

# 2021 Annual Report

## St Ives Park Public School



4400

# Introduction

The Annual Report for 2021 is provided to the community of St Ives Park 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.

## School contact details

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St Ives Park Public School

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## School vision

The St Ives Park Public School vision is to ***Inspire and Nurture Successful Lifelong Learners***. The students, staff and community believe in a balance between student academic and social-emotional growth. Students participate in learning which provides challenge and each student will strive to achieve their personal best in an environment of high expectations. Our school's expectations of ***Respect, Responsibility and Personal Best*** promote positive engagement in learning, respectful relationships, social and personal responsibility towards others.

## School context

St Ives Park Public School is an established community school situated in a bush land setting, on a site of over 3 hectares in Northern Sydney.

The student population in 2021 is 180 students. It has an executive staff of a Principal and two Assistant Principals; a teaching staff of 13. The staff includes a specialist art teacher; a Teacher Librarian two days a week and a Learning and Support Teacher (LAST) two and a half days a week. The school has a strong reputation in the community for staff commitment towards delivering quality teaching, learning and support programs.

Our parents appreciate the sense of community at the school and believe the staff are nurturing. The community indicated that they value the balanced development of resilient, self-directed learners who are supported and challenged to achieve their personal best academically, socially and emotionally.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of this strategic development plan.

Current enrolment identifies 41% of 2021 student population identify as EAL/D with 33% identified as Mandarin or Cantonese speaking with 10% identifying as Korean speaking; these being the significant languages among the students.

Through our situational analysis, we have identified the need to improve evidence-based teaching practices and a systematic approach to planned curriculum provision. Further work will focus on best practice teaching strategies in Mathematics and explicit teaching in reading across the school.

Through the NAPLAN gap analysis the school has identified the system-negotiated target areas of Reading and Numeracy. A range of resources will be utilised with external experts, evidence-based practices, departmental resources and inter-school PL connections. Instructional leaders and mentors will support the initiatives and activities in the 2021-2024 plan.

Monitoring of internal and external student performance data will determine areas of need and success at a class and school level to direct student learning in teaching and learning programs. Current analysis indicates a focus in the areas of Mathematics and specific syllabus outcomes in reading.

While our community appreciates the academic and curriculum focus at St Ives Park Public School, they have a strong expectation that student wellbeing outcomes are developed. These include respectful, responsible learners who are resilient and increasingly self-directed in their learning. Social-emotional learning will expand these skills through the development of students with strong skills in the following five domains: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy whole school processes for collecting and analysing data will be established. This will ensure the implementation of appropriate curriculum provision for students is underpinned by evidence-informed strategies and evaluative practices.

### 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.

- Evaluative Practices
- Data to Inform Teaching and Learning

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$21,988.07

**School support allocation (principal support):** \$1,500.00

### Summary of progress

**Evaluative Practices:** Throughout 2021, modelled reading programs were a sustained focus of evaluation. This ongoing feedback enabled the executive team and instructional leader to plan professional learning and guide staff to enhance programs to support student curriculum access. Staff reviewed programs collaboratively with the instructional leader, using external and internal assessment data to guide planned and explicit teaching. The executive team evaluated changes in planning and practice to guide and support teachers when working with the instructional leader. As a result of this sustained focus, K-4 programs were responsive to data and demonstrated careful planning and change in practice.

The school executive collectively reviewed the literacy and numeracy assessment practices across the school. A greater focus on literacy assessment compared to numeracy assessment was identified. Collaboratively, with the external Mathematics consultant, assessments in Mathematics were reassigned to inform planning and differentiation strategies to enhance student learning. As a result of long periods of working from home, staff were not able to participate in planned professional learning. Planned development of mathematical curriculum knowledge and pedagogical strategies will become a focus in 2022 across K-6.

**Data to Inform Practice:** All staff participated in gathering data from internal and external data sources. They participated in sessions with the instructional leader to analyse systematic and reliable data in literacy and numeracy in Semester 1. Collaboratively they identified and implemented changes in planning to meet student learning needs. Staff consistently provided data in their professional discussions with the instructional leader and data recording in programs was initiated. While students were learning from home there were fewer opportunities to gather reliable data and staff data conversations were delayed. As a result, data analysis to inform teaching and learning will remain a whole-school focus.

