

# 2022 Annual Report

## St Ives North Public School



4293

# Introduction

The Annual Report for 2022 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.

## School contact details

---

St Ives North Public School

87 Memorial Ave

St Ives, 2075

<https://stivesnth-p.schools.nsw.gov.au>

[stivesnth-p.school@det.nsw.edu.au](mailto:stivesnth-p.school@det.nsw.edu.au)

9144 7743

## 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, 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, music and sports 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
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:** \$169,163.71

**Literacy and numeracy:** \$19,347.39

**Literacy and numeracy intervention:** \$91,936.80

### Summary of progress

Throughout 2022, teachers participated in high quality, evidence informed professional learning around the 5 elements of reading presented by Five from Five. Pre and post assessment tasks in literacy and numeracy were evaluated and re-designed in line with new learning and to ensure that the assessments clearly met the content that had been taught. We regularly collected data to analyse in Sentral markbook utilising PAT, NAPLAN, Check In and a range of DoE assessments including the Stage 1 phonics screener and the DoE short assessments in literacy and numeracy. All staff undertook the NESA PL on the new K-2 English and Mathematics syllabus and completed some of the DoE bite-size PLs in stage teams. This learning was not included in our original plan but is essential learning for all staff as we embed the new K-2 syllabus' in 2023 and prepare for the 3-6 syllabus' in 2024.

As a result of new professional learning, reading and comprehension programs were updated to include all the elements of reading, including fluency and vocabulary and a consistent scope and sequence was developed K-6. Reading programs were resourced through the purchase of quality literature for the explicit teaching of comprehension and reading. All classrooms in K-2 embedded the use of decodable texts to teach early reading skills and complement our phonics programs. High quality, low floor/high ceiling assessments tasks were implemented, producing meaningful data on all learners. This data was used formatively to inform programming, ensuring students are challenged at their zone of proximal development. This data was also used to inform our fluid learning support, bump it up and enrichment groups.

Internal assessments and Check in data is very positive, indicating that the high quality of our programs is being translated into student achievement in literacy and numeracy. The Check-in assessments test students' knowledge at their stage of learning as well as the stage above. In 2022, Term 4 Check-in Assessments were conducted for years 3,4 and 5.

Year 3 and 4 are assessed at Years 3, 4, 5 and 6 and Year 5 is assessed at Years 5, 6, 7 and 8 levels.

In Year 3 in reading, **71.2%** of our students had **every question correct including questions from the stage above**, compared with 55.1% across the state.

In Year 3 in Mathematics **77.0%** of our students **had every question correct including questions from the stage above**, compared with 57.6% across the state.

In Year 4 in reading, **72.8%** of our students **had every question correct including questions from the stage above**, compared with 58.7% across the state.

In Year 4 in Mathematics, **81.8%** of our students **had every question correct including questions from the stage above**, compared with 63.5% across the state.

In Year 5 in reading, **70.5%** of our students **had every question correct including questions from the stage above**, compared with 53.5% across the state.

In Year 5 in Mathematics **75.9%** of our students **had every question correct including questions from the stage above**, compared with 56.3% across the state.

In 2023, all staff will complete professional learning on the new 3-6 syllabuses in English and mathematics. Sentral markbook data will be regularly analysed to determine the literacy and numeracy focus for professional learning each

term. Professional Learning will be run in grade teams by APs and APCIs, who will work with senior executive staff to design and program the Professional Learning curriculum for teachers.

### 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
<b>Literacy: Achievement of system negotiated targets</b> <ul style="list-style-type: none"> <li>Top 2 bands NAPLAN reading increase to 81.8% ( lower bound target)</li> </ul>	In 2022 we had 88.18% of students in Year 3 achieve in the top 2 bands for reading and 71.82% in Year 5.
<b>Numeracy Achievement of system-negotiated targets</b> <p>Top 2 bands NAPLAN numeracy increase to 81.6% ( lower bound target)</p>	In 2022 we had 81.82% of students in Year 3 achieve in the top 2 bands for numeracy and 72.73% in Year 5.
<b>Reading: Achievement of 2022 system negotiated targets</b> <p><b>Growth :</b> Increase growth to the lower bound target of 73.8%.</p>	There is no growth data available for 2022 as students did not sit NAPLAN in 2020.
<b>Numeracy: Achievement of system-negotiated targets</b> <p><b>Growth:</b> Increase growth to the lower bound target of 78.2%.</p>	There is no growth data available for 2022 as students did not sit NAPLAN in 2020.

