

# St Ives Public School Annual Report



2018



4331

## Introduction

The Annual Report for **2018** 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

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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 511 students in 2018, including 40% 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 our local Public Schools. Our focus is improving the learning and well-being of our students.

## 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 six Learning elements we rated ourselves as Sustaining and Growing in Learning Culture, Well-being, Curriculum, Assessment, Reporting and Student Performance Measures.

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

For the four Leading elements we rated ourselves as Sustaining and Growing in Educational Leadership, School Planning, Implementation and Planning, School Resources, and Management Practices and Processes.

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 in Literacy and Numeracy.

### Overall summary of progress

St Ives Public School is committed to ongoing self assessment and reflection on process and progress. Teachers regularly monitor student achievement through school based tracking. Individual student needs are identified and catered for in a variety of ways.

Our Visible Learning Committee investigated what it means to be a good learner. Data gathered from a range of sources including student surveys has been crucial in the development of our action plan for SIPS.

Our newly refurbished STEM Hub was completed in 2018, and provides an engaging and flexible learning space for our students. Students, staff and parents were provided with many opportunities to experiment and experience new technologies and how these can be implemented and used to enhance learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in top 2 NAPLAN bands for reading, writing and numeracy.		<p>In Reading there was an increase of 9.8% students in Band 7 and 0.4% in Band 8.</p> <p>In Writing, there was an increase of 8.9% students in Band 7 and 6.3% in Band 8.</p> <p>In Numeracy, there was an increase of 4.4% students in Band 7 and 4.4% in Band 8.</p>
Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.	\$14,000	<p>Ability based Number groups continued in Stage 2 &amp; 3 and Learning support staff worked in classes across K–6 to help meet the needs of all students.</p> <p>Enrichment programs were provided K–6 in both English and Maths.</p> <p>Continued professional learning to ensure students are grouped effectively to meet their learning needs.</p> <p>Whole school emphasis on Spelling including the implementation of a new Scope and Sequence and whole school program.</p> <p>Whole staff Professional learning including intensive Executive planning sessions in order to map, plan and introduce Visible Learning to St Ives Public School.</p> <p>Visible Learning Committee created an action plan which included gathering baseline data of 'What is a good learner?' The school analysed feedback and began to investigate Learner's Dispositions.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.		Assessment and Reporting Committee reviewed current Assessment Schedule for SIPS and carried out an Assessment audit K–6.
Students achieve expected growth based on external and internal annual data.		<p>74.5% of students achieved at or above expected growth in Numeracy Naplan Data.</p> <p>82% of students achieved at or above expected growth in Grammar and Punctuation Naplan Data.</p> <p>68.6% of students achieved at or above expected growth in Writing Naplan data.</p>
Increased opportunities for students to develop STEM skills.	\$30,000	<p>Feedback from staff, parents and students demonstrate increased STEM opportunities.</p> <p>STEM resources and materials implemented across K–6, including Department of Education STEMShare kits. The Hub refurbishment supports the implementation of STEM and Technology.</p> <p>Staff are familiar with new Science and Technology Syllabus and a scope and sequence has been developed K–6 ready for implementation in 2019.</p>

## Next Steps

Visible Learning Committee in consultation with the staff and parent community will be finalising the language of "What is a good learner?" and developing understanding of Learning Dispositions. Parents will be surveyed for their views about learning. Resources will be collated for teachers to assist with the introduction of Visible Learning into the classroom. 'I can' statements linked to Literacy Progressions for Writing, and will be devised and introduced into classrooms in Semester 2.

The Assessment and Reporting Committee will allocate Professional Learning sessions throughout the year in order to develop strong assessment tasks K–6 that incorporate all 3 forms of assessment. Students from Stage 3 and parents will be given the opportunity to share their views about assessment and reporting through surveys administered.

The Technology Committee will aim to improve access to technology through improved wifi and redistributing devices based on current need as well as support staff to embed ICT capabilities into their practice. Staff will be able to utilise technology and the Hub through developing systems for borrowing including StemShare and Robotics kits and updating resources as needed. The team aims to develop a continuum for K–6 Digital Technologies. and showcase digital activities across classes K–6.



