Introduction

The Annual Report for 2015 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 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.

Gillian Tegg
Principal

School contact details:
St Ives Park Public School
Acron Road
St Ives 2075
http://www.stivespark-p.schools.nsw.edu.au
9144 4085

Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school’s success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated staff who work together to provide an inclusive environment where all students are inspired and nurtured to become successful lifelong learners. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. St Ives Park Public School enjoys tremendous support from our parents and the local community.

- All staff participated in ongoing professional learning to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom.
- St Ives Park Public School staff engaged in two key project areas to deliver a future focused curriculum and positive behaviour to engage learning.
- The school received several local Council Environmental grant to upgrade our school gardens. A new eco-garden was built with effective partnerships developed with the P&C and academic partners.
- The school received government grants to refurbish the school administration block and enhance the school’s sporting programs.
- The school enhanced links with our local schools’ network to provide increased learning opportunities for all K-6 students.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.
Message from the P&C President

The P&C ran so many successful and happy events during 2015, including the Bare Creek Trail Run (over 700 registrations), the Year 6 Farewell, the Staff Thank You Lunch, the State Election Fundraiser, the Wildflower Garden stand, the Bunnings Fundraiser, Mother’s Day and the mid-year Working Bee, not to mention the “Adults only” Comedy Night, but the one which stands out has to be the Father’s Day Breakfast which featured the students’ Art Auction. This was a classic example of all 3 parts of the entire school community working together - students, staff and parents. The children’s artworks would not have looked out of place in a major art gallery, and sold for amounts way beyond our wildest expectations.

15 years ago I first set foot in this school and immediately felt that this was the right place for my children. These feelings were reinforced by everyone I met - teachers, staff, students, parents, grand friends and carers, and have never changed since that moment. SIPPS is not “a small school trying to keep up with the big ones”. It is far and away the best place you can send your children for the best possible start in life. My strong advice to all parents and carers is this: take every opportunity you can to get involved. The benefits are enormous, and the magic moments are priceless.

Keith Oliver

Student Leader’s message

Last year was such a fun year! As student leaders we had many amazing opportunities. Early on, the School Captains and Vice Captains went to Leadership Camp in Collaroy, where we learned leadership skills and took part in fun activities. Later in the year we went to Parliament House, where Mr. O’Dea showed us round and explained how Parliament works. The leaders also spent a day at Sir Eric Woodward School.

Running events such as ANZAC Day and the Gold Assemblies really boosted our confidence and helped us build our public speaking skills. Whenever there was an event like an Open Day or a Kindy Orientation day, it was the school leaders who welcomed everyone at the gates, talked to them and showed them around the school. Our House Captains played a big part in all the sporting events such as sports carnivals, and the SRC leaders ran all the fundraisers each term (they had the job of going around the classes and collecting all the money!).

Becoming a Buddy reminded me of what it was like to be starting in Kindy. Being a leader came with responsibilities, but it was also so much fun. I really enjoyed my time at SIPPS.

Joanna Peiser-Oliver
Vice-Captain 2015

School background

School Vision Statement

The St Ives Park Public School vision is to **Inspire and Nurture Successful Lifelong Learners.** We offer our students a broad range of educational opportunities in a safe, caring and attractive environment. With our highly qualified teaching staff and excellent learning programs, our students have every opportunity to achieve their full learning potential.

Our programs deliver the foundation and enthusiasm for a lifetime of learning and are structured to ensure that the individual needs of each student are addressed in a personalised manner. In addition to
academic excellence, St Ives Park offers every child opportunities to participate in sport, debating, public speaking, music, dance, technology and academic competition.

Our schools expectations of **Respect, Responsibility** and **Personal Best** promote positive engagement in learning, respectful relationships, social and personal responsibility towards others and the environment.

### 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.

It is a P 4 school, comprising an executive staff of a Principal, two Assistant Principals and a teaching staff of 11 teachers. The staff includes a specialist music teacher; English as a Language Dialect (EALD) teacher; Languages Other Than English (LOTE) 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 an excellent reputation in the community for academic excellence, sporting achievements, student behaviour and staff commitment towards delivering quality teaching and learning outcomes.

### Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

Self-assessment against the School Excellence Framework was achieved by completing evaluation survey.

#### LEARNING CULTURE - Delivering

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

#### WELLBEING - Delivering

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the PBL Behaviour Code.
- The school encourages students to recognise and respect cultural identity and diversity.
- School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

#### CURRICULUM AND LEARNING – Sustaining and Growing

- Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students’ successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
There are systematic policies, programs and processes to identify and address student learning needs.

**ASSESSMENT AND REPORTING - Delivering**
- The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- Individual student reports include descriptions of the student’s strengths and areas of growth. Parents are updated on the progress of their children.

**STUDENT PERFORMANCE MEASURES – Delivering**
- The school achieves value-added results.
- Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

**EFFECTIVE CLASSROOM PRACTICE – Sustaining and Growing**
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

**DATA SKILLS AND USE - Delivering**
- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- Data analysis informs the school’s learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

**COLLABORATIVE PRACTICE – Delivering**
- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

**LEARNING AND DEVELOPMENT - Delivering**
- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- The school has processes in place for teachers’ performance and development.
- Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

**PROFESSIONAL STANDARDS – Sustaining and Growing**
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the
school’s goals.

- Teachers work beyond their classrooms to contribute to broader school programs.

**LEADERSHIP – Delivering**

- Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision.
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school’s programs.
- The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.

**SCHOOL PLANNING, IMPLEMENTATION AND REPORTING - Delivering**

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

**SCHOOL RESOURCES – Sustaining and Growing**

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

**MANAGEMENT PRACTICES AND PROCESSES – Sustaining and Growing**

- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.
Strategic Direction 1
Engaged Students

Purpose
To nurture, guide, inspire and challenge students to find the joy in learning in order to become self-motivated, lifelong learners, confident and creative individuals, with personal resources for future success and wellbeing.

Overall summary of progress
100% of teachers are now assessing student achievement against literacy and numeracy continuums and regularly plotting achievement levels using PLAN software.
2015 NAPLAN data demonstrated growth in all areas of Year 5 literacy.
Exited student data shows value-added growth above that of similar schools.
Significant increase in number awards issued for positive behaviour aligned with school expectations and 33% reduction in inappropriate behaviours evidenced in PBEL data.
Successfully implemented planned music and Korean programs which engaged students and achieved the milestones set.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Inclusion of Future focused learning pedagogy & practice. | Students engaged in using iPads to create, collaborate and think critically. Students engaged in explicit and developmental music program and enhanced performance opportunities. Students engaged in authentic project based learning in different curriculum areas. Rubrics developed to assess learning. Teacher band peer assessment. New learning spaces being used effectively. Students enthusiastic about them and engaged in learning. Student Surveys, work samples demonstrating effectiveness of programs. **BYODD**
In 2015, after in-depth research and consultation with the school community, St Ives Park Public School introduced a Stage 3 1:1 *Bring Your Own Designated Device (BYODD)* iPad program. This has been very successful throughout the year with student result driven data and evaluative feedback explicitly displaying; improvements in academic performance, an increase in independent and self-initiated learning among students, and particularly noticeable, an increase in student motivation and active engagement in learning and collaboration. This initiative is a continuation and expansion of the quality teaching practices we provide to students at St Ives Park Public School. **CLASSROOM LEARNING ENVIRONMENT**
Optimisation of learning by installation of Air-conditioning in all classrooms. It is proven that an engaging, quality classroom environment can maximise student learning. 21st Century | <$> | $7,000 |
| | | $2,000 |
| | | $20,000 |
students learn in dynamic and creative ways. To allow students opportunities to learn in authentic ways that **engage and excite**, changes have been made to classroom learning environments at St Ives Park Public School. A variety of standing, seated and cushioned work spaces along with an increase in floor area has been provided to cater for additional individual and collaborative learning spaces. These future focused learning strategies have effectively catered for student learning styles and increased overall student retention rates by 50%. Students have been proud and motivated to take ownership over their learning.

