

# 2022 Annual Report

## St Ives High School



8400

# Introduction

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

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

## School contact details

---

St Ives High School  
Yarrabung Rd  
St Ives, 2075  
<https://stives-h.schools.nsw.gov.au>  
[stives-h.school@det.nsw.edu.au](mailto:stives-h.school@det.nsw.edu.au)  
9144 1689

## School vision

St Ives High School values **Respect, Perseverance and Growth**. Staff modelling and school programs focus on the development of students' capacities to reflect on experience, set goals, make informed decisions and maximise their growth. SIHS is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as a member of our inclusive school community.

## School context

St Ives High School is a coeducational comprehensive high school located on the Upper North Shore of Sydney. The school's enrolments have been increasing over the past decade from 810 in 2012 to just over 1250 students in 2021. The school has a strong academic focus through a long established high potential and gifted educational program that has operated for over 20 years. The school has a hearing support unit made up of two classes with student places offered to parents via a placement panel. The school runs a performing arts enrichment program through its Performing Arts Unit. The band program has been continually growing over the past 10 years and is actively supported by the school's parent body. The school musical is held every second year. The school has an active sports program. A strong Duke of Edinburgh program is in operation and is strongly supported by parents. The school's P&C is very active and committed to the school.

Through the evaluation of the 2018- 2020 school plan and the Situational Analysis the school identified the following areas as focus areas: A coordinated approach to student and staff wellbeing with a specific focus on relationships, a commitment to explicit teaching and a continuation of a coaching approach across the 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our role as educators is to support student growth in a comprehensive school environment. Student growth should occur both inside and outside of the classroom. Growth and Perseverance are two of the school's values and we are committed to putting these into action. Our teachers will continually evaluate and reflect upon the effectiveness of their practice; will be involved in high impact professional learning; and use student assessment data to inform their teaching. These teacher actions support student growth and attainment.

### 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.

- Student Goal Setting and Self Assessment
- Explicit Teaching of Writing
- Reviewing and Improving Student Assessment
- (Focus 2023) Improving Reading through Critical Thinking
- (2023) Numeracy Review

### Resources allocated to this strategic direction

### Summary of progress

In 2022, Student Growth and Attainment has been supported through the coaching of students in Years 10, 11 and 12 which has led to students feeling supported through the senior subject selection processes and the stress of completing both Preliminary and HSC courses. This has resulted in successful coaching intervention to support a decline in student wellbeing as evidenced through student survey data. Student Growth and Attainment has also been supported through professional learning in explicit teaching of literacy across KLAs, which led to increased teacher confidence in teaching sentence structure and resulted all of students meeting minimum standards and continued success in HSC results across the school.

Next steps include the introduction of a whole school reading program through extended roll call three days a week, embedding explicit teaching of writing into teaching programs for new 7-10 syllabi, further expansion the school's coaching program in 2023, formalising the pilot program of student goal setting and implementing changes as a result of the school's Stage 4 assessment review.

### 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
A majority of teachers report confidence in supporting students to develop course specific goals with students.	2022 staff survey indicates 82% of staff report confidence in supporting students to develop course specific goals with students indicating achievement of the school identified target.
The majority of teachers report increased confidence in the explicit teaching of writing.	2022 staff survey indicates 50% of staff report increased confidence in the explicit teaching of writing, indicating progress towards the target .  Next Steps include staff training via the Writing in Secondary program in 2023 and further support received in KLAs by the school's Network Writing Specialist.
Improvement in the percentage of HSC course results in the top 2 bands to be at or above 57%.	49.47% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.  Next Steps include a full HSC Analysis of 2022 examination results, with all KLAs identifying areas for future growth. The Term 2 School Development Day will also have a "Raising the Bar in Stage 6" focus, where staff will engage in professional learning in the HSC High Leverage Strategies.