## 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

**Beginning teacher support:** \$15,000.00  
**Professional learning:** \$41,157.79  
**English language proficiency:** \$87,931.51

### Summary of progress

Our staff have had preliminary training in the new High Potential and Gifted Education policy and procedures. We revised what we were doing across the school to identify our gifted students and ensure we are catering for their needs. As a school we had a strong understanding of gifted education as the majority of our staff have completed the UNSW Mini COGE training for gifted education. All staff use Sentral markbook to record assessment data which is regularly analysed. Teachers meet each term with their supervisor to analyse PAT data, grade based assessments, NAPLAN and check in data and the implications of this data for teaching and learning. High quality literacy and numeracy programs across K-6 have been written and are constantly updated in line with the new K-2 English and mathematics syllabus', recommended resources (including high quality rich tasks and critical thinking strategies) and evidence based teaching strategies.

The use of Sentral mark book and regular data analysis has made a huge difference to our school's ability to identify students' needs and make the necessary adjustments. Part of this success has been the up skilling of all teachers to record and analyse assessment data. Each grade runs extension groups taught by specialist teachers and the results we are seeing from within school assessments and external data is excellent. We have been able to strategically resource staffing to align support where needed and we have specialist staff who run learning support and bump it up groups across K-6 in literacy and numeracy. Executive staff, assistant principals and grade supervisors work as instructional leaders across grades. All teams co-construct corporate programs which are based on evidence based teaching strategies and resources. Our teaching and learning programs are explicit and differentiated for all learners. Our Check in, NAPLAN and DoE assessment data demonstrates very high levels of attainment and growth for students across K-6 as a result of our high quality programs and collaborative practice.

In 2023 we will continue to provide professional learning for staff on the High Potential Gifted Education policy, including the identification of students who are presenting as gifted in the creative, social emotional and physical domains. Our executive staff, including Assistant Principals and Assistant Principals Curriculum and Instruction will work shoulder to shoulder with teachers in classrooms to continue to improve pedagogy based on best practice research and evidenced by student achievement data. Examples of highly effective and impactful teaching and learning across the school will be showcased through learning walks and classroom observations to build the capacity of all teachers.

### 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	Teachers have had initial training in identification of HPGE students using the checklist to identify giftedness in the intellectual and academic domains.

<p>Procedures is ratified by staff and the community</p> <p>HPGE identification check list is being used across the school and student's needs are being met</p>	<p>Further training in 2023 will focus on identification and assessment of the social/emotional, physical and creative domains.</p>
<p>TTFM data continuously increases indicating students feel challenged and teachers have high expectations for success.</p> <p>P&amp;C School Plan Monitoring Team ratify the progress and growth of the school plan targets.</p>	<p>In 2023, 22% of students reported they were working in the high skill, high challenge quadrant in English and mathematics.</p> <p>Our P&amp;C monitoring committee met once in 2022 and two meetings are scheduled for 2023.</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:** \$252,826.20

**Low level adjustment for disability:** \$104,909.56

**Integration funding support:** \$174,794.00

**Socio-economic background:** \$4,007.56

**Professional learning:** \$11,512.29

### Summary of progress

---

In 2022 we re-designed the process for referring students to the wellbeing team to ensure a streamlined process where all stakeholders were involved and consulted throughout the process. We re-established student representative councils, extra curricula activities and a wide range of community events post covid, including collaborative programs like peer support, helping hands and class patrons. We introduced a new wellbeing program that focuses on developing positive mental health strategies across K-6 and began to embed character strengths into our PBL program. We implemented a system to acknowledge students who attend school 94.6% of the time. We aligned professional learning with teacher's PDP goals.

The re-structure of the wellbeing processes and procedures was really effective.. The learning support team (including the counsellor and all supervisors) meet twice per term to discuss the current caseload. Weekly 1:1 wellbeing meetings between supervisors and teachers provide an opportunity to flag wellbeing and learning concerns and look at individual attendance patterns. Teachers were able to meet their PDP goals through access to differentiated professional learning targeted to their areas for improvement. PDP data was analysed each semester and professional learning was tailored to meet teacher needs. This resulted in a differentiated PL plan with teachers able to opt in to sessions that would specifically help them achieve their goals. All classes across K-6 participated in the implementation units of the Grow Your Mind mental health education program, and the language of growth mindset and character strengths has been embedded in programs across the curriculum.

