Art Auction and End of Year BBQ) exceeded expectations both in terms of financial contribution and in terms of strengthening of community spirit within the school. The P & C Committee, including those in formal and informal roles, is growing in strength and, through an increased focus on the inclusivity of the whole school community, hopes to build on that strength during 2013.

The P & C appreciates the positive working relationship with and commitment from the school management and we look forward to jointly identifying further opportunities to improve the educational outcomes of students at the school in 2013.

Mark van Kerkwyk
P & C President

Student representative’s message

North Sydney Demonstration School has many different leadership roles such as Student Executive, House Captain, Eco Ambassador and Library Monitor. These roles let children learn many different leadership skills such as communication and mentoring.

Before the elections for Student Executive or House Captain, a leadership course was held. During this course students learnt many
beneficial skills including how to prepare a good speech. We also played challenging games and activities which involved team work and co-operation.

Mimi Chan
SRC Representative

School context

Student information

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

Student enrolment profile

In 2012 709 students were enrolled at North Sydney Demonstration School. 73% of students came from language backgrounds other than English.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>295</td>
<td>300</td>
<td>317</td>
<td>338</td>
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</tr>
<tr>
<td>Female</td>
<td>303</td>
<td>339</td>
<td>333</td>
<td>339</td>
<td>360</td>
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</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. 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, 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.

Staff 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 caliber and dedicated staff who demonstrate professionalism, dedication and an ongoing commitment to professional learning, professional achievement and supporting students.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>AP Teacher Mentor</td>
<td>.33</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
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<tr>
<td>Specialist Teachers</td>
<td>2.46</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>Counsellor</td>
<td>.4</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>4.472</td>
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<tr>
<td>Total</td>
<td>42.082</td>
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</table>

There were no Indigenous staff members in 2012.
Staff retention
The school retained 79% of its teaching staff from 2011. Seven staff left North Sydney Demonstration School for the following reasons. Reasons included: permanent appointment in another school, return to home school after teacher exchange, promotion and geographical relocation.

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 approximately 35% have postgraduate qualifications.

The Advisory committee (AdCom)
During 2012 the partnership between North Sydney Demonstration School and the University of Sydney continued to flourish to ensure positive learning experiences for our students. Each term the Advisory Committee (Adcom) met to monitor research programs in the school and to discuss future cooperative learning programs to benefit the students. In 2012 the committee consisted of 2 staff representatives from Sydney University (USYD), the school Principal, the Deputy Principal, 2 Assistant Principals, a staff member and a parent representative.

As a result of our partnership in 2012, the following outcomes were achieved;
• Successful mentoring of 29 pre service teachers in classes K-6.
• Science action learning professional development for teachers was jointly developed and delivered by Dr Tony Loughland, our academic partner, and Amanda Coroneos during terms 2 and 3. The aim of the project was to build teacher’s capacity in primary science so that science learning is fun and productive for children
• Post doctoral research fellow, Hoa Nguyen conducted research into how our student teachers develop their professional learning during the professional practice, specifically looking at the mentoring process of our teachers with pre service teachers.
• Amanda Coroneos & Laetitia Kilpatrick were course Tutors at USyd for Linkages (Conceptual Programming) in the Master of Teaching Year 2 Program. Nina Cook and Jo Penn were involved in the final professional learning day for BEd Year 4 students at USyd. Amanda Coroneos, Todd Mackie and Melissa Tracy developed IWB resources for BEd Primary first year tutorials. Laetitia Kilpatrick was appointed to the Teacher Advisory Board for the University in 2013.
• Our partnership with Sydney University has allowed staff to provide regional support to other schools. Laetitia Kilpatrick provided professional development to staff on the Art of Literacy which supported 40 teachers across the Lane Cove and North Shore networks to effectively teach using literature as a basis for quality writing and multimodal text programs for student K-6. Nina Cook and Laetitia Kilpatrick also facilitated a video conference to principals across Northern Sydney Region around the Gifted and Talented policy and provisions in place within NSDS. Laetitia Kilpatrick also presented to the Primary Principals Association on the new English syllabus to provide support for familiarisation with this document in 2013.

