

St Ives North Public School

Annual Report



2016



Introduction

The Annual Report for **2016** is provided to the community of **St Ives North Public School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Students and student learning will be the focus of all school programs.

Students at St Ives North aspire to be highly engaged, confident and resilient learners. Our students will be successful confident, creative individuals and active informed citizens with highly developed literacy and numeracy skills that provide them with the foundations for lifelong learning ability to make good choices and contribute in a meaningful way to our community and broader world.

Our students will be students who are comfortable to communicate, collaborate, and exercise creativity and critical thinking while both consuming and producing content that connects them with their world in ways that are personally meaningful and relevant.

Our students will be students who pursue balance in life, participate in physical exercise, engage with the arts and show respect and tolerance for others through holistic educational programs. We will help our students become autonomous independent thinkers whose strength of character is the foundation that guides them toward becoming thoughtful citizens.

Our students will use technology as one tool in a suite of many, to empower their learning, to personalise their learning and to pursue their unique interests and passions.

Our teachers at St Ives North are and will continue to be lead learners, who collaboratively use evidenced based research to inform their practice and provide a consistent quality of teaching and learning across all grades.

School context

St Ives North Public School was established in 1961 and is located on the north shore of Sydney. It is a large multicultural co-educational primary school of over 900 students with PBEL underpinning our welfare program.

The school has a proud tradition of academic excellence.

We are proud of our Gifted Unit, which has been successfully operating for over 25 years and is regarded as an innovative and inspiring example of best practice in the education of gifted students. Our school achieves consistently high NAPLAN results.

We value the skills, expertise and knowledge our students bring to the school from their home environment. Parents are welcome in our school as together we work in partnership to achieve the best for our students.

Technology is integrated seamlessly as a tool to assist learning in all classrooms. Our senior students participate in a laptop program and interactive whiteboards and iPads are a feature of our classrooms.

Our students have a wide range of extracurricular activities to choose from including sports, dance, languages, a comprehensive band and strings program, chess, choir, debating and Tournament of the Minds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Key achievements in relation to the School Excellence framework are:

- Corporate whole school programs and scope and sequences

- Whole school training in Focus on Reading and Gifted Education
- Appointment of a Community Liaison Officer and an Instructional leader for literacy for 2017
- Creation of Digital Fluencies Scope and Sequence for implementation in 2017.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning: Differentiated high quality approach to the teaching of literacy and numeracy

Purpose

To ensure student learning is consistent, continuous quality education delivered with precision, in an innovative and personalised manner.

Overall summary of progress

Whole School Scope and Sequences have been created for each grade and are aligned to classroom programs and assessment tasks.

Training in the Literacy and Numeracy Continuums for all staff and the use of PLAN to track all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 90% of all students K – 6 will achieve expected cluster levels on Literacy and Numeracy continuums.• Tell Them From Me (TTFM) Student Survey results demonstrate an increase in students who are engaged, challenged and motivated in their learning	Staff are using the literacy and numeracy continuums.. More consolidation needed in 2017. A School Excellence Team for literacy and numeracy has been created to focus on this area. Pre and post surveys will be conducted and support provided to ensure all grades are using the continuums. A new programming checklist has been created to ensure all staff are aware this is a requirement. As a result of collegial collaborative sessions we see a need to focus on student self-reflection practices and processes and learning dispositions. A School Excellence Team has been created and will focus in on assessment and reporting in 2017.	Staff released to work in teams during mentoring and PDP times <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$5000.00)• Support for beginning teachers (\$15000.00)

Next Steps

Formation of School Excellence teams in Literacy and School Assessments based on the School Excellence Framework and the School Plan.

School wide focus on Writing for 2017 including an Action Learning Plan based on the School Excellence Framework and following analysis of our NAPLAN results.

Appointment of an Instructional leader in English as a second language and literacy. This leader will work with staff to mentor and support them.

Strategic Direction 2

Quality Teaching: Exemplary professional learning for all staff to enhance dynamic and purposeful student learning

Purpose

To develop professional collaborative teams of highly effective teachers and leaders who demonstrate personal and collective efficacy and responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogy to maximise student learning, ensuring all students experience success and achieve their potential.

