

2022 Annual Report

St Ives Park Public School



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Introduction

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

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

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Message from the principal

In 2022 we used our school funding to meet the needs of our students. The instructional leader worked alongside teachers to support literacy and numeracy. Work continued with the instructional leader facilitating deeper conversations and collaboration based on research best practice using the Department's High Impact Professional Learning Policy in conjunction with the *What Works Best* research.

All classroom teachers were engaged in professional learning and mentoring in Mathematics to develop their skills in implementing teaching strategies in Mathematics, using the *Engage, Explore and Summarise* method. This applies well planned, explicit teaching with student enquiry. The instructional leader completed the training in the Mathematics Specialist Initiative, led by a university mathematics specialist, to implement research whilst collaborating with a range of staff across schools.

In literacy, there was a school wide focus on vocabulary, modelled and guided reading. Staff completed training in the High Potential Gifted Education policy, as well as the differentiation tool. Teachers commenced the implementation of strategies from the differentiation tool.

The executive team collaborated with executive staff at Terrey Hills Public School. These sessions equipped our school leaders with the skills and expertise to lead curriculum planning, implementation and monitoring, as well as reflecting on the key responsibilities of an Assistant Principal.

Staff from THPS and SIPPS collaboratively engaged in analysis of student learning data in reading, to guide their teaching and learning practice to meet student needs. Principals and executive staff across the two schools led sessions for staff, in data literacy and analysis, reading strategies and application, to enhance staff curriculum planning and assessment.

In the Creative and Performing Arts programs, choir students learnt and performed the repertoire for the Festival of Children's Music. The Band program was reinvigorated under the leadership of Action Music, with a focus on practice and performance. Students were delighted to participate in their first eisteddfod post Zoom and learning from home in 2021.

Sport continued to be a strength at St Ives Park. Students joined sporting teams, ready for a year playing the sports they love. Carnivals, PSSA and competitions were able to recommence from Term 2. Students represented the school at a range of Zone, Regional and State levels.

When reflecting on 2022, I am grateful for the wonderful staff of this school and their dedication and commitment. Our school executive, teaching, administration and support teams work tirelessly for our students. I am thankful for the parents and community of St Ives Park Public School, especially the exceptional support of the P&C Executive led by Mr Stewart Duncan. I would like to especially acknowledge the class parents who played such an important role supporting the P&C and the school in disseminating important information to all our families throughout the year. Thank you to the parents who so generously support the work of the school.

The staff and community have again worked hard to engage our students as they grow, demonstrating respect, responsibility and personal best across all areas of learning.

School vision

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

School context

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Evaluative Practices
- Data to Inform Teaching and Learning

Resources allocated to this strategic direction

Summary of progress

In Strategic Direction 1, staff have evaluated a range of practices and data to deliver explicit teaching and learning to support student growth and attainment in literacy and numeracy in 2022.

In reading: Our Instructional Leader worked closely with staff and the executive team to evaluate reading practices across the school. In particular, staff have continued to implement the collaboratively developed modelled reading programming style across K-6. Staff collaboratively analyse data to plan and implement learning tasks to meet student learning needs. Modelled reading was the focus in Semester 1 and staff have commenced reflections regarding guided reading practices across the school. In Semester 2, evaluations by the staff and executive identified the need to review planning and programming for guided reading. Collaboratively developed proformas were implemented with a focus on purpose in guided reading sessions to promote explicit teaching. Staff positively implemented Learning Walks, which provided an opportunity for staff to identify strengths and through guided discussions, build effective practices into their guided reading sessions to improve student learning. In 2022, 70% of students achieved in the top two bands in NAPLAN which is an increase up from 61% in 2021.

In Mathematics: Our Instructional Leader and MANSW Consultant have collaboratively provided staff with high impact professional learning in the implementation of rich tasks in Mathematics. Staff have individually evaluated and reflected on their rich tasks and received coaching and mentoring to implement the many layers of integrated knowledge and practice. Each term staff have implemented rich tasks, collaboratively planning with the Instructional Leader to refine their enabling and extending prompts, also receiving feedback from the MANSW consultant to improve their individual practice. In 2022, 40% of students achieved in the top two bands in NAPLAN. which with this cohort demonstrates a 2% increase from the 2019 baseline data.