Through our school website parents were informed of the action learning and the pre service teachers who conducted their practicum at the Dem. Jon Callow, Lecturer English Education K-6, made regular visits to the school to guide the pre service teachers during their placement.

Targets for 2013
• Continued partnership in innovative research in the areas of multimodal literacy, comprehension, ICT and Science education
• Continued staff involvement with USYD through the delivery of lectures by staff from NSDS
• Continued focus on ensuring quality action learning undertaken to improve outcomes and learning opportunities for students
• Continued implementation of professional development beyond the school to other schools in the region.
• Continued focus on dissemination of research and quality practice through publication.

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>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>416 956.83</td>
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<tr>
<td>Tied funds</td>
<td>122 521.80</td>
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<tr>
<td>School &amp; community sources</td>
<td>559 753.16</td>
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<tr>
<td>Interest</td>
<td>15 293.92</td>
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<td>Trust receipts</td>
<td>160 976.47</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1 606 552.35</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>88 548.45</td>
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<tr>
<td>Excursions</td>
<td>128 800.41</td>
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<tr>
<td>Extracurricular dissections</td>
<td>126 470.90</td>
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<td>Library</td>
<td>6 873.13</td>
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<tr>
<td>Training &amp; development</td>
<td>25 989.79</td>
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<td>Tied funds</td>
<td>117 814.41</td>
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<tr>
<td>Casual relief teachers</td>
<td>81 002.94</td>
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<tr>
<td>Administration &amp; office</td>
<td>137 620.70</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>64 351.18</td>
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<tr>
<td>Maintenance</td>
<td>89 289.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>155 918.56</td>
</tr>
<tr>
<td>Capital programs</td>
<td>261 568.37</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 284 248.18</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>322 304.17</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012
Achievements

Arts
2012 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 Ryde School Spectacular – Sydney Opera House, The Festival of Instrumental Music – Sydney Opera House, the Choral Festival - Sydney Town Hall, 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 BBQ and at Christmas Carols at Greenwood Plaza. 2012 also saw the creation of our very own K-2 Choir who performed at several school events and at Christmas Carols at Greenwood Plaza.

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 captivated audiences, showing them the importance of bees and the impact their absence would have on our environment.

Term 4 also captured the talent of all of our performance groups as NSDS held its very first ‘Festival of the Arts’ where all of our performance groups, including J-Rock, recorder group, all choirs and bands performed for our parent and school community.

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 2012 Art Auction where each class collaborated together to create a unique artwork. Students’ individual works were also hung around the school for parents and other members of the school community to see the ever growing creative talent the students hold.

**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 2012 students at our school participated in the following events and activities;

- Field and Track carnivals at school, zone, regional and state levels.
- Swimming carnivals at school, zone, regional levels.
- Cross Country carnivals at school, zone and regional levels.
- PSSA weekly competitions in soccer, netball and AFL
- Participation in Oz-tag gala day.
- School sport K-6 with specialist sport instructors.
- School sport including Oz-tag and a variety of team games involving all fundamental movement skills.
- Swim Scheme-year 2-6
- Gymnastics-years K-2
- Premier’s Sporting Challenge
- MiniMos Fun Run

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

**Building Intercultural Understandings**

On 13 Feb 2012, 39 students from The Primary School Attached to Shandong Normal University (Fuxiao - attached primary school) visited NSDS. Students from both schools performed musical & dance items before joining our year 5 classes for an art lesson. After a BBQ lunch Ashley Grimmond and four student executives joined the visiting students at Bondi Beach and played Oz Tag. The day was filled with laughter.

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.

The Asia Education Foundation visited in August and interviewed Myra Wearne, our Mandarin teacher Ching Lo, a cooperating teacher Jo Penn and a number of students. They made a short film to record the implementation and impact of the Australia-China BRIDGE Project in schools which included the videoing of a video conferencing session with Fuxiao’s Year 6 class.

