2022 Annual Report

St Ives Public School

4331

Introduction

The Annual Report for 2022 is provided to the community of St Ives Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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 Public School

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School vision

St Ives Public School has a strong and supportive community with high expectations. Students, teachers and parents work collaboratively to build a positive culture where continuous improvement is evident. Our core expectations of respect, responsibility and personal best encourage our students to develop as confident, resilient and capable community members.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to achieve their personal best, understanding that "best" will vary with each individual. With strong academic achievement, high sporting attainment and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit. With an enrolment of 542 students in 2022, including 42% of students with a language background other than English, our school is committed to enhancing the learning of our students.

The school has completed a situational analysis, using information from students, parents and staff, and has identified areas of focus. Our focus areas build on work done in the previous planning cycle where progress was evident in learning, teaching and leading. The School Improvement Plan reflects the findings of the situational analysis.

In order for our students to attain targeted growth measures, further work on planning and delivery of quality differentiated instruction, including students identified as high potential, gifted and with additional needs, will be a focus. Whole school data driven practice will continue to be developed to inform teaching and learning programs. Through the NAPLAN gap analysis the school has identified areas for improvement. In Reading our focus will be comprehension strategies, vocabulary and language structure. The focus in Numeracy will be addition and subtraction, multiplication and division and patterns and algebra.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy we will further develop and refine data driven teaching practices that are responsive to the learning needs of our students.

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.

- Numeracy
- Reading
- Visible Learning

Resources allocated to this strategic direction

QTSS release: $35,700.00
Professional learning: $18,500.00
English language proficiency: $249,857.00

Summary of progress

St Ives Public School continues to make good progress in Strategic Direction One. In 2022 Professional Learning remained the focus, with all staff participating in sessions on the explicit teaching of Vocabulary as well as Effective Questioning in reading lessons. Visible Learning Professional Learning sessions continued with the focus on feedback. Dedicated time for collaboration saw teams use the SIPS planning model to analyse data, plan lessons to address identified areas and deliver curriculum to meet the needs of students. In 2023, this model will continue for Reading and Numeracy with a particular focus on fluency and vocabulary in Mathematics. This will also include professional learning for the new K-2 & 3-6 curriculum.

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
Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN Reading uplift of 9% from the Baseline.	The percentage of students in the top two bands of NAPLAN reading (72%) is on track for our target.
Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN Numeracy uplift of 7% from the Baseline.	The percentage of students in the top two bands of NAPLAN numeracy (61%) indicates further progress toward our target is needed.
Data for expected growth in NAPLAN was not available this year as the cohort did not sit NAPLAN in 2020 due to COVID.	Data for expected growth in NAPLAN was not available this year as the cohort did not sit NAPLAN in 2020 due to COVID.
Data for expected growth in NAPLAN was not available this year as the cohort did not sit NAPLAN in 2020 due to COVID.	Data for expected growth in NAPLAN was not available this year as the cohort did not sit NAPLAN in 2020 due to COVID.
Embedded Practice of Learning Intentions exhibited in 95% of	Further opportunities were provided for students to give feedback on lessons. This resulted in a more embedded practice of learning intentions

classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy.	being evidenced with students engaging in self-assessment using success criteria. We are on track for our target.

Purpose

In order to ensure best teaching practice, including ongoing monitoring of success, school-wide systems will be refined and embedded.

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.

- High Potential and Gifted Education
- Teaching and Learning
- Staff induction and professional development

Resources allocated to this strategic direction

Professional learning: $9,950.00
QTSS release: $17,100.00

Summary of progress

In 2022, professional learning continued to be facilitated and implemented with a focus on cohesion, sharing, and continuity. This provided staff with opportunities to reflect on their professional learning and to trial and evaluate new ideas in Reading. Staff participated in a network within the school and worked collaboratively on a common focus. This has resulted in 61% of staff having a deeper understanding of how to teach vocabulary with 80.8% of staff stating that Professional Learning sessions in 2022 positively impacted their teaching practice.

The refinement of processes for recording, reviewing, and monitoring teaching and learning programs continued in 2022 through a whole school approach to planning and programming. This has aided collaboration and led to greater consistency across the school. When surveyed, 89% of staff refer to the Scope and Sequence for Mathematics and 81% of staff are using the newly introduced planning template for Mathematics, introduced in 2021. Throughout 2022, SIPS had a continued focus on teaching sprints. A greater variety of assessment sources were used for triangulating student data including check in assessments, pre and post tests as well as formative assessments. This led to staff more accurately identifying individual needs of students. In 2023 we will continue to provide Professional Learning linked to the School Plan. Scope and sequences for Creative And Performing Arts will be finalised and HSIE will be reviewed and implemented K-6.

