

2021 Annual Report

St Ives North Public School



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Introduction

The Annual Report for 2021 is provided to the community of St Ives North 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 Strategic Improvement 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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Message from the principal

2021 was a year full of challenges but also full of tremendous support. As we continued to manage a complex school and the demands of COVID within a school community, we relied heavily on the partnership between our staff and our school community.

Our families have been exceptional! At every turn we have had the strong support of the community behind us and their support financially and in practical terms, has been so welcome.

Our staff continue to be a highly professional, well trained group of people who work collaboratively to enable our students to shine. The demands placed on the staff during Learning from Home was enormous, but the quality of work and the huge dedication demonstrated by the staff was simply amazing! They went above and beyond to ensure our students continued to have quality lessons including videos and PowerPoint presentations, small study groups, whole class lessons and specialist lessons in Science and music. Our whole school community joined into our Friday cooking classes as well during lock down and that was something I very much enjoyed.

Our students managed the lock down and Learning From Home well and returned to school keen to learn. They settled back into the routines of school and have continued to flourish as indicated not only by our academic results but the number of students who have also represented the school at regional and state level in music, sport, chess, debating and Tournament of the minds.

So a heartfelt thank you to our wonderful teachers, parents and students who pulled together during a tumultuous year and showed what a strong and supportive team we are.

Christine Taylor

PRINCIPAL

Message from the school community

The St Ives North Public School provides a great learning environment. The Parents and Citizens association works closely with the school executives to support the school initiatives and provide funding for extra activities and feedback to keep the school updated with the change in expectations year on year.

Taking advantage of the COVID stimulus package, the P and C donated \$80,000 for a \$200,000 toilet renovation project to transform the oldest toilet block in the school, positively impacting parents' confidence in the school's facility.

The P and C are also involved in arranging activities such as inflatable world obstacle course day and crazy hair colour fun run day to encourage outdoor physical exercise and install much fun for students and teachers.

The school executives led by Mrs Taylor are very approachable, and they proactively improve the school's educational outcomes using well-documented strategies and take on feedback from the parent community. We provided funding for the purchase of decodable readers and materials to support the initiatives brought to our attention by the school executives.

We supported the school through social media technology by calling for volunteers and organising activities and events such as the multicultural week showcase, the National Reading Week competition, and classroom parent helpers.

I represent the P and C and am also involved in the new teacher selection panel, which is eye-opening for me to understand our school executive and teaching staff's high level of professionalism and quality.

The P and C operate the school canteen every day the school is open, and the Department has awarded us the healthy canteen for our menu selection. We managed the canteen on a daily basis as a registered covid safe business and looked after our children and families to access healthy and reasonable priced food.

Music is also a big part of our school family. The P and C music committee is responsible for arranging our music program, which runs six ensembles with more than 200 students participating in these ensembles and increasing every year. These ensembles provide students with an excellent opportunity to make music with their friends and learn to play in a group situation. In addition, the groups get to perform in school events and many opportunities to perform in music festivals throughout the year.

Lastly, last year we committed to donating \$250,000 towards the redevelopment of the new school playground on our school site. This project is ongoing and managed by the Department. We are all very excited to receive further information on the progress of the redevelopment plan.

Regards,

Andrew Cheng

SINPS P and C

School vision

At St Ives North Public School, we believe in a relentless focus on continual improvement to enable and support every child to reach their potential. We aim to have our students develop into well rounded citizens who are respectful, inclusive and have high expectations. Our vision is to be partners in learning with our community through open and transparent communication so that our students are confident, resilient, self-directed and successful learners.

School context

St Ives North Public School is located on the north shore of Sydney. The school culture represents connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence. Our school is supported by a strong multi-cultural community, with 65% of our students having a language background other than English.

The school promotes excellence in all areas of educational achievement. A nurturing and inclusive environment is created for all 900 students. Students are challenged to reach their full potential in a safe and supportive environment that values diverse and differentiated learning experiences. The staff are professional and collaborative when planning programs to improve student outcomes and wellbeing. The strategic directions for the school include a focus on literacy, numeracy, identification of student talent across key learning areas and student wellbeing. Instructional leadership and co-teaching are a focus across the school. Leaders work with teachers to meet the challenge of continual improvement through reflection and implementation of well researched practices, the analytical monitoring of student performance data and transform pedagogy into innovative practice.