## Strategic Direction 2

### Quality teaching

#### Purpose

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

#### 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. Staff K-6 were also given the opportunity to participate in 3 or 4 Quality Teaching Rounds sessions across their grade. The Assessment and Reporting Committee was created to support a major focus within the SIPS strategic plan. In 2018, the committee completed an audit of our assessments K-6 and revised the SIPS Assessment Schedule K-6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs will clearly reference evidence-based teaching practice.	\$6000	Executive staff familiarisation in Learning Progressions in Literacy and Numeracy.  Evidence of differentiated programs and use of assessment data through stage created assessments, rubrics, work samples and teaching and learning programs in each strand of maths.
All teachers will regularly use student assessment data to inform differentiated curriculum in Literacy and Numeracy.	\$3,000	Review of Assessment and Reporting Schedule K.  Increased understanding for staff of Assessment for/of/as learning.  Stage 2 staff trained in SENA 3.  SIPS executive participated in "Using Data with Confidence" course and all staff K-6 completed training in SCOUT.
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.	\$8,000	Evidence of reflective practices and alignments to professional teaching standards in PDPs and individual PDP projects presented.  Auditing of Professional learning structures and content via a staff survey and collate results in order to determine staff professional development needs.  All staff participated in Quality Teaching Rounds.

#### Next Steps

Continue to expand the use of Quality Teaching Rounds in 2019, with the aim of embedding systems for collaboration, classroom observation and feedback to sustain ongoing school wide improvement in teaching practice and students outcomes.

Stage 2 & Stage 3 executive staff will function as Instructional leaders, visiting classrooms weekly and planning learning walks, to enable and empower staff with the confidence to differentiate and cater for every child within their class.

Professional learning for all staff will focus on the Learning Dispositions, developing a consistent language of learning as well as Learning Progressions in writing.

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

Focus on Reading ( FOR) in Stage 2 and Stage 3 will continue to implement the Super Six strategies to support reading across all KLA areas. The teachers will complete Module Three and Four. Years 2 – 6 will be provided with new resources to enhance exposure to a greater variety of texts.

Whole school scope and sequences are to be revised in English, Maths, PDHPE and History and Geography.





## Strategic Direction 3

### Effective relationships

#### Purpose

To foster ongoing community awareness and support for our students through a school-wide focus on 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.

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.

Stage 2 and Stage 3 trialled and implemented new well-being strategies such as 'Three Stars and a Wish' and Life Skills program in order to promote a positive climate, mindfulness and connectedness.

The Communication Committee focussed on reviewing current communication strategies used across the school with staff and parents. Parents and staff were surveyed and results are reflected in the new document Communication Guidelines. These guidelines were published in Term 4.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A consistent whole school approach to wellbeing and engagement is consistently evident through reduced behaviour instances.	\$1,500	Tell Them From Me results used to analyse success of current wellbeing programs.
Increased number of mentoring and collaborative teaching opportunities.	\$18,236	Professional Learning opportunities sought resulting from data analysis and current needs of school. SIPS Mentoring model refined for 2019 implementation. Increased mentoring opportunities for staff.  Design and implement a refined induction program for new and beginning teachers to assist the transition to the profession at St Ives Public School.
Feedback from students, staff and parents indicates increased wellbeing		Tell Them From Me results used to analyse success of current wellbeing programs.
An increased number of communication strategies for students, staff and parents are developed and used to enhance wellbeing.	\$1,000	Improved communication with staff, parents and students .  Communication Guidelines and Flowchart with Quick Reference Guide created to implement across the school.  Revised communication processes, strategies and guidelines for staff implemented.

## Next Steps

In 2019 the PBL team will continue to focus on data collection, checking 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 and prepare for implementation of PBL into the classroom.

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 such as See –Saw across the school K–6.

Continue to strengthen a collaborative staff mentoring program that is accessible to teachers including the induction program for new and beginning teachers which assists in 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.

Implement positive communication strategies such as creating a Twitter Account to highlight our school events and stories and trial a Positive Parent Communication Focus (PPC) with staff and parents in order to create and embed a positive communication culture across the school.

