

St Ives Public School Annual Report



2016



4331

Introduction

The Annual Report for 2016 is provided to the community of St Ives Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

St Ives Public School promotes a positive, safe, inclusive environment, which encourages resilience and respect, where individuals accept responsibility to achieve their full potential and are inspired to become life-long learners.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to have a go, do their best and, at the same time, understand that “best” will vary with each individual. With high academic achievement, great sportsmanship and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit.

With an enrolment of 455 students in 2016, including 39% of students with a language background other than English, our school is committed to making a difference to the learning of our students.

Our school has strong ties with Macquarie University, University of Technology and with our local Public Schools. Our focus is improving the learning and well-being of our students. Initiatives include the completion of accreditation as an eSmart school, involvement with a Wellbeing Research Project with Macquarie University and the establishment of Positive Behaviour for Learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

For the five Learning Elements we rated ourselves as Sustaining and Growing in Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting. We rated ourselves as Excelling in Student Performance Measures.

For the five Teaching Elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Professional Standards and Learning and Development, we rated ourselves as Sustaining and Growing.

We rated ourselves as Sustaining and Growing in the Leading Elements of Leadership and Management Practices and Processes. We rated ourselves as in the Delivery phase for School Planning, Implementation and Reporting. For the element of School Resources, we have rated ourselves as Excelling.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Successful, engaged learners

Purpose

To engage students in meaningful learning experiences toward achieving their full potential as a learner, leader and responsible, productive citizen.

To ensure our school culture supports educational aspiration and ongoing performance improvement.

Overall summary of progress

St Ives Public School is committed to ongoing self-assessment and reflection of processes and progress. Teachers regularly monitor student achievement through PLAN data and school based tracking.

In 2016, staff regularly participated in a range of professional learning opportunities focusing on effective programming and unit planning. The English committee led staff sessions on writing sample analysis and how to best use PLAN data. The Mathematics committee supported teachers through a series of professional development sessions focusing on syllabus implementation and differentiation in programs.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|----------------------------|
| Students achieve expected growth based on external and internal annual data. | 70.7% of students achieved expected growth in numeracy NAPLAN data. Expected growth in our focus area of writing was unable to be measured due to a change in writing genre. Analysis of Year 1 PLAN writing data showed 26% of students were working in Clusters 5–7 in Term 2. In Term 4 the percentage rose to 71% of students. | \$13050 |
| Teaching programs will clearly reference differentiated teaching and learning to meet the needs of all students. | Our Mathematics committee presented a series of professional learning sessions focusing on the implementation of the NSW Australian Mathematics Syllabus. Ability based Number groups continued in Stage 2 and 3 and Learning Support staff worked in classes across K–6 to help meet the needs of all students. Early Stage One, Stage One and Stage Two provided enrichment programs in both English and Mathematics. Early Stage One and Stage One teachers began to implement the TEN numeracy philosophy. | \$25400 |

Next Steps

K–2 teachers continue to develop and implement TEN into their class programs, to enhance teacher capability to meet the needs of all students.

Mathematics committee to develop numeracy assessments for K–6 students using a common marking rubric. Staff participate in CTJ discussions based on the Numeracy Continuum. Analysis of the data allows for future planning.

Continued professional learning using the Literacy Continuum to ensure students are grouped effectively to meet their

learning needs.

Whole School emphasis on Reading and Viewing, including implementation of the Focus on Reading Program in Years 3–6.

English and Mathematics committees continue to analyse internal and external data to guide professional learning. Stage planning time will be provided for collaborative programming.



Strategic Direction 2

Quality teaching and leadership

Purpose

To engage staff in meaningful, ongoing, relevant and evidence-based learning in order to identify, understand and implement the most effective teaching methods.

To build leadership capacity through a culture of collaboration and empowerment toward leadership sustainability.

Overall summary of progress

The Professional Learning Project continued to provide our Early Career Teachers with external and internal mentoring. All teachers were supported in using the Performance and Development Plan, as required by the Department of Education. This enabled staff to identify learning goals to improve their performance in line with the school strategic directions.