### 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
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will have an uplift of 6% from baseline, to achieve the lower bound system-negotiated target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy achieved the anticipated uplift of 6% from baseline in 2021.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 2% towards the lower bound system-negotiated target.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increased by 8% in 2021, exceeding the upper bound system-negotiated target.
The proportion of Year 3 and 5 students achieving in the top two bands in	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading achieved the anticipated uplift of 5.5% from baseline in

<p>NAPLAN reading will have an uplift of 5.5% from baseline, to achieve the lower bound system-negotiated target.</p>	<p>2021.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 2% to the lower bound system-negotiated target.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increased by 24% in 2021, significantly exceeding the upper bound system-negotiated target for this cohort of students.</p>
<p><b>2021 Phonics skills and Reading K-2 (internal IM)</b></p> <ul style="list-style-type: none"> <li>At least 80% of all K-2 students achieving expected end of year progressions for Phonemic awareness (Ph), Phonic knowledge and word recognition (PkW), in National Literacy Progressions in PLAN 2 data and using syllabus indicators.</li> <li>All Year 1 students participate in the Phonics Screening Check.</li> <li>At least 80% or above of all K-2 students achieving expected syllabus outcomes in reading, and reading benchmark levels by end 2021.</li> <li>All classroom teachers will use external data to identify reading strategies which require explicit teaching.</li> <li>All classroom teachers will participate in 'learning sprints' in reading to align data identified learning areas with outcomes and progressions, to inform their modelled and guided teaching practice in 2021.</li> </ul> <p><b>Reading, Comprehension and Vocabulary 3-6 (internal IM)</b></p> <ul style="list-style-type: none"> <li>Explicit Teaching of identified skills in syllabus outcomes EN2-4A (PLAN2 Y2-3 UnT 6-8) and EN3-3A (Y4-6 UnT 8-10) in Years 2-6 to create an uplift of 5% in external assessment in specified syllabus outcomes.</li> <li>80% of all 3-6 students achieving expected reading benchmark levels by end 2021.</li> </ul>	<p><b>2021 Phonics skills and Reading K-2 (internal IM)</b></p> <p>Effective Reading K-2 identifies the following expectations: End K PhA1-5 / end Y2 PhA5 and PkW end K PkW4-5, Y1 4-5 and Y2 5.</p> <p>83% of all K-2 students are achieving at expected end of year progressions for Phonemic Awareness (Ph)</p> <p>78% of all K-2 students are achieving at expected end of year progressions for Phonic Knowledge and Word Recognition (PkW)</p> <p>All Year 1 students completed the Phonics Screening Check in early term 4 2021.</p> <p>Overall, 78% of all students K-2 are achieving at the expected Benchmark levels.</p> <p>61.6% of students in Kindergarten are achieving at the expected Benchmark levels. This is due to the impact of Learning From Home.</p> <p>89.5% of students in Stage 1 are achieving at the expected Benchmark levels.</p> <p>83% of students in Years 3-6 are achieving at the expected Benchmark levels.</p> <p>Learning Sprints were due to commence in Term 3, however, due to the impact of Learning From Home this has been placed on hold and will form part of reading practices to inform Strategic Direction 1: Evaluative Practice and using Data to Inform practice in 2022.</p> <p><b>Reading, Comprehension and Vocabulary 3-6 (internal IM )</b></p> <p>Explicit Teaching in modelled reading and guided reading sessions in 3-6 classrooms has focussed on EN2-4A and EN3-3A throughout 2021. Check-in data for Years 4 and 6 demonstrates an uplift of greater than 5% for Year 4 students in both outcomes. Year 6 students have increased their skills in EN2-4A though only a minimal increase in EN3-3A. In Year 6 similar schools group and state did decline in En3-3A at the end of 20221.</p>
<p><b>Mathematics (internal IM)</b></p> <ul style="list-style-type: none"> <li>All classroom teachers will develop their professional knowledge of the big ideas in Mathematics through professional learning.</li> <li>75% of end Early Stage 1 students solve additive tasks involving two concealed collections of items by visualising, counting from one to determine the total (AdS3 / MAe-5NA)</li> <li>75% of end Stage 1 students will represent and rename two-digit numbers as separate tens and ones (QuN8 / MA1-4NA), use flexible</li> </ul>	<p>All classroom teachers developed their professional knowledge of the big ideas in Mathematics through targeted professional learning with the Instructional Leader and MANSW. Each term, classroom teachers worked in stages with MANSW to develop termly scope and sequence documents around big ideas in Mathematics.</p> <p>In consultation with MANSW and executive review of Planning and Assessment Schedule (see SD1), SENA testing will be undertaken at the commencement of the school year to inform planning and groupings. Due to this change, no SENA data is available for end of 2021. With the release of the Interview for Student Reasoning (IfSR) this will be trialled in 2022 with a possible view to replacing SENA.</p>

strategies with combinations to 10 (AdS6 / MA1-5NA) and have completed SENA 1.