Wellbeing data indicates that negative incidents are being responded to in a more timely manner and ongoing issues are addressed quickly and consistently. The weekly wellbeing check-in meetings have been invaluable in ensuring that all relevant stakeholders are across incidents and patterns of behaviour are closely monitored. Communication data also shows that parents are regularly consulted and have thorough input into individualised learning and well-being plans. Attendance data indicates that patterns of unexplained absences and partial absences have been addressed promptly and overall attendance rates have increased. The number of students who achieve a white merit each term for attending school 94.6% of the time also increased over the year. All teachers met their 2022 PDP goals and demonstrated learning through professional development evaluations.

Our priorities for 2023 include continuing to raise our attendance towards our goal of 90% of students attending school 94.6% of the time by continuing to closely monitor attendance, acknowledging positive attendance and supporting students and families to increase attendance where necessary. We will work towards increasing our percentage of students reporting a positive sense of belonging by offering opportunities for developing student voice (SRC, leadership teams) and participation in all opportunities and events on offer. We plan to continue to develop teacher capacity through a rigorous and differentiated professional learning plan.

### 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 student Sense of Belonging in the TTFM survey to 82.5%	in 2022, 71% of students demonstrated a positive sense of belonging.
Increase the percentage of students attending 90% of the time to 94.6%..	Our 2022 attendance rate was 93.5%. Between Term 1 and Term 4, there was an 8% increase in students who attended over 96.4% of the time.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,007.56</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><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>• Enhancing Student Belonging and Attendance</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>• 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 the following impact:</b> Student participation in a wide variety of activities. Our TTFM data indicates high take up of opportunities across the school. activities</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing</p>
<p>English language proficiency</p> <p>\$340,757.71</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><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>• Evidence based teaching</li> <li>• Enhancing Student Belonging and Attendance</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>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with a background other than English are performing at a high level in internal and external assessments</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue working with classroom teachers to build capacity. Our EALD teacher has just graduated with a Certificate in TESOL and is sharing best practice and will continue to do so.</p>
<p>Low level adjustment for disability</p> <p>\$104,909.56</p>	<p>Low level adjustment for disability equity loading provides support for 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><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>• Enhancing Student Belonging and Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$104,909.56</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High growth across internal and external assessments for all students including students with low level disabilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the analysis of data and the use of flexible groupings to meet the needs of all students.</p>
<p>Professional learning</p> <p>\$52,670.08</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><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>• Evidence based teaching</li> <li>• Enhancing Student Belonging and Attendance</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 weekly teacher release to work in grade teams to complete professional learning and wellbeing check ins.</li> <li>• Participation in the Dee Why X HPGE network and associated professional learning opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated teaching and learning targeted to students identified as high potential/gifted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue professional learning on the HPGE domains of physical, emotional/social and creative. Develop a whole school scope and sequence for critical and creative thinking.</p>
<p>Literacy and numeracy</p> <p>\$19,347.39</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><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>• Evidence based teaching of reading and numeracy</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>• online program subscriptions to support literacy and numeracy</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>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High quality teaching and learning programs in literacy and numeracy across K-6, with updated resources in line with syllabus documents and</p>

<p>Literacy and numeracy</p> <p>\$19,347.39</p>	<p>recommendations. Additional RFF time for teachers to work in grade teams to complete literacy and numeracy professional learning is enhancing teacher confidence and quality when delivering programs. Additional learning and support staff are running learning and support groups and bump it up groups and student achievement data of the participants is continuing to improve.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to regularly analyse data each term to inform the fluid groupings.</p>
<p>QTSS release</p> <p>\$169,163.71</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><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>• Evidence based teaching of reading and numeracy</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</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 the following impact:</b> APs and APCIs have developed their skills and the skills of the teachers to analyse data to make informed decisions about teaching programs and student support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing</p>
<p>Literacy and numeracy intervention</p> <p>\$91,936.80</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><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>• Evidence based teaching of reading and numeracy</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>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> APs work with APCIs to work with all teachers across the school in classrooms to help support teaching and improve learning. Effective pockets of practice across the school. Teachers are released to go and observe one another to inform future practice. This has helped build teacher capacity and confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to regularly analyse data each term to inform the fluid groupings.</p>