Extra-curricular opportunities in sport, Robotics, chess, Tournament of Minds, dance, choir, bands, string ensembles, debating, public speaking, drama, Dance Sport, Maths Olympiad, maths games and PSSA sport enables our students to excel through a range of diverse experiences.

Our school employs specialist science, art and music teachers along with extension, support and English as an Additional Language/Dialect teachers to collaborate with classroom teachers. Our work with individual students is responsive and closely monitored. Individual and targeted support is provided to ensure students achieve expected growth and attainment in their learning. Pre and post assessments are delivered to assess the impact of this support. Structures are in place to identify students who need intervention and those who require additional extension through our regular termly check-in meetings with every class teacher.

Through our situational analysis, we have identified a need to sharpen the core vocabulary and comprehension programs and develop a rigorous program of rich tasks in mathematics. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Excelling |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will continue to build on strong foundations for literacy and numeracy success by developing and refining evidence based teaching practices that are responsive to our students' learning needs. We will sustain and grow whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provisions for every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based teaching of reading and numeracy
- Collecting and analysing data in reading and numeracy
- Curriculum Provisions in reading and numeracy

Resources allocated to this strategic direction

QTSS release: \$141,563.00

Professional learning: \$42,775.00

English language proficiency: \$120,000.00

Literacy and numeracy intervention: \$89,000.00

COVID ILSP: \$12,291.00

Beginning teacher support: \$15,000.00

Integration funding support: \$130,000.00

Literacy and numeracy: \$19,000.00

Low level adjustment for disability: \$56,000.00

Summary of progress

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

The targeted interventions have been highly effective. because we use whole grade data to form the groups. SENTRAL markbook is a valuable tool as it has enabled us to closely track outliers and target them for intervention. WE have increased the use of data check in meetings with supervisors and teachers. This has been useful to closely track student progress.

2. What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked in the initiative/strategic direction?

Training staff in the use of data has been highly beneficial. In the past groups were formed based on a teacher's judgement. Now we certainly consider teacher's judgement , but use our data to confirm.

3. To what extent have changes occurred? How do you know? What will be the next steps in your plan for 2022?

We are satisfied that our data use, programming and group formation is having benefits as evidenced by school assessments, PLAN 2 and Check in data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Increase the percentage of students achieving in the top two bands of NAPLAN | Our school has continued to increase the percentage of students achieving in the top two bands in literacy and numeracy. We have moved from 71.9% in 2016 to 81.8% achieving in the top two bands in literacy and numeracy in 2021. |
| Increase the percentage of student's growth demonstrating 0.4 in PAT | In PAT our middle and lower groupings are outperforming their peers in |