Data platforms, including PAT, Check In Assessments and Tell Them From Me surveys, are used in greater depth by staff, which is resulting in adaptations in teaching and learning programs and planning in reading and Mathematics instruction. In Semester 1, staff trialled the IfSR Additive Strategies assessment in Years 1-6, which identified student learning needs in addition and subtraction. Due to the time intensive nature of this assessment, staff found the results were less effective as a data source than anticipated so this practice will be reviewed in 2023. In Semester 2, staff at St Ives Park PS and Terrey Hills PS collaboratively analysed Check-in assessment data and applied data in planning targeted learning activities in reading for students. Staff have utilised data to inform small group programs which include students from Stage 1 to 3 participating in Mathematics extension groups, COVID ILSP, EALD groups and Learning and Support groups across the school. These groups are based on identified students and specific target areas across the school.

What are the priorities for this initiative/strategic direction in 2023?

Learning Walks will again be implemented to offer staff opportunities to improve their practice and provide peer feedback in reading and feedback to students, delivering students more opportunities to engage in their learning. Staff at SIPPS and Terrey Hills PS will participate in further data analysis and evaluative practices focusing on reading and Mathematics to build collegial professional practice and collaboration. A continued focus on guided reading, with teachers implementing explicit planning and teaching to improve student outcomes. In Mathematics, staff will implement the new K-2 syllabus and integrate the K-2 DoE units with the SIPPSS rich tasks and scope and sequence. Staff feedback indicates modelling and feedback regarding implementation of Number Talks would be supportive. This has been planned to be facilitated in Term 1, 2023 as a adjunct to the ongoing Rich Tasks mentoring and coaching model. A further focus on rich tasks to provide students with more opportunities to accept challenges in their learning and teachers

to provide timely feedback for students to engage in their mathematical learning will add additional layers of research based practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>2022 Numeracy (top two bands)</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will have an uplift of 11.5% from baseline, to achieve the lower bound system-negotiated target.</p>	<p>40% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower bound target.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 3% towards the lower bound system-negotiated target.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will have an uplift of 15.5% from baseline, to achieve the upper bound system-negotiated target.</p>	<p>71% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower bound target.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 3% to the lower bound system-negotiated target.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022</p>
<p>2022 Reading and vocabulary</p> <ul style="list-style-type: none"> • 100% of classroom teachers have participated in professional learning in vocabulary and have implemented a focus on vocabulary in reading programs. • 85% of all students will achieve sound or above in reading in Semester 2. 	<p>100% of classroom teachers participated in vocabulary professional learning and implemented a focus on vocabulary in 2022. 87% of students K-6 have achieved sound or above in internal reading assessments in Semester 2.</p>
<p>Mathematics (internal IM)</p> <ul style="list-style-type: none"> • All classroom teachers will implement IfSR assessments in Additive strategies in 2022. 	<p>80% of the classes implemented the IfSR assessments in Additive strategies in 2022.</p>

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

Throughout 2022 staff participated in high impact professional learning in Mathematics, including mentoring and coaching sessions with the IL and MANSW consultant. The SIPPS Mathematics Scope and Sequence, designed in 2021, was programmed for the first full year of implementation. All staff participated in the Launch, Explore and Summarise/Connect practice during Rich Tasks. Staff received IL mentoring to plan rich tasks with explicit extending and enabling prompts to implement a school wide approach to explicit planning for rich tasks. Professional practices were collaboratively implemented with coaching and feedback from the IL and MANSW consultant indicating that staff required focussed coaching using the 'spotlighting' technique to engage students in effective thinking strategies during lessons.