- 75% of end Stage 2 students will demonstrate a range of flexible strategies with three-digit numbers (AdS8 / MA2-5NA) and have completed SENA 2.

- 75% of end Stage 3 students will have efficient strategies for multiplication and division and will utilise flexible strategies for multiplication and division (MuS6 / MA3-6NA) and have completed SENA 3.

## Strategic Direction 2: Quality practice and curriculum delivery to improve student learning.

### Purpose

Quality teaching practices and curriculum provision derived from the 2020 What Works Best document and evidence-based research will develop teacher capacity to plan and implement curriculum to support the full range of students and provide for student growth and attainment across the school.

### 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.

- Quality teaching practices and delivery
- High expectations in curriculum planning

### Resources allocated to this strategic direction

**English language proficiency:** \$19,933.50

**Beginning teacher support:** \$6,000.00

**School support allocation (principal support):** \$8,442.00

**QTSS release:** \$31,841.51

**Refugee Student Support:** \$763.05

**Professional learning:** \$12,325.00

**Low level adjustment for disability:** \$56,059.00

: \$4,880.00

### Summary of progress

**Instructional Leader:** The SIPPS Instructional Leader has worked collaboratively with staff throughout 2021 to change teaching practice and programming expectations. Experienced and beginning classroom teachers have participated in extensive support sessions with the Instructional Leader (IL). Staff collaboratively worked as stage teams with the IL to identify and analyse data which could assist in planning for student needs. Student learning was the focus for planning and the data was used to identify strengths for groups of students and key teaching points which required focus or extension.

**Mathematics:** the external consultant in Mathematics from the Mathematical Association of NSW and Instructional Leader (IL), working as part of the PMSI inter-school team, supported the implementation of new teaching practices, enhancing the capacity of students to apply strategies and discuss their knowledge and learning in the delivery and planning of Mathematics. Teachers participated in the teaching model of Launch, Explore and Summarise/Connect in 2021. Teachers began to implement Number Talks each week with students. Students engaged with the new strategy and enjoyed the opportunities to share and demonstrate their knowledge, using peer modelling to reinforce explicit teaching and enhance the combined class knowledge in each classroom. Staff were guided by the MANSW consultant to develop a new school scope and sequence document. Staff commenced theoretical learning in the practice of rich mathematical tasks and trialled this strategy in their classrooms. A deeper application and implementation of these two practices was not achieved due to students learning at home for extended periods during 2021. In 2022 the MANSW consultant and the IL will observe teachers implementing Number Talks and Rich Tasks in classrooms and provide collaborative, cumulative feedback to enable staff to improve their application and practice of these pedagogies.

**Literacy:** Throughout 2021 modelled reading was a sustained focus with all staff participating in whole school evidence informed professional learning using the Scarborough Reading Rope Model to improve planning and delivery. Within this sustained focus, staff reviewed modelled reading programs across the school, at the executive level and by staff working with the instructional leader. Modelled reading programs K-4 embedded essential elements of the model and Stage 3 programs showed a need for further refinement in planning and implementation. Guided reading as an adjunct focus has been delayed as a result of sustained time learning from home in 2021. In 2022, reviews of modelled reading programs with an increased focus on vocabulary to enhance student learning as identified in Check-in assessments will guide planning and practice. Evaluation and review of guided reading will be implemented in 2022.