Overall summary of progress

All staff have participated in an individual Professional Development Plan. This includes writing SMART goals, reviewing progress with a supervisor throughout the year and participating in lesson observations and team teaching. Our Quality Teaching Program has enabled staff to be released to work in teams across grade, stage and whole school projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• PDP goals of staff are being achieved, celebrated and reported upon.• Clear, consistent Scope and Sequences in place and reflected in teaching programs and student work samples• 100% teachers demonstrate their understanding of BOSTES syllabus requirements and the Professional Teachers' Standards as evidenced within their class	In 2017 we want to further refine how mentoring time is used and have devised a mentoring program that is more focused on the School Plan and the identified school needs. School Excellence teams have been created across areas including assessment and reporting, EALD student learning, Improving whole school writing, student well being and digital fluencies	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Next Steps

A new process have been established for 2107 for Accreditation of teachers.

New scope and sequences are being used to align whole school assessments and class programs so that there is a very clear pathway from the scope and sequence, to the class program, to the work samples from students and the assessment tasks.

The reporting format will be changed in 2017 to target key content descriptions and assessments will be clearly linked. A whole school Excellence team in Assessment and Reporting has been created linked to our School Excellence Framework.

Our Quality Teaching Program has been divided into School Excellence Teams and data is being gathered from each team pre and post implementation to ensure we are making a difference.

Strategic Direction 3

Quality Relationships: Engaging as a learning community

Purpose

To develop in students, staff and the wider community the concepts of leadership, well-being and citizenship by encouraging partnerships and developing students who are resilient, responsible and respectful. To enhance local and wider community partnerships, to improve opportunities and outcomes for students.

Overall summary of progress

Tell Them From Me Surveys will continue in 2017 to enable us to collect more meaningful long term data. A new PBEL team centred on Well Being has been established. A new Friendly Schools whole school program has been developed for implementation in 2017. A Community Liaison Officer has been appointed who coordinates the daytime P & C meetings and the workshops presented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teaching/learning units embed social/emotional learning intentions and success criteria.• PBEL data shows a decrease in incidents of playground or classroom misdemeanour• Classroom behaviour management policies and procedures are consistent so that all students and staff are clear on expectations• TTFM survey results indicate improvement	We have used the results from the TTFM surveys to establish a community liaison officer and will commence a series of information and sharing sessions for parents and community members. PBEL Committee has evaluated current practices and created a new and revised PBEL plan for 2017 with a focus on classroom practices. Reflection on current parent interview processes has resulted in changes being made to parent interview timeline for 2017. parent interviews and reports will change and a School Excellence Team has been set up for Assessment and Reporting to lead this change. A Community Liaison Officer from within the staff has been appointed and his role includes liaising with the P & C and running a daytime meeting each month.	School funded

Next Steps

Implementation of the Whole School Friendly Schools Program
Formation of a School Excellence team in Student Well being
Appointment of a Community Liaison Officer and the commencement of day and evening P & C meetings.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Greater collection of data is required to demonstrate the effect of the program. New system for data collection and regular meetings with the executive in charge of the EALD program is being developed. A instructional leader responsible for the EALD program has been appointed.	Equity Loading \$300,000 resulted in the employment of 3 full time teachers for students with a language background other than English. • English language proficiency (\$0.00)
Quality Teaching, Successful Students (QTSS)	Digital Fluencies Scope and Sequence has been developed, an IT expert has been identified for each grade and a suite of 8 lessons have been created by teachers with Dr Mc Credie for use by all staff in 2017. All staff have completed their PDP goals. In 2017 with each review meeting staff will be asked to bring a piece of evidence of how their goal has been achieved. This can be electronically presented or hard copy and could be but is not limited to work samples, programs, see saw presentations.	Beginning Teacher Funds \$21,000 School funded Quality Teaching Funds • Quality Teaching, Successful Students (QTSS) (\$0.00) • Support for beginning teachers (\$0.00)
Support for beginning teachers	Evaluation of the program indicates a more organized plan needs to be put into place in 2017. The plan will be to release a cluster of beginning teachers together to work with a mentor, identify suitable off site courses and support the teachers more in the classrooms. Beginning teachers will continue to be supported in the induction program as well. All executive staff will devise goals for their beginning teachers as part of their own PDPs and the Beginning teacher's PDPs and report back on their progress. Beginning teachers will be surveyed at the beginning and end of 2017.	Beginning Teacher Funds \$21,000 • Support for beginning teachers (\$0.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	384	396	443	470
Girls	355	377	411	433