**L3**

L3 has been implemented within Early Stage 1 and Stage 1 classes with a view to extend to all K-2 classes in 2016. L3 is a literacy program aimed to improve students reading and writing while monitoring the reciprocity. This structure allows for differentiation and individual learning programs to be designed for all students. Students in Kindergarten and Grade 1 have made an average increase of 90% improvement in their writing and reading during 2015.

**ECO GARDEN**

In 2015 St Ives Park Public School initiated a sustainability program. This included updating our existing eco garden facility and working with parent committee, Macquarie University and Kimbriki Sustainability Centre to successfully attain grants. This resulted in establishing a new eco garden and refurbishment of the old eco garden with a focus to promote sustainably futures and implementing a seasonal growing pattern for the students which will be incorporated in all key learning areas.

**Peer Feedback**

Students in 3 -6 have been developing their ability to provide constructive feedback to peers this year. This has enabled students to continually reflect on their own work while looking forward to future work to be produced. Additionally, teachers have continued to ensure that they provide all students with timely feedback through technological devices.

**Edmodo**

Stage 2 has implemented the app Edmodo this year to increase its communication with families while maintaining sustainable behaviours. Grade 4 has used this device to send homework, notes and reminders to parents on a regular basis. This app allows students to share media and participate in online discussions in a safe, closed network where no personal information is shared to the wider community.

**Korean Language Program**

Enhancement of LOTE education and cross-curricula priority of teaching about Asia and Australia’s engagement with Asia. Teacher engaged 1 day a week.
## Strategic Direction 1

| School wide implementation of Positive Behaviour for Learning | Teachers compiled age appropriate lessons plans on Positive Behaviour for Learning (PBL) to explicitly teach the school wide expectations of Respect, Responsibility and Personal Best. These lessons were stored on a shared drive of the server for easy access. Colourful posters provide a visual reminder of how these expectations can be demonstrated in different settings around the school and were prominently placed in all classrooms. The Catch Card system of free and frequent rewards was introduced and embraced by all staff and students. Staff are consistent in their use of language and recognise students who demonstrate that they are meeting the school’s expectations. These expectations were aligned with the school’s Peer Support program to further enhance the incidence of expected behaviours. New merit awards were designed and printed. The presentation of merit awards in assembly formally recognises students meeting the school’s expectations. A celebration assembly was planned to officially launch the full implementation of PBL. The children were engaged in the process of renaming the day set aside to reward the winning sports house. Catch Cards are counted each week and are added to the points earned through various sports carnivals. The winning house is rewarded on Heroes of the House Day. Rewards will vary from year to year. | $10,000 |

## Next steps

- Continuation and further development of BYODD program.
- Effective communication of learning intentions and success criteria to enable students to set goals and measure their own learning success.
- Expansion of Korean program to include BRIDGE program.
- Development of learning spaces and furniture to provide areas for students to enjoy more flexible learning spaces.
- Growth of music and band program to provide more rich learning opportunities for all students.
- Extension and further collaboration on developing project-based, authentic learning and meaningful assessment.
- Expansion of L3 program to include Year 2.
- Continuation of PBEL school wide implementation
- Continue to use data from PBL implementation to improve student outcomes.
- Involve students in decision making processes to enhance engagement.
**Strategic Direction 2**

**Collective Efficacy**

**Purpose**

To build, guide and support staff capacity and commitment towards a shared responsibility for the consistent delivery of excellence in teaching and learning that is focused on student engagement and improvement.

