

2020 Annual Report

St Ives Public School



4331

Introduction

The Annual Report for 2020 is provided to the community of St Ives Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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 542 students in 2020, 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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. External Validation was completed in Term 3.

For the Learning elements of Well-being, Curriculum, Assessment and Student Performance Measures we self assessed, confirmed by External Validation, as sustaining and growing. For Learning Culture and Reporting we were excelling.

For the Teaching elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development, we assessed ourselves as Sustaining and Growing.

For the Leading elements we self-assessed as Sustaining and Growing for School planning, Implementation and reporting. For Educational Leadership, School Resources, and Management Practices and Processes we were validated as excelling.

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

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.

Improvement Measures

Increased proportion of students in top 2 NAPLAN bands for reading, writing and numeracy.

Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students.

Students achieve expected growth based on external and internal annual data.

Increased opportunities for students to develop STEM skills.

Progress towards achieving improvement measures

Process 1: Implementation of Visible Learning strategies in Literacy and Numeracy in every classroom.

| Evaluation | Funds Expended (Resources) |
|---|---|
| In 2020 all staff participated in professional learning about Visible Learning and 'The Learning Pool', an adaption of James Nottingham's 'The Learning Pit' model that describes confident, successful learners. Staff continued to implement Learning Intentions and Success Criteria (LI & SC). All staff developed and implemented LI & SC for a specific writing focus and number focus. Committee members attended training in the use of Visible Learning for Mathematics and English. | Funding Sources: <ul style="list-style-type: none">Professional learning (\$3300.00) |

Process 2: Differentiation of learning programs to meet the needs of all students in Literacy and Numeracy.

| Evaluation | Funds Expended (Resources) |
|--|---|
| In 2020 the D of E introduced a trial check-in assessment for students in Years 3 and 5. Staff used time to analyse the results in order to implement adjustments to learning programs for students. Our School plan committees did not operate in 2020 due to COVID-19. Staff received professional learning on formative assessment in order to match activities to student need, particularly in the staged return to school period. A modified assessment schedule was in use for 2020 due to the disruption to learning programs. | Teacher time Funding Sources: <ul style="list-style-type: none">Professional learning (\$3300.00) |

Process 3: Increase opportunities for students to develop information and communication technology capabilities, including STEM skills.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Using the instructional leadership model, staff expertise has been utilised to upskill staff in the area of STEM. This has had a significant impact on the school and staff capability in this area. Resources such as Bee Bots, Spheros and the Department of Education STEMshare kits are incorporated into K-6 teaching and learning programs. Significant funds were used to upgrade and expand technology capability due to COVID-19 learning from home and staged return to school periods. | \$180 000- Teacher time, management of devices, equipment |

Next Steps

Staff will participate in professional learning on effective feedback in 2021 and continue to implement learning intentions and success criteria for writing and number tasks. This will be extended to reading activities. The Visible Learning Action team will lead professional learning and monitor progress.

In 2021 staff will continue to review consistency of assessment tasks, revise and expand formative assessment.

COVID-19 changed the use of technology for our teachers and students. We will continue to implement the instructional leadership model for STEM skills and further embed the use of devices in classroom practice. The ICT skills checklist and capabilities checklist introduced in 2019 will be implemented and reviewed.

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.

Improvement Measures

All teaching programs will clearly reference evidence-based teaching practice.

All teachers will regularly use student assessment data to inform differentiated curriculum in Literacy and Numeracy.

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

Progress towards achieving improvement measures

Process 1: Implementation of evidence-based teaching practice, including Visible Learning, to support successful teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| The Learning Sprints model was utilised K-6 for writing. Evidence shows improvement in students outcomes following the sprints. This model will be continued in 2021. The Initialit program was expanded into Year 2, however, was modified due to COVID-19. All learning programs were modified due to the learning from home and staged return to school periods. | \$16 659 |

Process 2: Embed explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing improvement.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Due to COVID-19 staff spent much time collaboratively upskilling and planning learning sequences and activities suitable for the learning from home and staged return to school periods. Observations of practice were carried out when possible, however the planned expansion of our system could not be fully implemented. Beginning teachers were supported by internal and external mentors and four beginning teachers achieved accreditation. | Teacher time Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$94289.00) |

