

# St Ives Public School Annual Report



2017



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## Introduction

The Annual Report for 2017 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.

Carolyn Williams

Principal

### School contact details

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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 495 students in 2017, 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 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 maintenance of our accreditation as an eSmart school, the consolidation of Positive Behaviour for Learning and the implementation of the school based professional learning initiative, Focus on Reading.

## 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 Sustaining and Growing 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 Sustaining and Growing phase for School Planning, Implementation and Reporting. For the element of School Resources, we have rated ourselves as Sustaining and Growing

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

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 2017, 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)   | Funds Expended (Resources) | Progress achieved this year   |
|--|----------------------------|---|
| Students achieve expected growth based on external and internal annual data.                                     | \$19,000                   | 56% of students achieved above expected growth in Numeracy Naplan data.<br><br>66% of students achieved above expected growth in Grammar and Punctuation Naplan Data.<br><br>53% of students achieved above expected growth in Reading Naplan data.   |
| Teaching programs will clearly reference differentiated teaching and learning to meet the needs of all students. | \$25,122                   | 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.<br><br>Early Stage One, Stage One and Stage Two provided enrichment programs in both English and Mathematics.<br><br>Continued professional learning using the literacy Continuum to ensure students are grouped effectively to meet their learning needs.<br><br>Whole school emphasis on Reading and Viewing, including implementation of the Focus on Reading Program in Years 3-6<br><br>English and Mathematics Committees continued to analyse internal and external was provided for collaborative programming. All stages collaboratively revised the scope and sequences for Mathematics. |

### Next Steps

Focus on Reading (FOR) – Teachers across Stage Two and Three will be implementing the Super Six strategies to support reading across all KLA areas. The teachers will be partaking in rigorous training to complete Module Three and Four and look at how this applies in our school context to cater for the wide range of student needs. Teachers will be

completing surveys and using effective teaching ideas that are embedded in research to equip students with the tools needed to make meaning from a wide range of texts.

Visible Learning Committee will create an action plan which includes gathering of baseline data for implementation of Visible Learning across the school. The school will analyse this feedback and investigate the language needed by students to explain their learning. This will include trialling one aspect of Visible Learning in the classroom. All staff is involved in this project.

Assessment and Reporting Committee will review current assessment schedule to ensure student progress is monitored regularly and students receive meaningful feedback, as outlined by Visible Learning.

Professional learning for Stage 2 & 3 on the Mathematical Strand of Working Mathematically, particularly focussing on mathematical reasoning. All teachers will attend Professional Learning and embed this knowledge into their teaching and learning programs.



## 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.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year  |
|--|--|--|
| Teachers are actively engaged in planning their own professional development to improve their performance. | QTSS \$33,926  | Our Quality Teaching Rounds team completed a round of observations. A deeper understanding of the Quality Teaching Framework was evidenced.<br><br>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.   |
| Teaching programs will clearly reference the implementation of 21st century learning skills.               | Staff allocation \$9,000<br>Bee Bots and Professional Learning – \$8,000<br><br>Science/Inquiry Based Learning focus \$13500 | Staff continued to include Future Focused Learning strategies, such as collaboration and communication, into their class.<br><br>Identified staff and students K–6 implemented coding into their teaching/learning programs using Bee Bots and iPads. This included Professional Learning for staff in several programs including Scratch and Lego Robotics.<br><br>Stage 3 teachers used team teaching model for Inquiry Based Learning in Science. |

### Next Steps

Expand the use of Quality Teaching Rounds in 2018 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.

Dedicated stage meeting times and executive professional learning to assist with the develop of consistent processes for reviewing, monitoring and using data to inform teaching and learning.

Refine committee and staff meeting structures to provide opportunities for indepth discussions and regular feedback to staff on a whole school level.



## 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 displayed around the school reminds students of our values and expectations.

Students in Years K – 6 continued to use the Friendly Schools Plus Program, as a result of our research project with Macquarie University, 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)  | Funds Expended (Resources)                 | Progress achieved this year  |
|---|--|--|
| Annual survey data shows increased student skills to enhance wellbeing.   | PBL Data – \$2,000                         | In Term 2, 2017, the number of blue cards ( minor behaviour incidents) reduced by 28% from Term 2, 2016.   |
| Students are self-aware, build positive relationships and actively contribute to the school, the community and society. | PBL Training –\$4,000<br>Got it! – \$6,200 | All staff continued to receive professional learning in PBL and were involved in the programming and delivery of effective PBL lessons.<br><br>K–6 staff implemented the Friendly Schools Plus Program with involvement from psychologists at Macquarie University. Staff continued to ensure that students advanced their skills in developing positive and respectful relationships with their peers. Teachers worked collaboratively in the planning and preparation of these lessons.<br><br>In partnership with Northern Sydney Health, parents, staff, students participated in the 'Got It' program to foster our students' emotional intelligence. As a pilot school our program participants provided valuable feedback to the 'Got it' team.<br><br>Facilitated parent seminars in conjunction with the Police Youth Liaison Officer focusing on Cybersafety for parents of Stage 3 students and a session titled 'Social Media and our kids' delivered by a parent. |

#### Next Steps

In 2018 the PBL team is focusing on data collection, problem solving different areas on the playground and making PBL



consistent throughout the school. The school will also continue to refine procedures and processes in order to effectively implement playground expectations consistently through the school.