**Overall summary of progress**

All staff demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. All staff developed individual Performance and Development Plans designed to develop personal and collective capacity to improve student learning and identify and articulate the strategies and support required to achieve them. Successfully established wider community of school sharing sessions. Ideas and programs shared and then implemented in stage programs. Improved TPL sessions including iOn the Future conference that all staff attended. Ideas and skills developed evident in Term 4 programs.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of Future focused learning pedagogy &amp; practice.</td>
<td>Successfully Stage meetings planned and discussed the focus of the project. Community of schools sharing sessions. iOn The Future Conference attended by all teachers. All teachers planning changes based on what they had seen. PDP’s and meeting with stage supervisor and principal completed. Staff surveys, TL programs COS Through 2015 educators within the Kuring-Gai zone have been collaborating and sharing ideas and resources with a focus on future learning endeavours. This program has proved to be successful and engaging for all and will be continued next year.</td>
<td>$8,000</td>
</tr>
<tr>
<td>School wide implementation of Positive Behaviour for Learning</td>
<td>Staff worked consistently and collaboratively to plan lessons to explicitly teach the expectations of Respect, Responsibility and Personal Best. All staff had input in the design and wording of the posters for classroom use and in the universal settings. The PBL team worked collaboratively to ensure that flow charts, templates and software programs to support the implementation of the program met the needs of both students and staff. Teachers set aside time to meet as a whole staff to collectively transition student awards in the previous system to the new system. Teachers demonstrated their commitment to PBL through its inclusion as a goal in their Personal Development Plans (PDPs).</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Next steps**
Strategic Direction 2

- Continued professional learning opportunities for staff as part of the Ku-ring-gai Community of Schools.
- Differentiated TPL’s and further refinement and developments of Performance Development Plans in line with Great Teachers, Inspired Learning.
- Continue to implement evidence-based, data driven assessment strategies for consistent teacher judgment of student achievement against learning continuums.
- Collaborating programing and team teaching against quality teaching framework.
- Continue to maintain a consistent approach to positive behaviour management through PBL.
- Celebrate our successes and work collaboratively to collect and use specific data in PBL to improve student engagement.

Strategic Direction 3

Effective Partnerships

Purpose

To build, sustain and grow the commitment and capacity of our wider school community to foster a broad school-culture of high expectations and a shared responsibility for student engagement, learning, development and success.

Overall summary of progress

Greater involvement with community of schools’ network, corporate and academic partners in achieving learning priorities.

Successful school community implementation of Positive Behaviour Engaging Learning (PBEL) initiative.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of Future focused learning pedagogy &amp; practice.</td>
<td>Communication sources improved with the school app, Schoolzine, Website and Parent Forums giving parents more options to access information about the school. Successful Community of Schools sharing sessions each term with teachers using new ideas gained from the session. Future focused learning practised and featured in stage overviews. Edmodo successfully used in Stage 2 to support learning. Successful of 9x5 Art Project a collaboration with the St Ives High School and SIPPS spectacular. Successful Showcase of student achievement to community at gold assembly, SIPPS Spectacular and Presentation Day. This included dance, music, Korean language and technology.</td>
<td>$7,000</td>
</tr>
</tbody>
</table>
## Strategic Direction 3

### School wide implementation of Positive Behaviour for Learning

The school community were consulted on the PBL initiative at P & C, parent forums and through the school newsletter. Once implementation had begun the parents were regularly updated on progress and could see evidence of the school’s expectations of Respect, Responsibility and Personal Best reflected in assembly awards and the acquisition of Catch Cards. These expectations were also referenced in the general comments of Semester 1 reports and explicitly addressed in Semester 2 report to parents.

PBL was communicated to parents through forums and information sessions as well as print media and online access to information. The PBL team worked collaboratively to plan the official launch and finalise the process for recording and reviewing data collection. The school community were invited to celebrate the full implementation of PBL at a special assembly launch. Many parents demonstrated their support of the program by attending the launch.

### Next steps

- Continuation of programs that are working well for parent engagement including regular parent forums.
- Provide greater opportunities to engage student voice in planning and decisions.
- Communication with parents and community enhanced with school app, Schoolzine and website.
- Engage wider educational community to improve environmental education programs.
- Communicate with parents and the wider community on the impact of PBL implementation at SIPPS.
- Regularly reteach and model the expected behaviours of Respect, Responsibility and Personal Best so that these behaviours continue beyond the classroom and are reflected in the daily lives of our community.

## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Development and monitoring of personalised learning plan for one kindergarten student. Achievement levels were improved as a result.</td>
<td>No RAM funding received in 2015. Other school and community funds utilised.</td>
</tr>
<tr>
<td>One student at St Ives Park PS identifies as Aboriginal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Our EAL/D students have all moved up the continuums and are showing a steady understanding of the English language and its use in the classroom.</td>
<td>$9,473</td>
</tr>
<tr>
<td>Funding for 0.2 EALD teacher that included training and development opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Targeted students support for refugees and new arrivals**

In 2015 there were no students in this category at St Ives Park PS

See above includes support of new arrivals

No RAM funding received in 2015.

**Socio-economic funding**

All funds used for the provision of student assistance to ensure equitable opportunity for all students to access specialist programs and excursions.

100% of students at St Ives Park PS have equal access to all learning programs and resources including co-curricular events such as camps, PSSA, incursions and excursions.

$960

**Low level adjustment for disability funding**

Funds utilised for additional 0.1 LaST teacher and SLSO X 3.

LaST teacher also engaged in professional learning opportunities and training.

At St Ives Park we have increased our Learning and Support Teacher’s hours to continue to better meet the needs of our students who have a variety of assets and deficits. These funds have also supported the provision of teacher professional development to build the capacity of our teachers especially in the areas of differentiation, students with additional needs, 21st Century Learning and K-2 GATS

Continued improvements in achievement of students with learning difficulties. To assist our LaST we have also employed several SLSO staff to support our teachers and their programs to ensure that each student is meeting their learning outcomes and reaching their potential.

$26,106

**Support for beginning teachers**

There were no beginning teachers employed at St Ives Park PS in 2015.

$0
**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Male</td>
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<td>91</td>
<td>89</td>
<td>99</td>
<td>87</td>
<td>83</td>
<td>86</td>
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<tr>
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<td>88</td>
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<td>78</td>
<td>70</td>
<td>91</td>
<td>84</td>
<td>90</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>94.8</td>
<td>94.9</td>
<td>96.9</td>
<td>97.0</td>
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</tr>
<tr>
<td>1</td>
<td>96.4</td>
<td>95.8</td>
<td>95.6</td>
<td>96.1</td>
<td>97.0</td>
<td>96.4</td>
</tr>
<tr>
<td>2</td>
<td>95.5</td>
<td>96.6</td>
<td>94.7</td>
<td>97.9</td>
<td>96.3</td>
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<td>6</td>
<td>96.9</td>
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<td>96.8</td>
<td>96.6</td>
<td>95.3</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.3</td>
<td>95.4</td>
<td>96.3</td>
<td>96.6</td>
<td>95.3</td>
</tr>
</tbody>
</table>

There are no staff members at St Ives Park PS who identify themselves as being Aboriginal.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2016 the school supported the successful accreditation process for two teachers. One achieved proficient status and the other lead status.

**Financial information**

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 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.

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
School performance

School-based assessment

L3 Data
The L3 program for the development of Language, Learning and Literacy produced excellent results in Kindergarten with 97% of students reaching at or above the expected benchmark for reading.

PLAN Data
97% of students in Kindergarten achieved at or above the expected outcomes for reading. (L3)

In Year 1, 73% of students achieved at or above Cluster 4 in reading.

67% of students in Year 2 are reading at or above Cluster 6 for reading.