### 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
<p><b>• Quality teaching practices</b></p> <ul style="list-style-type: none"> <li>• All classroom teachers will have collaboratively developed the whole school scope and sequence in Mathematics during Terms 2 - 4.</li> <li>• All classroom teachers will have participated in professional learning to develop skills in implementing Number Talks and Rich Tasks in Semester 2.</li> <li>• All classroom teachers will participate in online and face to face training in teaching reading and use data to inform their modeled and guided teaching practice.</li> <li>• (Explicit teaching and Assessment)</li> </ul>	<p>Collaborative planning for K-6 Mathematics scope and sequence documents occurred in 2021 in consultation with the consultant from Mathematics Association of NSW. All teachers participated in externally sourced and internally provided professional learning to develop a solid understanding of the Mathematics syllabus K-6. Teachers are developing their skills when implementing Rich Tasks and Number Talks and these two strategies will remain a focus into 2022.</p> <p>Teachers in Term 2 participated in professional learning to understand the DoE provided Scarborough Reading Rope model which underpins reading strategies and learning in K-6 classrooms. This teacher professional learning was interrupted by learning from home. Collaborative planning with the Instructional Leader and class teachers enabled staff to incorporate the elements of the model to improve modelled reading planning and delivery.</p>
<p><b>Teaching and learning programs</b></p> <p>All staff will implement the new scope and sequence in Mathematics to plan and program for student learning, with Number Talks and Rich Tasks planned and delivered in Semester 2, 2021.</p> <p>All classroom teachers will have planned for modelled reading and guided reading throughout 2021.</p> <p>(Explicit teaching, assessment and syllabus)</p>	<p>All classroom teachers have implemented Rich Tasks and Number Talks in Semester 2, using online adaptations and in classrooms when students resumed learning at school.</p> <p>The majority of teaching staff have developed more detailed and explicit teaching programs to support modeled reading in 2021. Due to students learning from home in 2021, guided reading will become a focus for 2022.</p>

## Strategic Direction 3: Connection and Wellbeing

### Purpose

Enhanced connection across the students, staff and community will underpin and support student wellbeing, learning, belonging and student motivation. Connections within the school community and across schools, will enable staff and community interaction to build a connected, engaged and positive school ethos.

### 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.

- Wellbeing and engagement
- Connections and engagement

### Resources allocated to this strategic direction

Per capita: \$4,000.00

### Summary of progress

**Wellbeing data:** Staff commenced 2021 with a unit on "Belonging" in literacy to establish valuable core strengths within friendships. In internal Semester 1 and Semester 2 data collection students identified teacher advocates and student friendships with whom they could play and communicate. Further development of this data was placed on hold during the extended learning from home period. When students returned to school, the focus shifted to supporting students to re-engage within the school setting, including rebuilding connections and behaviour expectations. Staff continued to monitor student friendships and teacher advocacy data. Deeper analysis of student data and advocacy will be a focus in 2022.

**Attendance:** The executive team commenced planning for the School Attendance Team and process guides to support staff in monitoring attendance. This process of planning and consultation with staff was delayed during learning from home and will become a focus for 2022 development and implementation. The next steps will include planning and consulting with staff and parents regarding attendance procedures and finalising the process guides to support staff to engage with and monitor attendance effectively.

**Communication systems and parent engagement:** During 2021, parent participation on site was limited due to the health restrictions of the time, however, parents did participate in more surveys this year to share their opinions and ideas. Parent participation in interviews was very positive and included positive feedback regarding the depth of knowledge shared with families regarding student development. Parent surveys indicated that they would like an increase in interview times in future. Over 50 families completed the Tell Them From Me survey in 2021 which is historically the largest number to participate. Parents indicated in the Tell Them From Me survey that they appreciated school communications included: emails, telephone calls, newsletter and the 'quick' messages sent by the school as reminders and changes to schedules or planning. This was very positive feedback from our families. Further work will be required in this area in 2022 and two parents from the P&C have volunteered to be part of the SIPPS Connections team working with executive staff in 2022.

**Connections:** Executive teams across St Ives Park Public School and Terry Hills Public School participated in a leadership development course in Semester 2 to build inter-school relationships for mentoring and coaching support. The inter-school team identified individual strengths using the Twelve Shift cards to gauge people across the team who could provide mentoring in specific areas and to identify areas for future development. Although this was conducted via Zoom due to the health restrictions of the time, it is frequently easier to build connections in person which will be a consideration in planning for future sessions. Executive staff across both schools were able to compare and collaborate ideas suitable for SIP implementation and leading stage staff in both settings. Planning for 2022 will enable executive staff to ensure ongoing development, reflection and support across schools in implementing SIP plans and leading their teams, building upon the connections initiated in 2021.