As an e-Smart 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 technologies available to them in a safe way.

We will continue to offer and share opportunities to learn about the digital world in which students operate such as See-Saw.

Design and implement a collaborative staff mentoring program that is accessible to all teachers including refining the induction program for new and beginning teachers to assist the transition to the profession at St Ives Public School. This program is also designed to provide and further expand leadership opportunities and to tap into the diverse range and depth of expertise within the school.

Audit and analyse current communication strategies with staff and parents in order to refine and improve communication and devise a future focused communication framework and supporting guidelines for St Ives Public School.

Provide opportunities for parents to work with Health staff and other outside agencies to support students.



| Key Initiatives                                     | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                | \$631              | At the start of 2017, we had 3 students identifying as Aboriginal. This funding was used to provide resources to support Aboriginal Education programs K–6.  |
| <b>English language proficiency</b>                 | \$150,793          | This funding enabled additional teacher time to support EALD students to participate effectively in the classroom activities.  |
| <b>Low level adjustment for disability</b>          | \$61,569           | Students requiring extra support, who do not receive Integration funding, benefited from Individual Learning Plans and learning adjustments. Teacher professional learning and students support officers assisted student achievement. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$33,926           | This funding is 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 and Development Plans.    |
| <b>Socio–economic background</b>                    | \$1,631            | This funding was used to support students whose families were experiencing financial difficulty. Assistance as provided for excursions and fee relief.   |
| <b>Support for beginning teachers</b>               | \$8,161            | Beginning teachers participated in frequent professional learning, including mentoring programs to assist with induction, accreditation and sound practice.  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 165        | 181  | 201  | 236  |
| Girls    | 228        | 240  | 254  | 257  |

In 2017, student enrolments at St Ives Public School increased. The construction of medium density apartment complexes in our catchment area has the potential to impact future enrolments.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 97.7 | 97.3 | 96.4 | 97.2 |
| 1         | 95.7 | 96   | 95.3 | 95.6 |
| 2         | 97.3 | 96   | 96.2 | 96.3 |
| 3         | 97.4 | 95.8 | 97.1 | 96.5 |
| 4         | 97.6 | 95.2 | 94.3 | 96   |
| 5         | 96.7 | 96.4 | 96.5 | 95.8 |
| 6         | 96.6 | 97.1 | 95.3 | 96.6 |
| All Years | 97.1 | 96.2 | 95.9 | 96.3 |
| 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

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

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 16.93 |
| Teacher of Reading Recovery           | 0     |
| Learning & Support Teacher(s)         | 0.4   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 1.2   |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 3.48  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. No staff identified as aboriginal in 2017.

### 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             | 39         |

### 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 curriculum documents, the use of technology and student wellbeing programs. A total of \$25,122 was spent on professional learning in 2017. Seven teachers achieved proficiency Board of Studies Teaching and Education Standards accreditation and seven were maintaining accreditation at Proficient.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 199,890                 |
| <b>Revenue</b>                        | 4,220,805               |
| Appropriation                         | 3,592,223               |
| Sale of Goods and Services            | 0                       |
| Grants and Contributions              | 624,466                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 4,116                   |
| <b>Expenses</b>                       | -4,268,297              |
| Recurrent Expenses                    | -4,268,297              |
| Employee Related                      | -3,466,516              |
| Operating Expenses                    | -801,782                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -47,492                 |
| <b>Balance Carried Forward</b>        | 152,397                 |

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3,061,560               |
| Base Per Capita       | 69,536                  |
| Base Location         | 0                       |
| Other Base            | 2,992,024               |
| <b>Equity Total</b>   | 214,624                 |
| Equity Aboriginal     | 631                     |
| Equity Socio economic | 1,631                   |
| Equity Language       | 150,793                 |
| Equity Disability     | 61,569                  |
| <b>Targeted Total</b> | 106,729                 |
| <b>Other Total</b>    | 37,420                  |
| <b>Grand Total</b>    | 3,420,333               |

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.

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

In 2017, parents were surveyed about our Kindergarten transition program. Our transition program involves three parent/child orientation sessions in 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. 69% of families rated their experience as 5/5 and 26.2% as 4/5. Comments about how their child settled into school included, "Loves school". "The buddy system is great and makes the children feel more confident.". "My child settled in very well". Parents were also asked how confident they felt following the information sessions. 83.3% of parents rated their confidence level as 5/5 and 14.3% as 4/5.

