2023 Annual Report

St Ives Public School

4331

Introduction

The Annual Report for 2023 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.

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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 532 students in 2023, 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, teachers and parents 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.

The three areas of focus for this plan are:

Student growth and attainment

High expectations and continuous improvement

Wellbeing and engagement

The involvement of the whole school community in this process will be essential for the success of our school.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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	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

New Arrivals Program
English language proficiency
QTSS release
Professional learning
Beginning teacher support

Summary of progress

Key evidence-based practices for continuous school improvement have been facilitated through the ongoing teaching of the InitialLit program from Kindergarten to Year 2, an evidence-based whole-class literacy program teaching phonics alongside a rich literature and vocabulary component.

Effective evidenced-based teaching strategies were explicitly modelled by the Assistant Principal Curriculum Instruction (APCI) with each class and their teacher. Microlearning professional learning sessions and readings were aligned with the areas for capability building focusing on the new K-2 syllabus in Semester 1 and 3-6 syllabus in Semester 2. Teachers used and adapted the department's units of work. Collaboration and high expectations have permeated classrooms K-6 for planning, teaching and assessing of reading and writing. Achievement of each teacher's Professional Development Plans (PDP) has focused on numeracy and literacy through effective professional development sessions.

2023 areas of focus included:

-Assessment processes enriched with use of WARL K-2, a fluency assessment and reading rubric.

-Diverse range of resources sourced and purchased including decodable readers for Kindergarten and Year 1.

-Parents encouraged to assist with Literacy groups from Term 2, 2023 by completing an Induction and code of conduct session prior to starting. Additionally, information session for parents was conducted on the teaching of Mathematics.

-Using the resources from the department, 'How to teach Vocabulary?', tiers 1 to 3 were investigated across different stages. Focusing within Term 3, 3-5 words were emphasised by reference and accessibility per week across the syllabus to create depth of understanding. Vocabulary sprints were conducted by most stage groups and stage 3 teachers embedded a restructured vocabulary focus within homework.

-Spelling Mastery was trialled from Term 3, 2023. Spelling groups were established across Years 5 and 6, three times a week which focused on morphemic etymology.

-The leaders developing a culture of active engagement K-2 with the new curriculum in Term 3. Staff became familiar with the syllabus and considered its implications for teaching practices and student outcomes. Teachers read the syllabus and its supporting documents.

-Completed professional learning (NESA and the department).

-Ongoing familiarisation and use of constantly updated and developed support documents and resources.

-Identified areas for capability building to teach the new syllabus effectively and worked with Leaders. K-2 staff in Term 4 prepared and developed a stage-based approach to implementing the new syllabus.

-Staff conducted collegial planning and programming across all KLAs.

-Explored whole school literacy scope and sequences. Developed resource plan and purchased English resources to support syllabus implementation including a quality literature audit.

-Maths Mentals books are to replaced by Number Sense Talks in 2024 which refers to a student's general understanding of number and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgements and to develop useful and efficient strategies for managing numerical situations. Additional staff to support the programs.

-Visiting of other school for timetabling techniques.

Where to next?

With the implementation of the new curriculum, school leaders will audit current assessment practices in English and Mathematics. This audit will inform a school-wide English and Mathematics assessment schedule.

Embedded processes and practices to support teachers' consistent, evidence-based judgement and moderation of assessments including formative assessments will be undertaken. Assessment processes will be enriched with use of WARL and WARP K-6, a fluency assessment and reading rubric along with the use of an external supplier, Essential Assessment.

Stage 2 and 3 staff to further engage in the new English and Mathematics syllabuses. Using the school developed scope and sequences, a detailed program will be written which incorporates the A and B components. Staff to continue to develop their capabilities of teaching the new syllabuses. This will assist with increasing the current results of 75% of teachers who believe that St Ives Public School has a whole school system and integrated approach to curriculum planning for reading, and numeracy.

In years 3-6, Spelling Mastery to be introduced 3 times a week which will focus on Component A, incorporating dictation, vocabulary building and handwriting. Component B to incorporate the department's units of work alongside existing effective literature focus at St Ives Public School.

Staff to continue to collaboratively set student learning goals for numeracy, writing and reading. Current staff survey results indicate at least 74% of staff regularly use learning goals with a further focus on formative and summative assessments required. Students to regularly record writing goals for next steps in their learning. Students to regularly refer to the Writing rubric to self-assess, peer assess and teacher assess.