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
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<tr>
<td>4</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>50%</td>
</tr>
</tbody>
</table>

School Average 2011-2015

Date of financial summary: 30/11/2015

Income
- Balance brought forward: 154,734.86
- Global funds: 134,428.35
- Tied funds: 87,258.13
- School & community sources: 230,488.93
- Interest: 4,726.55
- Trust receipts: 6,020.10
- Canteen: 0.00
- Total income: 617,656.92

Expenditure
- Teaching & learning
  - Key learning areas: 29,053.14
  - Excursions: 25,453.37
  - Extracurricular dissections: 63,822.25
- Library: 2,033.19
- Training & development: 1,943.22
- Tied funds: 87,149.24
- Casual relief teachers: 38,338.32
- Administration & office: 75,774.00
- School-operated canteen: 0.00
- Utilities: 24,213.64
- Maintenance: 35,144.97
- Trust accounts: 6,020.10
- Capital programs: 22,782.79
- Total expenditure: 411,728.23
- Balance carried forward: 205,928.69

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**Year 3**

**Reading**
In Year 3 the average reading mark was 467.8; compared with the average state score 430.3. This resulted in 65% of students achieving in the top two bands compared with the state average of 50%.

**Writing**
In 2015 our writing results have continued to show growth; with an average mark of 443.3 compared to the state school average 423.1. This equated to 77% of our students achieving in the top two bands.

**Spelling**
Spelling has been a continued focus for the school this year which has resulted in further growth. Our average school mark was 461.1; compared the state average of 418.5. 76 % of students are achieving in the top two bands.

**Grammar and Punctuation**
In Year 3 the average grammar and punctuation mark was 494.7; compared with the average state score 439.7. This resulted in 71% of students achieving in the top two bands compared to the state average of 47%.

**Year 5**

**Percentage in bands:**

*Year 3 Spelling*

*Year 3 Grammar & Punctuation*

*Year 5 Reading*
Reading
In Year 5 the average reading mark was 546.6; compared with the state average score of 502. This equated to 68% of students achieving in the top two bands; compared to the state average of 38%. These results also show a 40% growth from 2014.

Writing
In 2015 results show 19% growth in achievement from 2014. The average school score was 505.8 compared to the state average of 483.5. As a result, 24% of students are achieving in the top two bands; compared with 21.5% state average.

Spelling
This year the school has continued to demonstrate growth in spelling with an 11% increase from 2014. The average school mark was 544.5, compared to state average of 506.4. This equated to 56% of students achieving in the top two bands; compared with 40% state average.

Grammar & Punctuation
In Year 5 the average grammar and punctuation mark was 537.6; compared with state average of 509.1. Demonstrating continued growth, 48%

**Percentage in bands:**

**Year 5 Writing**

- Percentage in Bands
- School Average 2011-2015
- State DoE % in Bands 2015

**Year 5 Spelling**

- Percentage in Bands
- School Average 2011-2015
- State DoE % in Bands 2015

**Year 5 Grammar & Punctuation**

- Percentage in Bands
- School Average 2011-2015
- State DoE % in Bands 2015
of students are achieving in the top two bands; compared to the state average of 39%.

**NAPLAN - Numeracy**

**Year 3**
The average school mark in numeracy this year was 439.2 compared to the state average 402.5. As a result, 65% of students are achieving in the top two bands; with the state average scoring 38%.

**Year 5**
Our average school mark was 519.4; compared the state average of 500.5. 60 % of students are achieving in the top three bands and 32% of students are achieving in the top two bands.

**Parent/caregiver, student, teacher satisfaction - Stage 3 BYODD program**
Student survey results indicated:
95% of students enjoyed learning with an iPad.

78% of students thought iPads improved the quality of their work and made positive comments about this. 8% (3 students thought the work was the same and 14% 5 students were unsure.

81% felt that the ipad in school had improved their technology skills
Parent survey results showed:

95% believe that their child was more engaged in learning with an iPad. One parent didn’t.

74% of parents believed that the iPad improved the quality of student learning.

95% of parents said their child was more willing to discuss/show their learning using their iPad.