<p>COVID ILSP</p> <p>\$9,883.00</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 2022.</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> <li>• providing intensive small group tuition for identified students who were identified as requiring additional literacy support in stage 1.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional learning and support teacher time has resulted in an extra 2 x MiniLit groups for students in Year 2 who are working below expected levels in literacy. These students were identified during online learning and have been supported in this group to continue making gains in their reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using additional learning and support teacher time to provide in class support during mathematics for students in Years 1 and 2.</p>
<p>Integration funding support</p> <p>\$174,794.00</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><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>• Enhancing Student Belonging and Attendance</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who have IFS have an SLSO allocation in line with their needs. Support is present in the classroom and also on the playground and this support helps students work towards the goals in their IEPs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to support students in the classroom and on the playground through SLSO support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	458	420	446	429
Girls	471	455	455	443

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	90.5	95.5	92.2
1	95.8	90.7	95.9	91.7
2	94.9	92.0	96.5	93.2
3	95.9	92.8	96.5	91.3
4	95.5	92.4	96.4	91.5
5	95.4	94.2	94.7	92.5
6	93.9	92.3	94.2	88.5
All Years	95.2	92.2	95.6	91.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	32.34
Literacy and Numeracy Intervent	0.8
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	5.17

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,580,590
<b>Revenue</b>	8,293,261
Appropriation	7,423,419
Sale of Goods and Services	4,043
Grants and contributions	852,050
Investment income	13,449
Other revenue	300
<b>Expenses</b>	-7,239,122
Employee related	-6,339,954
Operating expenses	-899,168
<b>Surplus / deficit for the year</b>	1,054,139
<b>Closing Balance</b>	2,634,729

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	174,794
<b>Equity Total</b>	449,675
Equity - Aboriginal	0
Equity - Socio-economic	4,008
Equity - Language	340,758
Equity - Disability	104,910
<b>Base Total</b>	5,877,738
Base - Per Capita	227,664
Base - Location	0
Base - Other	5,650,073
<b>Other Total</b>	592,421
<b>Grand Total</b>	7,094,628

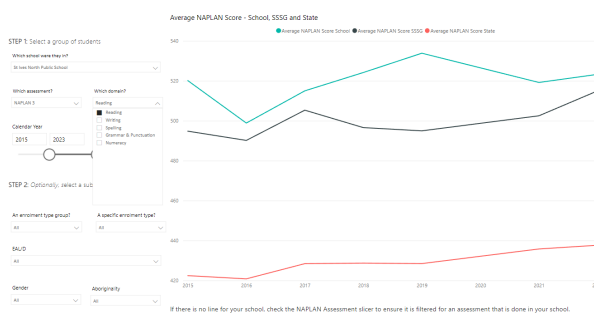
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

# School performance - NAPLAN

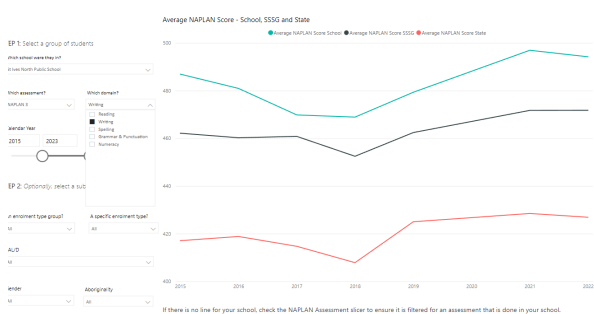
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

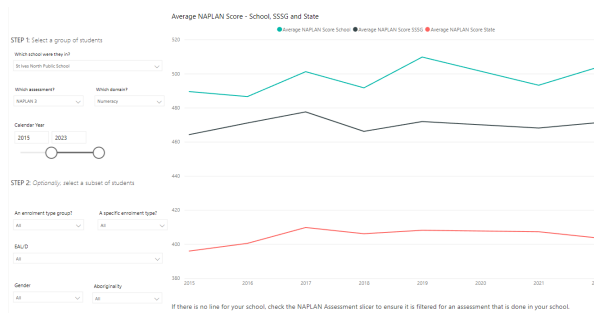
The school has continued to make exceptional progress with growth well above like school groups and the state average.