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| <p>Reading</p> <p>Increase the percentage of questions answered correctly in DOE Check in reading.</p> | <p>most years, including in regards to growth. While still outperforming the norm, our current Year 4 and Year 6 cohorts, in particular generally achieved below expected growth on median score and markers. Surface consideration of group reports suggests that "Reflection on Texts" is an area of relative weakness. our students have reached their target of 0.4 in PAT Reading.</p> <p>Our Check In data for Year 3 in reading showed that 80.7% of our students have all questions correct , compared with 63.2% across the state. A second Check in was not completed in 2021 so we only have state comparison data.</p> <p>Our Check In data for Year 5 in numeracy showed that 79.5% of our students have all questions correct , compared with 61.1% across the state. A second Check in was not completed in 2021 so we only have state comparison data.</p> <p>Our P and C monitoring team met in pre COVID terms to ratify these results and provide feedback on the achievements. We were able to meet twice in person in 2021 and held 7 on line parent community meetings.</p> <p>Our Students' TTFM data indicates our school mean for Expectations of Success is 9.0 compared with 8.7 across the state. Our students' mean score for Effective Learning Time is 8.4 compared with 8.2 across the state.</p> <p>Literacy Summary</p> <p>In 2021 the school's focus in literacy has been the professional learning of all staff in the five elements of reading and embedding these elements into core programs across the school. Using the High Impact Professional Learning model, teachers were to have school-led professional learning in these elements. Unfortunately due to Covid 19 and online learning this professional learning, due to happen in term 3, was postponed.</p> <p>Grade teams have started to embed rich tasks on the five elements of reading into core reading programs and also started work on creating a reading fluency scope and sequence.</p> <p>All staff completed SCOUT training and attended school-led training in using markbook in Sentral. This has ensured consistency and reliable data to support the formation of bump-it-up and enrichment groups in reading. We employed additional staff on all grades to cover the small group intervention sessions which have targeted the learning needs of our students.</p> <p>In 2021, Years 1-6 have adopted an integrated comprehension/vocabulary/fluency reading program with Kindergarten to also adopt in 2022. This format has ensured teachers are using quality literature to complement the reading program. Teachers are embedding tier 1, 2, and 3 words into programs to build vocabulary skills.</p> <p>In 2022, we will deliver the school-led professional learning on the five elements of reading which will enable grades to collaboratively revise existing programs. Kindergarten will start to plan their reading program using the integrated format and K-2 grades will start planning and embedding the new syllabus in literacy and numeracy programs for implementation in 2023. All grades will continue to develop a fluency scope and sequence across the school.</p> <p>Training in data literacy and data analysis will continue to occur to assist with the formation of support groups in 2022. We will also start whole-staff professional learning on using the literacy and numeracy progressions.</p> |
| <p>Increase the percentage of students achieving in the top two bands of NAPLAN</p> <p>Increase the percentage of student's</p> | <p>Our school has continued to increase the percentage of students achieving in the top two bands in literacy and numeracy. We have moved from 71.5% in 2016 to 81.8% achieving in the top two bands in literacy and numeracy in 2021.</p> |

growth demonstrating 0.4 in PAT Maths

Increase the percentage of questions answered correctly in DOE Check in assessment for maths in year 3 and 5.

TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.

P&C School Plan Monitoring Team ratify the progress and growth of the school plan targets.

In Pat Maths, we are outperforming the norm, both in respect to their initial position in Year 2, and in growth over Years 2 to 6. Surface consideration of group reports suggests that Measurement & Geometry is an area of relative weakness.

Our Check In data for Year 3 in numeracy showed that 81.7% of our students have all questions correct, compared with 63.7% across the state. A second Check in was not completed in 2021 so we only have state comparison data.

Our Check In data for Year 5 in numeracy showed that 81.4% of our students have all questions correct, compared with 61.6% across the state. A second Check in was not completed in 2021 so we only have state comparison data.

Our P and C monitoring team met in pre COVID terms to ratify these results and provide feedback on the achievements.

Our Students' TTFM data indicates our school mean for Expectations of Success is 9.0 compared with 8.7 across the state. Our students' mean score for Effective Learning Time is 8.4 compared with 8.2 across the state.

Numeracy Summary

Our focus in numeracy in 2021 is to ensure our students are challenged by rich open-ended tasks in numeracy and that assessment tasks are differentiated to clearly see outliers, and to develop a positive mathematical mindset for our teachers and students. The executive team looked at the research-based literature of Peter Sullivan and presented to staff the six principles of mathematics and how that looks in classrooms at St Ives North Public School.

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- Articulating Goals
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- Making connections
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- Fostering Engagement
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- Differentiating Challenges
-
- Structuring Lessons
-
- Promoting fluency and transfer

In term 2, 2021, all staff participated in school-led numeracy professional learning. This was presented by two of our aspiring leaders who participated in the Primary Maths Specialists course over the last two years. Mathematical teaching resources were shared and scope and sequences and units of work were continually revised.

Data analysis continued twice a year based on PAT - Maths results at the beginning of the year and ongoing assessments throughout the year including NAPLAN and the Department's Check-in assessments. Staff participated in a numeracy Learning Walk where staff members presented best practice in the six principles of mathematics. During the Learning Walk staff presented on open-ended tasks, differentiation, pre and post assessment tasks using ICT and how summative assessments are used to inform teaching and learning.