Twice a year, K-6 external and internal summative assessment data in Spelling, Writing and Reading will be registered in the Whole School Data spreadsheet.

Macquarie University evidenced-based Literacy intervention programs will continue to be implemented in 2024.

Embedded specific regular feedback on students' progress towards learning goals into daily practices. Strengthen the co-reflecting cycle by utilising the learning plans within twice a term meetings with the Learning and Support team. School leaders to complete data analysis with NAPLAN 2024.

School leaders will develop and communicate to staff, school-wide expectations for inclusions in teaching and learning programs for English, including outcomes, scope and sequence, teaching/learning activities, assessment and reporting, student work samples, evaluation and feedback and class/school timetable. Staff to develop a school-wide approach to the explicit teaching of students' current needs as analysed from NAPLAN, PAT, Checkins and Essential Assessments.

In 2024, the continuation of collaborative planning and building teacher capacity with deep content knowledge and responsive teaching strategies will occur within and across Stages.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An analysis of Check-in Assessment data for reading in Year 3 and 5 for 2023 compared with Year 3 and Year 5 2022 indicates an increase in the mean scaled score from 410.3 to 410.65. This is significantly above the 382.15 mean scaled score for the state.

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An analysis of Check-in Assessment data for numeracy in Year 3 and 5 for 2023 compared with Year 3 and Year 5 2022 indicates an increase of 17.15 in the mean scaled score from 405.1 to 422.25. This is significantly above the 376.57 mean scaled score for the state.
Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy.	75% of classrooms have embedded practice of learning intentions with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy.

Strategic Direction 2: High expectations and continuous improvement

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.

- Professional Learning
- Teaching and Learning

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction

Summary of progress

Visible Learning and collaborative practices continue to be used by teachers in their classrooms. Staff continued to develop their confidence in implementing the principles of Visible Learning through Learning Intentions and Success Criteria (LISC) in mathematics, which is evident in stage programs and professional dialogue.

Staff worked collectively in stage teams to collect data from a range of sources and engaged in professional conversations to analyse data. Whole school processes around assessments were used with check-in data and triangulation with NAPLAN results, ACER and classroom assessments. Formative assessments provided the staff with feedback about current levels of student understanding.

The staff worked alongside the Aboriginal education consultant to further develop a conceptual program in geography which incorporated the acknowledgement of country and Aboriginal Cultures and Histories.

As a whole staff, the teaching and learning of HSIE and PD/Health were reviewed. Staff collaboratively reviewed and refined the current scope and sequence documents, cross referenced current HSIE and PD/Health programs with syllabus outcome checklist, updated the school's scope and sequence, analysed this at the executive meeting and collated resources to a common place. A standardised document for programming was compiled and using 'What Works Best Explicit Teaching' guide the school analysed and incorporated those elements into the programs.

Observations, learning walks, peer feedback on lessons were planned but did not eventuate across the school due to time, funding restraints and key staff in relieving roles.

Whole school processes for collaboration for teaching and learning programs were arranged with half day planning days each term with the Deputy Principal, Assistant Principals and the Assistant Principal for Curriculum Instruction.

A number of teachers successfully completed their accreditation process under the guidance of accomplished Executive staff.

Where to next?

The Educational Leadership of the Executive will be enhanced through professional readings and webinars on the importance of relational trust, the building of a professional community with strategic thinking, planning and resourcing for the improved quality of teaching practices and subsequent learning outcomes for students. The co-planning, co-teaching and co-reflecting cycle will be timetabled with the Principal and Deputy Principal teaching classes to allow pertinent Assistant Principal to be present in all classrooms to enhance reflective practices.

During Semester 1, Assistant Principals as Instructional Leaders will work with their Stage teams, targeting specific strengths and needs of individual teachers to develop other key evidence-based practices, specifically around using data to inform practice, explicit teaching and establishing quality learning environments that are conducive to the integration of targeted teaching and use of data to inform practice.

The professional learning timetable will be modified to incorporate High Impact Professional Learning sessions with sustained time for practices to be trialled, collaboratively discussed, evaluated and given time for embedding. Data

informed practices will be incorporated into two sessions each term as well as two sessions focusing on the professional development within the learning and support area with the writing of personalised learning plans.

The Assistant Principal Curriculum Instruction's role will collaboratively work with the department's consultants to broaden her scope to include English as a Second Language and planning for Mathematics lessons prior to the teaching week.

The use of One Note and Teams as a collaborative space will be enhanced through professional learning and provide access to units produced by the department.