Stage 3 Wellbeing initiatives developed and implemented to ensure students feel known, valued and cared for. These initiatives are linked with our school PBL values and stem from analysis of previous Tell Them From Me data.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$300	At the start of 2018, <b>3</b> students identified as Aboriginal. This funding was used to provide resources to support Aboriginal Education programs K–6.
<b>English language proficiency</b>	\$178, 380	This funding enabled teacher time to support EALD students to participate effectively in classroom activities.
<b>Low level adjustment for disability</b>	\$66,258	Students requiring extra support, who do not receive Integration funding, benefited from Individual Learning Plans and learning adjustments. Teacher professional learning and student learning support officers assisted student achievement.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$85,685	This funding 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>	\$2,341	This funding was used to support students whose families were experiencing financial difficulty. Assistance was provided for excursions and fee relief.
<b>Support for beginning teachers</b>	\$18,236	Beginning teachers participated in frequent professional learning, including mentoring programs to assist with induction, accreditation and sound practice.
<b>Targeted student support for refugees and new arrivals</b>	\$8,500	Students who arrived in Australia in 2018 were supported to acquire functional English skills.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	181	201	236	230
Girls	240	254	257	273

In 2018, student enrolments increased at St Ives Public School. The construction of medium density apartment complexes in our catchment area has potential to impact future enrolments.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	96.4	97.2	96
1	96	95.3	95.6	95.7
2	96	96.2	96.3	93.6
3	95.8	97.1	96.5	94.8
4	95.2	94.3	96	95.9
5	96.4	96.5	95.8	92.9
6	97.1	95.3	96.6	92.7
All Years	96.2	95.9	96.3	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

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

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.46
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	3.96

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. No staff identified as aboriginal in 2018.

### 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 curriculum in Mathematics, Science, History and Geography. School Development Days allowed staff to deepen their knowledge of curriculum documents, Visible Learning, writing strategies and student wellbeing programs. A total of **\$25,122** was spent on professional learning in 2018. Two teachers achieved proficiency Board of Studies Teaching and Education Standards accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	152,397
<b>Revenue</b>	4,720,551
Appropriation	3,954,682
Sale of Goods and Services	0
Grants and Contributions	759,465
Gain and Loss	0
Other Revenue	400
Investment Income	6,005
<b>Expenses</b>	-4,244,637
Recurrent Expenses	-4,244,637
Employee Related	-3,525,290
Operating Expenses	-719,347
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	475,914
<b>Balance Carried Forward</b>	628,312

The Annual Financial Statement is linked to the School Plan in line with the budget set by the Finance Committee. School executive staff plan and monitor the expenditure against the budget on a regular basis.

Funds available will continue to manage salaries, learning resources, school maintenance, utilities, administrative resources and contract agreements.

Due to the position of Senior Administration Manager being vacant for the majority of 2018, some funds normally spent over the course of the year were not, so our balance carried forward is higher than usual. Remaining funds will be spent in 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,429,140
Base Per Capita	95,331
Base Location	0
Other Base	3,333,809
<b>Equity Total</b>	248,955
Equity Aboriginal	1,977
Equity Socio economic	2,341
Equity Language	178,380
Equity Disability	66,258
<b>Targeted Total</b>	73,527
<b>Other Total</b>	87,320
<b>Grand Total</b>	3,838,943

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading, 69.8% of Year 3 students achieved the top two bands (Bands 5 & 6).

In Spelling, 65.2% of Year 3 students achieved the top two bands (Bands 5 & 6).

In Writing, 63.6% of students in Year 3 achieved the top two bands (Bands 5 & 6).

In Grammar and Punctuation, 75.7% of students of students in Year 3 achieved the top two bands (Bands 5 & 6).