Students in Years 5 and 6 2017 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%.

21 Staff in 2017 completed the Tell Them From Me Survey – 'Focus On Learning'. The questions in the survey are grouped to assess eight of the most important drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The survey results show that teachers at St Ives Public School are above the NSW norm in several of the drivers including, collaboration, learning culture, leadership, data informs practice, teaching strategies and parent involvement.



### Multicultural and anti-racism education

The diversity of our student population is valued and recognised through our regular teaching programs, particularly in History & Geography 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.

### Other school programs

#### CREATIVE AND PERFORMING ARTS – DANCE

St Ives Public School had yet another fantastic year in Dance in 2017. Two festival dance groups were formed at the beginning of the year. Ms Witchard worked with and choreographed for a Year 3 to 6 girls dance group and Ms Murray 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 Senior Girls Dance Group performed in the 2017 Battle of the Primary Schools and came first in their section.

Four other groups were formed in order to give as many children as possible the opportunity to perform in a dance group. The Year One and Two Dance Group performed at our school Showcase. The Jazz Group performed at The Hills Dance Spectacular, Ryde Eisteddfod, Granny Smith Festival, Open Day and Showcase. The Stage 3 Girls Dance Group performed at Open Day and Showcase. All groups did an excellent 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 gained a plethora of experience by playing at competitions and festivals. The training and Intermediate Band competed at the Wahroonga Music



## 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.

Festival. Intermediate Band played at the Festival on the Green. Stage Band performed at Garrick Rd Preschool Fair, The St Ives Wildflower Gardens and the Wahroonga Food and Wine Festival. Furthermore, our prestigious Senior Band played at Bunning's Fathers' Day evening and competed in the North Shore Primary School's Festival and were awarded a Silver Award. Our bands also performed at local preschools as part of our links with the community.

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

## **SCHOOL CHOIR**

The School Choir is an important Performing Arts group in the school. In 2017, the choir consisted of over 60 enthusiastic students from Years 2 to 5. The Choir's Performance add meaning and sentiment to school commemorative assemblies such as those held for ANZAC Day and Remembrance Day. The Choir also performed at the school's Open Day, Showcase Concert and Honours Day Assemblies and at the popular Granny Smith Festival. Many members of the choir from Years 3,4 and 5, also performed at the Ryde Schools' Spectacular annual concert at 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 great catches were taken throughout the season and all students improved their batting skills. Both teams trained hard each week and performed well each week.

The Junior and Senior Modball teams had great seasons, improving in the range of skills needed to throw accurately and bat confidently.

Our Senior Boys and Senior Girls Touch Football teams represented the school admirably while learning new techniques and skills to help them succeed in their games. The Senior Boys finished as Runners-up in Ku-ring-gai Zone competition.

Two Junior teams and two Senior teams represented our school in Netball in 2017. All of our teams played to the best of their ability each week. Our Senior B Netball and our Junior A teams were Champions in the Ku-ring-gai Zone competition.

Six soccer teams, two senior and four junior represented our school during terms two and three in the P.S.S.A Soccer Competition. All teams played very well and were great ambassadors for our school. Our

Senior Division 2 team were Runners Up in the Ku-ring-gai Zone competition.

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

Fourteen students were Ku-ring-gai Zone representatives in their chosen sports and three students were Sydney North representatives in their chosen sports. Two students were also selected as NSW State Representatives.

## **PUBLIC SPEAKING COMPETITIONS**

Public Speaking has continued to be an integral part of St Ives Public School with two competitions being held in 2017. Interested students from Years 3 to 6 attended a lunch time public speaking training program during Term Two. All students improved their skills and represented the school at the Multicultural Public Speaking Competition. During this process, children researched current issues in multicultural Australia. Two students from Stage Two and Three achieved a Highly Commended.

A whole school Public Speaking Competition was held in Term 3. Each student prepared and presented their speech in class. Each class had a representative who progressed to the Whole School Final where they had to present their prewritten talk and concoct a short impromptu speech.

## **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. Wellbeing 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.

The SRC is also responsible for organising various activities, including mufi days, to raise money for chosen charities.

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 40% 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.

## **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 students, teachers and parents in meeting the needs of students. It is a multidisciplinary team which meets once a week. The Learning and Support team works collaboratively with classroom teachers to plan, implement and evaluate classroom and whole school Literacy and Numeracy programs. Learning adjustments 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.

As part of the Northside Gifted and Talented Network, our students have the opportunity to attend various workshops run throughout the year by independent and public schools. This year, our students attended workshops including 'Blast Off – Rocket Science' at Sydney Grammar; 'What if? Kids Conference' at PLC Pymble; and '3D sculpture and Gargoyles' at Wideview Public School.