Professional learning in teaching Vocabulary so that staff could plan effectively to implement and teach Tier 2 words in reading across the school was a focus in 2022 as a result of the data from Check-in assessments. Initially the executive team participated in PL for Vocabulary teaching and consequentially the AP leading English in-serviced staff on Vocabulary instruction. All staff implemented vocabulary instruction into their modelled reading planning. The IL led staff in data informed modelled reading programs in Semester 1. In Semester 2, guided reading became a focus for all staff in both delivery and practice. Learning Walks as a strengths-based practice was applied in Semester 2 to engage staff in understanding effective guided reading and literacy session practices to engage students in explicit teaching and practise of reading skills. Staff feedback indicated they were very interested in participating in further learning walks in this area and further learning walks were implemented across the school.

Data informed planning and explicit programming proformas in English and Mathematics delivered improved class programs. The IL developed and collaboratively implemented with staff programming proformas to include data to inform sequences of teaching and planned student learning. All class teachers, in stage meetings and meetings with IL, reviewed their PAT and Check-in data, which was then used to develop and deliver more student responsive class programs, student grouping and explicit teaching for students.

What are the schools priorities for this strategic direction in 2023?

In Mathematics, staff have identified they would benefit from continued high impact professional learning in the areas of Number Talks and Rich tasks in Mathematics. A focus on differentiation for students, specifically effective spotlighting in rich tasks and providing feedback to students specific to their learning.

High impact professional learning in feedback and assessment in English and Mathematics as we implement the new syllabus' will be a 2023 focus in this direction. Implementing practices to support and focus on feedback to students, including assessment strategies to support student understanding of success criteria and student goal setting in English and Mathematics. Implementation of the new K-2 Units of Work in English and Mathematics with review and evaluation will be essential. Learning walks will be utilised to enable staff to bring a strengths-based approach to feedback and assessment to support student learning.

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
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<ul style="list-style-type: none"> • All classroom teachers and IL will participate in mentoring with the MANSW consultant to build capacity in the implementation of Rich Tasks K-6. • All classroom teachers participate in developing shared practices to improve Guided reading across the school. 	<p>Staff completed mentoring and coaching sessions with the IL and MANSW consultant to consistently implement rich tasks across all classes K-6. Staff in whole school and stage meetings developed their professional knowledge in guided reading.</p>
<ul style="list-style-type: none"> • 100% of class modelled reading programs will be based on student data. • Guided reading programs will have a focus on explicit teaching. 	<p>All staff used student data in planning their modelled reading programs. Guided reading programs are more explicitly planned.</p>

Strategic Direction 3: Connection and Wellbeing

Purpose

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

Initiatives

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

- Wellbeing and engagement
- Connections and engagement

Resources allocated to this strategic direction

Summary of progress

Wellbeing and Engagement across the school

HPGE: Staff engaged in professional learning regarding policy and implementation within school at the wider cross network HPGE professional learning sessions. Identification of effective strategies to systematically promote and implement the policy informed staff planning with teachers in cross-stage teams creating activities for targeted students with a view to embed the 9 strategies to support the needs of HPGE students into class programs. The focus across the school was in professional learning and identification of students across the domains. To engage students in the social - emotional domain, 2 students in Year 5 were invited to participate as staff nominees on the SRC in 2022. Further research in the social-emotional domain is to be released in 2023 and SIPPS staff will apply a range of strategies to support HPGE students in the classroom which will be underpinned by professional learning and implementation and evaluation of effective practices.

Behaviour Strategy: School executive leading the delivery of PL over several weeks after policy release with a focus on staff understanding the Care Continuum and expected changes in practice at classroom and whole school levels. Teachers align the new policy with existing classroom practices prior to full implementation in 2023.

SRC: The SRC leaders offered their voice and ideas in planning across the school and for fundraising events engaging all students.

Social and emotional check-ins: Classroom teachers implemented two strategies to support student-teacher reflection on social and emotional wellbeing. All staff implemented the Smiling Mind program in their classrooms to enable students to develop an awareness of their own body, mind and emotions. Some students find this more effective than others, however, anecdotal student and teacher observations indicate this is a learned skill which takes time to increase. All students identify their friends and 2 teachers as part of their school network to assist them. This information is reviewed by students, teachers and the executive team to monitor student connections and support structures. This has again proven to be an effective support structure for teachers to refer to in student discussions and planning for teaching and learning activities across the school including peer support. This practice will be continued in 2023.