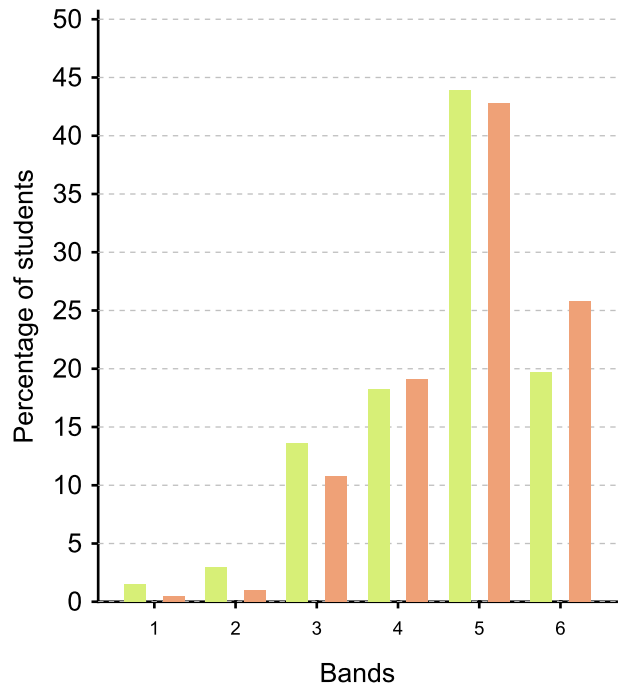
In Reading, 59.3% of students in Year 5 achieved the top two bands (Bands 7 & 8).

In Spelling, 57.4% of students in Year 5 achieved the top two bands (Bands 7 & 8).

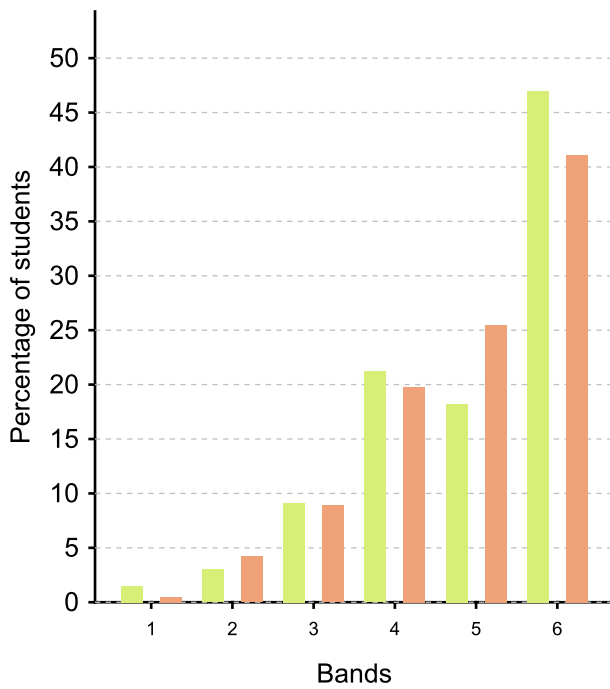
In Writing, 35.2% of students in Year 5 achieved the top two bands (Bands 7 & 8).

In Grammar and Punctuation, 74.18% of students in Year 5 achieved the top two bands (Bands 7 & 8)

**Percentage in bands:  
Year 3 Writing**



**Percentage in bands:  
Year 3 Spelling**



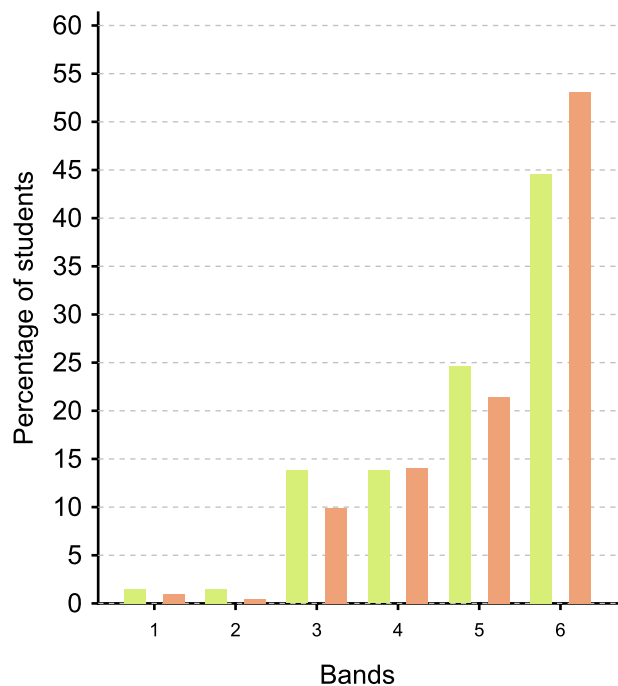
■ Percentage in Bands  
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.5	3.0	13.6	18.2	43.9	19.7
School avg 2016-2018	0.5	1	10.8	19.1	42.8	25.8