Through the implementation of Science, Technology, Engineering, Mathematics pedagogies K-6., student voice will be enhanced. Professional learning and instructional leadership in LEGO robotics will encourage innovative and integrated learning programs using Project Based Learning (PBL) paradigms in K-6 teaching and learning programs. Professional learning will continue with scientific, computational, design and systems thinking within teaching/learning programs.

As part of the school's involvement in the High Potential Gifted Education Network, Assistant Principals and key teaching staff will continue to lead the implementation of the HPGE policy into teaching/learning programs. Areas of continued focus will include: Assessment and data to inform learning and teaching programs across all domains of potential, continued access to quality learning opportunities that meet HPGE student needs and aspirations through modification of regular curriculum, effective questioning, critical and creative thinking, effective use of teacher talk, challenge and choice and access to advanced resources (higher level texts).

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
Deepen staff understanding of collaboration, observation skills and processes in order to impact teaching practice.	100% of staff have a deeper understanding of collaboration, observation skills and processes in order to impact teaching practice.
Lesson plans include curriculum requirements and a variety of assessment strategies in Mathematics.	100% of lesson plans include curriculum requirements and a variety of assessment strategies in Mathematics.

Strategic Direction 3: Wellbeing and engagement

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

Professional learning
Socio-economic background
QTSS release
Low level adjustment for disability
Integration funding support
Per capita

Summary of progress

St Ives Public School continues to progress with addressing the key elements that encourage student wellbeing with a whole school approach of creating a safe environment, ensuring connectedness, engaging students in learning and promoting social and emotional learning.

Wellbeing and Engagement

Professional learning on Positive Behaviour for Learning during Staff Development Days entailed a refresher of the school's PBL system. Tier 2 targeted interventions, addressed students' social-emotional learning through evidence-based programs which were delivered to small groups of students or individual students. The staff built upon essential features of Tier 1 Universal Prevention and established roles and responsibilities for targeted interventions. The school developed procedures and data decision rules for early student identification and communicated with staff at Professional Learning sessions, explaining what Tier 2 interventions are and how it will be implemented as a whole school. The District's Learning and Wellbeing consultants continued to provide support on a needs basis.

Project Connect activities were explicitly linked with student understanding of Belonging, Motivation and Resilience. In 2023, staff reviewed programs K-4 that linked a sense of belonging, motivation and resilience, using the CESE document 'Sense of Belonging'. Student voice was gathered in surveys after Project Connect events such as the Biggest Morning Tea and Father's Day breakfast. Improved motivation and a sense of belonging was evidenced in 'Tell Them from Me' Years 5 and 6 survey results up by 12% from 2022's data and well above NSW Govt Norm.

Communication

Following the school's communication system review in 2022, a whole school communication platform , School Bytes was researched and implemented in 2023. Schoolbytes incorporated school payments, student finance with integration with SAP, parent communication, event management for excursions and incursion, attendance and student reports. A parent survey was conducted one month after the implementation of Schoolbytes. Positive feedback was achieved across all areas of the school's communication enhancement. 98% of parents engaged in using Schoolbytes within two weeks of it commencing, 93% favoured the digital calendar's commencement and more than 90% felt the school's communication with parents had been enhanced.

Attendance

In Term 1, all staff were presented with the Attendance Policy. Within the policy, all school staff, including new staff and casual teachers, were provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school. Training in roll marking, included the correct use of absence codes. School newsletter outlined to parents their obligations and teachers promoted regular attendance at their parent/teacher information night and parent/teacher interviews at the end of term 1. School Bytes assisted with improved notifications of absenteeism. Attendance data continued to be regularly analysed within the Learning and Support meetings.

Where to next?

To develop consistent processes and practices supporting positive, respectful relationships and the promotion of student wellbeing for optimum conditions for student learning. 'Wellbeing Treasure Chest' which focuses on Meditation and Breathing techniques will conduct 25 minutes lessons with each class K-2 in Term 1. A breathing exercise sheet will be provided to each K-6 teacher to be used, when appropriate.

Implementation of the PD/H syllabus K-6 will incorporate a focus of self management and interpersonal skills through the teaching/learning program and compulsory Child Protection units. The use of a systematic and planned whole school scope and sequence of personal and social capabilities of self-awareness, self-management, social awareness and social management will take place. Weekly lessons will be structured and resourced to support overall student wellbeing within classrooms and the playground as a response to identified needs. The success of this initiative will be conducted by comparing annually the results of the ACER Social-emotional survey for years 2-6.