Connections and Engagement across the school

Attendance: The executive team developed and implemented the 2022 School Attendance Team and Process Guides to support staff in monitoring attendance. This process of monitoring attendance required classroom teachers and Assistant Principals to monitor and communicate with families where students were not maintaining attendance at or above 90%. Covid infections and strict non-attendance requirements when children were unwell, meant this was taken into consideration. Communication between home and school to support and encourage attendance was in most cases very positive.

Connections Team: The team implemented "The SIPPS Difference" marketing campaign to promote the facilities, success stories, educational opportunities and strengths of the school throughout the year. These were promoted on social media via videos and photos, banners, and flyers to preschools to build interest and knowledge of St Ives Park Public School. Previous feedback from local residents had indicated we were not well known as the school is located off all major roads.

What are the schools priorities for this strategic direction in 2023?

The School Attendance Team in 2023 will review the procedures and process guides in Term 1. Implement any automation changes in SchoolBytes to support effective communication with families of the school. In HPGE, further research in the social-emotional domain is to be released by the DoE and will support staff in identification of student strengths in this domain. SIPPS staff will apply a range of strategies for HPGE students in the classroom, which will be supported by professional learning, classroom practice and evaluation to improve HPGE students. School staff will develop the School Behaviour Support and Management Plan by reviewing current practices which align to the new policy and procedures; review the school PBL program, implement social - emotional learning programs to support students in the Prevention and Early Intervention levels of the Care Continuum. This will align with the Student Engagement team's priority to refocus and deepen student understanding of Personal Best to include: accepting challenges, persistence, effort, initiative and being a reflective learner (SD2). SRC will continue to provide student voice for fund raising and student initiatives across the school. SRC will continue to communicate at assembly and provide input for activities into the school newsletter as part of their communication strategy. Connections Team is hoping the DoE will support the "SIPPS Difference" marketing plan 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
<p>Well-being by 2022</p> <ul style="list-style-type: none"> Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above 89.6%, improving sense of belonging for students from a baseline of 86%. 	<p>Tell Them From Me data shows a range of results. In sense of belonging, there has been an improvement of 22% between March and October 2022, above NSW government expectations.. Expectations for success has demonstrated a minimal increase between March and October. Advocacy is stable with a minimal increase and meeting the NSW government norm.</p>
<p>Attendance by 2022</p> <ul style="list-style-type: none"> Demonstrate a student attendance uplift of 4.2% from a baseline of 89.3% to 93.5% lower bound system negotiated target. 	<p>The new school attendance plan for 2022 was implemented with teachers and executive monitoring student attendance. Due to ongoing Covid illness and parents travelling overseas, attendance has not achieved the anticipated lift in 2022 with a decrease of 20% from the baseline.</p>
<p>SEF Wellbeing</p> <ul style="list-style-type: none"> Every student has regular opportunities to meet with an identified staff member (class teacher) who can provide advice, support and assistance to help students fulfil their potential. 	<p>All students identify two staff members who could offer support and advice to assist them. This is monitored across the school.</p>
<ul style="list-style-type: none"> SRC leaders meet with the SRC representatives throughout the year to engage student voice in school activities. 	<p>SRC leaders provided opportunities for students to participate in a range of fundraising and student-centred events throughout the year.</p>
<p>Parent engagement</p> <ul style="list-style-type: none"> Opportunities for parents to engage in student learning and school events will support and rebuild community connection. This will be achieved through activities which may include: key school events, parent surveys, reporting and interviews, parent curriculum learning events and feedback opportunities which supports student learning across the curriculum. Parents will work closely with the school on the Community Connect team to engage with the wider community and promote school events and achievements. 	<p>Parents were provided with enhanced social media content to promote school events and achievements. The Community Connections team provided ongoing social media success stories for our community and have really improved the quality and quantity of posts. Parent feedback has enabled the school to be more responsive to community needs in the areas of parent-teacher interviews and school events.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,915.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at St Ives Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Student data indicates NAP students have developed in their learning skills with no students eligible for the program in 2023.</p> <p>After evaluation, the next steps to support our students will be: Teachers will make EAL/D adjustments to support student learning in class programs.</p>
<p>Integration funding support</p> <p>\$43,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Ives Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Identified students receiving tailored support to assist their academic and social/emotional development.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus upon developing detailed and tailored support plans which include valued input from all relevant stakeholders.</p>
<p>Socio-economic background</p> <p>\$2,719.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: students having the opportunity to participate in curricula opportunities, including those which are coordinated by the school or our parent body.</p>