Policy requirements

Aboriginal Education

Aboriginal perspectives are incorporated into teaching and learning programs throughout all stages of learning at SIPPS. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. In 2015 staff undertook training in the use of MGoals, a tool that helps us connect with our local Aboriginal community to improve understanding of Aboriginal culture and language. The goal setting aspect of the program helps all children engage by setting meaningful goals to work towards. Progress on goals is checked regularly and new goals are set as students attain their original goal. MGoals facilitates the sharing of what other communities are doing to improve student outcomes. Year 5 and 6 students participated in a video conference as part of NAIDOC week celebrations. Well renowned Aboriginal performer, Matthew Doyle, visited the school and engaged students through an interactive program, Wuruniri. The program included Dreamtime stories, personal stories and a firsthand understanding of Aboriginal culture. Matthew demonstrated traditional dance and music skills and allowed his audience many opportunities to join in.

Multicultural

SIPPS has a student population which has more than 40% languages other than English spoken at home and whose families have come from over 20 ethnic backgrounds. The school community celebrates its diversity. Multicultural perspectives are integrated across the
curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse society. In 2015 we celebrated Harmony Day through a variety of activities at the school and classroom level in recognition of our inclusiveness and respect for our cultural diversity. The school canteen also celebrated our diversity by planning special lunches to highlight different cuisines. Students were again invited to Sir Eric Woodward Memorial School to participate in their Harmony Day activities and all the students valued this opportunity.

Anti-Racism
Mrs Kathie Anderson is our Anti-Racism Contact Officer (ARCO) and has been fully trained in the procedures to support all parties in a complaint of a racist nature. The ARCO follows the DEC Anti-Racism Policy. The contact officer details were clearly communicated to the school community through regular newsletters.

Dance
This year St Ives Park Public School had two 3-6 dance groups performing in the North Sydney Dance Festival. The girls contemporary dance group, choreographed by Miss Moulé performed Under Sea which was inspired by the book “There’s a Sea in my Bedroom.” The boys hip hop dance group,” choreographed by Miss Beaumont-Jones performed a compilation of songs by The Jackson Five and Justice Crew. The dance groups met after school on Thursdays and before school on Wednesdays for an hour to learn new skills and rehearse routines. The students have been enthusiastic and motivated to participate in rehearsals and performances. Miss Moulé choreographed a junior dance group for the end of year presentation day.

Music
It has been a very successful year in Music at St Ives Park in 2015. A class music program has been introduced where each class participates in a one hour music lesson each week. During these lessons the children have had the opportunity to appreciate a variety of music, play a range of instruments, compose and move in response to music. Technology has also been used to enhance the learning of the students by providing an excellent tool for composition.

There has been a number Music Festivals our school has participated in for the first time in 2015. The first is the Arts Alive Primary Choral Concert. This was our Senior Choir, made up of students from year’s 4-6 who rehearsed each week in preparation for an outstanding concert at the Opera House. We also took part in the Festival of Instrumental Music which also performed at the Opera House and was an amazing show case of the talent of students in NSW public schools. Our students were part of a large recorder ensemble, made up of hundreds of students from all over NSW. The Junior Choir, made up of children from year’s 3 and 4 has also had a very successful year this year. The major event was the Festival of Children’s Music which occurred in Term 4 at Chatswood Concourse. The children rehearsed the festival songs every week at lunch time and attended two major rehearsals with the rest of the combined choir at Pymble Public School. All of our school music groups have had numerous other opportunities to perform outside of these festivals including special school events and assemblies.

Another opportunity for performance was the SIPPS Spectacular which was themed ‘Broadway’ this year. A lunchtime drama group was formed to write the script for the performance and each class prepared an item which including singing and dancing. The production was a great success!

Our students also enjoyed several Music incursions throughout the year including a performance of ‘Cinderella’ by Opera Australia. More recently, we had a parent from our school community come to give a presentation about an Indian stringed instrument, called a Veena. Both of these experiences were very enriching for our students.

Touch Football 2015
Four junior and three senior Touch Football teams competed enthusiastically in the Northern Sydney PSSA Touch Football competition this year, each dedicating their time to before and in school training sessions. Games were held at St Ives Showground and Hassle Park each Friday during terms one and four. All teams had a successful and enjoyable season, and relished the opportunity to refine
and improve their skills and game sense. Unfortunately, due to weather conditions the two senior teams who had made the semi-finals were unable to play. After an extremely successful and enjoyable season we look forward to another competitive year for St Ives Park in 2016.