■ Percentage in Bands  
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.5	3.0	9.1	21.2	18.2	47.0
School avg 2016-2018	0.5	4.2	8.9	19.8	25.5	41.1

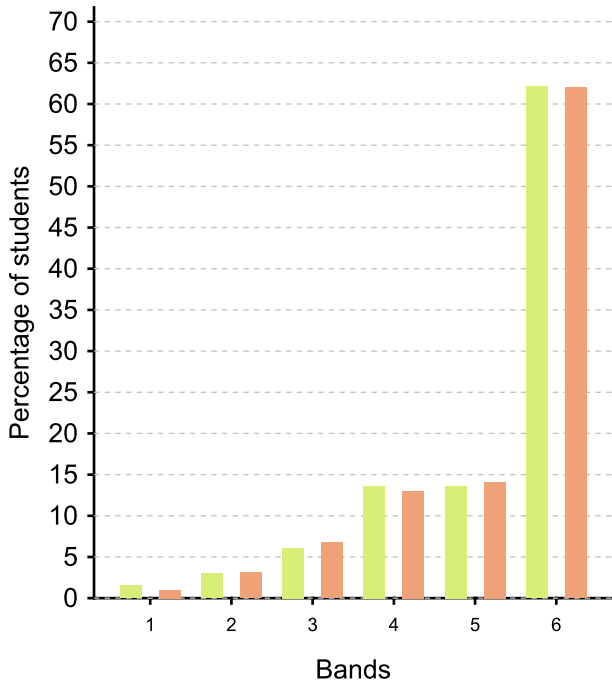
**Percentage in bands:  
Year 3 Reading**



■ Percentage in Bands  
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.5	1.5	13.8	13.8	24.6	44.6
School avg 2016-2018	1	0.5	9.9	14.1	21.4	53.1

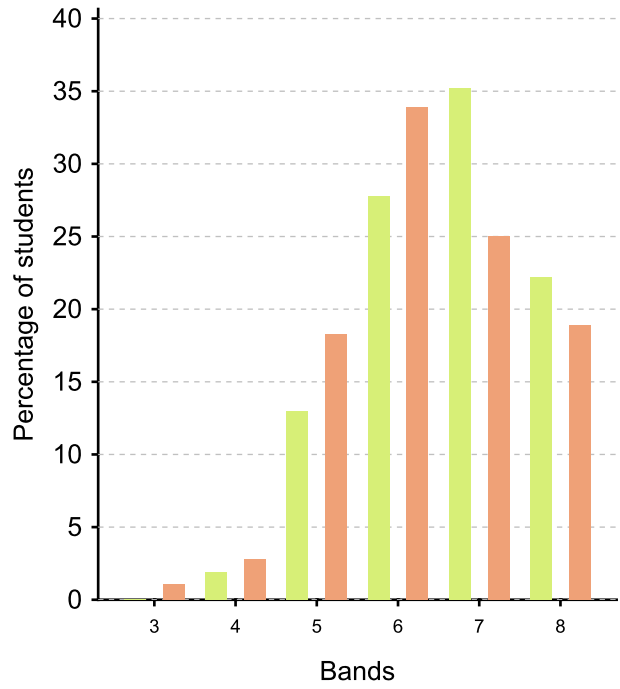
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.5	3.0	6.1	13.6	13.6	62.1
School avg 2016-2018	1	3.1	6.8	13	14.1	62