Effective practices to support the staff's understanding of students' needs at transition points ie preschool to kindergarten and Year 6 to high school, will continue. Creative and flexible physical environments to continue to support students' wellbeing and their relationships. This has been supported by various sports equipment provided regularly for student use in the playground at recess and lunch, student learning and support officers supporting students in the playground as well as through game-based activities on the muti-purpose courts.

Review policies, framework and complete procedures for the 2025 implementation of the Inclusive Education policy. ie Student behaviour policy. Staff professional learning in PAX to be undertaken, an evidenced-based behavioural strategy program of 10 evidence-based and trauma informed strategies to build self-regulation in students, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in students.

Introduce the School Support Dog Program at St Ives Public School. This is a whole school wellbeing initiative and sees the introduction of Bella, a Cavalier King Charles Spaniel Puppy, who is training to become a School Support Dog.

To utilize the resources of St Ives High School through Duke of Ed Reading programs (Term 2), STEM and Creative Arts (Term 4).

To enhance the effective partnership between home and school, the 'Seesaw' app will be re-introduced to be used as an application to showcase students' learning for parents and carers to view from Kindergarten to Year 2.

Dr Goodwin's 'School Digital Wellbeing Program' to be conducted with years 5 and 6 with parental access to webinars.

Improvements to the rewards system to maintain and motivate students and provide a sense of belonging.

Ongoing improvements to the school's learning and support processes to assist with reasonable adjustments within the personalised learning and support plans of students with disability and additional learning and support needs.

Teachers to promote and monitor regular attendance at school and follow up student absences promptly. The school will be guided by the Attendance policy which details the management of non-attendance.

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
Parents and staff demonstrate an increased understanding of school systems and processes that contribute to student learning.	More than 90% of parents and 100% of staff demonstrated an increased understanding of school systems and processes based on survey results.
75% of targeted Tier 2 students reduce recorded incidents.	Records indicate that more than 75% of targeted Tier 2 students have had a reduction in recorded incidents.
The number of students attending greater than 90% of the time or more has increased by 4.8%	The number of students attending greater than 90% of the time or more has maintained at 81.9% which is below the target of a 4.8% increase..

Funding sources	Impact achieved this year
New Arrivals Program $36,807.00	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 Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Improved oral language to support literacy and numeracy outcomes **After evaluation, the next steps to support our students will be:** Monitor students on the EALD progressions and target specific needs through explicit evidenced-based teaching
Integration funding support	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:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in the following impact:** Engagement and academic growth of targeted supported students with school routines and classroom activities. Effective responsive teaching and learning environment, including the implementation of individual educational programs. **After evaluation, the next steps to support our students will be:** Continued support to students through the timetabling of SLSOs with students. Teacher/ Student/ Parent/ LaST involvement with the personalised learning plans to successfully support students in their own classrooms. Additional relief for classroom teachers to undertake professional learning and to plan adjustments with parents and carers and other school staff.
Socio-economic background $4,407.74	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 with economic support for educational materials,

Socio-economic background $4,407.74	uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Continued sense of belonging with positive feelings, behaviours and internal strength. **After evaluation, the next steps to support our students will be:** Access to funding as needed.
English language proficiency $254,321.31	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 • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** Improved oral language to support literacy and numeracy outcomes **After evaluation, the next steps to support our students will be:** Monitor students on the EALD progressions and target specific needs through explicit evidenced-based teaching.
Low level adjustment for disability $127,311.47	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:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Evidenced-based Macquarie University MiniLit and MultiLit supporting students particularly in reading through 3 sessions per week of explicit teaching-Total 100 lessons: speaking, reading and writing sounds, words, sentences and tricky words through explicit teaching and regular revision. Years 3 and 4-10 students achieved 3 sessions per week. Total of 52 lessons: reading, spelling, writing sounds/sentences sounds and tricky words through explicit teaching & regular revision. Stage 3 students consisting: incorporating word attack, spelling words, sentence writing and expressive reading 2 x 20 minutes per week with SLSO. Within classroom support for students across K-6 supporting classroom teachers to make adjustments with scaffolding for support in reaching grade outcomes and challenging students who are beyond stage outcomes. **After evaluation, the next steps to support our students will be:**