In 2022 all grades will work on including relevant mathematical language into units of work and will continue to revise units of work and scope and sequences, embedding open-ended tasks and working mathematically.

K-2 grades will start planning and embedding the new syllabus in literacy and numeracy programs for implementation in 2023.

Training in data literacy and data analysis will continue to occur to assist with the formation of support groups in 2022. We will also start whole-staff

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| <p>Increase the percentage of students achieving in the top two bands of NAPLAN</p> <p>Increase the percentage of student's growth demonstrating 0.4 in PAT Maths</p> <p>Increase the percentage of questions answered correctly in DOE Check in assessment for maths in year 3 and 5.</p> <p>TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.</p> <p>P&C School Plan Monitoring Team ratify the progress and growth of the school plan targets.</p> | <p>professional learning on using the literacy and numeracy progressions.</p> |
| <p>TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.</p> <p>P&C School Plan Monitoring Team ratify the progress and growth of the school plan targets.</p> <p>Reading: Achievement of 2022 system negotiated targets</p> <p>Growth : Increase growth towards the lower bound target of 51%.</p> | <p>Our P and C Monitoring team met twice prior to COVID to ratify progress against our School Plan. When COVID struck, we hosted 7 ZOOM meetings for families across the school to be involved in the analysis and progress of the School Plan. Over 200 parents attended the ZOOMs and parents were satisfied that the school was on target despite the conditions inflicted upon us because of COVID. We will continue hosting these ZOOM meetings in 2022 as it enabled a large number of parents to hear about our School Plans and be part of the journey of school improvement.</p> <p>OUR TTFM data indicated that our parents considered these aspects of schooling most important:</p> <ul style="list-style-type: none"> • High level of comprehensive education from skilled and well supported teachers, a safe and well emotionally well supported learning environment, sufficient outdoor space to encourage physical activity and opportunity to learn connected with the outside environment <p>According to our TTFM data, 80 % of our students feel interested and motivated and 94 % believe they exhibit positive behaviours.</p> <p>Growth reached the target of 51.5% in reading.</p> |
| <p>Numeracy: Achievement of system-negotiated targets</p> <p>Growth: Increase growth towards the lower bound target of 75%.</p> | <p>Growth reached the expected growth in numeracy to 75.28%.</p> |

Strategic Direction 2: SD 2 -Talent Identification and Collaborative Practice

Purpose

To maximise student learning outcomes in all key learning areas by finding their talent, developing the talent and making a difference. We will focus on early intervention to improve the results in all students and build capabilities for the rest of their lives. We will embed a culture of collaborative practice to ensure we maximize student learning opportunities. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. This will be underpinned by evidence informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based teaching
- Collecting and analysing data across all KLAs
- Curriculum provisions

Resources allocated to this strategic direction

QTSS release: \$5,000.00

Beginning teacher support: \$5,000.00

Summary of progress

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

The HP and G policy is evident in class programs and school wide decisions.

HP and G student identification and student growth remains above the state and network average.

2. What did you do well in the initiative/strategic direction?

Collaboration and grade planning and programming ensures all classes have access to high quality programs. This frees up the teacher to provide feedback and differentiate for the students.

Our Check In data for Year 3 in reading showed that 80.7% of our students have all questions correct, compared with 63.2% across the state. A second Check in was not completed in 2021 so we only have state comparison data.

Our Check In data for Year 5 in numeracy showed that 79.5% of our students have all questions correct, compared with 61.1% across the state. A second Check in was not completed in 2021 so we only have state comparison data.

Our growth is rated as excelling, excelling and delivering.