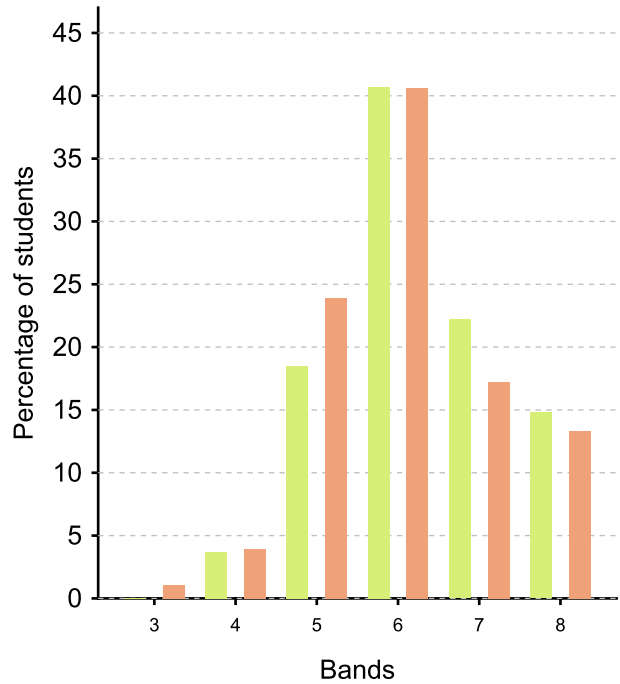
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	13.0	27.8	35.2	22.2
School avg 2016-2018	1.1	2.8	18.3	33.9	25	18.9

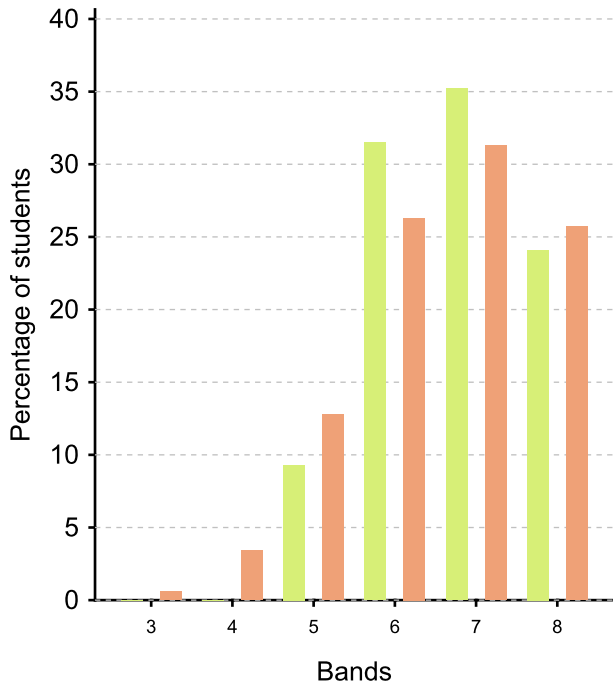
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	18.5	40.7	22.2	14.8
School avg 2016-2018	1.1	3.9	23.9	40.6	17.2	13.3

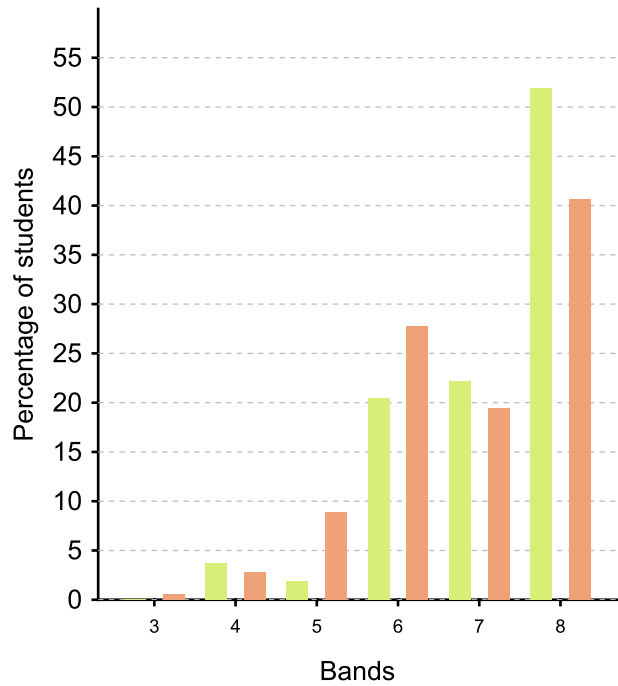
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	9.3	31.5	35.2	24.1
School avg 2016-2018	0.6	3.4	12.8	26.3	31.3	25.7