<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be 45.5% (reading) and 59.2% (numeracy).</p>	<p>39.7% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target and 41% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be achieved toward the lower-bound target.</p> <p>Next steps include the introduction of 3xDEAR program in 2023 and professional learning for staff on strategies to support reading (as informed by data from the NAPLAN R&amp;N Guided Data Package).</p>
<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be 45.5% (reading) and 59.2% (numeracy).</p>	<p>39.7% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target and 41% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be achieved toward the lower-bound target.</p> <p>Next steps include the introduction of 3xDEAR program in 2023 and professional learning for staff on strategies to support reading and numeracy (as informed by data from the NAPLAN R&amp;N Guided Data Package).</p>
<p>72.8% of students achieving expected growth reading.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>75.1% of students achieving expected growth in numeracy.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>75% of Year 11 Students have engaged in the Alumni Coaching Program.</p> <p>70% of students view the program as a useful support.</p> <p>50% of students demonstrate growth in at least TWO domains when compared to baseline measures.</p>	<p>2022 student survey indicates 99% of Year 11 Students have engaged in the Alumni Coaching Program. and 98% of students view the program as a useful support, expressing confidence in an ability to continue using the skills they developed throughout the program. Comparisons of baseline to post-intervention data revealed a 10% increase in student's ability to maintain a positive attitude in stressful situations, and a 15% increase in their ability to develop strategies to cope with school related stress. Each of these measures exceeded the target.</p> <p>Next Steps include the program returning in 2023, with further evaluation and monitoring.</p>

## Strategic Direction 2: Staff Growth and Wellbeing

### Purpose

We realise that teachers play an integral role in bringing about student success and we therefore want to support the continual growth of staff. We will foster and encourage collegial discussions and constructive feedback between colleagues to improve professional knowledge and practice. Growth and improvement must be modelled to students if we as a collective organisation will move forward together.

### 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.

- A Coaching Approach to Leadership
- Professional Learning in Explicit Teaching
- Professional Learning in Formative Assessment and Feedback
- Enabling Teacher Flourishing
- Early Career Teacher Support

### Resources allocated to this strategic direction

### Summary of progress

In 2021, staff growth occurred through professional learning in coaching for executive staff members which led to improved skills in supporting staff members to reflect on their professional practice and resulted in more staff receiving constructive feedback to assist them to work towards achieving their professional goals. Further staff growth occurred through professional learning in Explicit Teaching, Formative Assessment and Feedback which led to improved staff confidence in evidence based practice and resulted in more consistent use of explicit teaching practices in classrooms.

Next steps include providing regular opportunities for executive staff to practise and refine their leadership coaching skills and regular opportunities of classroom teachers to share best practice in Explicit Teaching, Formative Assessment and Feedback with their colleagues.

Chronic unavailability of casual staff severely limited opportunities for professional learning for staff in 2022. Thus we have integrated the 5 hours a term guaranteed professional learning time for teachers to prepare for new curriculum into the timetable. This has guaranteed this time for staff. However, in turn, this created another challenge of finding enough staff to guarantee these professional learning periods. This is an ongoing challenge in trying to work towards achieving out improvement measures for Staff Growth and Wellbeing.

### 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
At least 50% of staff report seeing the PDP process as valuable.  All teachers engage in a coaching approach to observations through a buddy system of classroom observations to observe and demonstrate the use of explicit teaching strategies	2022 Staff survey reveals that 34% of staff report seeing the PDP process as valuable and that 41% of teachers engaged in a coaching approach to lesson observations. These results indicate that we have not yet achieved the school identified targets for these areas.  Next steps include further working with the School Executive team to further develop coaching approach to PDP conversations so that staff perceive that they are setting meaningful goals and that their professional growth is valued by their supervisor. Furthermore, additional professional learning for staff around coaching approaches to observations will be conducted in Term 2. This is necessary due to the high level of staff turnover since the last whole staff professional learning on this was undertaken in 2019.
All executive staff members report confidence in being able to model explicit teaching, formative assessment and	2022 Staff survey reveals that 70% of executive staff members report feeling confident in modelling explicit teaching, formative assessment and feedback to their staff members, indicating some progress towards the

feedback to staff.	<p>school identified target.</p> <p>Next steps include KLA HTs working with the Network Writing Specialist and the Writing in Secondary Project (2023) to further develop His confidence and skill in the leading of writing in KLAs.</p>
PERMAH Wellbeing survey reflects improvements of at least 5% in TWO or more domains when compared to 2022 baseline data	<p>The PERMAH Workplace Wellbeing Survey conducted in November 2022 revealed an 8% improvement the staff who self-identified as being "really struggling". Results also indicated a 5% increase in the individual average measures for "positive emotion." These results indicate achievement of the school identified target for 2022.</p>
At least 30% of Early Career Teachers participate in pilot ECT Coaching Program. (Baseline data)	<p>30% of Early Career Teachers participated in the pilot ECT Coaching Program, indicating achievement of the school identified target.</p> <p>Next Steps include the expansion of this program in 2023, with increased priority to staffing ECT support personnel and the creation of a structured ECT program for teachers in their first 3 years of teaching.</p>