The Asia Education Foundation also recognised the invaluable support of the school and Ching Lo’s great effort in the establishment of the school’s partnership. The school was nominated as a successful case study for future partnerships.

The Asia Education Foundation's BRIDGE project was used as a pioneer example in Asian Century White Paper launched by Julia Gillard, PM on Sunday 28 Oct 2012.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5

Numeracy – NAPLAN Year 5
Progress in reading

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

International Competitions and Assessment 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 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 2012 results for those students who chose to participate in the competition were as follows:

Science: 50 students participated with 1 High Distinction, 12 Distinctions, 16 Credits and 21 Participations awarded.

English: 69 students participated with 9 Distinctions, 22 Credits and 38 Participations awarded.

Mathematics: 71 students participated with 1 High Distinction, 18 Distinctions, 27 Credits and 25 Participations awarded.

Computer Skills: 39 students participated with 3 High Distinctions, 9 Distinctions, 9 Credits and 18 Participations awarded.

Writing: 56 students participated with 1 High Distinction, 14 Distinctions, 18 Credits and 33 Participations awarded.

Spelling: 69 students participated with 14 Distinctions, 24 Credits and 31 Participations awarded.

Significant programs and initiatives

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

A number of new Aboriginal Education resources were purchased for use in reading groups with students. The Yarning Strong collection aims to reach out and 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 collection, which makes direct links to numerous Stage 3 conceptual programs, include fiction books, graphic novels, various anthologies and audio podcasts.

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 2012 our teachers incorporated multicultural perspectives into all teaching and learning programs, particularly conceptual programs, literacy, dance, music, art and drama. Our students read, discussed and reflected upon many stories from many cultures.

At North Sydney Demonstration school our greatest resource continues to be our diverse school community. We have families from many diverse cultural backgrounds, with heritage from 75 nations and with 49 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 course ‘Living in Australia’ (formally known as 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.

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 2013 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 had a 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.
- Whole school focus on ensuring all students know a variety of playground games. All teachers included playground games as part of their buddy program. 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.

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

**Information and Communication Technology**

In 2012, the technology focus at North Sydney Demonstration School was to provide targeted resource and technical support for all staff to strengthen initiatives across Key Learning Areas. A focus on differentiation through enhancing teaching strategies utilising ICT to improve student engagement and learning was our core agenda.

To this end, professional development was held to meet the specific needs of staff. This included workshops in the use of Notebook software targeted at new graduates and student teachers as well as more experienced users, professional learning in the use of MovieMaker, Kodu game design, digital storytelling, cartooning and animation, plus utilisation of the Sentral program.

Initiatives supported by the Technology Committee in 2012 to promote differentiation included Documentarian Club, Creative Jam, Kodu Game Design Club, 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.

Funding was allocated to improving the facilities available for all staff, including the purchase of four new interactive whiteboards for the school library, ESL room and two new classrooms. Management of school resources for equity involved purchasing and networking a new printer for use in the Bay building, updating and/or replacing desktop and laptop computers for use in the school’s computer labs and organising and timetabling whole class computer access. Further management of resources included working with staff across all grades to create a network of human resource support in information and communication technology.

**Support of Students with Additional Needs**

The school’s Learning Support Team has been prominent in supporting and enhancing student learning over the 2012 school year. It has overseen the restructure of 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, 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 65 individual student referrals from Kindergarten through to Year 6. Of that number, 32 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.
Gifted and Talented Education

In 2012, NSDS maintained its focus on the continual identification, provisions and tracking of 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 were given support to develop their skills, knowledge and understanding in the identification of students, curriculum development, teaching strategies and programming models.
- Two members of the Gifted and Talented Committee presented at the Northern Sydney Region Gifted and Talented Conference to showcase the implementation of North Sydney Demonstration School’s policy and provisions.
- Continuation of our involvement in the regional ‘Imagination First’ project including presentation at the regional Gifted and Talented conference in May 2012.
- A range of enrichment opportunities have been provided including the provision of a differentiated curriculum and enrichment groups; such as Creative Jam and Documentarian sessions where gifted students from K-6 collaborated on creative projects combining imagination and technology.
- Parent feedback has been positive regarding programs for identified Gifted and Talented students.
- 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. 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.