### 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

<ul style="list-style-type: none"> <li>• Internal wellbeing data demonstrates students have friends and can identify teachers who can guide them.</li> <li>• Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above 87.5%, improving sense of belonging for students from a baseline of 86%.</li> </ul>	<p>After extended lock down in 2021 the Tell Them From Me Wellbeing data was recorded by Years 4 to 6 students as at 81%.</p> <p>Students were able pre- and post- lock down to identify their five friends and two teachers whom they could contact for support.</p>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Whole school attendance policy reviewed and monitoring strategies for student attendance implemented.</li> <li>• Demonstrate a student attendance uplift of 2% from baseline.</li> </ul>	<p>Policy review was placed on hold for 2021.</p>
<p><b>SEF Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Wellbeing practices have been reviewed across the school. Target practices have been implemented to support and monitor student wellbeing including student self-assessment of wellbeing.</li> <li>• Attendance practices reviewed and all students with 95% or above attendance receive a certificate.</li> <li>• All students are able to identify a staff member who can support them.</li> <li>• All staff are supportive of the Smiling Mind program in their classrooms and training has been provided to all staff. Student support of the program has improved from baseline data.</li> <li>• PBL expectations are consistently applied across the school and explicitly communicated with the whole school community.</li> </ul>	<p>All students were able to identify friends and teacher advocates, however, a deeper analysis of this data was not achieved due to the extended periods of learning from home.</p> <p>Review placed on hold for 2021 due to the extended learning from home timeframe.</p>
<p>Student engagement</p> <ul style="list-style-type: none"> <li>• SRC leaders meet with student SRC reps each term to identify initiatives across the school and feedback positive strategies.</li> <li>• SRC students lead focus groups of students to reflect on current initiatives and identify new student-led initiatives.</li> </ul>	<p>Due to restrictions re cohort mixing meant this could not proceed. This will proceed in 2022.</p>
<p><b>Parent engagement</b></p> <ul style="list-style-type: none"> <li>• Communication systems have been reviewed with clear directions for 2022.</li> <li>• Parent participation in Parent-Teacher interviews provides baseline data and areas for reflection for future planning.</li> </ul>	<p>Parent participation in interviews was very positive and included positive feedback regarding the depth of knowledge shared with families regarding student development. Parent surveys indicated that they would like an increase in interview times in future. Over 50 families completed the Tell Them From Me survey in 2021 which is historically the largest number to participate. Parents indicated in the Tell Them From Me survey that they appreciated school communications included: emails, telephone calls, newsletter and the 'quick' messages sent by the school as reminders and changes to schedules or planning. This was very positive feedback from our families.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching practices and delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The teacher reviewing the data to support the individual student's needs in Literacy and Numeracy learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The student has successfully transitioned to high school.</p>
<p>Integration funding support</p> <p>\$13,761.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Ives Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs: academic and behavioural support.</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments or working with DoE Behaviour Team</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students accessed the curriculum when learning on site and were provided with 1:1 support to engage and enhance their choices and focussed learning time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the individual support for these students moving into 2022.</p>
<p>Socio-economic background</p> <p>\$2,244.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Equitable support to families and students who required assistance.</p>

<p>Socio-economic background</p> <p>\$2,244.21</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to support families and students on an individual needs basis.</p>
<p>Aboriginal background</p> <p>\$708.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Ives Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans and to use data to inform planning for student learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Personalised Learning Plan in place and supportive curriculum access.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ascertain funding in 2022 as current student/s transitioning to high school.</p>
<p>English language proficiency</p> <p>\$19,933.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching practices and delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student access to the curriculum and a student specific support in English and across Key Learning Areas as required.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to assess and plan for EAL/D students with additional needs to provide responsive curriculum access.</p>
<p>Low level adjustment for disability</p> <p>\$56,059.00</p>	<p>Low level adjustment for disability equity loading provides support for students at St Ives Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching practices and delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$56,059.00</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  A more consistent approach to student learning support and interventions based on identified student data. Focus on supporting student needs in Years 3 and 5 in Semester 1 and across the school in Semester 2. Providing additional teaching and behavioural support to students with high level behavioural needs across the school as required in line with the role. Professional learning to support staff member in the role.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to utilise student data to identify support for students with learning needs and engage high potential students in Mathematics in 2022.</p>
<p>Professional learning</p> <p>\$12,325.00</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 Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching practices and delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching mathematics; providing time to revise school scope and sequence documents in Mathematics and align with research based teaching practices.</li> <li>• Lead whole school evidence informed professional learning with impact to change practice in classrooms and improve students outcome sin Mathematics.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Whole school scope and sequences in place; research based teaching practices in Mathematics initiated which include Rich Tasks and Number Talks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Provide staff with ongoing professional learning; research- based PL to enable staff to differentiate in Mathematics and understand the Launch, Explore and Connect / Summarise teaching model. Staff will also apply rich task teaching and receive feedback to enhance their practice throughout 2022.</p>
<p>Literacy and numeracy</p> <p>\$21,988.07</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Ives Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evaluative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy including literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in collegial planning linked to the school plan.</li> </ul>