## Strategic Direction 3: Respectful, Inclusive Community

### Purpose

With over 1300 people, staff and students, on site each day it is important that everyone deals with one another in a respectful way. We understand that when our school community are included we can achieve great things. Staff feedback throughout the last two years rated 'respect' and 'Inclusion' as two areas that we are wanting to continue to build into our culture.

### 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.

- Healthy and Respectful Relationships - Staff
- Healthy and Respectful Relationships - Students
- Building Connections and Providing Clarity for Parents and Caregivers.
- Improving Attendance
- Supporting Healthy Device Use

### Resources allocated to this strategic direction

### Summary of progress

In 2022, we worked towards building a Respectful, Inclusive Community through programs such as Rock and Water and Love Bites which has led to targeted students building resilience and reflecting on their role in building respectful relationships. A second Student Support Officer has been employed to cater for the increased numbers of students presenting with complex wellbeing needs. SSOs have run intervention based detentions which has assisted students to set goals and develop strategies regarding issues such as vaping, anger management and discriminatory behaviours.

A significant focus of 2022 has been responding to staff burnout due to prolonged staffing shortages leading to unfilled vacancies which in turn has led to increased workload for staff who need to prepare additional lessons, create and adjust additional assessment tasks, mark additional assessment tasks, provide meaningful feedback to students in classes without a teacher and write additional reports for classes without a teacher. Our PERMAH survey results indicated that we are very strong in the area of staff relationships. However, our staff's mental and physical health is of significant concern. To respond to this, the leadership team has tried to spread the extra workload as best as possible and support staff wellbeing and relationships. Staff shortages have meant that we have been unable to offer the fitness lab to staff. We have reintroduced morning teas and staff social events outside school hours. We have offered increased administrative support to faculties in recognition of the increased workload caused by acute staffing shortages.

Our new initiative, the Monitoring Attendance Program (MAP) whereby volunteer teachers checked in with students to coach them to set some goals and develop strategies to improve their attendance led to improved attendance for 85% of targeted students.

Next steps include attempting to provide staff with access to the fitness lab to support their physical and mental wellbeing. We also plan to increase our efforts to reach out to our community to involve them in events and activities occurring at the school.

### 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
Staff survey data reveals that over 78% of staff feel supported by their colleagues and leadership team.	In 2022, staff survey data revealed that 89% of staff feel supported by their Head teacher and 82% of staff members feel supported by the senior executive, indicating achievement of the school identified target.  This is an ongoing strength area that will continue to be monitored in future annual staff surveys.
A majority of staff members report that	In 2022, staff survey data reveals that the majority staff members believe

<p>the school is committed to implementing measures to support their wellbeing.</p>	<p>that the school is committed to implementing measures to support their wellbeing. Survey data revealed that the P&amp;C 'Thank-You Morning Teas', increased admin support for KLAs, a strong mobile phone policy and the introduction of an email boundary as being the most effective in improving their workplace wellbeing.</p> <p>Next steps include staff feedback and school-developed guidelines on how we can manage the ongoing, state-wide, chronic teacher shortage in a way that protects staff wellbeing and engagement.</p>
<p>Annual Yr 7 parent survey - Q) How satisfied are you with communication from the school?</p> <p>85% of parents indicate that they are overall 'satisfied'.</p>	<p>2022 survey data reveals that 72% of parents are 'satisfied' with communication from the school, indicating progress towards the school identified target.</p> <p>Next steps include the introduction of "Transition Reports" for Year 7 students in Term 1, 2023 to provide parents with more timely feedback on how their child is adjusting to high school.</p>
<p>Increase the percentage of students attending &gt;90% of the time to be 89.5%.</p>	<p>In 2021, 72.1% of students attended &gt;90% of the time. In Term 1 a large number of students were required to isolate with COVID-19 or isolate as a close contact. In term 4, rising case numbers has also significantly impacted attendance. Throughout the year the DoE requirement that students with cold/flu like symptoms be requested to stay home, get test and not return until symptom free has also led to a decline in student attendance.</p>
<p>Year 11 and Year 10 students provide feedback through surveys about the prevalence of discriminatory behaviours and language at St Ives High School. (Baseline data)</p>	<p>22% of year 11 students provided feedback through a survey about the prevalence of discriminatory language and behaviours at St Ives High School.</p> <p>Next steps include the creation and implementation of the 'Discrimination: Not Way' program in 2023. A team of Alumni and senior SRC students met with our Student Support Officer to plan this program. The first step, which is to include a Diversity Welcome at the beginning of each school assembly has been consistently implemented. Next steps include developing workshops for Alumni to run with groups students to unpack discriminatory behaviours and build capacity of students to understand the nature of discrimination and their responsibilities in this area.</p>
<p>A trial of students powering off phones and storing them in their bags leads to fewer disruptions to learning. A trial of a 'tech-free' playground leads to fewer negative incidents in the playground.</p>	<p>A staff survey revealed that 91% of teachers reported a reduction in classroom disruptions following a 5 week trial of requiring students in year 7-10 to power off their phones at school.</p> <p>Observations of playgrounds during break time revealed more students engaging in physical activities during break times, and more students engaged in social conversations. Staff running lunch programs reported an increase in students participating.</p> <p>Next steps - policy will continue from 2023 onwards.</p>
<p>MAP data analysis shows that 50% of targetted students improve their attendance.</p>	<p>MAP data analysis show that 85% of targeted students improved their attendance.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$394,567.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Ives High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funded students are able to participate in mainstream activities as a result of the additional support provided in the classroom by SLSOs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use IFS funds to employ SLSOs who can implement adjusted programs to support funded students.</p>
<p>Socio-economic background</p> <p>\$22,566.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Educational opportunities, resources and activities are available to all students regardless of their socio-economic status.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to allocate funding to students who are otherwise unable to participate in learning activities due to their socio-economic status.</p>
<p>Aboriginal background</p> <p>\$3,182.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Ives High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Purchase texts for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Greater engagement by Indigenous students in educational programs.</p>

<p>Aboriginal background</p> <p>\$3,182.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b>          Make greater use of the school's ARCO to identify Aboriginal students and make them aware of the resources available to them.</p>
<p>English language proficiency</p> <p>\$247,700.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives High School.</li> </ul> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:          Other funded activities          Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          A broad group of EALD staff with curriculum abilities in other areas of the school. Additional SLSOs have been employed to assist in EALD students in classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Review EALD student needs. EALD staff deliver EALD English classes. EALD staff will continue to heavily support literacy skills in students.</p>
<p>Low level adjustment for disability</p> <p>\$80,445.00</p>	<p>Low level adjustment for disability equity loading provides support for students at St Ives High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          A highly respected learning and support program within the school's community that has seen an increase in students with learning and support needs enrolling in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Employ an additional LaST to meet the growing needs of students with learning and support needs.</p>
<p>Professional learning</p> <p>\$122,831.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Ives High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Professional learning</p> <p>\$122,831.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing and Improving Student Assessment</li> <li>• Professional learning in writing sentences</li> <li>• Workshops to address individual staff needs regarding autism, vision impairment, universal design for learning, anaphylaxis and CPR</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have a broader range of pedagogical tools to support the development of writing sentences and paragraphs. Limited impact has occurred in other areas as we were not able to employ casual teachers to relieve staff to engage in professional learning due to a severe staffing shortage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The literacy team will continue by running more professional learning on sentence writing. In 2023, funds are being focused on our early career teachers to support their professional growth.</p>
<p>COVID ILSP</p> <p>\$17,939.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who had fallen behind during COVID are now being given the opportunity to catch up to their peers,</p> <p><b>After evaluation, the next steps to support our students will be:</b> Use similar programs to give all students the opportunity to work at higher levels.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St Ives High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Supervise students</li> <li>• Work with parents</li> <li>• Design and deliver workshops</li> <li>• Support Head Teachers Well being and Deputy Principals</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A constant and calm location for students to time out as needed. Allowed the development of individualised support programs. Support executive.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Expand the SSO role with a second school funded position.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	598	642	720	853
Girls	444	466	553	655

## Student attendance profile

School				
Year	2019	2020	2021	2022
6			98.8	92.4
7	94.4	93.9	93.8	90.7
8	93.8	91.4	93.1	87.0
9	89.8	90.9	91.1	88.1
10	90.7	89.5	91.9	85.7
11	93.1	92.7	90.8	89.5
12	92.8	93.2	94.2	90.8
All Years	92.5	91.9	92.6	88.6
State DoE				
Year	2019	2020	2021	2022
6			91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	86.9	82.5

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	1	6	15
TAFE entry	4	2	25
University Entry	0	0	75
Other	0	4	0
Unknown	0	1	0

## Year 12 students undertaking vocational or trade training

---

26.88% of Year 12 students at St Ives High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

---

95.6% of all Year 12 students at St Ives High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	4
Head Teacher(s)	14
Classroom Teacher(s)	68.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	23.87
Other Positions	12.4

\*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,353,221
<b>Revenue</b>	19,748,636
Appropriation	17,858,313
Sale of Goods and Services	99,124
Grants and contributions	1,625,347
Investment income	13,798
Other revenue	152,054
<b>Expenses</b>	-20,618,659
Employee related	-17,242,218
Operating expenses	-3,376,442
<b>Surplus / deficit for the year</b>	-870,023
<b>Closing Balance</b>	483,198

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

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	394,567
<b>Equity Total</b>	428,428
Equity - Aboriginal	3,182
Equity - Socio-economic	22,566
Equity - Language	247,700
Equity - Disability	154,980
<b>Base Total</b>	12,918,228
Base - Per Capita	331,929
Base - Location	0
Base - Other	12,586,299
<b>Other Total</b>	3,054,120
<b>Grand Total</b>	16,795,343

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

## School performance - NAPLAN

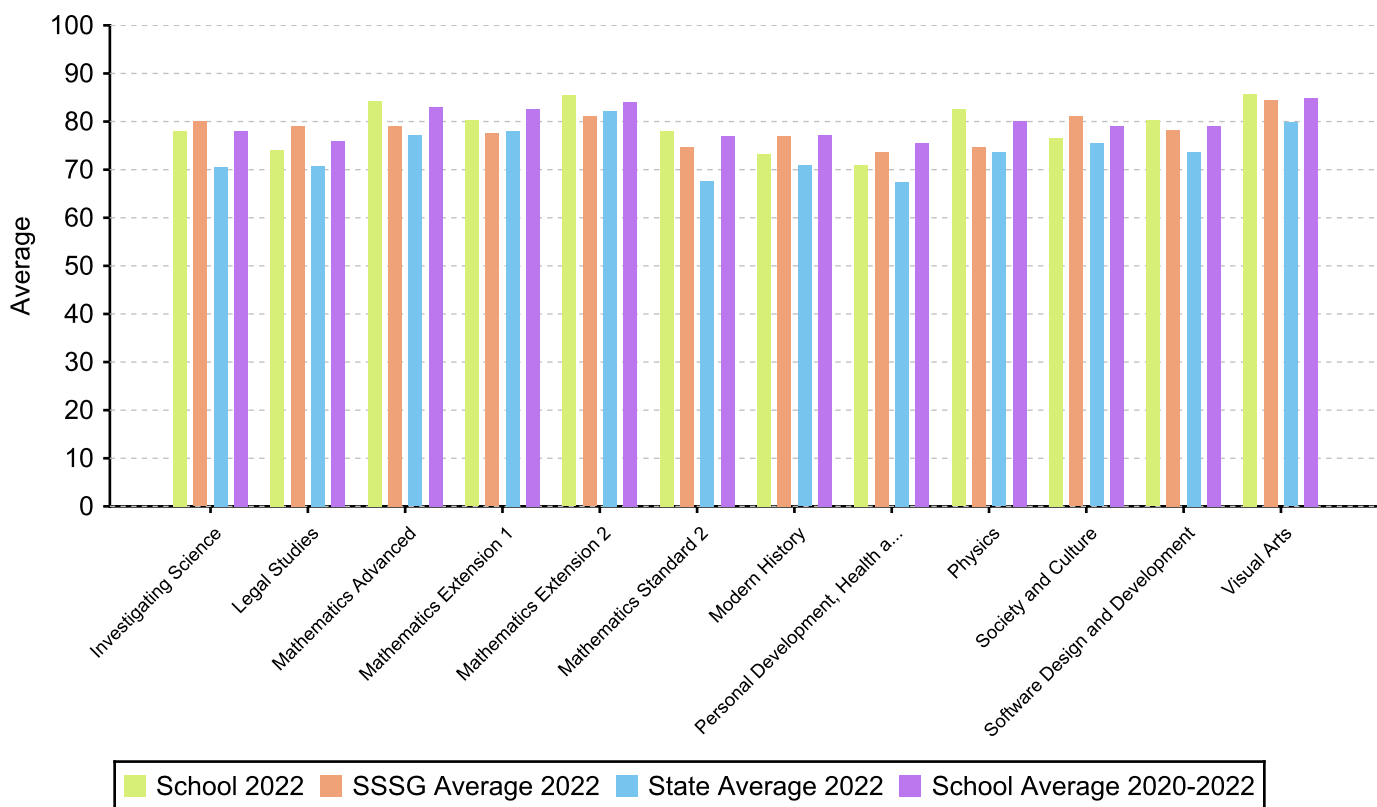
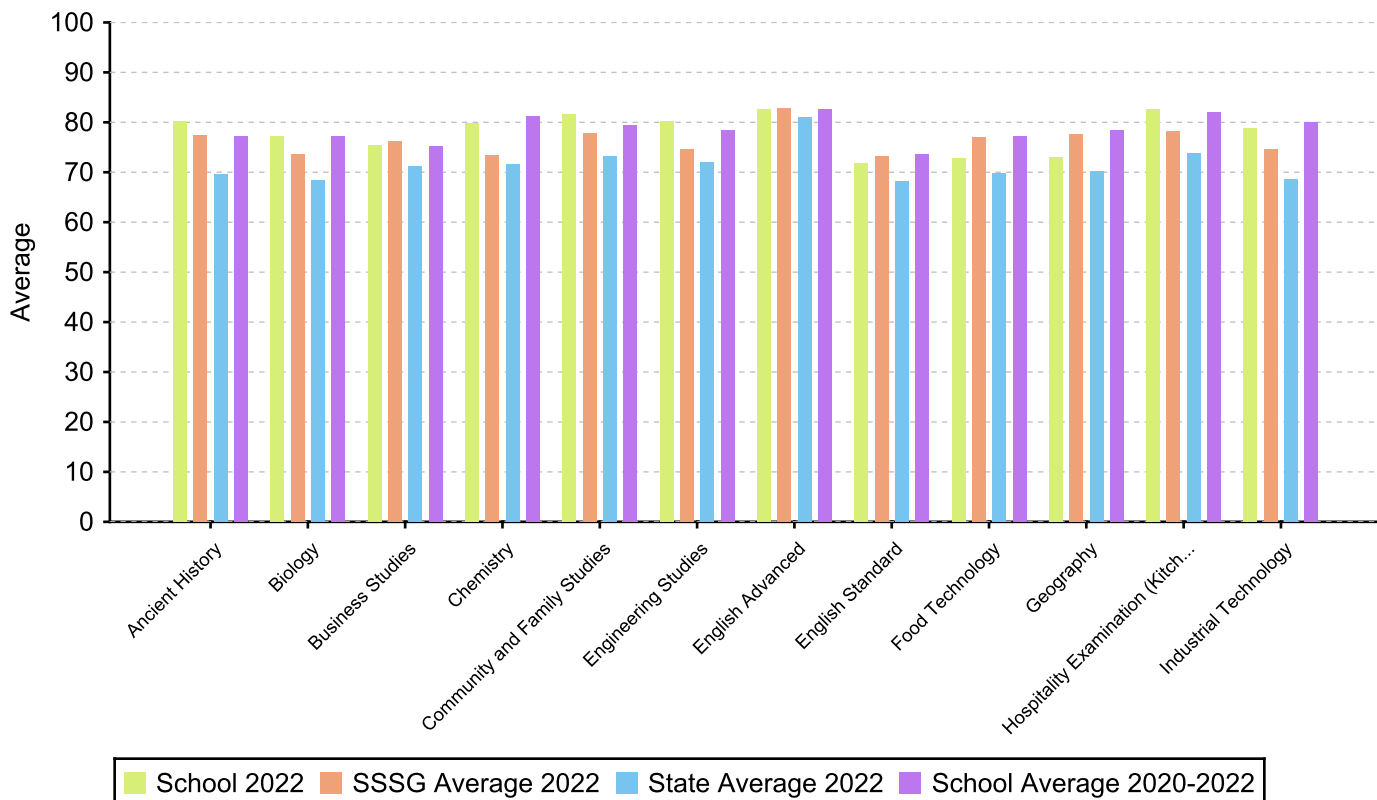
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	80.2	77.4	69.6	77.1
Biology	77.1	73.6	68.5	77.2
Business Studies	75.3	76.3	71.2	75.2
Chemistry	79.9	73.4	71.7	81.2
Community and Family Studies	81.5	77.9	73.2	79.5
Engineering Studies	80.1	74.6	72.0	78.5
English Advanced	82.7	82.9	81.0	82.6
English Standard	71.8	73.2	68.1	73.6
Food Technology	72.8	77.0	69.7	77.1
Geography	72.9	77.6	70.2	78.3
Hospitality Examination (Kitchen Operations and Cookery)	82.7	78.3	73.7	82.1
Industrial Technology	78.8	74.7	68.6	79.9
Investigating Science	78.0	80.0	70.6	78.0
Legal Studies	74.1	79.0	70.8	76.0
Mathematics Advanced	84.2	79.0	77.1	83.0
Mathematics Extension 1	80.2	77.5	78.0	82.6
Mathematics Extension 2	85.4	81.0	82.2	84.0
Mathematics Standard 2	78.1	74.8	67.6	77.0
Modern History	73.3	77.0	70.9	77.3
Personal Development, Health and Physical Education	70.9	73.7	67.5	75.5
Physics	82.5	74.7	73.5	80.1
Society and Culture	76.6	81.1	75.5	79.0
Software Design and Development	80.2	78.2	73.7	79.2
Visual Arts	85.7	84.4	79.8	84.9

## Parent/caregiver, student, teacher satisfaction

In 2022, a number of surveys were conducted to gauge parent/carer, student, and teacher satisfaction both holistically and in reference to specific school policies.

A survey of Year 7 parents was conducted in December 2022. 147 responses were recorded at the close of the survey which represents a 59% response rate. Of the responses received, 82% indicated that their child had settled in well to St Ives High School, with many respondents citing that their children enjoyed school and felt a sense of belonging.

The majority of negative feedback by parents related to the chronic statewide teacher shortage which led to inconsistency in teaching staff across a number of Year 7 classes and, at times, impacted student learning and students' enjoyment of school.

A survey of all parents was also conducted to gain feedback on the St Ives High School Mobile Phone Policy. 90% of parents indicated that they were supportive of the policy implemented in 2022, with many reporting that their child was more social and active during break times due to the new policy.

Student surveys were also conducted in 2022. In Term 4, 882 students completed the Student Learning and Wellbeing Survey. 59% of students reported feeling that their teachers cared about them, with 60% of students identifying that they felt there was an adult at school they could go to if they needed support. 77% of students agreed that doing well at school is important.

Teacher feedback was also sought through the annual Teacher Survey. Teachers indicated a high level of enjoyment and self-efficacy in the classroom, with a significant majority reporting that they look forward to the school day, believe that the work they do is important, and feel effective in the classroom and find teaching fun.

Areas of concern arising from the teacher survey are related to ongoing issues with teacher workloads and the state-wide teacher shortage. 85% of teachers felt that they were working hard on a weekly basis, with 75% reporting that work left them feeling emotionally drained every week. Increases in teacher workload due to the teacher workload was particularly of concern for Head Teachers who spent significant amounts of time recruiting teachers, covering classes above the award requirements, setting work for colleagues, undertaking additional marking and writing additional reports.

# 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.