Progress on 2012 targets

Target 1

Numeracy Targets for 2012

To sustain continued growth and achievement, the following targets were established for 2012 and 2013:

65% of students will achieve in the top two bands in numeracy in 2012 and 2013 NAPLAN.

Our achievements include:

We are tracking positively to this target. With 72% of Year 3 students achieving in the top two bands and 82% of Year 5 students achieving in the top three bands.

Strategies we have used to achieve this target:

- We have identified and tracked students reported to be at a limited or basic level in numeracy; using Schedule for Early Number Assessment (SENA). A thorough analysis of SENA conducted at the beginning and end of 2012 reflected a significant growth for the students who were assessed.
- We have given Lesson feedback forms/notes and SENA levels increments of progress of students using Sentral & NAPLAN/ICAS data.
- We have used Count Me In Too and Counting On strategies in conjunction with the Go Maths program to support students who are achieving at a limited or basic level in numeracy.
- We have sustained and purposeful use of Professional Learning texts and resources to support classroom implementation.
- We have highlighted the use of open ended questioning, extension strategies and assessment.
- We have had Professional Development for staff on Gifted and Talented strategies.
During the NAPLAN assessment 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 including NAPLAN and Newman’s Error Analysis.

Our achievements include:
We had a positive outcome to this target with a 13% growth in the success rate in NAPLAN in the multi-step problem solving questions for Year 3 from the previous year and a 66% growth for students in Year 5.

Strategies we have used to achieve this target:
• We have demonstrated evidence of Consistency of Teacher Judgment across all staff in understanding of what is working mathematically for assessment.
• We have given more explicit feedback to students as a result of improved teacher understanding of working mathematically.
• We have increased the use of Newman’s prompts and explicit “hands on” digital teaching and learning in classrooms K-6 through two 10 week Action Learning projects.
• We have digitalised evidence of explicit teaching of working mathematically strategies through students verbalising Newman’s Error Analysis strategies during problem solving.
• Evidence of increased teacher confidence in incorporating a variety of teaching routines, resources and strategies to enhance the explicit teaching of working mathematically strategies (programming & lesson observations in team structures).
• Increased level of student achievement in inferential levels of mathematical problem solving as indicated through standardised external and school based data.

Mathematics
Background
The school has always had a consistent focus on all strands of Mathematics and students working towards their potential in this Key Learning Area. However, there is a belief that more could be done to differentiate student learning programs in Mathematics.

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

Target 2
Literacy Targets for 2012
To sustain continued growth and achievement, the following targets were established for 2012 and 2013:
5% shift from Band 6 to Bands 7 and 8 in reading achievement for students in Year 5 in 2012.
5% increase of Year 3 students achieving in top 2 skill bands in reading in 2012.
5% shift of student achievement between bands 5 and 6 in writing for students in Year 5.
45% of Year 5 students achieving in the top two skill bands for writing in 2013.

Our achievements include:
• Significant decrease in students scoring in Band 5 with a positive shift to Band 6 of 6.8% and a 1.2% increase of students scoring in band 8 for reading in Year 5. Trend data indicates that our school outperformed the Network and Region in reading for Year 5.
• 9.3% increase in Year 3 students achieving in the top 2 skill bands for reading.
• In 2012 our focus in writing was spelling. We achieved a 9.6% decrease of students scoring in Band 5 & 6 and a 7.3% increase of students scoring in Bands 7 & 8 in Year 5. In Year 3, there was a decrease in all skill bands 1-5 and a significant increase of 13.5% scoring in Band 6. Trend data for Year 3 indicates that we are well above the Region.
**Target 3**  
**Conceptual Programming Targets for 2012**

To sustain continued growth and achievement, the following targets were established for 2012:

90% of students will engage in quality conceptual units of work in science and will be able 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.