3. To what extent have changes occurred? How do you know? What will be the next steps in your plan for 2022?

In 2022 we intend to do further training around HP and G in the classroom and embed the Maths 300 high order thinking into our maths programs K - 6. Our maths extension groups are flourishing and we have employed a specialist extension teacher. We need to further refine our checklist.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| St Ives North Public School High Potential Gifted Education Policy and Procedures is ratified by staff and the community | Talent Identification and Collaborative Practice In 2021 all staff were trained in the Department of Education High Potential Gifted Education policy and how to identify students in the 4 domains. We have continued to identify students through ongoing varied assessment tasks, observation and informed teacher judgement. The talent identification |

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| <p>HPGE identification check list has been developed and PL has occurred.</p> | <p>process, as a result of the HPGE policy, has meant we have refined our procedures at identifying students moving into the Year 3 HP class in 2022.</p> <p>Grade supervisors led data analysis with grade teams to measure student progress and achievement. Teams continue to collaboratively design and align scope and sequences and units of work to the range of abilities at the school. We were able to have teams working together by employing additional casual staff using QT funds.</p> <p>At the beginning of 2021 staff were trained in the use of Markbook in the Sentral. We created targeted support and extension groups using our specialist teachers to teach these groups. Despite Covid and home learning in terms 3 and 4, we continued these groups online. The Sentral Parent Portal continued to be used as the main form of communication for academic reports and the research-based CESE document - What Works Best continued to be embedded into programs.</p> <p>We are working towards creating a scope and sequence across K-6 in critical and creative thinking skills and the delivery of whole school professional learning on critical and creative thinking. Grade teams will have time to embed Department assessment tasks into units of work.</p> |
| <p>TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.</p> <p>P&C School Plan Monitoring Team ratify the progress and growth of the school plan targets.</p> | <p>The P and C Monitoring Team met on two occasions but our face to face meetings were prevented when COVID forced us into lock down. We consequently organised whole grade zooms for all families and outlined our progress to all families who attended one of the 7 Grade Parent Zoom Meetings. The attendance for each ZOOM was in excess of 30 people so we had over 210 families join us to hear about our progress in 2021.</p> <p>Our TTFM survey results continue to show students feel challenged by the teaching programs in place. The student mean for expectations of success is 9.0. and 79% of students say they are motivated and interested in their learning.</p> |

Strategic Direction 3: SD 3 - A Planned Approach to Wellbeing

Purpose

Our students will be connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community. There will be a planned approach to whole school wellbeing processes that empower, support and encourage students to succeed and thrive..

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing Student Belonging and Attendance
- Building Staff Capacity

Resources allocated to this strategic direction

English language proficiency: \$62,000.00

Low level adjustment for disability: \$52,000.00

QTSS release: \$10,000.00

Socio-economic background: \$3,200.00

School support allocation (principal support): \$42,000.00

Professional learning: \$2,500.00

Summary of progress

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Regularly communicating with parents regarding the effects of lost days has made a huge difference even during COVID. Our Business Manager monitors student attendance and flags regular late comers or students who regularly are away. The staff then follow this up with a phone calls to the families. This had made a massive difference to families who in the past would have had regular days off.

2. What did you do well in the initiative/strategic direction?

Our attendance indicates our strategies are working. Attendance during Learning From Home and Learning at School has been exceptional with an attendance rate of 96.1%.

3. To what extent have changes occurred? How do you know? What will be the next steps in your plan for 2022?

We have not changed course but have maintained the consistency and award students with exceptional attendance a school merit card as well.

What is the evidence that we are having a positive effect on student attendance and a sense of well being and belonging?

Student attendance has remained high throughout COVID and then our return to school. Students have expressed their delight at being able to be back at school with their peers. Only 2 students remained at home after a period of grace. One moved overseas and the other student has returned to school.

Data used to show progress includes: TTFM, attendance data, student, staff and parent surveys, leadership programs and feedback on the programs, P & C team minutes

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| TTFM data continuously increases indicating a positive sense of belonging | 81% of our students say they have a sense of belonging. What is particularly good to see is that in Year 6, the percentage is higher than in |