Soccer 2015
St Ives Park entered two junior and one senior team in the Ku-ring-gai interschool PSSA soccer competition in terms two and three this year. All teams participated energetically against other schools, and showed great sportsmanship whilst developing their skills and a love of the game. The senior team were on quite the winning streak this year, landing them in the finals. Whilst the junior team relished the opportunity to develop their fundamental soccer skills. All teams played very well and whilst we didn’t come away with the winning badge, the passion and enthusiasm students exude for the game will most certainly lead to another great year of soccer in 2016.

Multicultural Perspectives Public Speaking Competition
All students in Years 3 – 6 took part in the school Multicultural Perspectives Public Speaking Competition where they prepared and presented speeches on set topics. Four students were chosen to represent the school in at the district finals to deliver their prepared speech and an impromptu speech. Aden Zaki Year 4 won the district competition and took part in the regional final in Lewisham.

Debating
Throughout 2013 Mrs.Swift coached a dedicated group of students from Year 5 and 6 students who took part in two different debating competitions. Year 6 students competed in Ryde District Competitive Debating Competition where prepared arguments and worked as a team to produce excellent arguments. The quality of these debates was exceptionally high with excellent arguments and rebuttals impressing the adjudicators. The year ended with year 5 students joining the group to participate in The Ryde District Friendly Debating Competition.

Netball
Four netball teams were entered the Winter PSSA competition – two senior and two junior teams. The students were from Years 3-6. During terms 2 and 3, the teams played each Friday at the Canoon Courts in Turramurra. The teams were coached by Mrs. Byatt, Mrs. Duggan, Mrs Apter and Miss Black. All four teams played well with the junior teams narrowly missing out on the semi-finals. The senior team played extremely well and won the final becoming division winners.

Eco-garden Club
In 2015 there were several important advances in the Eco garden. In line with the school development plan the eco garden committee applied for several grants in order to finance the proposed developments. We were successful in Coles Landcare Grant $1 100, Teacher’s Mutual Bank $2 283.50 also an Eco School grant of $3,500 in December. After extensive planning, ordering and installing the school now has an extra area of raised wooded eco garden beds outside the Year 2 classroom with the first of the crops planted late in the year. This has provided many opportunities for integrating learning across areas such as: the environment, sustainability, where our food comes from and the curriculum areas of Science and English.

We also established a website and collected information from local community gardens and other schools in the area who have already established eco gardens. There were several working bees with the teachers, parents and children. An art auction of student’s work to raise funds was conducted in September. We also liaised with members of Macquarie University sharing advice and having the students complete a survey for them. We have also applied for the NSW environmental trust grant which will be announced in 2016.
Family & community programs
St Ives Park again welcomed families and the wider community through its Kindergarten Open Day activities and a comprehensive Orientation Program that prepared new Kindergarten enrolments well for a smooth transition to their formal schooling. Parents welcomed the opportunity to start building the important partnerships between parents, students and teachers and the feedback from visitors was very positive. The school also facilitated a Back to Kindy morning for ex-students to share their experience of starting school and demonstrate their new skills. Christchurch preschool also visited the Kindergarten classrooms over a two day period as part of their transition to big school.

SEWS Partnerships
SIPPS continued the important partnerships with Sir Eric Woodward Memorial School in 2015. Students from SEWS school enjoy the opportunity to participate in a variety of activities with SIPPS students. This was particularly evident when students from both school combined for the traditional Easter Hat Parade at SIPPS and Book Week celebration. Plans are underway to broaden the program in 2016.

Parent Forums
Parents were invited to attend a Parent Forum twice a term, in school hours, as a means of further enhancing communication between the school and the wider community. Agendas were set and communicated to the school community well in advance of the forum date. As forums were timed to conclude with the end of the school day, many families took the opportunity to contribute to discussions on topics such as PBL and Scope ICT. The school welcomed feedback from the school community in these forums.