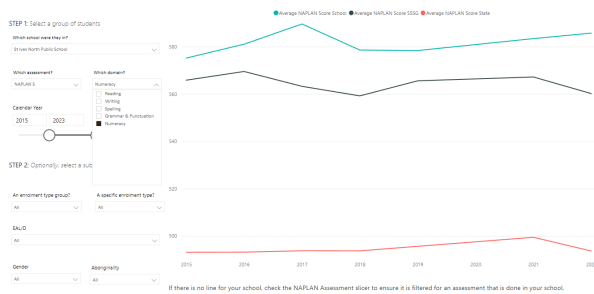
Our school is the green line.



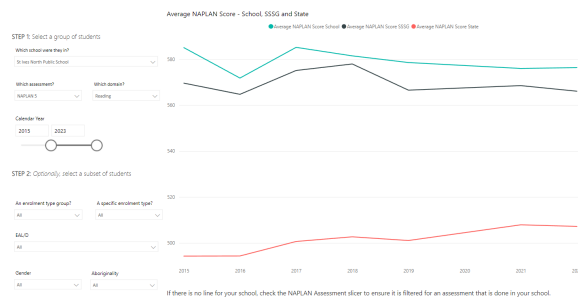
Our school is the green line.



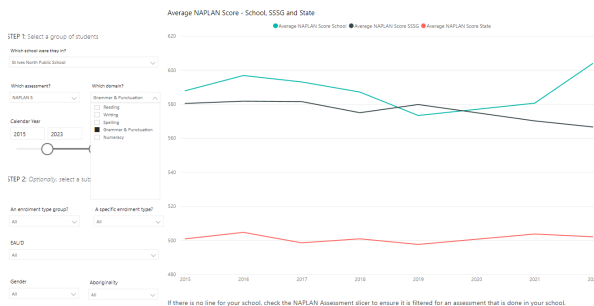
Our school is the green line.



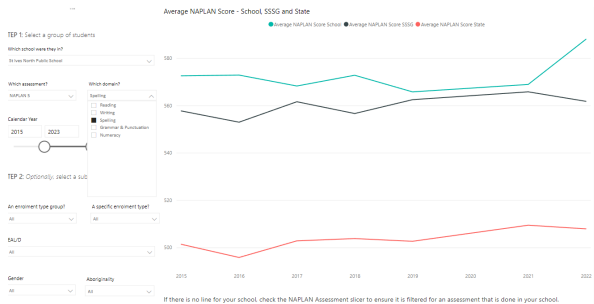
Our school is the green line.



Our school is the green line.



Our school is the green line.



Our school is the green line.

## Parent/caregiver, student, teacher satisfaction

**Parents:** Parent satisfaction is on par with state norms. We do not have a large number of respondents to our surveys but we also hold monthly P and C meetings, Termly School Improvement meetings with parents and involve parents in staff selection, fundraising and policy and resource allocation.

**Students:** Students are happy and have a strong sense of belonging. As we have so many extra curricular activities run by our teachers in their own time, the students have a wide range of activities to select from . Consequently we have a large number of students participating in extracurricular activities which boost sense of belonging.

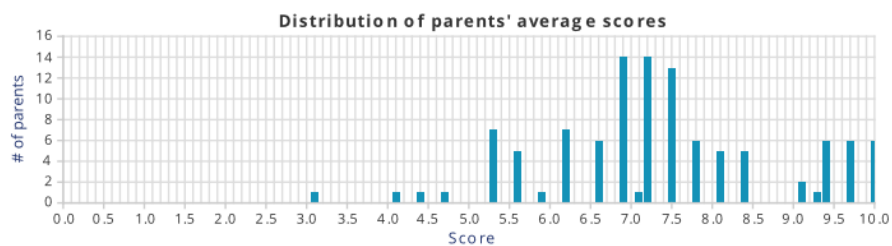
**Teachers:** Teachers have bounced back well from Covid and we are seeing a greater sense of well being and calmness across the team. Our team of teachers work incredibly hard and are dedicated professionals. They are given leadership opportunities and take up a wide range of additional extra curricular activities.

The data is primarily collected from Tell Them From Me and P and C surveys as well as staff surveys. We value our students, parents and teachers and work hard to listen and adjust to their needs. For 2023 we will be having more volunteers back in our school which is very welcome after the COVID experience of the last couple of years.