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| <p>and a positive behaviour at school.</p> <p>TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.</p> <p>High student attendance is developed as a focus for parent and community expectations.</p> | <p>other years. This is a reverse of a previous trend where Year 6 were beginning to feel disenfranchised. The re invigoration of well being programs as well as class programs has made a difference to engagement in the senior years.</p> <p>79% of our students are interested and motivated. This is down slightly from 2019 but the students completed this as they came out of Learning from Home. We would expect to see this figure go up again.</p> <p>Attendance during Learning From Home and Learning at School has been exceptional with an attendance rate of 96.1%.</p> |
| <p>P&C School Plan Monitoring Team ratify the progress and growth of the school plan targets.</p> | <p>The P and C work closely with the school executive and attended a number of face to face meetings. During COVID the school organised Grade ZOOMS for any parents to join to hear about the school progress.. We ran 7 of these meetings in Term 3 and 4 and had in excess of 210 families in attendance. We have continued this process into the new school year.</p> |

| Funding sources | Impact achieved this year |
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| <p>Socio-economic background</p> <p>\$3,200.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Student Belonging and Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy bump it up programs to support identified students with additional needs • employment of additional staff to support wellbeing program implementation. • professional development of staff through Grow your Mind to support student learning <p>The allocation of this funding has resulted in: Every class sharing common language for student well being and a development of shared responsibility for all students. Staff being provided with time to review their student Well Being needs with their team executive leader. Realignment of the Student Well Being Policy and a more streamlined approach to accessing support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing release for teachers to review their well being class needs. Continue to evaluate and refine the processes to obtain support efficiently as required.</p> |
| <p>English language proficiency</p> <p>\$182,000.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy • Enhancing Student Belonging and Attendance • Collecting and analysing data in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: Our EALD students perform at a similar level to non EALD students in external assessments such as Check in and NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue offering intensive programs and use the data to inform formation of groups so we maximise student growth and use resources efficiently.</p> |
| <p>Low level adjustment for disability</p> | <p>Low level adjustment for disability equity loading provides support for</p> |

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| <p>\$108,000.00</p> | <p>students at St Ives North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy • Enhancing Student Belonging and Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Bump it Up and Extension programs to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Our evidence shows our students requiring support are experiencing growth. Many have moved from the targeted group to the Bump it up group or back to within the main group in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue using data to develop flexible groupings that are evaluated and changed as student data indicates success. Revisit students at risk to ensure they are progressing. Link these intervention strategies with our termly well being meeting to ensure no student has been overlooked.</p> |
| <p>Professional learning</p> <p>\$45,275.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Ives North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy • Building Staff Capacity • Curriculum Provisions in reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Our staff have embedded their professional learning into their classroom practice. Professional learning needs align with class teacher PDP goals and are evaluated by the teacher and their supervisor through: viewing the new practice in a classroom, reviewing the student work samples to see progress and through the class program .</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the practice of using evidence based research to inform Professional learning and align the professional learning to teacher professional goals through their PDP.</p> |
| <p>School support allocation (principal support)</p> | <p>School support allocation funding is provided to support the principal at St Ives North Public School with administrative duties and reduce the</p> |

| | |
|---|---|
| <p>\$42,000.00</p> | <p>administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Student Belonging and Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a part time Business Manager and an additional part time administration team member to remove some of the administrative workload from the Principal. <p>The allocation of this funding has resulted in: More time for the Principal and executive team to engage with the teaching staff, to support the teaching programs and to teach in classrooms</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing instructional leadership to support staff and enhance a sense of student and staff belonging and attendance.</p> |
| <p>Literacy and numeracy</p> <p>\$19,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Ives North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Student growth in NAPLAN indicates we are excelling at enabling our students to grow and achieve their true potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue our relentless focus on literacy and numeracy growth.</p> |
| <p>QTSS release</p> <p>\$156,563.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Ives North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy • Collecting and analysing data in reading and numeracy • Evidence based teaching • Enhancing Student Belonging and Attendance • Building Staff Capacity • Curriculum Provisions in reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of |

