

St Ives North Public School

Annual Report



2017



Introduction

The Annual Report for **2017** is provided to the community of **St Ives North** 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.

Christine Taylor

Principal

School contact details

St Ives North Public School

87 Memorial Ave

St Ives, 2075

www.stivesnth-p.schools.nsw.edu.au

stivesnth-p.school@det.nsw.edu.au

9144 7743

School background

School vision statement

Students and student learning will be the focus of all school programs.

Students at St Ives North aspire to be highly engaged, confident and resilient learners. Our students will be successful confident, creative individuals and active informed citizens with highly developed literacy and numeracy skills that provide them with the foundations for lifelong learning ability to make good choices and contribute in a meaningful way to our community and broader world.

Our students will be students who are comfortable to communicate, collaborate, and exercise creativity and critical thinking while both consuming and producing content that connects them with their world in ways that are personally meaningful and relevant.

Our students will be students who pursue balance in life, participate in physical exercise, engage with the arts and show respect and tolerance for others through holistic educational programs. We will help our students become autonomous independent thinkers whose strength of character is the foundation that guides them toward becoming thoughtful citizens.

Our students will use technology as one tool in a suite of many, to empower their learning, to personalise their learning and to pursue their unique interests and passions.

Our teachers at St Ives North are and will continue to be lead learners, who collaboratively use evidenced based research to inform their practice and provide a consistent quality of teaching and learning across all grades.

School context

St Ives North Public School was established in 1961 and is located on the north shore of Sydney. It is a large multicultural co-educational primary school of over 900 students with PBEL underpinning our welfare program.

The school has a proud tradition of academic excellence.

We are proud of our Gifted Unit, which has been successfully operating for over 25 years and is regarded as an innovative and inspiring example of best practice in the education of gifted students. Our school achieves consistently high NAPLAN results.

We value the skills, expertise and knowledge our students bring to the school from their home environment. Parents are welcome in our school as together we work in partnership to achieve the best for our students.

Technology is integrated seamlessly as a tool to assist learning in all classrooms. Our senior students participate in a laptop program and interactive whiteboards and iPads are a feature of our classrooms.

Our students have a wide range of extracurricular activities to choose from including sports, dance, languages, a comprehensive band and strings program, chess, choir, debating and Tournament of the Minds.

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.

Our staff have engaged regularly with the School Excellence Framework and find it to be an excellent tool for determining future directions for our school.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Learning: Differentiated high quality approach to the teaching of literacy and numeracy

Purpose

To ensure student learning is consistent, continuous quality education delivered with precision, in an innovative and personalised manner.

Overall summary of progress

The Tell them From Me Surveys were completed. Parent focus groups and student focus groups were conducted. This resulted in excellent feedback that has been built into the new School Plan. An on line survey was also conducted through our newsletter for all parents who could not make the forums. Day time P & C meetings were conducted to provide information to parents who could not attend evening meetings. Breakfast meetings were also conducted throughout the year.

Students continue to achieve above state average and like school groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of all students K – 6 will achieve expected cluster levels on Literacy and Numeracy continuums.• Tell Them From Me (TTFM) Student Survey results demonstrate an increase in students who are engaged, challenged and motivated in their learning	School and DoE funds	Students are performing above state and like school group performances. 90% of students have attained the cluster levels expected for their age group.

Next Steps

The School has embarked on a three year professional learning journey to embed Visible Learning into our practices.

Strategic Direction 2

Quality Teaching: Exemplary professional learning for all staff to enhance dynamic and purposeful student learning

Purpose

To develop professional collaborative teams of highly effective teachers and leaders who demonstrate personal and collective efficacy and responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogy to maximise student learning, ensuring all students experience success and achieve their potential.

Overall summary of progress

All staff have completed Professional Development Plans and the summary of all teachers' plans have been used to provide support and professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• PDP goals of staff are being achieved, celebrated and reported upon.• Clear, consistent Scope and Sequences in place and reflected in teaching programs and student work samples• 100% teachers demonstrate their understanding of BOSTES syllabus requirements and the Professional Teachers' Standards as evidenced within their class	School and DoE funds	PDP goals are becoming an important focus for all staff as they plan their professional learning. Class programs demonstrate a consistency of content and approach and all grades have scope and sequences in place for every subject.

Next Steps

Professional Learning for all staff has been personalised. We now have a selection of professional learning opportunities that staff nominate to complete. All professional learning is then shared at the end of the semester. New or continued study of more in depth topics are continued into the second semester. These plans will link with the staff members professional and personal goals for their teaching.

Strategic Direction 3

Quality Relationships: Engaging as a learning community

Purpose

To develop in students, staff and the wider community the concepts of leadership, well-being and citizenship by encouraging partnerships and developing students who are resilient, responsible and respectful. To enhance local and wider community partnerships, to improve opportunities and outcomes for students.

Overall summary of progress

A successful School Development Day was conducted across our Community of Schools. Our school is now reviewing its whole school PBEL / Student Welfare Plan and aiming for greater consistency across and within grades.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Teaching/learning units embed social/emotional learning intentions and success criteria.• PBEL data shows a decrease in incidents of playground or classroom misdemeanour• Classroom behaviour management policies and procedures are consistent so that all students and staff are clear on expectations• TTFM survey results indicate improvement	School and DoE funds	PBEL is being revisited in 2018 –19. Classroom behaviour and playground incidents remain low. Students know and follow the current PBEL values. All classes teach the Friendly School Program to help student build resilience and social/ emotional understanding.