## Parents feel welcome

School Mean (NSW Govt Norm)	7.4 (7.4)
I feel welcome when I visit the school.	7.4
I can easily speak with my child's teachers.	7.8
I am well informed about school activities.	7.3
Teachers listen to concerns I have.	7.7
I can easily speak with the school principal.	6.9
Written information from the school is in clear, plain language.	7.6
Parent activities are scheduled at times when I can attend.	6.9
The school's administrative staff are helpful when I have a question or problem.	7.3

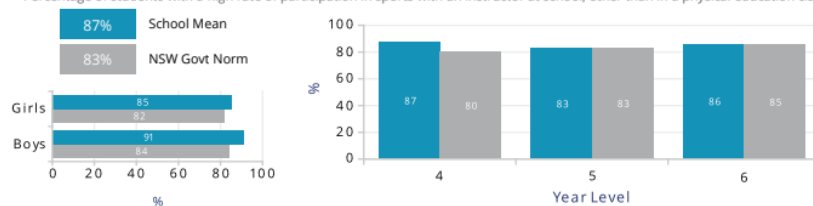


ST IVES NORTH PUBLIC SCHOOL

## Social-Emotional Outcomes

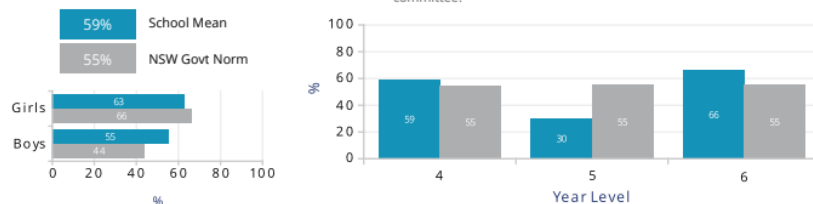
### Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



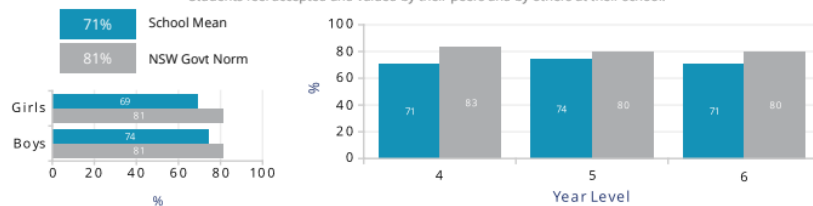
### Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



### Students with a positive sense of belonging

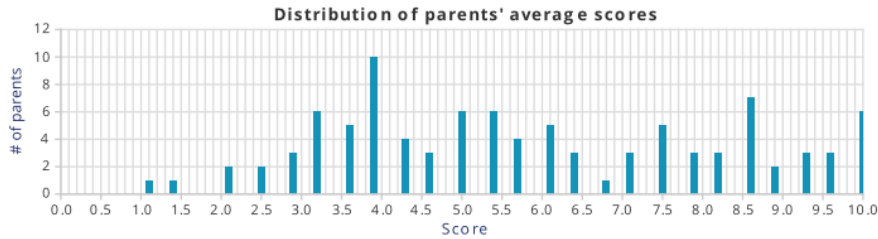
Students feel accepted and valued by their peers and by others at their school.





Parents support learning at home

School Mean (NSW Govt Norm)	5.9 (6.3)
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	5.4
Talk about how important schoolwork is.	5.0
Ask about any challenges your child might have at school.	5.7
Encourage your child to do well at school.	6.6
Praise your child for doing well at school.	6.2
Talk with your child about feelings towards other children at school.	6.1
Take an interest in your child's school assignments.	6.2



# 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.

## Aboriginal Education - School statement

---

Our staff have participated in a full day on country to learn about Aboriginal traditions and culture. We have also completed all professional learning required and have embedded Aboriginal perspectives into our programs.

## 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.

## Anti-Racism - School statement

---

We have a trained Anti racism officer who provides support to students or staff who raise any anti racists issues.

## 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.

## Multicultural and anti-racism education - School Statement

---

As a school we celebrate the wide variety of nationalities who attend our school. We hold annual Harmony Week celebrations which includes wearing national costumes, having parent guest speakers in the classrooms as well as parent whole school activities such as henna hand painting.

## Other School Programs (optional)

---

Our school has a wide variety of after hours extracurricular activities run by the community as well as the in school activities run by our staff. Our community after school programs include Robotics, Chess, Public speaking, music tutoring and Robotics,