Process 3: Develop consistent processes for reviewing, monitoring and using data, including literacy and numeracy progressions, to inform teaching and learning.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Dr Lyn Sharratt's Case Meeting model was introduced and implemented in 2020 with a focus on writing. All stages used this model in order to improve student achievement. Four executive staff attended the LEED project in order to enhance their skills in the use of data as evidence of learning and to inform teaching practice. Executive staff completed modules on the practice of Reading in preparation for the 2021 focus areas. Significant time was spent in preparation to complete the submission for external validation. | Funding Sources: <ul style="list-style-type: none">• Professional learning (\$20750.00) |

Next Steps

Continue to implement the Learning Sprints model of teaching in order to improve student outcomes. The Initialit program will continue to be implemented in 2021. Kindergarten and Year One will make adjustments to the program according to student achievement data. Full implementation for Year Two will proceed in 2021.

Continue to modify and embed explicit systems for collaboration, observation and modelling of feedback in order to drive and sustain ongoing student improvement.

Case Meetings will continue to be implemented K-6 with a focus on literacy achievement. Reading will become a focus area in 2021, based on student achievement data.

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.

Improvement Measures

A consistent whole school approach to wellbeing and engagement is consistently evident through reduced behaviour instances.

Increased number of mentoring and collaborative teaching opportunities.

Feedback from students, staff and parents indicates increased wellbeing

An increased number of communication strategies for students, staff and parents are developed and used to enhance wellbeing.

Progress towards achieving improvement measures

Process 1: Students will develop and strengthen their interpersonal skills through a variety of wellbeing programs.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Wellbeing became a focus for staff and students, especially during the staged return to school. Teachers used a variety of strategies, including surveys and exit slips, to gauge student wellbeing. All students participated in a URStrong friendship session. Transition Day for students ran in a modified format, in order to make the movement to the 2021 grade as smooth as possible. Unfortunately Project Connect was unable to run for Stage 3 students, due to COVID-19 operating guidelines. Year Six students were able to participate in Take Ten sessions with their teachers. The implementation of PBL into classrooms was delayed due to COVID-19. This will continue into 2021. | Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2750.00) |

Process 2: Improve support structures for staff wellbeing, including mentoring and induction.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Beginning teachers attended New Teacher Network (NTN) meetings throughout the year. Mentees and Mentors collaborated using the Strong Start Great Teachers program to provide ongoing improvement. Four staff members gained accreditation. Staff engaged in professional learning delivered online by our School Counsellor to help them to manage the high pressure of operating under COVID-19 guidelines. | Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$43000.00)• Professional learning (\$3300.00) |

Process 3: Develop effective communication strategies for students, staff and parents.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Communication in 2020 proved even more important than usual. The learning from home period was characterised by increased collaboration between home and school. Families were instrumental in providing weekly feedback for staff in terms of what was working and what was not, in order for students to access the curriculum. Teachers communicated daily with their students through Seesaw and/or Google Classroom. Parent information sessions, including Kindergarten Orientation, were run online. The Positive Parent Communication Strategy continued to be implemented throughout the year. A | Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3300.00) |

Progress towards achieving improvement measures

| | |
|---|--|
| school Instagram account was launched, providing families with visual updates about student learning. | |
|---|--|

Next Steps

Project Connect for Stage 3 will be re-introduced in 2021 in order for students to focus on connections with themselves, others and the broader community. In 2021 an Action Team will oversee review of current Wellbeing programs and the implementation of the new PD/H/PE syllabus. The implementation of PBL into classrooms will continue in 2021 and be fully implemented by the end of the year.

Beginning teachers will continue to be supported through established school and external network structures. The current role of mentors in the school will be revised and reorganised if necessary.