Low level adjustment for disability $127,311.47	Ongoing improvement of the effectiveness of the school learning and support team to continue to support the needs of students with disability and additional learning and support needs. This resource supports school learning and support teams to: • self-evaluate their current function, practices and processes using a structured 4 phase process • determine findings through collecting and analysing data • develop recommendations and an action plan to improve learning and support team practices and processes.
Professional learning $35,219.05	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:** • Numeracy • Educational Leadership • Wellbeing and engagement **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** 99 Year 3 students in 2023 completed NAPLAN with 92% of students achieving exceeding and strong in Reading. 70 Year 5 students in 2023 completed NAPLAN with 92% of students achieving exceeding and strong in Reading. Checkins assessments data: The 2023 Reading Check-ins Assessments indicated St Ives Public School is above state average with 34.7% of students in the upper quartile compared to 26.8% (state) and Year 5, 44.3% compared to 24.41% (state). **After evaluation, the next steps to support our students will be:** Refer to next steps in all Strategic Directions.
Beginning teacher support $15,673.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at St Ives Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • ongoing feedback and support that is embedded in the collaborative practices of the school **The allocation of this funding has resulted in the following impact:** - teachers collaboratively planned units of work, scope and sequences and assessment tasks to provide quality teaching and learning programs across all stages - teachers used CTJ (Consistent Teacher Judgement) to moderate assessment tasks to ensure consistency of grading across the school - data from NAPLAN, PAT and Check-In Assessments was analysed to promote data driven practices.

Beginning teacher support $15,673.00	**After evaluation, the next steps to support our students will be:** - to fund the beginning teachers to enable them to be well supported by their Instructional Leaders in their grades/stages with the implementation of the new English and Mathematics curriculum - to fund the 'Curriculum Reform Release' days for teachers to build capacity in implementing the new English and Mathematics curriculum through code signed units of work, data analysis, moderation activities and curriculum micro-learning.
QTSS release $106,412.83	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:** • Numeracy • Wellbeing and engagement **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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** - teachers collaboratively planned units of work, scope and sequences and assessment tasks to provide quality teaching and learning programs across all stages - teachers used CTJ (Consistent Teacher Judgement) to moderate assessment tasks to ensure consistency of grading across the school - data from NAPLAN, PAT and Check-In Assessments was analysed to promote data driven practices. **After evaluation, the next steps to support our students will be:** - to fund the 'Curriculum Reform Release' days for Assistant Principals to enable them to become Instructional Leaders in their grades/stages to lead the implementation of the new English and Mathematics curriculum - to fund the 'Curriculum Reform Release' days for teachers to build capacity in implementing the new English and Mathematics curriculum through co-designed units of work, data analysis, moderation activities and curriculum micro-learnings.
COVID ILSP $11,927.82	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 2023. **Overview of activities partially or fully funded with this targeted funding include:** • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy **The allocation of this funding has resulted in the following impact:** Year 3 COVID ILSP Year 3 Booster Group 2 Vocabulary - Year 3 Vocabulary Improving vocabulary - understanding vocabulary choices in a given text and using tier 2&3 words when constructing texts of their own. Pre tuition measure: Students are selected using PAT data, End of Year 2 data. Pre test of Vocabulary skills using Vocabulary Knowledge Scale Test - Adapted from Beck, McKeown and Kucan (2013). Bringing Words to Life. Post tuition measure from Vocabulary Knowledge Scale test - Adapted from Beck, McKeown and Kucan (2013). Bringing Words to Life and Semester 2 Check-in reading data.

COVID ILSP $11,927.82	Year 4 COVID ILSP Year 4 Vocabulary Group Students looked at tier 2&3 words in a given text and used those words as a springboard for work on vocabulary skills. Students read, understood and made use of tier 2&3 words towards improving their reading comprehension, spelling and word choices when creating texts. Two students require further support. Year 5 COVID ILSP Year 5 Booster Vocabulary Students read, explored and made use of tier 2&3 words in rich texts and created texts. Students further developed their vocabulary and understanding. They focused on targeted words (Tier 2 words from the Three Tier Framework). Students learnt and used a range of tools to explore these words, such as morphology activities and word clines. Four students require further support. **After evaluation, the next steps to support our students will be:** - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need to revise the school learning and support processes to ensure regular monitoring of students as they transition back into classrooms - to provide additional in-class support or withdrawal groups for some students to continue to meet their personal learning goal.
AP Curriculum & Instruction $124,070.40	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Educational Leadership **Overview of activities partially or fully funded with this Staffing - Other funding include:** • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum **The allocation of this funding has resulted in the following impact:** 100% of teachers have worked on a different element with the Instructional Leadership. e.g. guided writing, setting up a quality learning environment so explicit/targeted teaching can occur, explicit teaching of specific elements of writing, targeted spelling instruction using 'learning intentions' and success criteria. **After evaluation, the next steps to support our students will be:** APCI allocation for 2023 will allow additional staff to build relationships with staff to support the co-teaching, co-learning and co-evaluating cycle.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	254	271	289	284
Girls	282	259	254	242