The 21st Century Learning Project continued to develop teacher understanding of future focused learning and ways in which they could develop more effective classroom management, programming and teaching. External and internal professional development afforded the staff an opportunity to plan lessons that encouraged the students to think deeply, critically and make relevant connections. Strategic planning time with Dr Kristy Goodwin supported the effective use of technology into class programs and developed the students' skills of collaboration and communication.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|----------------------------|
| Teachers are actively engaged in planning their own professional development to improve their performance. | Our Quality Teaching Rounds team expanded and staff involved completed another round of observations. A deeper understanding of the Quality Teaching Framework was evidenced. Assistant Principals worked collaboratively to support teachers meet their goals as outlined in their PDPs. Support included observation and feedback, demonstration lessons and team teaching. | \$15000 |
| Teaching programs will clearly reference the implementation of 21st century learning skills. | Staff continued to include Future Focused Learning strategies, such as collaboration and communication, into their class programs. K-6 staff worked with Dr Kristy Goodwin to design programs that effectively integrated technology into lessons. | \$8235 |

Next Steps

Expand the use of Quality Teaching Rounds in 2017 to include more staff with the aim of embedding systems for collaboration, classroom observation and feedback to sustain ongoing school-wide improvement in teaching practice and student outcomes.

Continue to focus on professional learning to improve teaching and learning using collaborative feedback and reflection practices.

Teachers actively identify and pursue individual professional development to improve their contemporary content knowledge and practice. Teachers and Assistant Principals will continue to work together toward goals outlined in PDPs.

Provide professional learning sessions for teachers to plan and implement individual/group projects based on areas of interest and support their goals outlined in PDPs.

Continue to develop and embed future focused learning through project based learning.



Strategic Direction 3

Effective relationships

Purpose

To increase community awareness and support for our students through a school-wide focus on student wellbeing.

To work together as a community to encourage all students to develop interpersonal skills in order to relate effectively and appropriately with others.

Overall summary of progress

Students demonstrated their understanding of our school's core values: Respect, Responsibility and Personal Best through our Positive Behaviour for Learning (PBL) program. Teachers refined and delivered explicit lessons to teach and reinforce the expectations for behaviour in our playground, walking between classrooms and in our school assembly. Signage was purchased and displayed around the school to remind students of our values and expectations.

Students in Years 3 – 6 continued to use the Friendly Schools Plus Program, as part of our research project with Macquarie University, in order to develop and strengthen interpersonal skills. Students and teachers felt the program was valuable to support the building of positive peer relationships.

The school has completed its eSmart accreditation through the Alannah and Madeline Foundation and is now maintaining accreditation. Ongoing commitment to a sustainable, whole school approach to cyber safety and anti-bullying reinforces our positive teaching and learning environment.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|----------------------------|
| Annual survey data shows increased student skills to enhance wellbeing. | 4% of Year 5 and 6 students felt they had been bullied at school compared to the NSW Govt norm of 36%. In 2016, the number of red cards in Term 3 (major behaviour incidents) reduced by 23% from Term 2. | \$225 |
| Students are self-aware, build positive relationships and actively contribute to the school, the community and society. | All staff continued to receive professional learning in PBL and were involved in the programming and delivery of effective PBL lessons. 3–6 staff implemented the Friendly Schools Plus Program with involvement from psychologists at Macquarie University. Students in Year 5 and 6 completed an online survey for the PAVE program. | \$5986.83 |

Next Steps

Adjust PBL lessons in 2017 to ensure age appropriate activities are undertaken by students. This will ensure students understand how to be respectful, responsible and achieve their personal best each day at school. Students will be able to refer to signs around the school to reinforce our expectations. We will also take the necessary steps to implement PBL inside the classroom.

Friendly Schools Plus Program will be introduced into K–2 and will continue to ensure that students advance their skills in developing positive and respectful relationships with their peers. Teachers will work collaboratively in the planning and preparation of lessons.

In partnership with Northern Sydney Health, we will provide the program "Got It" to foster our students' emotional intelligence. This program works with students, staff and families.

As an eSmart school, we will continue to ensure best practice in the smart and responsible use of information and communication technologies and anti-bullying practice. Students, teachers and our wider school community will be equipped to embrace the technologies available to them in a safe way.