| | |
|--|--|
| <p>QTSS release</p> <p>\$156,563.00</p> | <p>high-quality curriculum</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Strong professional teams of teachers who collaboratively plan and program. Collaborative analysis of data to ensure student growth is maximized. Leadership growth for aspiring leaders who have been given instructional leadership roles. Build capacity of the teams in data literacy so that the data is being used effectively to maximize student performance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue developing our leadership team and their role as instructional leaders. Continue developing the data literacy skills for the teachers to ensure data is being used to impact on student growth and future learning. Review the data to ensure what we are doing is making a difference.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$89,000.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Ives North Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. <p>The allocation of this funding has resulted in: Professional learning through effective reading and vocabulary practices commenced but limited due to COVID, but this will continue. Resource Mode planning meetings with EALD and class teachers enable teachers to pinpoint the students in need of additional support. Data check-in meetings with the Executive staff and individual class teachers have increased the competence and confidence of the staff in using data to inform learning. Team teaching and modeled lessons has improved the reflective nature of the teachers and their approach to teaching, and greater collaboration and sharing of programs and resources is evident through the shared program platform.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue creating a collaborative environment of shared programming and data use to build the skills of all teachers. Continue modelling and team teaching to build a culture of shared responsibility and collaboration in open classrooms.</p> |
| <p>COVID ILSP</p> | <p>The purpose of the COVID intensive learning support program is to deliver</p> |

| | |
|--|--|
| <p>\$12,291.00</p> | <p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - mini lit and phonics • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Covid funds have been used to boost the literacy skills in particular of students who may have fallen behind during Learning From Home. Evidence from within school assessments as well as external assessments demonstrates growth in this cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing intensive support for these students to ensure they continue to progress. Continue employing a specialist support teacher to ensure continuity of learning for our students..</p> |
| <p>Integration funding support</p> <p>\$130,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at St Ives North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based teaching of reading and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around developing Individual Education Plans. • consultation with external providers for the implementation of specific strategies to student individual student's particular needs. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: All students identified as requiring additional support have a Student learning and Support Officer (SLSO) allocation. Regular review meetings are held with the parents or caregivers and the school staff responsible for the care and education of the student. Additional training of staff in diabetes management, for example, has built the capacity of our team to respond to the needs of our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue our focus on providing highly trained professional SLSOs who supplement and support in class and playground time for students with additional needs.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 473 | 458 | 420 | 446 |
| Girls | 444 | 471 | 455 | 455 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.2 | 94.6 | 90.5 | 95.5 |
| 1 | 96.7 | 95.8 | 90.7 | 95.9 |
| 2 | 95.6 | 94.9 | 92 | 96.5 |
| 3 | 96.7 | 95.9 | 92.8 | 96.5 |
| 4 | 95.8 | 95.5 | 92.4 | 96.4 |
| 5 | 95.8 | 95.4 | 94.2 | 94.7 |
| 6 | 94.1 | 93.9 | 92.3 | 94.2 |
| All Years | 95.9 | 95.2 | 92.2 | 95.6 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 33.35 |
| Literacy and Numeracy Intervention | 0.8 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.17 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,691,380 |
| Revenue | 7,311,228 |
| Appropriation | 6,948,601 |
| Sale of Goods and Services | 5,509 |
| Grants and contributions | 355,204 |
| Investment income | 1,114 |
| Other revenue | 800 |
| Expenses | -7,157,749 |
| Employee related | -6,506,046 |
| Operating expenses | -651,703 |
| Surplus / deficit for the year | 153,480 |
| Closing Balance | 1,844,860 |

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.

Financial summary - Equity loadings

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

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 138,220 |
| Equity Total | 295,053 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 3,258 |
| Equity - Language | 183,027 |
| Equity - Disability | 108,767 |
| Base Total | 5,831,680 |
| Base - Per Capita | 215,702 |
| Base - Location | 0 |
| Base - Other | 5,615,978 |
| Other Total | 556,817 |
| Grand Total | 6,821,769 |

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.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction as identified through the Tell Them From Me Survey as well as anecdotal information through parent meetings, indicate our parents view the school as a high performance, well run organisation with an approachable executive team.

Our P & C is a huge asset as the executive team of the P and C are a strong conduit for the school population and ensure regular communication occurs.

Our P and C executive and the school executive hold regular monthly catch up meetings in addition to the P and C and P and C executive meetings. This informal meeting enables parents to share ideas and ask questions on a regular basis through their P and C Representative if they feel more comfortable doing this.

In addition we hosted 7 meetings in Term 3 of last year to share our vision with each grade and provide opportunities for parents to ask questions and hear about our plans.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.