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	96.7	91.7	94.2
1	94.7	95.5	90.9	93.2
2	90.5	95.8	90.4	93.1
3	95.4	95.7	91.1	93.5
4	94.9	96.4	90.3	93.2
5	94.8	95.6	90.7	93.7
6	95.5	95.0	88.5	93.5
All Years	94.6	95.8	90.5	93.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	4.8
Classroom Teacher(s)	19.68
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher EAL/D	1.6
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	474,198.60
Revenue	5,826,767.75
Appropriation	5,224,268.64
Sale of Goods and Services	215.06
Grants and contributions	579,619.81
Investment income	22,264.24
Other revenue	400.00
Expenses	-5,661,180.02
Employee related	-4,841,701.80
Operating expenses	-819,478.22
Surplus / deficit for the year	165,587.73
Closing Balance	639,786.33

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	84,175
Equity Total	386,041
Equity - Aboriginal	0
Equity - Socio-economic	4,408
Equity - Language	254,321
Equity - Disability	127,311
Base Total	4,027,990
Base - Per Capita	141,321
Base - Location	0
Base - Other	3,886,669
Other Total	367,580
Grand Total	4,865,786

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. 'The Tell Them From Me' survey is designed to provide the school with insight to guide school planning and to identify school improvement initiatives. 'The Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first 'effective schools' research assesses eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong indicators of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

The Tell Them From Me Survey for teachers was completed by 30 teachers in 2023.

The survey results support St Ives Public School's positive influences on student learning. All teachers continue to be supported by the leadership team. Leaders work with staff to create a safe and orderly school environment and leaders help staff to improve their teaching. Collaboration was high as teachers considered they have worked with other teachers in developing cross-curricula or common learning opportunities (77%) and discussed learning problems of students with other teachers (consistent at 82%). An effective learning culture amongst staff has been established with setting high expectations for student learning (89%), in most cases discussing the learning goals for the lessons (73%) and monitoring the progress of individual students (85%). Teacher survey results indicate that within the teaching strategies, students are very clear about what they are expected to learn (76%) and teachers discuss with students ways of seeking help that will increase learning (77%). Teachers highly rate the use of more than one strategy in most lessons (84%). Teachers rate highly how St Ives Public School is an inclusive school. Teachers scored significantly higher than the state average with regards to understanding the learning needs of students with special learning needs and establishing clear expectations for classroom behaviour.

Acknowledging from TTFM 2023 results, using data to inform practices and the use of technology as a whole school focus is within the next steps of our Strategic Improvement Plan. Data informed practices (68%) and providing examples of graded work (64%), opportunities to use computers or other interactive technology to analyse, organise, and present subject matter (57%) and assist students to use computers or other interactive technology to undertake research (59%) will continue to be a focus within targeted professional learning sessions.

The Tell Them From Me Survey for parents was completed by 32 parents.

Increasingly, parents feel welcome (81%), informed about school activities (66%) which is above the NSW Govt Norm. School supports positive behaviour (74%) where students are clear about the rules for school behaviour (87%). 84% of parents have met with teachers more than two times in a year and 100% have spoken with a teacher. 33% state that they are involved in school committees. 57% of parents have spoken to their child about how important schoolwork is and 70% encourage their child to do well at school.

Acknowledging from TTFM 2023 results that a more informed approach to sharing students' progress in school subjects would be an appropriate focus.

The Tell Them From Me Survey for students was completed by 131 students in 2023.

Students with a positive sense of belonging is 75% up by 12 % from 2022 results compared to 67% NSW Govt Norm. Students with positive relationships 88% compared to 85% NSW Govt Norm. Students with positive behaviour at school 88% compared to 90% NSW Govt Norm. Effective Learning time 70% compared to 69% NSW Govt Norm. Students who are victims of bullying 25% down from 34% compared to 36% NSW Govt Norm. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (Advocacy) 71% compared to 76% NSW Govt Norm. Students with a growth mindset 75% compared to the state of 78%.

Acknowledging from TTFM 2023 results that a more informed whole school approach to wellbeing is required so that all students can connect, succeed, thrive, and learn.

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.