We will continue to offer parent opportunities to learn about the digital world in which our students operate.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--|
| Aboriginal background loading | At the start of 2016, we had 1 student identifying as Aboriginal. This funding was used to provide resources to support Aboriginal Education programs K–6. | Total Annual • Aboriginal background loading (\$498.00) |
| English language proficiency | This funding enabled additional teacher time to support our EALD students participate effectively in classroom activities. | Additional teacher/ class teachers \$17 768.00 |
| Low level adjustment for disability | Students requiring extra support, who do not receive Integration funding, benefited from Individual Learning Plans and learning adjustments. Teacher professional learning and student support officers assisted student achievement. | Total annual \$16 188.00 |
| Quality Teaching, Successful Students (QTSS) | This funding was an additional staffing resource allocation which allowed teachers to jointly plan and observe lessons and enhance their professional practice while working towards goals set in Performance Development Plans. | Total annual • Quality Teaching, Successful Students (QTSS) (\$15 000.00) |
| Socio–economic background | This funding was used to support students whose families were experiencing financial difficulty. Assistance was provided for excursions and fee relief. | Total annual • Socio–economic background (\$4 800.00) |
| Support for beginning teachers | Beginning teachers participated in frequent professional learning, including mentoring programs, to assist with induction, accreditation and sound practice. | Total Annual • Support for beginning teachers (\$19 944.00) |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 162 | 165 | 181 | 201 |
| Girls | 215 | 228 | 240 | 254 |

In 2016, student enrolments at St Ives Public School increased. The construction of medium density apartment complexes in our catchment area has the potential for enrolments to continue to increase.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.8 | 97.7 | 97.3 | 96.4 |
| 1 | 97.3 | 95.7 | 96 | 95.3 |
| 2 | 96.5 | 97.3 | 96 | 96.2 |
| 3 | 97.4 | 97.4 | 95.8 | 97.1 |
| 4 | 97.2 | 97.6 | 95.2 | 94.3 |
| 5 | 97.1 | 96.7 | 96.4 | 96.5 |
| 6 | 96.4 | 96.6 | 97.1 | 95.3 |
| All Years | 96.9 | 97.1 | 96.2 | 95.9 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Student attendance at St Ives Public School is above state average.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 15.56 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 1 |
| Teacher of ESL | 1 |
| School Administration & Support Staff | 3.12 |
| Other Positions | 0.16 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff identified as Aboriginal in 2016.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 35 |

Professional learning and teacher accreditation

All teachers are engaged in on-going professional learning. Mandatory training in Emergency Care, Child Protection, CPR and Asthma and Anaphylaxis training was completed. Teachers built knowledge and understanding of the National Curriculum in English, Mathematics, Science, History and Geography. School Development Days allowed staff to deepen their knowledge of new curriculum documents, the use of technology and student wellbeing programs. A total of \$28 199 was spent on professional learning in 2016. Three new scheme teachers were working toward Board of Studies Teaching and Education Standards accreditation and nine were maintaining accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0.00 |
| Revenue | 571 946.94 |
| (2a) Appropriation | 374 227.30 |
| (2b) Sale of Goods and Services | 0.00 |
| (2c) Grants and Contributions | 196 931.25 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 788.39 |
| Expenses | -372 057.14 |
| Recurrent Expenses | -372 057.14 |
| (3a) Employee Related | -146 837.58 |
| (3b) Operating Expenses | -225 219.56 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 199 889.80 |
| Balance Carried Forward | 199 889.80 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 2 839 165.79 |
| Base Per Capita | 22 596.42 |
| Base Location | 0.00 |
| Other Base | 2 816 569.37 |
| Equity Total | 178 899.15 |
| Equity Aboriginal | 438.24 |
| Equity Socio economic | 1 675.95 |
| Equity Language | 119 788.62 |
| Equity Disability | 56 996.35 |
| Targeted Total | 43 539.99 |
| Other Total | 18 312.34 |
| Grand Total | 3 079 917.27 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, parents were surveyed about our Kindergarten transition program. Our transition program involves three parent/child orientation sessions in early Term Four. 95% of families attended all three sessions. During these afternoons, children participate in a range of school-readiness activities and parents attend information sessions. Our survey asked parents to rate (out of 5) how well these sessions assisted their children with the transition to school. 70% of families rated their experience as 5/5 and 25% as 4/5. Comments about how their child settled into school included, "The buddy system is great and the teachers are lovely. My child settled in very well"; "Orientation has really helped with settling into school". Parents were also asked how confident they felt following the information sessions. 82.5% of parents rated their confidence level as 5/5 and 15% as 4/5.