<p>Literacy and numeracy</p> <p>\$21,988.07</p>	<p><b>The allocation of this funding has resulted in:</b>  The work of the instructional leader to support and engage with staff in teams to collaboratively build curriculum knowledge and use data to inform practice across the school. Changes in data use to inform curriculum planning and delivery has enabled changes in pedagogical practice and improve learning for a range of students across all classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to engage the Instructional Leader to review and refine literacy and numeracy pedagogical planning and delivery in 2022 to enhance student achievement.</p>
<p>QTSS release</p> <p>\$31,841.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Ives Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching practices and delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Partially funding an Assistant Principal to work as the Instructional Leader to collaboratively enhance planning and practice in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The school has determined that this funding was effective in meeting the needs of the cohort and this will continue for 2022.</p>
<p>COVID ILSP</p> <p>\$12,783.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The majority of students in the program achieving progress towards the targeted areas for improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue the implementations of literacy and numeracy groups using data sources to identify specific student need.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	90	87	89	91
Girls	102	89	80	90

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	94.4	96	94.3
1	95.8	94.4	95.8	93.2
2	94.9	93.6	93.8	96.1
3	94.3	94.4	95.3	95.2
4	96.5	93.5	95	95.6
5	95.3	94.7	96	95.9
6	93.9	93.9	96.3	94.6
All Years	95.2	94.1	95.5	94.9
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

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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
Assistant Principal(s)	2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	594,931
<b>Revenue</b>	1,922,181
Appropriation	1,748,991
Sale of Goods and Services	4,026
Grants and contributions	160,484
Investment income	821
Other revenue	7,859
<b>Expenses</b>	-1,830,083
Employee related	-1,592,350
Operating expenses	-237,733
<b>Surplus / deficit for the year</b>	92,098
<b>Closing Balance</b>	687,029

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	36,292
<b>Equity Total</b>	93,484
Equity - Aboriginal	709
Equity - Socio-economic	2,244
Equity - Language	19,934
Equity - Disability	70,597
<b>Base Total</b>	1,458,511
Base - Per Capita	41,661
Base - Location	0
Base - Other	1,416,849
<b>Other Total</b>	72,726
<b>Grand Total</b>	1,661,013

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students in Years 4 to 6 participated in the 2021 Tell Them From Me survey.

In 2021, 52 parents participated in the Tell Them From Me survey. This is the highest response in 3 years and I would like to thank our families.

Parents indicated that they believe the school is well maintained with 86% agreeing and strongly agreeing with 86% agreeing and strongly agreeing that the physical environment is welcoming for students and parents. Despite the health and safety restrictions in place in 2021 and the newly installed school safety fence, parents continue to identify that the school is easy to access (78% agree / strongly agree).

Communication with parents remains a school positive. Parents indicated that they appreciate both formal (94% ) and informal (94%) meetings with staff 84% of parents found email correspondence useful as a communication strategy. 46% of SIPPS parents responded that they would be interested in gaining more information on how literacy and numeracy is taught, which is an increase since home learning.

Overall, 86% of SIPPS families stated they would recommend SIPPS as a school to other families. 40% of SIPPS parents strongly indicated that they would recommend our school to new families with a further 46% agreeing with this statement.

Staff completed the "What Works Best" survey which asks them to reflect on practices which are known to support school improvement and enhance student learning outcomes. Teacher's confidence and practice rating reflect the work undertaken and work pending in the School Improvement Plan. Teachers identified increases in confidence and application in the area of explicit teaching and use of data to inform practice. In collaboration with colleagues, staff identified that collaborative planning and professional dialogue regarding teaching practices had significantly increased in 2021.

Teachers would like more time to reflect on their professional learning and evaluate new ideas. Effective feedback and goal setting for students are areas for professional learning as identified by staff which are also aligned to the original School Improvement Plan prior to 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.