<p>Socio-economic background</p> <p>\$2,719.24</p>	<p>After evaluation, the next steps to support our students will be: continuing to offer equity of access for all students.</p>
<p>Aboriginal background</p> <p>\$725.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Ives Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Personalised Learning Plan in place and supportive for curriculum access.</p> <p>After evaluation, the next steps to support our students will be: Provide staff with resources to develop and implement Personal Learning Pathways and curriculum implementation.</p>
<p>English language proficiency</p> <p>\$21,114.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Student access to the curriculum and a student specific support in English and across Key Learning Areas as required.</p> <p>After evaluation, the next steps to support our students will be: Use EAL/D phases to assess student need and plan teaching and learning activities for EAL/D students who require support in addition to classroom teacher planning.</p>
<p>Low level adjustment for disability</p> <p>\$71,673.47</p>	<p>Low level adjustment for disability equity loading provides support for students at St Ives Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$71,673.47</p>	<p>The allocation of this funding has resulted in the following impact: A more consistent approach to student learning support and interventions based on identified student data. Focus on supporting student needs in literacy and Mathematics to access the classroom. Behavioural and social-emotional intervention for students in line with the role. Professional learning to support staff member in this specialised role.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise student data to identify students with learning and interpersonal development support needs.</p>
<p>Professional learning</p> <p>\$12,646.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Ives Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching mathematics and led whole school evidence informed professional learning to change practice in classrooms and improve students outcomes in Mathematics.. Providing collaborative time with Instructional leader to plan quality teaching practices and their delivery. Classroom observations and implementation of quality teaching practices to engage teachers in quality teaching practices and enhance curriculum planning was a focus. <p>The allocation of this funding has resulted in the following impact: All staff engaging with research to enhance curriculum implementation and scope and sequences to successfully plan for student differentiation through the development of 'engaging' and 'extending' prompts in mathematical lessons. Staff developed their understanding and practice of rich mathematical tasks.</p> <p>After evaluation, the next steps to support our students will be: Provide staff with ongoing professional learning. Staff have requested modelling of Number Talks which will be planned for Term 1. Staff will continue to be provided with research-based professional learning in the areas of differentiation, strategies to expand rich tasks and assessment in mathematics. The model of Launch, Explore and Connect / Summarise will be explored in relation to assessment. Staff will receive mentoring and coaching to improve their classroom practice with support from the MANSW consultant, AP C&I and Assistant Principals K-2 and 3-6.</p>
<p>Literacy and numeracy</p> <p>\$21,988.07</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Ives Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy with the IL. <p>The allocation of this funding has resulted in the following impact: Purchase of K-2 English syllabus quality texts and decodable home readers ready for syllabus commencement. Access to PAT assessment and</p>