Our achievements include:

- Working with an Academic Partner from the University of Sydney to conduct two Action Learning projects on using the Predict-Observe-Explain model to enhance the teaching of science within conceptual programs.
- 90% of students were engaged in scientific investigations employing the use of the Predict-Observe-Explain model within conceptual units of works.
- An increase in teachers’ confidence and skills in designing and implementing scientific investigations and facilitating effective discussion on scientific concepts, in preparation for new syllabus content.
- Purchasing of new resources to support science within the classroom including the audit and reorganisation of the current science resource room.
- Continued professional development and support provided to staff members on Conceptual Programming theory and the use of thinking tools to support deep learning.
- Students regularly using a variety of thinking tools to communicate their knowledge and understanding during class discussions on concepts as well as a means by which to organise their thoughts prior to writing tasks.
- Evidence of the integration of thinking tools within all conceptual programs across the school.
- A more coherent grade based scope and sequence which allows all students to explore four concepts during the year with two being focused on Science and two focused on Human Society and Its Environment.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of literacy.

**Literacy Evaluation**

**Background (Target and Strategies)**

**Target**

In line with the school plan (2012-2014) target to increase student outcomes and levels of achievement in literacy for all students, the school has engaged a range of professional learning and resourcing areas and strategies to address the areas of spelling, reading comprehension (six metacognitive strategies) and the explicit teaching of writing and interactive teaching.

**Strategies**

In 2011, in response to low levels of indicative achievement in the area of spelling in both Years 3 and 5 NAPLAN data from consecutive years, all staff at NSDS engaged in a sustained professional learning program associated with the explicit teaching of the four forms knowledge (phonological, visual, morphemic and etymological) to develop strong pedagogical knowledge to program and deliver lessons that support word solver behaviours for all students K-6.

In 2012, in response to NAPLAN data indicating poor levels of inferential comprehension in both Year 3 and Year 5 data, a ten week action learning project on developing and engaging students with the six metacognitive comprehension strategies (predicting, monitoring, visualising, making connections, questioning, summarising) was offered to all staff in both Terms 2 and 3 for teachers from K-6. The professional learning involved explicit teaching practices and strategies around each comprehension strategy and teachers were required to concurrently implement and reflect on these new practices within classrooms as the professional learning program developed. K-2 teachers also engaged in a course on the explicit teaching of guided reading using reading recovery practices to support student acquisition of fluency and early reading skills.
Also in 2012, teachers focused on the explicit instruction around the structures and features of writing persuasive texts. This was supported by a whole school professional development on NAPLAN writing criteria and strategies to effectively model and teach these criteria with students. Additionally, Kindergarten and Year 1 teachers attended professional development on using interactive writing to explicitly teach concepts about print and early writing skills.

Findings and conclusions

- In 2012 our NAPLAN data indicated that we achieved a 7.3% increase of students scoring in bands 7 & 8 and a 9.6% decrease of students scoring in band 5 & 6 and in Year 5. In Year 3, there was a significant increase of 13.5% scoring in Band 6 and a decrease in all skill bands 1-5. Trend data for Year 3 indicates that we are well above the region and network for spelling achievement.
- Through staff surveys, teachers indicated that there was a marked increase in ongoing professional dialogue, reflection and sharing of teaching ideas and strategies related to spelling and comprehension as a result of the sustained professional learning. Staff also noted the deeper understanding of the explicit teaching around vocabulary and its purpose in texts.
- Staff surveys revealed that all grade teams are now using the Best Start Assessment and K-6 Literacy Continuum to assess and track student learning and achievement especially in the area of reading.
- Staff surveys highlighted an increased understanding of the importance of integrating writing programs with conceptual learning in HSIE and Science to enhance and deepen student learning, intellectual quality and engagement.
- Through the whole school approach to explicit teaching of spelling and comprehension, from the early years, students are exposed to the meta language and metacognitive strategies associated with these aspects of literacy therefore allowing deep knowledge and understanding for students as they progress through the stages and grades.