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
Department of Education High Potential and Gifted students policy is introduced to staff. Staff have a deep understanding of St Ives PS Thinking Skills Scope and Sequence.	Staff undertook professional learning about the HPGE policy. Staff have requested further time to deepen their knowledge and understanding of the St Ives PS Thinking Skills scope and sequence. This will be continued in 2023.
All staff prepare teaching programs using school-wide templates with annotations of student achievement.	Staff used the SIPS Mathematics program template to document teaching and learning in Mathematics. Student achievement and program adjustments were annotated. High rates of absenteeism for staff and students in 2022 meant that some planned activities for staff could not go ahead. The school wide template for CAPA programs will be introduced and trialed in 2023. We are on track for our target.

Purpose

In order for our students to connect, succeed, thrive and learn, a planned approach to whole school wellbeing processes will support high levels of wellbeing and engagement.

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
- Communication
- Attendance

Resources allocated to this strategic direction

QTSS release: $28,400.00
Low level adjustment for disability: $45,968.00
Literacy and numeracy: $14,605.00
Integration funding support: $86,031.00
Per capita: $55,673.99
Literacy and numeracy intervention: $29,764.00
Socio-economic background: $3,344.00
Professional learning: $800.00

Summary of progress

In 2022 attendance data was regularly used and analysed to inform planning. This included whole school and personal attendance approaches to improve regular attendance rates including those students at risk. Attendance processes continued to be monitored and analysed. Covid 19 had an impact on student attendance.

Due to staff shortages Take Ten sessions, as part of our Stage 3 Project Connect, did not occur. Student voice was gathered in survey form after Project Connect events such as the Biggest Morning Tea and Father's Day breakfast. The vast majority of students enjoyed the process of planning and hosting the events. Parents were also involved in these events.

Project Connect activities are explicitly linked with student understanding of Belonging, Motivation and Resilience. In 2023 staff will review programs K-4 to evaluate activities linked to a sense of belonging, motivation and resilience, using the CESE document 'Sense of Belonging'. Tell Them From Me data shows Sense of Belonging is still requiring a continued focus.

Parent & staff survey show similarities and differences about various aspects of communication. Timing of communication and availability/access when required is an area for improvement in 2023. Our communication system will be reviewed based on staff and parent survey results, particularly around timing and clarity of information. A whole school communication platform will be researched and implemented in 2023.

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
PBL team introduce Tier 2 systems.	This progress measure has been achieved.
* Parents and staff demonstrate an increased understanding of school systems and processes that contribute to student learning.	In 2023 we will undertake further steps toward this target.
* Increase the percentage of students attending >90% of the time by 1%	The number of students attending greater than 90% of the time or more has decreased by 29%, however; this data has been heavily impacted by the

| (89.1%). | Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested. |

Funding sources	Impact achieved this year
Integration funding support $86,031.00	Integration funding support (IFS) allocations support eligible students at St Ives Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this targeted funding include:** • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs, to ensure all eligible students receive personalised learning and support. **After evaluation, the next steps to support our students will be:** The allocation of funding will be adjusted throughout 2023 in response to student PLSP reviews, to ensure funding is used to specifically address each student's support needs.
Socio-economic background $3,344.00	Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for full participation in educational activities. **The allocation of this funding has resulted in the following impact:** Students were able to participate fully in educational activities. **After evaluation, the next steps to support our students will be:** Continue to provide equal access to educational activities for students whose families are in financial distress.
English language proficiency $249,857.00	English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:**

English language proficiency $249,857.00	• provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group support **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** To continue this program into 2023, making adjustments as necessary.
Low level adjustment for disability $45,968.00	Low level adjustment for disability equity loading provides support for students at St Ives Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. **The allocation of this funding has resulted in the following impact:** An increase of students achieving a more consistent approach to student learning and interventions following learning support referrals and subsequent collaborative learning activities. **After evaluation, the next steps to support our students will be:** To continue to provide additional support for identified students through the employment of trained staff with ongoing professional learning.
Professional learning $29,250.00	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 Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • High Potential and Gifted Education • Teaching and Learning • Wellbeing and engagement • Staff induction and professional development **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. **The allocation of this funding has resulted in the following impact:** Improved staff confidence, collaboration and teaching practice to meet the needs of students. Some professional learning sessions and opportunities were affected by staffing availability issues due to Covid. **After evaluation, the next steps to support our students will be:**

Professional learning $29,250.00	Review and refine internal induction processes for new teachers to SIPS, beginning teachers and new leaders to the school. Modify the SIPS professional learning model by using the HIPL (High Impact Professional Learning) self evaluation tool.
Literacy and numeracy $14,605.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Ives Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** The percentage of students attaining the lower bands in NAPLAN remained steady and the students attaining the middle bands increased in 2022. **After evaluation, the next steps to support our students will be:** Teaching staff will continue to refine their approach to small group intervention in collaboration with learning support staff and the new position Assistant Principal, Curriculum and Instruction in 2023.
QTSS release $81,200.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Ives Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • High Potential and Gifted Education • Teaching and Learning • Wellbeing and engagement • Visible Learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with time to support classroom programs **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** To continue improvement in identified areas of need, including literacy and numeracy.
Literacy and numeracy intervention $29,764.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Ives Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

| Literacy and numeracy intervention

$29,764.00 | • Wellbeing and engagement

Overview of activities partially or fully funded with this initiative funding include:
 • Employment of additional LaST to address the identified needs for students who require additional support in literacy.