<p>Literacy and numeracy</p> <p>\$21,988.07</p>	<p>resources for staff and student explicit planning in curriculum.. Mentoring for staff to use resources to implement quality teaching practices in Mathematics.</p> <p>After evaluation, the next steps to support our students will be: This Department funding source will not be available in 2023.</p>
<p>QTSS release</p> <p>\$34,016.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Ives Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum (SD2) • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff (SD2) <p>The allocation of this funding has resulted in the following impact: Funding used to release Instructional Leader to work with staff in collaboration and development of effective planning and implementation of modelled and guided reading and mathematical strategies. Increased effective practice and planning by staff and increased students achieving in the top two bands in NAPLAN in reading.</p> <p>After evaluation, the next steps to support our students will be: As we will have an AP C&I in 2023, funding will be used for Assistant Principals to work with staff to implement and apply evaluative practices and support school plan targets.</p>
<p>COVID ILSP</p> <p>\$10,227.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • development of resources and planning of small group tuition • employing/releasing teaching staff to support the administration of the program • providing intensive small group tuition for students who were identified using internal school data. <p>The allocation of this funding has resulted in the following impact: 5 students in Years 1 and 2 receiving intervention and 25 students participating in COVID ILSP small group instruction, developed by the Instructional Leader and implemented by a Student Learning and Support Officer. Using formative and summative PAT assessment in either reading or Mathematics, 88% of students have grown through quality differentiated classroom teaching practice supported by the COVID ILSP small group explicit teaching. Continued monitoring of the K-1 students will demonstrate impact over time.</p> <p>After evaluation, the next steps to support our students will be: Student instruction will be planned for 2023 to support identified students in the areas of reading and Mathematics. A range of internal and external data sources will guide the identification and planning in this area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	87	89	91	78
Girls	89	80	90	79

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	96.0	94.3	93.6
1	94.4	95.8	93.2	91.4
2	93.6	93.8	96.1	92.0
3	94.4	95.3	95.2	88.9
4	93.5	95.0	95.6	91.7
5	94.7	96.0	95.9	90.4
6	93.9	96.3	94.6	88.2
All Years	94.1	95.5	94.9	90.8
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
Assistant Principal(s)	2
Classroom Teacher(s)	4.85
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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	660,296
Revenue	1,848,137
Appropriation	1,654,632
Sale of Goods and Services	3,241
Grants and contributions	174,698
Investment income	8,074
Other revenue	7,492
Expenses	-1,796,470
Employee related	-1,463,363
Operating expenses	-333,107
Surplus / deficit for the year	51,668
Closing Balance	711,964

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 SBAR Adjustments (\$)
Targeted Total	59,385
Equity Total	96,233
Equity - Aboriginal	725
Equity - Socio-economic	2,719
Equity - Language	21,115
Equity - Disability	71,673
Base Total	1,365,417
Base - Per Capita	45,735
Base - Location	0
Base - Other	1,319,682
Other Total	79,410
Grand Total	1,600,445

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

The Tell Them From Me survey has been used to report on feedback received about the extent to which parents feel the school supports learning and positive behaviour and promotes an inclusive learning environment.

Parent Satisfaction

In 2022, 39 parents responded to the Tell Them From Me - Parent survey.

The results indicated the following areas of strength:

- Parents feel welcome 8.3
- My child is encouraged to do his or her best work 8.1
- My child is clear about the rules for school behaviour 8.6
- Safety at school 7.8 compared to state average of 7.4 and specifically my child feels safe at school 8.1
- The school administrative staff are helpful when I have a question or problem 9.4
- I can easily speak with the school principal 8.9

The survey indicated possible areas for future focus as:

- The results in the parents supporting learning at home was low at 5.6 when compared to the state average of 6.3.

Student Satisfaction

The Tell Them From Me survey reported results based on data from 71 students in Years 4, 5 and 6.

- Student sense of belonging increased from 62% in March to 84% in October.
- 80% of students believe that they set challenging goals for themselves and aim to do their best.
- 87% of students believe that they demonstrate positive behaviour at school.
- In rich tasks, 72% of students believe they are able to think through and link strategies to solve a task.
- 87% of students agree or strongly agree that they will finish high school and attend university.

The survey indicated possible areas for future focus as:

- SIPPS student responses were below the Government Norm in relation to peers following classroom rules and expectations and expected behaviour.

Teacher Satisfaction

The Tell Them From me survey has been used to report on feedback from teachers within the four dimensions of classroom and school practices.

The results indicated the following areas of strength:

- Leadership 8.1
- Collaboration 7.8
- Learning Culture 8.1
- Data Informs Practice 7.9
- Teaching Strategies 8.2
- Inclusive School 8.3

The survey indicated possible areas for future focus as:

- Supporting students in the areas of feedback and goal setting in 2023.

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.