Students in Years 5 and 6 2016 completed the Tell Them From Me survey researching student engagement. The survey was administered in April and then again in October. Our data showed that 86% of students had a positive sense of belonging compared to the NSW Govt norm of 80%. 98% of our students believe that education will benefit them personally compared to the NSW Govt norm of 95%. 4% of our students felt they had been bullied in comparison to the NSW Govt norm of 36%.

In 2016, teachers were asked to reflect on their understanding of aspects of the Literacy Continuum, reading comprehension and spelling in the English Syllabus. Before professional learning (PL) sessions, staff were asked to rate their understanding of these areas. On average, the staff rated themselves as 6/10. Following the PL sessions, staff rated themselves as 8/10 on average. The final part of the survey asked staff to reflect on the PL sessions and which aspect of the English Syllabus should be focused on next. The data showed that most of the respondents valued the opportunity to look at the documents in greater detail and the chance to discuss how the Continuum informs programming and assessing. Using the survey results, the area for focus in 2017 has been identified as Reading and Viewing.



Policy requirements

Aboriginal education

The school continues to update resources to support the teaching and learning activities for Aboriginal perspectives. Books on the Dreaming, stories by current Aboriginal authors and other sources examining the lives of famous and everyday Aboriginal people, their festivals and art have been purchased and shared in class. Stage Two students explored the relationship between the First Fleet and Aboriginal People.

A member of staff attended the Aboriginal Studies Association Conference 2016 aimed to enhance the incorporation of Aboriginal Education into class programs.



Multicultural and anti-racism education

The diversity of our student population is valued and recognised through our regular teaching programs, particularly in HSIE and Library lessons. The students' multicultural learning was complemented by the study of cultural festivals and celebrations. Students are exposed to a variety of literature from different cultures, or characters who have diverse backgrounds.

Our successful whole school Anti-Bullying Day reinforced to the students the importance of acceptance.

Other school programs

CREATIVE AND PERFORMING ARTS – DANCE

St Ives Public School had yet another fantastic year in Dance in 2016. Two festival dance groups were formed at the beginning of the year. Mrs Williams worked with and choreographed for a Year 3 to 6 girls dance group and Ms Wilcox worked with and choreographed for a Year 3 to 6 boys dance group. Both dance groups successfully auditioned for inclusion in the Sydney North Dance Festival at the end of Term Two. The

Boys Dance Group was also chosen to perform at the State Dance Festival. The Senior Girls Dance Group performed in the 2016 School Spectacular.

Three other groups were formed in order to give as many children as possible the opportunity to perform in a dance group. The Junior Dance Group performed at our school Showcase. The Senior Eisteddfod Group performed at The Hills Dance Spectacular, Ryde Eisteddfod, Granny Smith Festival, Open Day and Showcase. The Senior Girls Contemporary Dance Group performed at Open Day and Showcase. All groups did a brilliant job and gained confidence performing.

BAND

St Ives Public School has a successful band program for students in Years 3–6. The program has four bands; Training, Intermediate, Senior and Stage. Our bands achieved two gold and two silver awards at the NSW School Band Championships and performed on many occasions.

Thank you to our talented conductors and parent committee who encourage and guide our band students.

Three of our talented musicians were selected to participate in State Wind Ensemble workshops and then performed twice in the Opera House.

SPORT

The school had Cricket, Modball, Touch Football, Netball and Soccer teams who enjoyed representing St Ives Public School and participating in the Ku–ring–gai Zone P.S.S.A (Primary Schools Sports Association) in their respective sports.