The allocation of this funding has resulted in the following impact:
The percentage of students attaining increased skills due to the Minilit program was 100% in 2022.

After evaluation, the next steps to support our students will be:
The Minilit program will be continued in 2023 to support targeted students. |
|---|---|
| COVID ILSP

$9,833.00 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • development of resources and planning of small group tuition
 • employing/releasing teaching staff to support the administration of the program

The allocation of this funding has resulted in the following impact:
All students in the program achieved progress towards their personal learning goals.

After evaluation, the next steps to support our students will be:
Continue the implementation of small group tuition using data sources to identify specific student need. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	241	254	271	289
Girls	281	282	259	254

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	96.3	96.7	91.7
1	95.0	94.7	95.5	90.9
2	95.5	90.5	95.8	90.4
3	94.6	95.4	95.7	91.1
4	94.1	94.9	96.4	90.3
5	95.5	94.8	95.6	90.7
6	95.1	95.5	95.0	88.5
All Years	94.9	94.6	95.8	90.5
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.67
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.96

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	265,227
Revenue	5,390,979
Appropriation	4,815,428
Sale of Goods and Services	6,131
Grants and contributions	563,230
Investment income	5,790
Other revenue	400
Expenses	-5,170,343
Employee related	-4,594,553
Operating expenses	-575,790
Surplus / deficit for the year	220,636
Closing Balance	485,863

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.

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Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	44,790
Equity Total	328,933
Equity - Aboriginal	0
Equity - Socio-economic	3,344
Equity - Language	249,856
Equity - Disability	75,733
Base Total	3,921,822
Base - Per Capita	133,920
Base - Location	0
Base - Other	3,787,901
Other Total	289,319
Grand Total	4,584,864

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Staff

During 2022, staff were surveyed to seek feedback about our progress in the strategic directions and gauge their opinions and level of confidence with professional learning implemented by the Reading and Visible Learning Action Teams. From this survey data, professional learning sessions continued to be differentiated in the areas of Reading and Visible Learning. This resulted in over 90% of staff having a better or somewhat better understanding of teaching vocabulary. 79% of staff indicated they feel confident to include Learning Intentions and Success criteria into all Key Learning Area programs. Survey data also indicates staff feel more confident in creating and clearly identifying Learning Intentions and Success Criteria before each lesson. 91.7% of staff report having a better understanding of effective feedback.

Next steps: The focus on Vocabulary will continue into Semester 2023, particularly looking at the use of Vocabulary Assessment Tools.

Further strategies and resources on how to provide effective feedback in the classroom will be introduced and trialed by staff across the school in 2023.

Parents

In 2022 a Communication and Engagement survey was administered to families to analyse progress with the School Improvement Plan. Over 75 families responded to this survey.

Communication:

Results show that electronic communication is the preferred method for receiving communication from the school with 61% of families either strongly agreeing or agreeing that information from school is easy to understand and written in clear and plain language. 65% of parents report they know where to find information. Parents indicated that if they were unsure of who could best help them, they would ask another parent first. Next steps: In 2023 a new communication platform will be implemented for parents to streamline the source of information. Regular feedback will be sought throughout the year.

Engagement

In 2022, parents were able to engage with the school through events such as the Biggest Morning Tea, Father's Day breakfast, SIPS Celebrates, Stage information sessions and open classrooms. Parent survey data indicates there are opportunities for them to engage with the school. The preferred method (70%) is having the opportunity to talk with the class teacher about their child's learning. Next steps: The school will continue to provide opportunities to engage with the community alongside the P&C by holding events and look at ways to engage parents further in their child's learning.

Students

In 2022, students in Years 5 and 6 completed the 'Tell Them From ME' (TTFM) survey electronically. The student survey included nine measures of student engagement alongside the five drivers of student outcomes. The surveys were completed in Semester 1 and again in Semester 2.

Results from student TTFM survey indicates 67% of students report a positive sense of belonging at school, an increase of 1% since 2021. In 2022, 98% of students reported high expectations for success, this is 14% above state average. 80% of students reported positive advocacy at school compared to 85% in 2021. Next steps: The school will review wellbeing programs for students in 2023, with a focus on connections and sense of belonging. This will be driven through the SIPS wellbeing program, 'Project Connect'. The monitoring of the impact of COVID on our students is an ongoing focus.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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