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

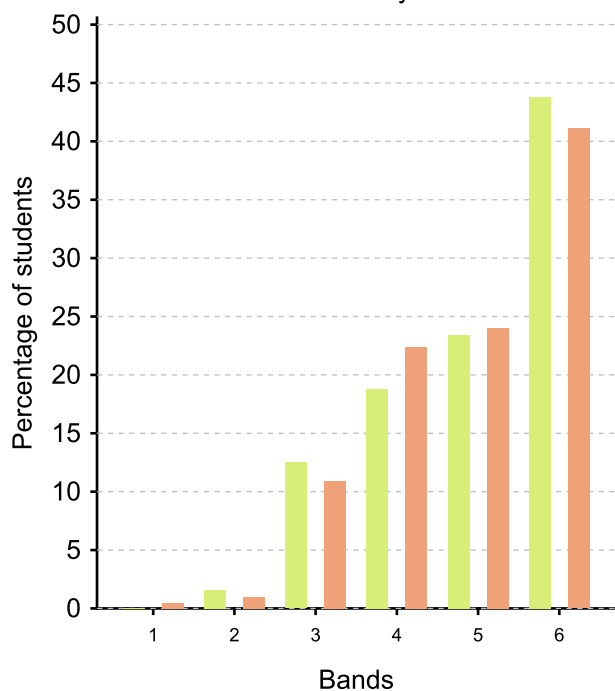
Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	1.9	20.4	22.2	51.9
School avg 2016-2018	0.6	2.8	8.9	27.8	19.4	40.6

In Numeracy, 67.3% of Year 3 students achieved the top two bands (Bands 5 & 6).

In Numeracy, 63% of Year 5 students achieved the top two bands (Bands 7 & 8).

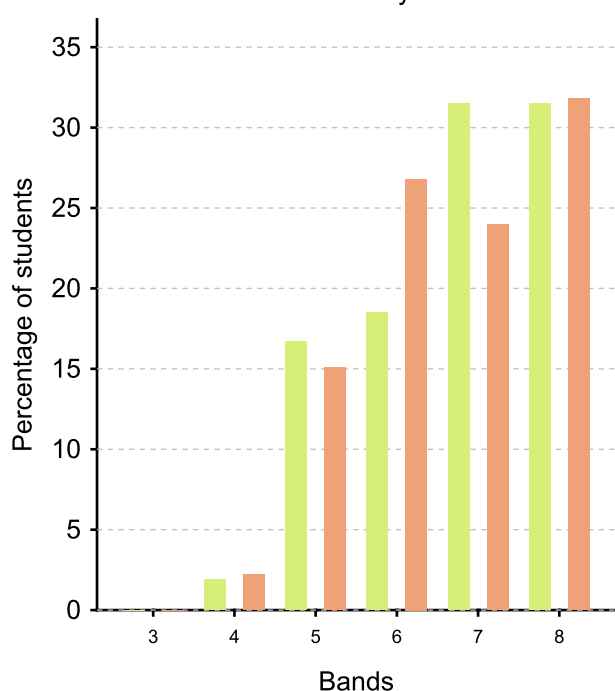


**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	12.5	18.8	23.4	43.8
School avg 2016-2018	0.5	1	10.9	22.4	24	41.1

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	16.7	18.5	31.5	31.5
School avg 2016-2018	0	2.2	15.1	26.8	24	31.8

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.>

In Reading there was an increase of 9.8% students in Band 7 and 0.4% in Band 8.

In Writing, there was an increase of 8.9% students in Band 7 and 6.3% in Band 8.

82% of students achieved at or above expected growth in Grammar and Punctuation Naplan Data.

68.6% of students achieved at or above expected growth in Writing Naplan data.

In Numeracy, there was an increase of 4.4% students in Band 7 and 4.4% in Band 8.

74.5% of students achieved at or above expected growth in Numeracy Naplan Data.

## Parent/caregiver, student, teacher satisfaction

In 2018, 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. 84% of families rated their experience as 5/5 and 16% as 4/5. Comments about how their child settled into school included, "My child was very settled". "The start day was organised perfectly". "The staff and Year buddies were outstanding in welcoming my family and my child".