All communication will continue to be reviewed and developed, building on our 2020 experience, to include additional forms of communication. The Positive Parent Communication strategy will continue to be used in 2021. The Instagram account will be contributed to by more staff members, in order to increase variety of posts.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | | No students identified as Aboriginal in 2020. |
| English language proficiency | Teacher time Funding Sources: • English language proficiency (\$211 524.00) | While delivery of the program was interrupted by COVID-19, students displayed increased participation in curriculum activities and improved English language skills. |
| Low level adjustment for disability | Teacher time Teachers' aide time Funding Sources: • Low level adjustment for disability (\$74 199.00) | Implementation of PLPs for targeted students to support learning. Identified students requiring adjustments and additional learning support were catered for through differentiated class programs, in-class support and/ or withdrawal programs. |
| Quality Teaching, Successful Students (QTSS) | Teacher time Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$94 289.00) | Funds were utilised to support teachers to observe colleagues in alignment with PDP goals and to provide time for teachers to collaborate during the learning from home and return to school periods. |
| Socio-economic background | Funds for assistance Funding Sources: • Socio-economic background (\$3 433.00) | Identified students received assistance to participate fully in curriculum activities. |
| Support for beginning teachers | Teacher time Funding Sources: • Support for beginning teachers (\$43 443.00) | Beginning teachers were provided with regular, scheduled professional development opportunities and were supported in their accreditation process. |
| Targeted student support for refugees and new arrivals | | The school did not enrol any refugee or new arrivals students in 2020. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 236 | 230 | 241 | 254 |
| Girls | 257 | 273 | 281 | 282 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 97.2 | 96 | 94.7 | 96.3 |
| 1 | 95.6 | 95.7 | 95 | 94.7 |
| 2 | 96.3 | 93.6 | 95.5 | 90.5 |
| 3 | 96.5 | 94.8 | 94.6 | 95.4 |
| 4 | 96 | 95.9 | 94.1 | 94.9 |
| 5 | 95.8 | 92.9 | 95.5 | 94.8 |
| 6 | 96.6 | 92.7 | 95.1 | 95.5 |
| All Years | 96.3 | 94.6 | 94.9 | 94.6 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 20.77 |
| Literacy and Numeracy Intervention | 0.4 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 1 |
| Teacher ESL | 1.8 |
| School Administration and Support Staff | 3.96 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 761,204 |
| Revenue | 5,077,899 |
| Appropriation | 4,541,800 |
| Sale of Goods and Services | 14,468 |
| Grants and contributions | 518,684 |
| Investment income | 2,746 |
| Other revenue | 200 |
| Expenses | -5,508,765 |
| Employee related | -4,632,091 |
| Operating expenses | -876,674 |
| Surplus / deficit for the year | -430,866 |
| Closing Balance | 330,337 |

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.

Funds expended include additional technology resources for students during the return to school phase following learning from home. Students were expected to complete the same work, whether at home or school. This meant technology capacity needed to be increased in order to manage the staged return for face to face teaching.

Additional funds were spent to cover six staff members identified as at-risk who needed to remain working from home throughout Term 2.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 30,247 |
| Equity Total | 311,033 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 3,433 |
| Equity - Language | 233,401 |
| Equity - Disability | 74,199 |
| Base Total | 3,905,862 |
| Base - Per Capita | 125,543 |
| Base - Location | 0 |
| Base - Other | 3,780,319 |
| Other Total | 233,278 |
| Grand Total | 4,480,421 |

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.

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 myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 Stage Three students participated in the Tell Them from Me survey. For advocacy at school, 94% of students indicated they felt confident that a staff member would provide support if needed. This was an increase from 2019. 96% of students felt that there was a high expectation of success from their teachers. For sense of belonging, 68% of students felt a strong connection to school. This figure is much lower than previous years and can probably be explained by the fact that students were working from home and then returning to school in a staged manner for much of Term 2. This will be addressed in 2021 through the return of Project Connect.

Parents were surveyed intensely during the learning from home and staged return to school periods in order to adjust our processes and lesson delivery to best meet the needs of our families. At the end of the year, parents were invited to participate in further surveys. In terms of communication, 44% of families indicated a preference for email communication and 38% of families preferred to receive information through our school Schoolstream app. Only 7% of parents have a preference for hard copy communication. This is a significant shift in previous responses and the school will use this as a basis for making decisions about methods of communication in 2021. 30% of parents indicated they felt very confident to support their child's learning, while 32% of parents indicated they would like to feel more confident. This information will be used in 2021 to assist parents further understand their child's learning.

Staff were surveyed using an instrument created by CESE, as part of the LEED project. Areas of strength included high expectations, explicit teaching and wellbeing. Areas for focus include effective feedback and assessment. These areas will be a focus in 2021. Staff also indicated they value time for collaboration and this will again be a focus for 2021.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.