Next Steps

A review of PBEL will occur and the creation of a School Excellence Team for this area has occurred.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Equity Funding \$360,000 resulted in the employment of staff to support students with a background other than English.	Data collection continues to be a focus. We now have review dates for each year group built into our annual calendar . On these review dates staff analyse the results and ensure all students are having their needs met. Further training for all staff in managing the EALD students in the classroom is planned for including the TELL program.
Quality Teaching, Successful Students (QTSS)	\$150,000 – used to employ staff who release teachers, or who provide support and mentoring within the classroom.	These funds are used to support our School Excellence teams across the key areas identified within the school plan. We are also using the QTSS funds to enable team teaching, mentoring and lesson observations.
Support for beginning teachers	Funds vary depending on the stage of teaching.	Beginning teachers have been supported by an individual mentor, through team meetings, off site professional learning and by being provided with additional time to complete reports and administrative duties. The program is considered quite a successful plan. Staff report that they feel supported in these first few years of teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	396	443	470	471
Girls	377	411	433	413

The student population is stabilizing. Our School is in line for a major upgrade in terms of classrooms and facilities to cater for the increased school population. This should commence in 2018 –2019.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	96.5	96.6	97.4
1	96.3	95.7	95.3	95.5
2	96.4	94.6	96.5	97.1
3	97.4	96.9	97.1	97.3
4	96.6	95.9	96.6	96.5
5	96.3	95.7	95.6	96.9
6	94.7	92.6	95.1	94.6
All Years	96.5	95.4	96.1	96.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our school has strong attendance rates. Any unexplained absences are dealt with firstly by the classroom teacher and grade supervisors. If required, the Home School Liaison Officer is contacted and works with the families involved.

Apart from illness, the main reason for absences is travel to visit relatives and family or family reunions as a high proportion of the students come from a

background other than English and have relatives across the world.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	33.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	3
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	0

*Full Time Equivalent

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	65

Professional learning and teacher accreditation

All teachers who are required to be accredited have been accredited or are a beginning teacher and they are working through their accreditation.

Professional learning for all teachers is linked to the teacher's own PDP goals. Personalised professional learning plans have been developed rather than a one size fits all approach.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	391,922
Revenue	7,196,966
Appropriation	6,247,813
Sale of Goods and Services	25,180
Grants and Contributions	918,386
Gain and Loss	0
Other Revenue	0
Investment Income	5,587
Expenses	-6,981,774
Recurrent Expenses	-6,981,774
Employee Related	-6,052,287
Operating Expenses	-929,488
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	215,191
Balance Carried Forward	607,113

The School has fortnightly finance meetings with the Schools Business Manager, principal and deputy principal. We run reports through LMBR to regularly analyse costs and make adjustments as required.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,465,004
Base Per Capita	138,002
Base Location	0
Other Base	5,327,002
Equity Total	429,413
Equity Aboriginal	0
Equity Socio economic	2,175
Equity Language	333,516
Equity Disability	93,723
Targeted Total	38,224
Other Total	169,423
Grand Total	6,102,064

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

St Ives North performs exceptionally well in all NAPLAN test and has very high value added as well as excellent overall results.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.7	1.5	1.5	4.4	18.8	73.2
School avg 2015-2017	0.2	1.1	3.9	7.5	14.8	72.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	5.1	13.0	18.8	60.1
School avg 2015-2017	0.5	1.7	5.2	10.2	20.8	61.6

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	4.4	13.0	38.4	42.0
School avg 2015-2017	0.0	1.0	3.6	10.6	34.7	50.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.7	1.5	3.6	10.9	19.6	63.8
School avg 2015-2017	0.2	1.4	2.9	12.7	19.2	63.5

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	2.1	3.2	9.6	14.9	24.5	45.7
School avg 2015-2017	1.0	2.5	9.9	13.5	27.9	45.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	1.1	2.1	6.4	22.3	23.4	44.7
School avg 2015-2017	0.7	3.7	8.6	20.2	21.4	45.3

Percentage in Bands:

Year 5 - Spelling

Band	4	5	6	7	8
Percentage of students	0.0	11.7	18.1	21.3	48.9
School avg 2015-2017	0.9	7.7	20.9	27.2	43.3

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	1.1	26.6	29.8	17.0	25.5
School avg 2015-2017	0.6	1.9	19.1	30.8	21.8	25.9

St Ives North performs exceptionally well in all NAPLAN test and has very high value added as well as excellent overall results.

Percentage in Bands:

Year 3 - Numeracy

Band	2	3	4	5	6
Percentage of students	2.2	2.2	16.7	22.5	56.5
School avg 2015-2017	2.2	4.3	17.5	21.7	54.4

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	1.1	5.3	19.2	27.7	46.8
School avg 2015-2017	0.0	1.6	9.6	21.2	22.5	45.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were surveyed using the Tell Them From Me surveys as well as participating in an on line parent surveys, breakfast meetings and focus groups with students in grades 4, 5 and 6 and parent focus groups.

The main area the School is now working on is to increase parent participation within the school and include the different cultural groups from within our community in our events and celebrations.

Policy requirements

Aboriginal education

Our school has an Aboriginal Education Policy which is understood and enacted by all staff. We begin all assemblies with Welcome to Country, fly the Aboriginal Flag and celebrate NAIDOC Week each year.

Multicultural and anti-racism education

Multicultural and anti-racism education

Our school has a dedicated Anti Racism Officer who works with the community should any incidents arise. Our Anti racism officer informs the school community of his role in the school newsletter and at Parent/Teacher meetings throughout the year. We celebrate Harmony Day as a whole school and include our community in the planning and organisation of this day. In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Printed