Students in Years 4, 5 and 6 2018 completed the Tell Them From Me survey researching student outcomes and student climate. The survey was administered in April and then again in October. Our data showed that 87% of our Year 5 students had a positive sense of belonging compared to the NSW Govt norm of 80%. 82% of boys at St Ives Public School feel teachers are responsive to their needs and encourage independence with a democratic approach compared to the NSW Govt norm of 78%.

All staff were asked early in 2018 to complete a survey about the communication processes at St Ives P.S. and how these can be improved. Based on this feedback, the Communication Committee, streamlined and consolidated all modes of communication with staff throughout 2018. Staff were surveyed again at the end

of 2018 and results show that the majority of staff feel that the communication processes improved, stating communication is "more regular and consistent" and "I now have a greater awareness of our communication processes".

## 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. All students K–6 experienced an interactive cultural awareness program through an organised performance where they were immersed in stories of the Dreamtime to enhance their cultural knowledge and understanding.

### 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 2018. Two festival dance groups were formed at the beginning of the year. Ms Witchard worked with and choreographed the Year 3 to 6 girls dance group and Ms Murray worked with and choreographed for the 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 Boys and RSS – Girls performed in the 2018 Battle of the Primary Schools and the boys came first in their section.

Other dance 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 consisted of 37 students who performed at The Hills Dance Spectacular, Ryde Eisteddfod, Granny Smith Festival, The Battle of the Primary Schools, 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; Concert Blue, Concert Gold, Symphonic Wind

Ensemble and Jazz Jam. Each band differentiates for the learning needs of the students. Throughout the year, the young musicians participated in paired tutorials, sectionals and whole band rehearsals. The Symphonic Wind Ensemble developed their musicianship, with extra attention given to movement and rhythm. Our bands gained a plethora of experience by playing at competitions and festivals within our local community. Concert Blue and Gold performed for prospective Kindergarten students at Story Under the Tree. Our Symphonic Wind Ensemble also performed at Barra Brui Preschool to continue to develop our strong links with the community. Within the school, all bands participated in whole school events, such as Open Day and Showcase.

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 2018, the choir consisted of nearly 70 enthusiastic students from Years 2 to 4. The Choir's Performance adds 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 Honour Day Assemblies and at the 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.

A new highlight for the Choir in 2018 was the invitation from Macquarie Shopping Centre to play a significant role in the 'Welcome to Santa' festivities in November. Our St Ives Christmas Choir of 45 students gave two performances to welcome Santa and then participated in a Disney style parade throughout the centre. It was a very exciting event for our young choralists.

#### 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. Our Senior Cricket team were Champions for the Zone this season.

The Junior and Senior Modball teams had great seasons, improving in the range of skills needed to throw accurately and bat confidently. They practiced hard each week during training.

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.

Two Junior teams and two Senior teams represented our school in Netball in 2018. All of our teams played to the best of their ability each week. Our Senior B Netball and our Junior B teams were Champions in the Ku-ring-gai Zone competition. The Junior A team were Runners Up in the 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. They trained hard on our school oval each Monday morning.

Our annual school sports carnivals were again held successfully. Six of our students were selected to represent Ku-ring-gai Zone at the Sydney North Area Carnivals. One student qualified to represent Sydney North at the State Athletics Carnival.

Seven students were Ku-ring-gai Zone representatives in their chosen sports and three students were Sydney North representatives in their chosen sports. One student was also selected as NSW State Representative.

### **PUBLIC SPEAKING COMPETITIONS**

Public Speaking has continued to be an integral part of St Ives Public School with two competitions being held in 2018. Interested students from Years 3 to 6 attended a lunch time public speaking training program during Term 3. 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. One student from Stage 2 received 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) 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 and report back weekly, their class items that require discussion or input.

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 42% of students coming from a non-English speaking background. The EAL program assists students requiring additional language support. Students in K-2 and those requiring more extensive support are taught in intensive small groups focusing on oral language, reading and writing. This year, most students in Years 3- 6 received EAL/D support in their classrooms. 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 from over 140 schools. Both teams excelled in their problem solving skills, working together and encouraging each other. In 2018, our Year 5 team came 3rd in Science, 13th in Creative Producers and 16th in Cartography. Our Year 6 team came 4th in Cartography and 13th in English.

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 Gargoyles' at Wideview Public School and our school hosted a 'Mythology in Motion' workshop.