NB: NAPLAN data on improvement in inferential comprehension will be tracked in the 2013 NAPLAN data as the Professional Learning strategy was implemented during 2012.

Future directions

In preparation for the familiarisation (2013) and implementation (2014) of the new NSW English syllabus (Australian Curriculum), teachers will engage in a variety of professional learning strategies during 2013. Initially, teachers will engage in a whole school professional development and content audit on the structural features and pedagogical changes in the new syllabus document. This will be followed by a ten week long, context specific action learning program that will focus on the key areas of explicit teaching of grammar and writing within the new curriculum, how to engage and create with multimodal texts as well as embedding the use of literature within all English (literacy) programs. Furthermore, a sustained focus on the teaching and assessment of comprehension will be maintained through the repeated running of the optional 10 week action learning course in Term 3. Continued focus on explicit teaching of the four forms of spelling knowledge will also be critical to maintain the improved student achievement levels within this aspect of literacy.

Parent, student, and teacher satisfaction

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 and 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.

**Professional Learning**

In 2012, the NSDS Professional Learning Model continued to evolve to enhance our collaborative culture and focus on continuous improvement in teaching and learning. This year all staff engaged in two Action Learning projects of their choice, promoting a more flexible and intuitive approach towards professional learning. 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 where they engaged in professional learning opportunities and discussed and reflected on current research. 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 were as follows:

- **Literacy**: Comprehension - The 6 Metacognitive Strategies
- **Numeracy**: Using Newman’s Analysis to support working mathematically outcomes.
- **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
- Literacy – using the literacy continuum to assess reading
- Visual Arts – engaging higher order thinking through the Arts
- CPR, anaphylaxis, diabetes, child protection training
- Using Movie Maker in the classroom
- Using Notebook software to engage learners

The model for professional development is continually reviewed and adjusted to meet the needs of staff to ensure improved outcomes for students. In 2013, staff will participate in an Action Learning project in the area of Literacy in preparation for new curriculum content. This will focus on writing for purpose, the explicit teaching of grammar, using multimodal texts and tools and embedding quality literature into teaching and learning programs. 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. Professional learning opportunities for schools within the Region will also be offered in the areas of Conceptual Learning and Professional Learning Models.

**School planning 2012—2014**

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

**School Priority 1**

**Numeracy Targets for 2013**

- 65% of students achieve in the top two bands in numeracy in 2013 NAPLAN.
- 67% of matched students achieve expected growth in 2013 NAPLAN.

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 including NAPLAN and Newman’s Error Analysis.

**Strategies to achieve this target include:**

- Professional learning for staff on the models of differentiation.
- Professional learning of K-4 staff on the use of CMIT strategies for low and sound achieving students.
- Individual Learning Plans to be developed for low and high achieving students K-6.
• Staff involvement in an Action Learning Project in explicit teaching and extending students in Data, Space Measurement and Geometry using the models for differentiation.

Our success will be measured by:
• Surveys completed by students who have previously achieved at sound, high, outstanding, limited and basic in maths
• The number of students achieving expected growth from 2012 and 2013 numeracy test for NAPLAN
• 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 including NAPLAN and Newman’s Error Analysis.

School Priority 2

Literacy Targets for 2013
To sustain continued growth and achievement, the following targets have been established for 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 from Band 5 to Band 6 in writing for students in Year 3 in 2013.
5% shift of student achievement from Band 5 to Bands 6, 7 and 8 in writing for students in Year 5 in 2013.

Strategies to achieve these targets include:
• Whole school action learning on the implementation of the NSW English Syllabus for the Australian Curriculum with a focus on writing, viewing and representing.
• Maintenance and improvement of resources specific to the teaching of English.
• Continued professional learning on the explicit teaching of metacognitive comprehension strategies.
• Continued professional learning for staff on best practice guided reading sessions.
• In class support and observations and feedback to early career teachers.