Our Junior and Senior Cricket teams had a competitive season. Many spectacular catches were taken throughout the season and all students improved their skills. The Junior Cricket team won the grand final and were Ku–ring–gai Zone Champions. The senior team qualified for the semi–finals of the competition.

Both our Junior and Senior Modball teams had excellent seasons, learning and demonstrating the complex range of skills needed for Modball. Our Junior team won the grand final to become Ku–ring–gai Zone Champions.

Our Senior Boys and Senior Girls Touch Football teams represented their school admirably while learning new techniques and skills to help them succeed in their games. The Senior Girls qualified for the semi–finals of the Ku–ring–gai Zone competition.

Two Junior teams and two Senior teams represented our school in Netball in 2016. All of our teams played to the best of their ability each week. Our two Junior teams qualified for the semi–finals. Our senior A Netball team were Runners Up and our Senior B Netball team were Champions in the Ku–ring–gai Zone competition.

Six soccer teams, two senior and four junior,

represented our school during Term Two and Three in the P.S.S.A Soccer Competition. All teams played very well and were great ambassadors for our school. Our Junior 1B team were Runners Up in the Ku–ring–gai Zone competition.

Our annual school sports carnivals were again held successfully. Eight of our students were selected to represent Ku–ring–gai Zone at the Sydney North Area Carnivals.

Six students were Ku–ring–gai Zone representatives in their chosen sports and three students were Sydney North representatives in their chosen sports. A student was also selected as a NSW State Tennis Representative.

PUBLIC SPEAKING COMPETITIONS

Two competitions were held in 2016. Interested students from Year 3 to 6 attended a lunch time public speaking training program during Term Two. All students improved their skills and four students represented the school at the Multicultural Public Speaking Competition. During this process, children researched current issues in multicultural Australia. One student achieved a Highly Commended.

A whole school Public Speaking Competition was held in Term 3. Each student prepared and presented their speech in class. Three students from each class progressed to the Stage Final and competed against other students in their stage. Stage Representatives were then chosen to compete in the Whole School Final where overall winners were announced.

STUDENT REPRESENTATIVE COUNCIL

The St Ives Public School Student Representative Council (SRC) was launched in 2011 and is a forum of students K–6 who have been peer selected. The School Captains and Vice Captains also form part of the SRC. SRC members represent all students in the school.

SRC representatives contribute to the provision of a caring, safe environment for fellow students, staff and parents. They encourage students to have a sense of belonging to the school community by organising ways for students to participate in school life. eSmart has been a focus in each meeting, giving representatives an opportunity to raise any issues that may have been experienced in the classroom or playground.

This year, the SRC organised an Anti–bullying week. Students were encouraged to make new friends across the grades, meeting in the library at lunch to design posters with an anti–bullying message.

The SRC are also responsible for organising various activities, including mufi days, to raise money for chosen charities. They played an important role in developing our new school uniform.

The SRC fosters leadership, encourages active and reflective listening, creative thinking and conflict resolution.

ENGLISH AS AN ADDITIONAL LANGUAGE

St Ives Public School is culturally diverse, with 39% of students coming from a non-English speaking background. The EAL program assists students requiring additional language support. Students are taught in intensive small groups focused on oral language, reading and writing. Students are assessed throughout the year using the EAL Scales. This ensures learning programs contribute to the needs of our EAL students. All teachers participated in professional learning to effectively cater for student needs.

CHESS

Chess Club meets each week to learn how to play chess. The school Chess Team participated in the Interschool Chess Competition in the Championship Grade division as part of the Upper North Shore Zone. The students compete on Friday afternoons after school. All players benefited from the experience.

LEARNING AND SUPPORT

The school's learning and support team provides assistance to teachers and parents in meeting the needs of students. It is a multidisciplinary team which meets once a week. The Learning and Support team work collaboratively with classroom teachers to plan, implement and evaluate classroom and whole school Literacy and Numeracy programs. Learning adjustments and individualised support are provided for students with identified needs.

Our gifted and talented committee co-ordinates many opportunities for students in all grades K-6. Our Da Vinci Decathlon teams competed at Knox against 1000 students. Both teams excelled in their problem solving skills, working together and encouraging each other. Our Year 5 team earned third place in Code Breaking.