Student enrolment is strong with school numbers reaching 880 students in 2016. Out of area students are not permitted due to the popularity of the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	97.1	96.5	96.6
1	95.6	96.3	95.7	95.3
2	96.4	96.4	94.6	96.5
3	96.5	97.4	96.9	97.1
4	95.7	96.6	95.9	96.6
5	95.4	96.3	95.7	95.6
6	93.4	94.7	92.6	95.1
All Years	95.7	96.5	95.4	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance is above the state average. Because of our high Non English Speaking Background, a number of students do need to travel to other countries during school time for family events.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.05
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	3.4
School Counsellor	0
School Administration & Support Staff	5.17
Other Positions	0

*Full Time Equivalent

St Ives North has one teacher who identifies as Aboriginal. A high number of new staff have commenced permanently at St Ives North during the past 2 years. The mixture of young teachers and more experienced teachers, as well as an increase in the number of male teachers, has created a harmonious highly effective team of teachers.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	51

Professional learning and teacher accreditation

All new staff are supported through the accreditation process by an experienced Accreditation Team from within the school. A series of regular meetings throughout the year are conducted to provide support in documentation, lesson observation, professional goal setting and the generation of this report. All staff who are required to be accredited have completed their documentation, have submitted this to their Teacher Accreditation Authority and have their status approved. Accredited teachers are working now on the Maintenance for accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school moved to the new financial system LMBR which is being rolled out across the state in all department schools. The new system will make the financial accountability and tracking of costs more transparent for the principal and school executive in 2017.

Income	\$
Balance brought forward	400 795.00
Global funds	580 960.00
Tied funds	219 817.00
School & community sources	825 235.00
Interest	5 269.00
Trust receipts	4 720.00
Canteen	0.00
Total income	2 036 796.00
Expenditure	
Teaching & learning	
Key learning areas	309 938.00
Excursions	99 521.00
Extracurricular dissections	190 446.00
Library	1 642.00
Training & development	1 498.00
Tied funds	166 968.00
Short term relief	143 845.00
Administration & office	186 753.00
School-operated canteen	0.00
Utilities	60 750.00
Maintenance	158 237.00
Trust accounts	13 942.00
Capital programs	60 930.00
Total expenditure	1 394 470.00
Balance carried forward	642 326.00

The information provided in the financial summary includes reporting from January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	817 853.65
(2a) Appropriation	640 386.25
(2b) Sale of Goods and Services	6 450.00
(2c) Grants and Contributions	169 509.13
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 508.27
Expenses	-425 931.54
Recurrent Expenses	-425 931.54
(3a) Employee Related	-259 200.70
(3b) Operating Expenses	-166 730.84
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	391 922.11
Balance Carried Forward	391 922.11

	2016 Actual (\$)
Base Total	5 338 873.60
Base Per Capita	46 144.82
Base Location	0.00
Other Base	5 292 728.78
Equity Total	449 252.92
Equity Aboriginal	0.00
Equity Socio economic	2 464.63
Equity Language	364 205.85
Equity Disability	82 582.44
Targeted Total	21 170.00
Other Total	99.00
Grand Total	5 809 395.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Our school finance committee meets monthly and includes the Principal, two Deputy Principals, the School Office Manager and our Business Manager.

Financial summary equity funding

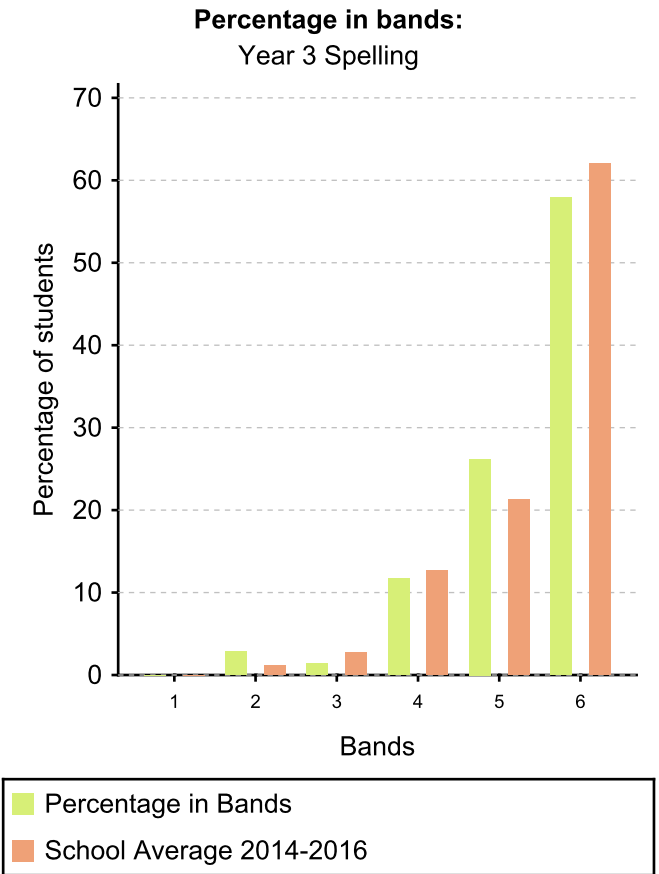
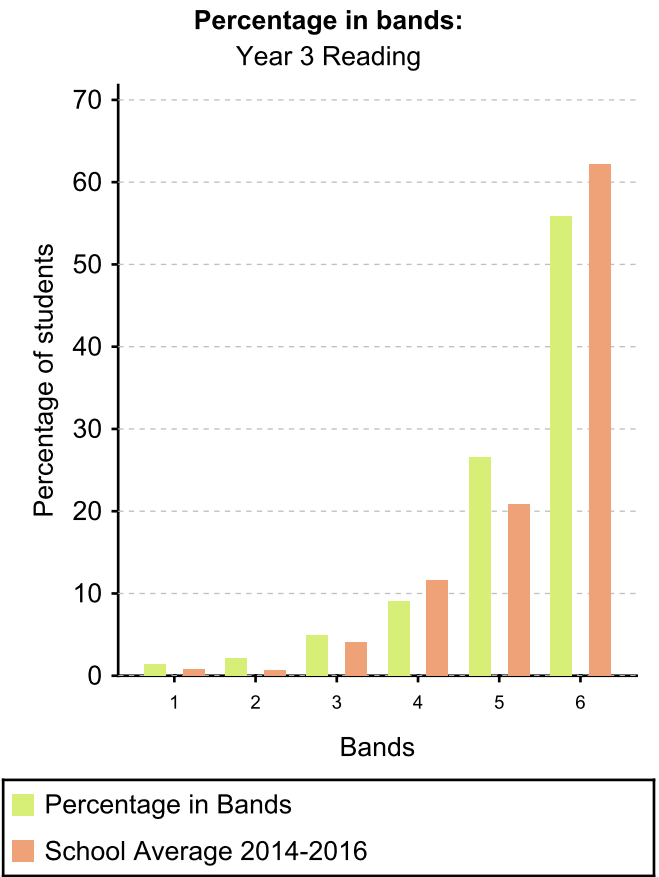
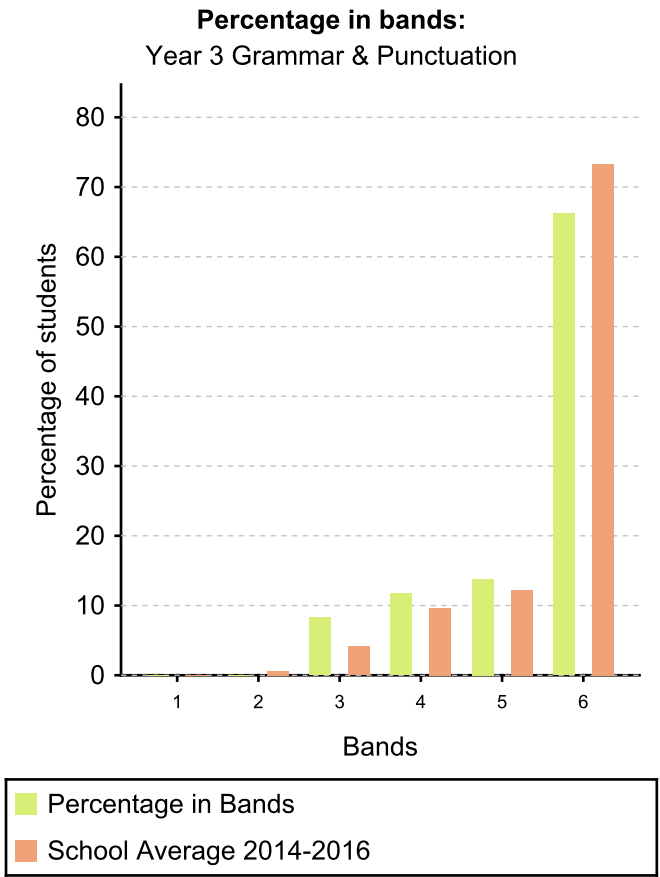
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

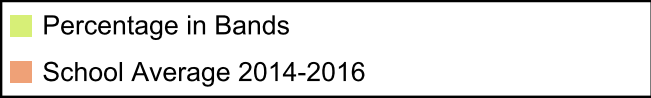
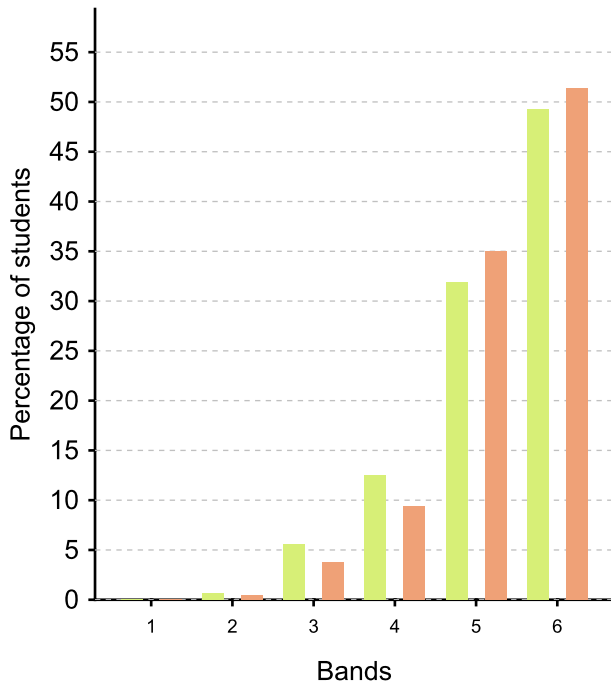
NAPLAN

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.

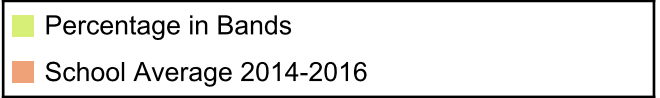
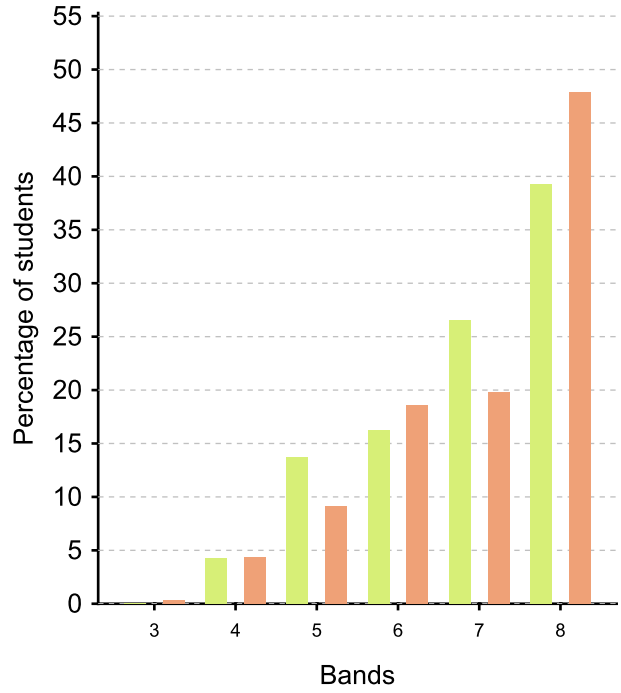
St Ives North continues to achieve outstanding results in Literacy across the school. Our school's average score is stronger than the like school's group of schools and the state average.



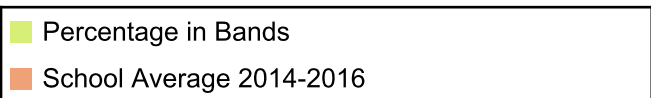
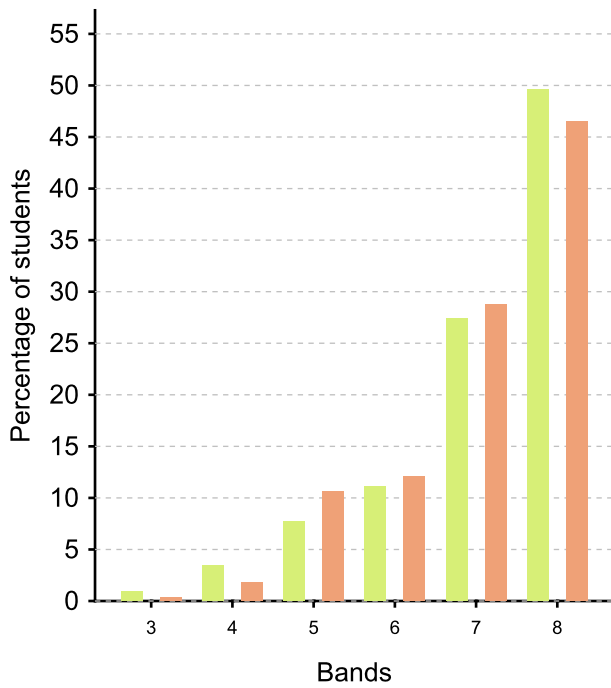
Percentage in bands:
Year 3 Writing



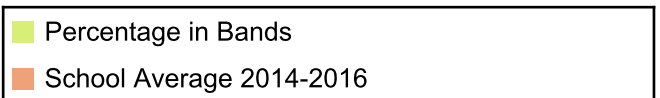
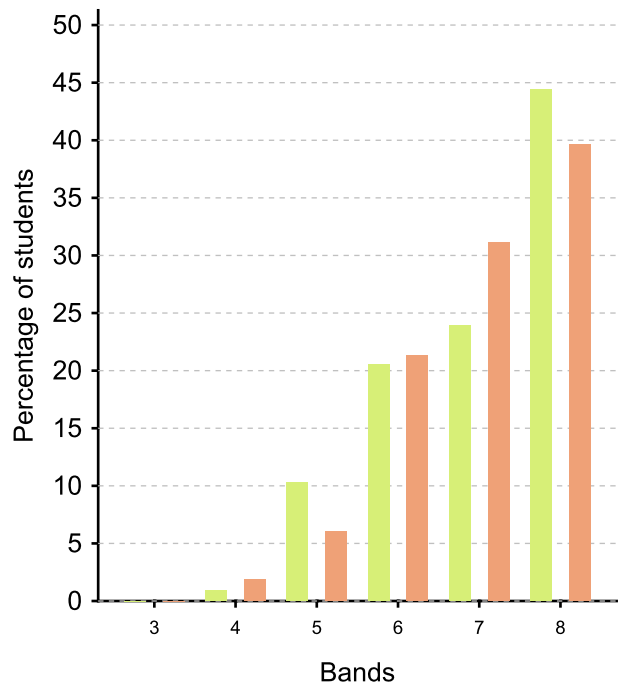
Percentage in bands:
Year 5 Reading



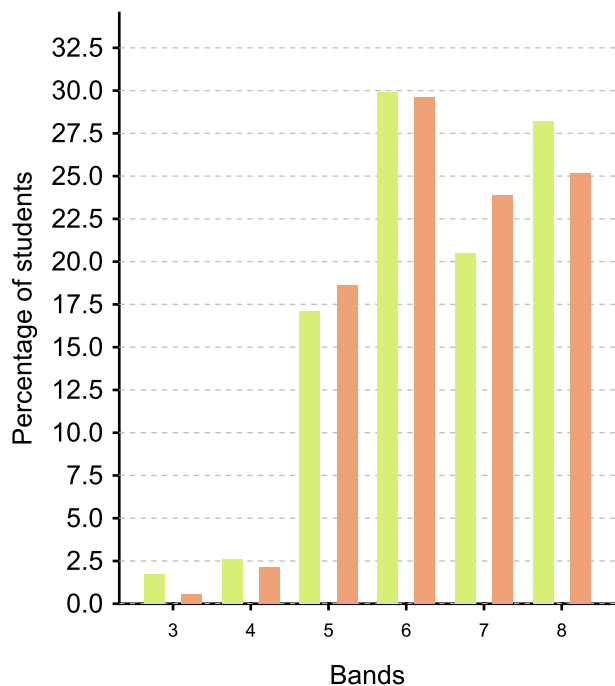
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



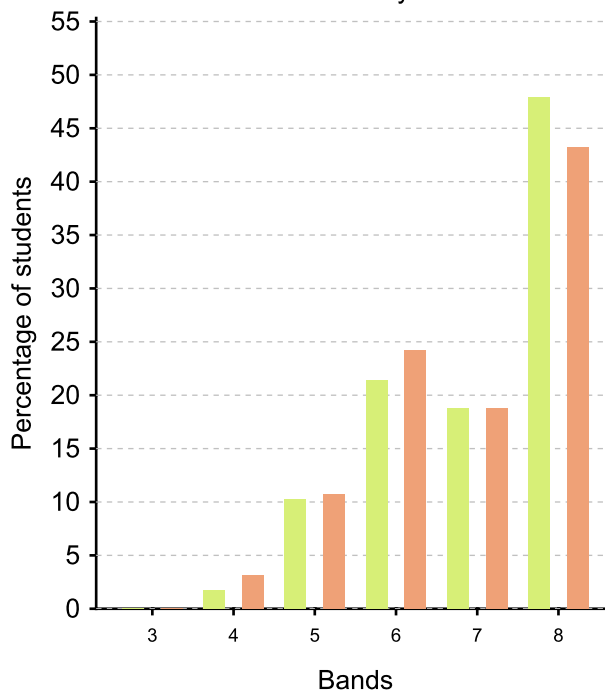
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

St Ives North continues to achieve outstanding results in Numeracy across the school. Our school's average score is stronger than the like school's group of schools and the state average

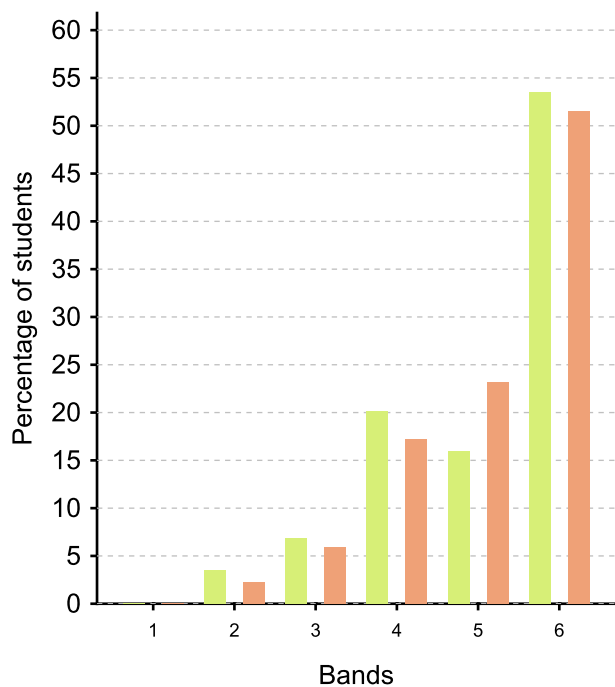
Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Parents have participated in the Tell Them From Me Survey, Parent School Plan Breakfast meetings and P & C functions, workshops and meetings.

The main area for the school to work on is better communication with families and greater involvement in the school. Consequently we have booked an outdoor stage for 3 nights in December to enable us to celebrate with whole school performances from every class for our school community. We have also commenced day time P&C meetings to encourage more parents to be involved in our school.

Policy requirements

Aboriginal education

Our school has an Aboriginal Education Policy which is understood and enacted by all staff. We begin all assemblies with Welcome to Country, fly the Aboriginal Flag and celebrate NAIDOC Week each year.

Multicultural and anti-racism education

Our school has a dedicated Anti Racism Officer who works with the community should any incidents arise. Our Anti racism officer informs the school community of his role in the school newsletter and at Parent/Teacher meetings throughout the year. We celebrate Harmony Day as a whole school and include our community in the planning and organisation of this day. In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.