Our success will be measured by:
• An increase in professional dialogue and teaching strategies around the implementation of the National Curriculum.
• Literature and multimodal texts embedded in all writing and reading programs K-6.
• The number of students performing in Years 3 and 5 in the top 2 bands in reading in NAPLAN 2013.
• 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 in NAPLAN 2013.
• The number of matched students from Year 3 2011 to Year 5 2013 achieving expected growth across all areas of literacy in NAPLAN

School Priority 3

Conceptual Programming Targets for 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.

Strategies to achieve this target include:
• Continuation of the Action Learning project on using the Predict-Observe-Explain model to enhance the teaching of science within conceptual programs to a wider group of staff.
• Purchasing and organisation of new science equipment and resources to provide optimal opportunity for scientific investigation and exploration of scientific concepts within classrooms.
• Establishing an on-line database and teacher resource kits including on-line interactive tools and multimodal texts to support quality teaching in conceptual programs.
• Ongoing professional development on the use of effective prompting and questioning through the use of the Predict-Observe-Explain model and opportunities for team
teaching during scientific investigations in classrooms.

• Supporting staff through collaborative programming sessions with an emphasis on embedding quality learning in science.

Our success will be measured by:

• A shared understanding of the Predict-Observe-Explain model amongst staff with an increased number of participants in the Action Learning project.
• Evidence of scientific investigations regularly occurring in classrooms as part of conceptual learning programs.
• All students engaged in quality discussion on scientific concepts and an increased level of scientific language used within classrooms.
• Evidence of students’ scientific investigation skills through oral and written forms.
• Evidence of the use of the Predict-Observe-Explain model within conceptual learning programs with explicit reference to the use of effective prompts and questioning.
• Evidence of quality science resources, multimodal texts and on-line interactive tools used within classrooms.

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.

Strategies to achieve this target include:

• All staff will collaboratively design and implement authentic assessment tasks to allow opportunities for all students to demonstrate their level of conceptual understanding.
• Professional development on the use of concept maps to assess students’ conceptual understanding.
• Supporting staff with the integration of thinking diagrams and concept maps during collaborative programming sessions.
• Collaboration with the Gifted and Talented committee to support staff in developing differentiated learning experience within conceptual learning programs.

Our success will be measured by:

• Evidence of concept maps and thinking diagrams being used alongside the completion of conceptual learning programs and as an effective form of assessment.
• Students articulating their thinking and conceptual understanding using a range of diagrams and thinking tools.
• Students regularly evaluating and reflecting on their knowledge and understanding of concepts through the use of concept maps.
• Student report comments reflecting an accurate indication of students’ level of conceptual understanding.
• Students engaged in learning experiences which promote a deeper level of conceptual understanding and self-regulated learning.

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.

Strategies to achieve this target include:

• Professional development to revisit quality teaching and conceptual learning theory with an emphasis on the spiral nature of the curriculum.
• Updating of the current NSDS scope and sequence to align it with the new curriculum content, with 2013 having a focus on science.
• Professional development on the effective use of concept mapping as a means of supporting students to build on prior knowledge and make connections with new learning experiences.

Our success will be measured by:

• All conceptual learning programs linked to the NSDS scope and sequence.
• Evidence of spiral curriculum through conceptual learning programs across K-6.
• Explicit connections to previous conceptual learning referenced in conceptual programs.
• Evidence of student reflection on previous learning and ability to make connections with new learning concepts through student concept maps.
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
Amanda Coroneos, Assistant Principal
Laetitia Kilpatrick, Assistant Principal
Mystie Smith, Assistant Principal
Belinda Morgan, Assistant Principal
Todd Mackie, Team Leader
Melissa Tracy, Team Leader
Mark van Kerkwyk, P and C President
Anamaree Williams, Class Teacher
Peter Baldwin, Class Teacher
Nina Cook, Class Teacher

School contact information

North Sydney Demonstration School
Bay Rd, Waverton 2060
Ph: 02 9955 2822
Fax: 02 9956 6801
Email: nthsyddem-p.school@det.nsw.edu.au
Web: http://www.nthsyddem-p.schools.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: