School context statement

Students
The total enrolment for 2014 was 917 students including 372 girls and 545 boys. It is encouraging to see an increase in the whole school population across 2014. St Ives High School now has its largest student enrollment of the past 20 or so years.

St Ives High School exhibits a safe and friendly environment and on an average school day, 94.1% of St Ives High School students attended school. Student attendance has improved slightly by 0.1% over the past year and is above the State DEC average of 90.2%. The school is seen as a secure and positive learning environment by the local community and this perception is reflected in the strong attendance rates of both staff and students.

All of our HSC graduates have again accepted positions at university, TAFE, private college, apprenticeships, traineeships, further studies or joined the workforce, or taken a gap year.

Despite the relaxation of school attendance parameters, over 70% of our 2012 Year 10 students completed Year 12 at St Ives High School in 2014. School retention compares favourably with previous years and is well above the State average of 53%.

Staff
St Ives High School possesses an experienced and enthusiastic staff who constantly seek to provide a variety of engaging learning activities for each student thereby guaranteeing students maximise their academic, social, sporting and personal potential. Quality Teaching is supported by data that shows significant ‘value added’ for students as they move through the school from NAPLAN in Year 7 to the Higher School Certificate in Year 12. Staff continually expand their knowledge and skills to keep abreast of the changing curriculum needs of a modern high school.

All teaching staff satisfy the professional requirements for teaching in NSW public schools as determined by the DEC.

Significant programs and initiatives
- Continued development of the North Shore 5 (NS5) including joint School Development Days;
- Staff professional development group looking at developing a growth mind set in students to support learning and self confidence;
- Updated teaching and learning pedagogy and welfare programs;
- Continued integration of the new Trade Training Centre and food technology classrooms into teaching programs;
- Grant for a new PE staffroom and two classrooms;
- Gifted and Talented program extension;
- Ongoing technology program including laptop and interactive whiteboards and e-learning;
- Expansion of the Performing Arts Unit (PAU);
- Middle school programs – MindQuest & Stagecoach continue to be improved and extended;
- Multicultural programs including ESL Homework Program;
- Leading the Community of Schools with partner primary schools;
- Student leadership programs;
- Peer counseling, where trained students provide assistance to other students;
- Facilitating the transition from school to work;
• Completion of RoSA for Stage 5 and 6 students up to 17 years of age;
• Overseas trips to Japan, Spain and France;
• Programs for students with disabilities;
• Vocational Education and Training (VET) programs in hospitality;
• Year 9 Learning Journey continues;
• Early Career Teacher support meetings;
• Extended band program;
• P&C Initiatives survey and response.

Summary of Student academic achievement

Year 7 NAPLAN

St Ives High School’s Year 7 NAPLAN student results are very impressive. Results for both Literacy and Numeracy are well above the state average. Moreover, Numeracy, Reading, Spelling and Grammar & Punctuation results are significantly higher than both the school average and the SSG average. Once again, student results reflect strong teaching throughout the local primary schools and an efficient and stable transition to Year 7 at St Ives High School facilitated by Mrs Tania McGurgan, and supported in the classroom by the entire teaching staff at St Ives High School.

Year 9 NAPLAN

St Ives High School’s Year 9 NAPLAN student results again improved on the results obtained in Year 7. St Ives High School students again performed well above state average and above the SSG average in Numeracy, Writing and Grammar and Punctuation. These results reflect an experienced and committed teaching staff and are supported by significant ‘value adding’ throughout Years 7, 8 and 9 as a direct result of quality teaching.

Higher School Certificate

Results in the Higher School Certificate were exceptionally strong with most courses finishing well above state average. These results reflect results from previous years and compare well with the SSG average. We placed above both our SSG and the State in Business Studies, Economics, English (Standard), English as a Second Language, Geography, Industrial Technology, Mathematics General 2, Mathematics, Modern History, Chinese Background Speakers and Visual Arts.
Principal’s Message

For St Ives High School, 2014 was truly Optima Optime; the best possible things in the best possible ways. 2014 has been a very special year for us because the school turned 50. During our celebrations we learned of the pride, and fond memories, our past students hold of St Ives High School. Many of our former students, including some of the originals from 1964, were able to reconnect with the school during 2014. It was fascinating to hear their stories, which added personality and character to the photos in our archives. We celebrated by holding the biggest birthday party the school has seen.

Our school’s extraordinary academic achievements continued throughout 2014. Sophie Si’s and Darsha Kartashova’s names appeared on the Board of Studies Teaching & Educational Standards (BOSTES) “First in Course List” for the HSC. Sophie was first in Chinese Background Speakers and Darsha was first in Russian Background Speakers. Darsha Kartashova’s, Zac Tome’s and Veronika Kosourikhina’s names appeared on the (BOSTES) “Top Achievers List”. Darsha was second in ESL English, Zac was fourth in Spanish Beginners and Veronika was fourth in Russian Background Speakers. Darsha Kartashova and Matthew Brand were both named on the BOSTES “All-round Achievers List” for achieving the highest band possible in 10 or more units studied for the HSC. Darsha Kartashova achieved an ATAR of 99.3. First in the State in Chinese Background Speakers; Darsha Kartashova, first in the State in Russian Background Speakers, second in ESL English, an All-Rounder achieving the highest band in 10 units of study, and dux of the school with the highest ATAR of 99.3. In addition, 46 students (or 30% of the cohort) were mentioned on the BOSTES “Distinguished Achievers List”. Jessica Hamley, Cassi Forbes and Bianca Swanson had their major art projects pre-selected for Art Express; Carl Ooi - Timber & Daniel Thompson - Multimedia Industrial Technology major projects were selected for inTech and Ashley Denaro’s Dance Performance was selected for Callback 2014. Students in Years 7 and 9 NAPLAN testing achieved outstanding value added results while our Year 8 students’ ELLA performances were well above the state average. Grace Sohn was again the State Champion for the Year 11 Level History Award for her essay on multiculturalism in Australia. We again achieved outstanding ESSA Science results for Year 8 students.

Recognition and celebration of student achievement continued in 2014. Once again our High Achievers assembly recognised 2014 Year 12 students who achieved the highest band in a subject and/or an ATAR of 90 and above. Morning teas were again held for students from all year groups who received outstanding reports after each reporting period. Presentation evening, Year 12 graduation and the sports awards were all opportunities to recognise and celebrate student achievement.

While many students achieved individual sporting success in 2014, a highlight for the school was our greatly improved performance in the Zone Cross Country carnival, finishing fourth. This improved result was matched in Thursday grade sports with over 13 teams winning their competition for during 2014.

Throughout 2014, our students continued to be global leaders and global citizens. We were delighted to host students from our Sister School in China, Number 54 High School from Tianjin. The group stayed for four nights in the homes of their St Ives buddies during their St Ives visit. We also had tour groups leave us to travel to Spain for a language excursion, France on an Art excursion and Japan on a language excursion, that included a home stay with students from Junten High School, our Japanese sister school.

The performing arts were again something to be very proud of. The band program continues to go from strength to strength. This year students visited...
the South Coast as part of their regional tour, while students from our vocal group were part of a combined choir that performed at the Sydney Town Hall. Members of the Dance group participated in the Sydney North Dance Festival while all members of the Performing Arts Group took part in Showcase, that this year ran over two evenings to rave reviews.

Our parent body continued their support of the school and its programs in 2014. The trivia night, to raise money for the band program, and our formal 50th birthday dinner were two examples of the great support we received from parents this year. In 2014 the P&C actively applied for grant monies to support the school. We were delighted to receive a $3500 community garden grant and a $160 000 grant for a new sport/PE facility. This will be a tremendous bonus for the school in the years to come.

St Ives High School continued to be an active member of the North Shore 5 (NSS), a coalition of five public North Shore High Schools, Killara, Chatswood, Turramurra, Ku-ring-gai and St Ives High School. The alliance is underpinned by cooperation between the schools to achieve the best possible outcomes for students and teachers alike. In 2014, the NS5 continued to share curriculum, provide Innovation and Collaboration Grants for teachers, and conduct professional learning for staff, including a joint school development day.

I would like to acknowledge Mrs Sue Melville for her creative input into the design and layout of the 2014 Annual School Report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Mark Watson B.A., Dip. Teaching

P & C message

In 2014, parents of St Ives High School students continued to give generously of their time and effort. These were contributions that helped immensely to maintain and strengthen the important ties that bind together parents, students, teachers and other school staff. Strong relationships within this ‘educational triumvirate’ are crucial to successful outcomes for all of our children, and the commitment to and enthusiasm for the SIHS P&C guarantees that such relationships will continue to grow and flourish.

In 2014 the P&C accomplished a number of important goals and tasks including:

- continuing to support the Band Program and the Student Leadership Program by providing funding to employ Ms Kimberly Lovell and cover Mrs P Gettens for one day each per week
- organising the Year 12 Graduation and supper
- encouraging all parents to participate in the ‘Just One Thing Program’ where parents were asked to contribute money, time, expertise or skills to enhance P&C support of the school. Some parents organised and/or supported the school trivia night - an outstandingly successful evening - whilst others contributed via other programs
- the Library Outdoor Learning Area (LOLA) – conceived and built by the P&C’s environmental group E BRANCH during 2013, continued to be used for classes and events such as staff meetings and morning teas. The library learning centre, comprising a beautiful timber table and
shelf crafted by student group members now has pride of place in the library

- the P&C continued to run the school’s uniform shop in an effective and consistent way, putting in many volunteer hours to ensure that the shop manager received the assistance and support needed for the seamless provision of uniform items to SIHS students

- parent year coordinators continued to host social events in their homes, providing opportunities for parents to connect with one another

- the P&C continued to approach Ku-ring-gai Council about the installation of a safety crossing on Yarrabung Road and improved parking conditions around the school

- during 2014, the P&C and school staff applied successfully for a Government grant of significant value to construct a new demountable building to accommodate the PDHPE staff and provide two extra classrooms. This project will commence in 2015 and, when completed, will improve the teaching facilities and working conditions within PDHPE. The school would like to acknowledge the tenacious efforts of Debbie Wong and Libby Cameron in the securing of this grant.

SIHS is growing tremendously in popularity, and enrolments are commensurate with this growth, with student numbers now exceeding 900. More than ever, P&C support and involvement is of vital importance in maintaining a communicative, vibrant and effective school. We thank parents for their input and look forward to another successful year in 2015.

Catherine Marshall, 2014 P&C President

Student representative’s message

The Student Representative Council (SRC) has again actively contributed to many positive initiatives to our school. Our primary aim has again been to improve student involvement in the life of the school and to encourage all students to take advantage of the many opportunities offered across the school.

The SRC supported many activities aimed at promoting harmony, tolerance and awareness throughout the school. These included Valentine’s Day flower giving, mufti days and providing BBQ’s at our sporting carnivals. We also collected money for charity events including the Leukemia Foundation’s Worlds Greatest Shave and World Vision’s 40 Hour Famine. The overall success of the SRC has been reflected in greater student participation within the school resulting in a closer and more tolerant school community and an increased support a number of charities.

We are confident that the SRC will continue to provide activities that will engage every student within the school community and contribute to a positive learning environment throughout 2014.

Shannon Smit
Student Representative

Fletcher Davidson
Student Representative

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

The graph below shows the total school population back to 2008 with a breakdown indicating male and female student populations. The 2014 population of
917 (545 males and 372 females) eclipses the 2008 population of 864.

Student enrollments continue to rise on a regular basis with further expected increases in 2014 boosted by a large intake of Year 7 students.

The graph below shows the percentage of students who completed Year 10 at St Ives High School and who continued on throughout Stage 6 and completed Year 12. In 2014, 70.9% of students moved through Years 10 to 12 compared with 53.2% of the State. The retention rate of students through to Year 12 indicates student and parent satisfaction and is another reason why the school continues to grow in numbers.

Management of non-attendance

The school pursues a proactive policy in managing non-attendance. Attendance rolls are marked online using a web-based system at the start of each day. Further, rolls are also marked electronically each period, allowing the Head Teacher Welfare to quickly identify absences. These changes have streamlined attendance procedures allowing rapid notification of student absence to parents via either email or text messages. Community response has been positive and detailed records of student attendance are readily accessible, allowing patterns of non-attendance to be quickly identified and supportive procedures to be implemented. When required, the Deputy Principals and/or Year Advisers and other relevant personnel can readily access attendance data.

Class sizes

St Ives High School has a maximum class size of 30 students per class in Years 7 to 10 (Stages 4 and 5) and a maximum class size of 24 students in Years 11 and 12 (Stage 6). This is in accordance with current DEC policies.

Structure of classes

In Years 7 and 8 (Stage 4) students are offered a broad curriculum (English, mathematics, science, history, geography, Personal Development, Health and Physical Education (PDHPE), language, visual arts, music, technology mandatory and integrated sport). All classes in Stage 4 are of mixed ability except for mathematics in Year 8, and the Gifted and Talented Students (GATS) classes. Students in the GATS classes are identified through a process involving testing administered by the Australian Council of Educational Research, analysis of Year 6 reports and other relevant documentation. Selected
students are offered places in the Year 7 GATS class. These students follow an enriched curriculum. There are also some subject options offered to Year 8 students in Language, Art, Music and Drama. In Years 9 and 10 (Stage 5) students study their core courses (English, mathematics, science, history, geography and PDHPE) and another three electives. The choice of elective courses include: Spanish, French, Japanese, Chinese, music, information software and technology, visual arts, visual design, photography and digital art, drama, commerce, global studies, history, food technology, textiles technology, graphics technology and industrial technology – (timber, jewellery, engineering, multimedia, metal). Students in Years 11 and 12 (Stage 6) are offered an extensive choice of courses at school, as well as, being able to access other courses through NSS, TAFE, Open High School and Saturday Community Language Schools. English is the only compulsory course in the Higher School Certificate (HSC).

Post-school destinations

As part of the school’s careers program, the Careers Adviser provides ongoing information on post school options to Year 10, 11 and 12 students through a Work Experience program, work placement, university and TAFE visits, lectures and the North Shore Five (NS5) careers expos. All students are actively encouraged to develop a ‘school to work’ plan to be ready for post school life. In 2014, over 100 or almost 80% of our Year 12 students received first round offers to major universities, where most of the courses require a high ATAR (Australian Tertiary Admissions Rank) entry. Most of these students were offered places in courses at the four main metropolitan universities of Macquarie, Sydney, New South Wales and UTS. Many students were offered places in Humanities, Engineering, Science, Business and Education. The remaining 20% of students took up part-time or full-time study with TAFE, private colleges, traineeships or apprenticeships; directly entered the workforce or have taken a gap year overseas. The Careers Adviser collects ATAR’s from students when they attend the Annual Year 12 Farewell Barbeque. The Careers Adviser encourages students to remain in contact with the school and to provide updates or changes to their post school destination plans. ‘High Achievers’ are invited back to the school for recognition of their academic success in the HSC. Students who achieved at least one Band 6 or an ATAR of 90 or above are invited to an assembly in the next year to be formally recognised by the school and enjoy a celebratory morning tea.

Year 12 students undertaking vocational or trade training

Some Year 12 students experienced Vocational Education and Training (TVET) at TAFE during 2014. These 20 or so students completed a range of
courses including Business Services, Tourism and Events, Automotive Studies, Electro Technology, IT, Construction, Design and Horticulture.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

In 2014, twenty-four Year 12 students were enrolled into Hospitality (Kitchen Operations), a 240-hour course. The majority of these students sat for the HSC examination and were also successful in gaining the qualification of Certificate of Attainment towards Certificate II in Hospitality - (Kitchen Operations).

During 2014 Mrs Doherty introduced Stage 5 Hospitality. Twenty-four students enrolled into a Hospitality Fundamentals class and completed 100 hours of Food Technology. This will be followed by 100 hours of Certificate 1 Hospitality in 2015. Making use of the new facilities of the Trade Training Centre, ST Ives is the only high school in the local area offering these exciting and challenging courses.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
</tbody>
</table>

**Workforce information**

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

St Ives High School boasts an experienced and enthusiastic staff who provide quality teaching for all students throughout Stage 4, 5 and 6. Staff undertake regular professional development to keep their working knowledge and skills up to date and at an optimum.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>65</td>
</tr>
<tr>
<td>Teachers of Hearing Support</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

*Please note:* to provide flexibility in teaching specialist classes and quality teaching, some classroom teachers are employed on a temporary basis.

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

At present, no teacher currently identifies as being Aboriginal.

**Staff retention**

The teaching staff at St Ives High School was again stable throughout 2014. We welcomed Ms M. Miller in HSIE, Ms B. Morante in HSIE, Mrs N. Mercer in HSIE. Mrs S. Berger in Mathematics and Mr B Yuen in TAS. Mrs R. Joynes and Mrs S Rojas took maternity leave during the year.

We also said farewell to long serving Deputy Principal Mr P. Roberts. Phil is a passionate teacher and historian and he always worked to achieve the best learning outcomes for all students at St Ives High School. He was responsible for introducing innovation around the school, especially in technology. His efforts have ensured that 21st century learners are provided with the technology required to achieve curriculum and learning outcomes.

Mrs A. Perdriau, another long serving teacher, Year Adviser and lately Head Teacher TAS, also retired at the end of 2014. Mrs Perdriau’s achievements include writing a number of syllabuses for the BOS in Industrial Technology, running the Institute of Industrial Arts Technology Education (IIATE), Head Marker for the HSC Industrial Technology course and generally being an empathetic and supporting motherly figure in whom all students could confide and seek advice and support.
Mr. J. Chudleigh also retired after a long and illustrious career having faithfully served the St Ives community since the early eighties. Mr. Chudleigh coached many successful sporting teams, was a much-loved Year Adviser and was responsible for introducing the new course of Legal Studies to the school. He achieved great academic success in both Geography and Legal Studies.

The St Ives community would like to wish Mr. Roberts, Mrs. Perdriau and Mr. Chudleigh every success in a long, happy and healthy retirement.

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>Degree or Diploma</td>
<td>100 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25 %</td>
</tr>
</tbody>
</table>

Many teachers are undergoing the process of accreditation. The percentage of Institute Accredited Teachers will grow as new and younger teachers are employed by the DEC.

Professional learning and teacher accreditation

All teaching staff participated in five school development days that included one with other North Shore 5 (NS5) schools at Turramurra High School. Staff listened to an inspiring presentation from Mr. Simon Breakspear before moving into elective options lead by various members from the NS5. Other topics covered include anaphylaxis training, a child protection presentation, programming for the new school curriculum, unpacking the RAP package, faculty professional development etc. The DEC provided further funding allowing staff to receive further professional development.

Teacher’s who entered teaching prior to 2004 will be accredited at proficiency at the end of 2017 and will be required to maintain their accreditation every five years. Beginning and recently appointed teachers have completed their accreditation at proficiency level, whilst a number are working towards their accreditation.

Beginning Teachers

The program Great Teaching, Inspired Learning was introduced in 2014 to support beginning teachers in their transition to full-time employment. Funding has been provided to relieve beginning teachers from face to face teaching for two hours each week, allowing them to concentrate on developing lesson plans, observe demonstration lessons, undertake accreditation and meet with their mentors. Participants in this program have appreciated the support given throughout the school.
School canteen

The school canteen is run by Fresh - Taste Sensations. Fresh-Taste Sensations successfully tendered on a new five-year contract that started in January 2013. We look forward to a strong and successful relationship with Fresh-Taste Sensations over the remaining years of the contract.

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 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Funds received through the Resource Allocation Model (St Ives High School)*</th>
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</thead>
<tbody>
<tr>
<td>Base</td>
</tr>
<tr>
<td>Equity</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Aboriginal</td>
</tr>
<tr>
<td>Socio-Economic</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Disability</td>
</tr>
<tr>
<td>Targeted</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
School performance 2014

Throughout 2014, staff and students were busy improving relationships between the school, the wider community and the international community. Tours to China and Spain allowed students to experience foreign cultures, expand their experience and knowledge, develop self-confidence and nurture an appreciation and tolerance of others. Of course our prime focus was still on teaching and learning and in improving each student’s academic knowledge and understanding of the curriculum. However valuable learning opportunities also exist in sport, the arts, and in other extra-curricular activities.

Please note that all data and graphs are provided by the DEC via a spreadsheet and the school is unable to edit or manipulate the data.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Progress in reading

In Reading, Year 7 students in the higher bands of 7, 8 and 9 all showed a significant improvement on the 2013 school results. These Reading results are outstanding, being above our School 5 Year average, our Statistically Similar Group (SSG) and the State average in the top Bands of 7, 8 and 9. Congratulations to our current staff and the staff of our local primary schools on your efforts in facilitating these excellent results.

In Reading, Year 9 students continued to perform strongly in the upper Bands again being above our School 5 Year average, our Statistically Similar Group (SSG) and the State average in Bands 8 and 10. Consequently, there was a corresponding decrease in the number of students placed in the lower bands of 5 and 6.

Progress in numeracy

In Numeracy, Year 7 results were excellent. Performances in the top Bands of 8 and 9 were again above our School 5 Year average, our Statistically Similar Group (SSG) and the State average. In fact almost 35 percent of students achieved the top Band 9.

In Numeracy, Year 9 students continued to perform well across all Bands. There was a significant increase in the number of students achieving a Band 9. Consequently there was a corresponding decrease in the number of students placed in the lower bands
In Reading, 81.9% of students were placed in Bands 7, 8 and 9 compared with 71.9% of the School Average 2010-2014 and 73.3% of the SSG average.

In Writing, 50.3% of students were placed in Bands 7, 8 and 9 compared with 53.7% of the School Average 2011-2014 and 51.5% of the SSG.

In Spelling, 82.1% of students were placed in Bands 7, 8 and 9 compared with 79.1% of the School Average 2010-2014 and 77.4% of the SSG.

In Grammar and Punctuation, 75.9% of students were placed in Bands 7, 9 and 9 compared with 70.5% of the School Average 2010-2014 and 75.4% of the SSG.

In Numeracy, 60.9% of students were placed in Bands 8 and 9 compared with 52.6% of the School Average 2010-2014 and 48.2% of the SSG.
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Reading, 70.4% of students were placed in Bands 8, 9 and 10 compared with 64.6% of the School Average 2010-2014 and 69.2% of the SSG average.

In Writing, 56.1% of students were placed in Bands 8, 9 and 10 compared with 54% of the School Average 2011-2014 and 50.1% of the SSG.

In Spelling, 63.5% of students were placed in Bands 8, 9 and 10 compared with 69.6% of the School Average 2010-2014 and 67.9% of the SSG.

In Grammar and Punctuation, 65.1% of students were placed in Bands 8, 9 and 10 compared with 63.9% of the School Average 2010-2014 and 60.2% of the SSG.
NAPLAN Year 9 – Numeracy

In Numeracy, 77.9% of students were placed in Bands 8, 9 and 10 compared with 75.8% of the School Average 2010-2014 and 72.1% of the SSG.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

RoSA - Record of School Achievement

The formal Year 10 School Certificate examination has been removed and students under the age of 17 years now work on an ongoing basis towards their RoSA. Students provide work samples, which are collected and are measured against specific Key Learning Areas (KLA) based criteria. Students who leave school after successfully completing Year 10 and prior to completing the HSC are provided with a RoSA that they can provide to prospective employers, to display their talents and achievements.

Higher School Certificate (HSC)

Data shows that St Ives High School students performed very well again in the HSC throughout 2014. The following courses were above or equal to the Statistically Similar Group (SSG) by the percentages indicated in the parenthesis. Business Studies (2.3), Chinese Background Speakers (0.5), Economics (1.6), English Standard (1.4), ESL (0.1), Geography (4.6), Hospitality (0.0), Industrial Technology (1.1), Mathematics General 2 (2.1), Mathematics (0.3), Modern History (1.1), Visual Arts (2.1).
Other achievements

- In 2014, students participated in three Mathematics competitions. 202 students entered the International Competitions and Assessments for Schools (ICAS) with 3 students gaining High Distinction, 37 students gaining Distinction, 60 students awarded Credit and 29 students gained Merit. 116 students participated in the Australian Mathematics Competition with 2 students awarded High Distinction, 11 students awarded Distinction, 52 students awarded Credit and 45 students were awarded Proficiency. 27 students entered the APSMO (Australasian Problem-Solving
Mathematical Olympiad). 2 students were in the top 10% of all students and another 7 students were in the top 25%.

- Fifty-five students from Year 7 through to Year 12 participated in the International Science Competition which is organised and administered by the University of New South Wales. The competition, while being designed to be age and stage appropriate is also designed to be challenging enough to produce a broad spread of results. I am pleased to report that almost one third of our candidature achieved either a distinction or high distinction in this competition.

- Twenty-six students also participated in the Australian National Chemistry Quiz and 20% of these entrants achieved a distinction or high distinction.

- The TAS faculty had a successful year with some outstanding work by our Year 12 students who were either nominated or selected to exhibit their projects at the prestigious InTech awards. To be selected for InTech, both components of the HSC Major Project and Design Portfolio had to be of the highest quality.

- In the focus area of Multimedia Daniel Thompson, Oscar Lee and Nikhil Jhala were nominated for their major projects to be exhibited. Daniel Thompson’s Sports Action Room was successful in being selected for InTech. Congratulations on a fine achievement by our students;

- High Achievers Assembly for Year 12 students, morning teas for High Achievers from each year group after semester reports;

- Year 6 test for our Selective classes T (Gats) and X (Extension) run by ACER (Australian Council for Educational Research) 128 students attended;

- 7T Rich Task Night Of Notables;

- 8T Rich task Learning Comes Alive;

- 7X Public Speaking task Word It;

- 8X Public Speaking task Picture;

- Gifted and Talented Activities Days to Ifly and Art and Science workshops;

- Sophie Shi achieved 1st place in the State in Chinese Background Speakers Course for her HSC.

2014 ATHLETICS CARNIVAL

<table>
<thead>
<tr>
<th>POSITION</th>
<th>HOUSE</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
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<td>Fourth</td>
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Records Broken

- Mathew Hall (OVE) - Boys 12yrs Discus
- Mathew Hall (OVE) - Boys 12yrs Javelin
- Ryan Leatt (JAM) - Boys 13yrs Javelin
- Ashley Hall (OVE) - Girls 12-14yrs 1500m
- Joshua Delnido (THO) - Boys 12-14yrs 1500m
Alec Johnson (HAR) - Boys 15yrs 800m
Angus Richardson (HAR) - Boys 16yrs 200m
Angus Richardson (HAR) - Boys 16yrs Long Jump
Angus Richardson (HAR) - Boys 16yrs Triple Jump

SIHS Swimming Carnival

SWIMMING CARNIVAL

<table>
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<tr>
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</table>

Records Broken

Mathew Hall (OVE) - Boys 12yrs 50m Freestyle
Mathew Hall (OVE) - Boys 12yrs 200m Freestyle
Mathew Hall (OVE) - Boys 12yrs 50m Breaststroke
Mathew Hall (OVE) - Boys 12yrs 50m Butterfly
Nathan Taplin (JAM) - Boys 15yrs 50 Freestyle
Nathan Taplin (JAM) - Boys 15yrs 50m Breaststroke
Ashley Hall (OVE) - Girls 12-14yrs Individual Medley

SCHOOL CROSS COUNTRY CARNIVAL 2014

<table>
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<th>HOUSE</th>
<th>POINTS</th>
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</table>

GRADE SPORT RESULTS

Boys Basketball 9/10 Premiers
Boys Touch B Premiers
Boys Soccer 7’s A Premiers
Girls Softball A Premiers
Girls Soccer 7’s B Premiers
Boys Basketball A Runner up
Boys Basketball B Runner up
Boys Volleyball A Runner up
Boys Touch A Runner up
Girls Frisbee A Runner up
Other school based assessments

ESSA – Essential Secondary Science Assessment for Year 8 students

Science (overall) results are consistent with the Like Schools in the Region and higher than State achievements.

For the first time in 4 years, there is a decrease in Science (overall) results in the upper two bands. This trend can be seen in the State results as well.

More than one-third of the short response questions answered correctly by our students were 10% or more above State percentage.

St Ives High School continues to achieve results above that of the State.

Significant programs and initiatives – Policy and equity funding

St Ives High seeks to provide each student with a range of activities and opportunities. Our focus is on providing for student interest and needs based on fairness and respect for all members of our school environment.

Aboriginal education

Within the curriculum, aboriginal perspectives are integrated in teaching programs in all KLAs. School activities such as Anzac Day, Multicultural Day and assembly presentations all recognise the contribution of indigenous communities. In previous years, the school has supported a number of students who identify as being aboriginal. Currently we have no students who identify as Aboriginal enrolled at St Ives High School.

Multicultural education and anti-racism

Within the curriculum, aboriginal perspectives are integrated in teaching programs in all KLAs. School activities such as Anzac Day, Multicultural Day and assembly presentations all recognise the contribution of indigenous communities. In previous years, the school has supported a number of students who identify as being aboriginal. Currently we have no students who identify as Aboriginal enrolled at St Ives High School.
Multicultural education

Over half of the student population originate from families where English is not their first language. The school is enriched by the wide diversity of its school population and students are supported in their literacy development with 2.6 ESL teachers and an additional 0.8 teacher position funded by the school. Literacy support is integrated into teaching programs and is delivered through a variety of approaches including team teaching. Parent volunteers have supported students in language classes. Interpreters of languages spoken within the school community are available to assist parents at parent teacher nights and information sessions.

Multicultural perspectives are integrated into teaching programs and school activities to build a school culture of acceptance that values diversity and differences. Descriptions of special festivals with significance to our students are shared at assemblies. International visits from Japanese, Korean and Indian students enhance cultural appreciation, supporting our highly successful Multicultural Day. At this annual event, students, teachers and parents work together to educate others about their cultural heritage. Students decorate rooms with clothes, artworks and other items of cultural significance, and speak about their countries and cultural heritage. Other activities associated with this special day are the multicultural food fair and a concert, showcasing a variety of performances by students.

Respect and responsibility

All of the school’s policies, programs and activities are based on the core values of respect, responsibility, personal excellence, and lifelong learning that are shared by our school and the wider community. The purpose of the school is teaching and learning and all policies, programs and activities are created to enhance learning. Anti-bullying programs are introduced to Year 7 students early in the year by the School Counsellor, the Year 7 Student Adviser and the Deputy responsible for Year 7. These programs are revisited throughout the year. Year assemblies, student camps, sporting and other activities build teamwork and value the contribution of each individual. A number of Year 10 students have been trained as Peer Counsellors who work with younger students to model appropriate behaviour. More students will be trained as Peer Leaders throughout 2015.

The school continued to promote acceptance and respect for others through its multicultural programs such as celebrating Harmony Day, Multicultural Day, and national days and festivals announced at assemblies.

Members of the student body participated in charity collections, volunteer work, international cultural visits; international student exchanges and supported the work of Interact in partnership with St Ives Rotary Club.

Other significant initiatives

The Performing Arts 2014

- The Performing Arts Unit continued to run classes in Acting For Theatre, Musical Theatre, Dance and offer Vocal Tuition to all students throughout the year. All classes and one -on -one vocal tuition were enjoyed by a vast number of students from year 7 right through to year 12;
- The Dance group auditioned for and performed at the Sydney North Dance Festival and were involved in St Ives “On The Green”, performing multiple dance routines;
• Several vocal students entered Eisteddfods taking out a first place and a highly commended. Four students performed solos in an annual vocal concert on the Central Coast;

• In mid-year, the Acting For Theatre class performed an adaptation of Alice In Wonderland creating a most memorable and enjoyable night of drama.

• In December, all genres of the performing arts, from our Performing Arts Unit program, united and work-shopped together, to bring to the stage an original piece of theatre, song and dance titled “I Hope I Get It”. This was the culmination of a whole year’s work and showcased the amazing talent of so many of St Ives High School students.

• The St Ives High School performing arts program continues to foster and encourage the many talents of our students and in doing so, prepares them for involvement in the school’s biennial musical.

The Principal would like to extend his special thanks to Pamela Bullock in recognising the significant contribution that she continually makes to the PAU to ensure that all students have opportunities to express their skills and talents through performance.

Band Program

• The Band Program, under the expert leadership of Ms Kimberley Lovell, has expanded to incorporate a greater number of students, allowing them to display their musical abilities across the school. Members of the Concert Band, Show Band and Chamber Ensemble attended Camp Kedron. The students had a great experience working with professional musicians, who ran tutorials and workshops;

• To promote the restructured band program, the P&C helped to coordinate a trivia night to raise funds for some much needed percussion equipment. Approximately $10,000 was raised allowing St Ives High School to purchase some Yamaha Symphonic Series timpani;

• 2014 saw the Concert Band outgrow their classroom rehearsal space, moving to the stage in the school auditorium. This has created the need for additional equipment, which thankfully was supported by Rotary. Rotary coordinated a $5000 grant that allowed St Ives High School to purchase a new xylophone and stage piano amongst other things;

• A successful concert at Sydney Congress Hall, along with Warringah Concert Brass was held to raise funds for the Blue Dragon Charity. This was a great opportunity to bring together musicians of all ages and abilities for a wonderful evening of entertainment. This was only one performance in a long list for the Concert Band, Jazz Combo, Chamber Ensemble and Choir, including: Kuring gai’s Got Talent, Tour of Wollongong and Berry, Port Macquarie’s Big Band Blast, Northern Beaches Instrumental Festival, NSW State Band Championships and In Concert and the Sydney Town Hall.

• With the growth of the Music Tutorial Program and greater opportunity for performance, there has been a growing number of students entering the band program. Lessons are offered at school to any student who is interested in learning from professional peripatetic music teachers;
• In 2016, the St Ives High School Band Program will be offering orchestral rehearsals to build on the growing Chamber Ensemble, which began in 2014 coinciding with the formation of the school choir. The intention is to also split the Concert Band into two ensembles and form a second, junior Jazz Combo.

Premier’s Student Volunteering Awards program (PSVA)

Year 12 students have continued a student volunteer project at the St Bakhita Sudanese refugee centre in Flemington. This community project began in 2011 when Ramona Iranzadi, Adina Parr, Kerry Alderman, Josh Taylor and Daniel Ashari chose the centre as the focus for their efforts. The families and management at the centre were very appreciative of our contact and grateful for the time spent with the children and the generous donations made to the families at Christmas time last year.

The Year 12 students who were involved in 2014 include Isabelle Alexiou-hucker, Nina Nymeyer, Anastasia Mcdonald, Jessica Lee, Alexandra Ivanov, Melanie Howell, Katherine Ford and Alana Davison. They helped the carers to look after the children, played on the equipment and in the sandpit with the young children and read them stories. They also sat with them at recess, modelled good eating behaviour and friendly interpersonal interactions.

While the mothers were learning English, computer skills and sewing skills, the St Ives High School students heard the story of one Sudanese woman and her journey to Australia as a refugee with 8 dependent children. It was a tragic and very emotionally moving story and the students were awe struck by her strength and perseverance. The life lessons and personal stories have been life changing and a strong bond has been formed.

In November 2014, the school and community were asked to donate toys, clothes, books, blankets, nappies and any baby items for our end of year visit and the response was incredible. The office was inundated with bags and boxes of donations, which almost didn't fit in the car boots. The management and families were filled with joy when they saw our mammoth effort and the amount of donations.

The students and teachers sang songs and danced with the children in a performance at the graduation ceremony on the 7th Dec. The Year 10 students did a fantastic job and represented the school tremendously. There was a fantastic feast with some very unusual dishes including a delicious selection of curries, pastries, custards and cakes.

Heartfelt thanks were conveyed to Miss Rebecca Smith for her efforts in organising this wonderful program and all of our students were complemented on their maturity, responsibility and excellent behaviour.

Other programs

2014 saw the continuation of Learning Journey initiative, which provides Year 9 students with the opportunity to formally reflect upon their learning before a panel consisting of a teacher, a community member and a Year 8 student. Students present a portfolio of work and reflection exercises in an interview-style situation, through which they develop their metacognitive skills. Moreover, Year 8 students are able to gain insight into the challenges they might face the following year on their personal learning journey. The Learning Journey has been a tremendous success with panelists and students alike reporting the event as a highly positive experience. This program plays an important role in
promoting the high standard of learning, which is taking place at St Ives High School, to the broader community.

**Student Leadership Program**

Our P&C supports a Student Leadership program that has allowed time for a more structured approach to student leadership. It was recognized that through leadership students learn to find their voice, leading to a sense of empowerment gained from a feeling of being respected and confident that their views are valued. When students get involved in planning and decision-making the whole school community benefits. Some of these events meet the academic or curriculum goals that the school is required to achieve.

The SRC is the most prominent leadership group in the school. Students are voted in by their peers and the school provides leadership training for its members, building confidence and giving them strategies to plan and implement change. SRC members were responsible for different events throughout the year such as the Leadership Breakfast in term 4, and charity fundraising events such as the World’s Greatest Shave.

Other activities allowing students to develop their leadership skills include the Duke of Edinburgh award, Interact, debating and public speaking competitions, student constitutional conventions, and our Environmental Team activities.

Individual leadership opportunities are offered to students such as Grace Sohn who represented the school in ZONTA and in the Arts Unit Public Speaking Competition. Marc Krause was a contender for the Lions Youth of the Year award, and Elia Parsanejad won the regional competition in the Voice contest run by the United Nations Youth Organisation. Edward Manton Hall and Rebecca Davies represented the school at RYPEN conference run by the Rotary Organisation.

**School planning and evaluation 2012—2014**

**Personal Development, Health and Physical Education (PDHPE)**

Each year the school reviews one Key Learning Area (KLA) as part of a cycle for promoting continuous improvement. The PDHPE Key (KLA) has an experienced Head Teacher, three permanent experienced teachers and one experienced temporary teacher.

The Head Teacher was appointed in 2013 following a merit selection process for the position and having relieved in similar positions at a number of schools.

The PDHPE staff are responsible for teaching PDHPE to all students in Years 7-10, integrated sport to all students in Years 7 & 8 and the elective courses: Physical Activity & Sport Studies (Years 9 & 10), Preliminary and HSC PDHPE (Years 11 & 12).

PDHPE teachers are also responsible for organising and running the school swimming, athletics and cross-country carnivals, Gala Days (Years 7 & 8) and the Crossroads program for Year 11 students.

Staff have taken on essential school roles beyond their required teaching load, including SIHS sport organisation (Years 9 -12), Year Adviser (Year 7), Duke of Edinburgh, Stagecoach Transition (Year 6 to 7), organisation of Parent Teacher evenings, coaching of multiple knock out teams (Boys Open and U15 Basketball; and Girls Open Basketball, Touch Football, Softball and Netball), organising and running Water Awareness for Year 7 and membership of the Work Health Safety Committee.
In addition to St Ives High School responsibilities one staff member is the Secretary of the Ku-ring-gai Secondary Schools Sports Association, and in so doing, promotes sport participation across schools in our zone.

PDHPE teachers have fully developed programs based on current syllabus documents for all courses and each of these are reviewed on an annual basis.

Teachers have worked collaboratively to create “Scope and Sequences” for all courses. Course assessment schedules comply with the required BOSTES policy and course outcomes and guidelines and are published for all year groups. Teachers make daily records in professional diaries that record accurate class rolls and the activities completed. Centralised faculty registers are updated weekly for all courses. An online digital mark book is used to record all course marks and grades and these records are linked directly to student reports.

The Head Teacher subscribes to the Board of Studies, Teaching and Educational Standards (BOSTES) Bulletins to keep up with changing requirements in each course. Procedures are in place to ensure that ‘HSC monitoring’ requirements conducted annually by the Principal are compliant with the BOSTES requirements.

Achievements in 2014

A highlight for the school was the greatly improved performance in the Ku-ring-gai zone cross-country carnival, finishing fourth against other much larger and stronger schools. Thursday grade sports teams achieved the highest results in recent history with 11 teams reaching the finals and of these 8 were premiers. Many students achieved individual sporting success throughout 2014, representing the Northern Sydney region and State (Combined High Schools competitions). Students represented St Ives High School at these elite levels in swimming, cross country, athletics, gymnastics, rugby union, hockey, softball, trampolining and AFL.

Using data to inform teaching

Data from the School Measurement, Assessment & Reporting Toolkit (‘SMART’ - NSW DEC) and “Results Analysis Package” (RAP - BOSTES) are used to review programs and teaching strategies annually. ‘Notes from the HSC Marking Centre’ are used to inform teachers and students about areas of strength and areas for improvement for HSC classes.

PDHPE students achieved results in this course comparable to their results in other courses. The mean average of the Band results for 2014 PDHPE students was 3.56 compared to the mean average of their other courses of 3.87. While no student achieved a Band 6 in PDHPE in 2014, only one of the
PDHPE students achieved one Band 6 in one other course.

**Areas for future focus**

**RoSA Grade Pattern**

A review of the RoSA grade pattern for St Ives High School will include a focus on the consistent judgement of teachers in awarding grades for Year 10. The review will re-examine the assessment procedures to ensure that the grades awarded are reflective of the outcomes of SIHS students.

**HSC**

To raise students’ results by an additional band, helping them to achieve at or above the growth (value-added) expected as shown in the scatterplot analysis in the RAP data. To achieve this outcome the 2015 HSC teacher will provide additional lessons before school focusing on the quality of student essays by utilising past HSC papers and essay-writing scaffolds. Data will be used to identify the students in the PDHPE Preliminary course with weaker skills to focus on individual needs, including ESL support.

**Professional Development of Teachers**

Three PDHPE teachers will be participating in professional learning about developing critical and creative thinking. This will assist teachers to reflect on their teaching practices and develop a rich and transformative approach to learning.

**Professional Standards**

Teachers will be developing their professional knowledge, professional practice and professional engagement to meet the accreditation requirements of the “Australian Professional Standards for Teachers”.

**Crossroads 25-hour course (Year 11)**

Crossroads is a mandatory 25-hour course for Year 11 students focusing on six areas including mental health, relationships and personal safety. In line with new guidelines just released, the PDHPE faculty will liaise with key staff from the welfare team to ensure the program is delivered as required in 2015.

**Budget**

St Ives High School has experienced significant changes in budgeting processes including the introduction of LMBR and RAM allocation of funding. As a result the Head Teacher will review KLA budgeting procedures to align with these changes.

**Participation in carnivals**

Building on the significant improvement in participation at school sport carnivals in 2014 the PDHPE staff will continue to develop interest and commitment in students to increase carnival attendance in 2015. Strategies will include training for zone teams, recognition of student achievement in sport and developing student pride and enthusiasm in contributing to the “House” points system.

![Image of students at a carnival event]

**Sport Policy**

The PDHPE faculty will evaluate the existing sport policy and communicate the updated policy to all staff.

**New KLA facility**

During 2014, the SIHS Parents and Citizens and school staff secured a Government grant to
construct a new demountable building to accommodate the PDHPE staff and provide two extra classrooms. This exciting project will commence in 2015 and when completed, will improve the teaching facilities and working conditions within PDHPE. The school would like to acknowledge the tenacious efforts of Debbie Wong and Libby Cameron.

School Planning 2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Reviewing Enrolment data
- Reviewing “SMART” data (NSW DEC High Performance Unit)
- Reviewing “RAP” data (Board of Studies, Training and Educational Standards)
- Surveying parent satisfaction
- Student Representative Council and parental input into the SIHS School Plan
- Evaluation of targets set the previous year
- Reviewing school progress within the current school planning cycle

Targets for 2014

Target 1

Increase the percentage of local enrolments into Year 7 2015 by 5% from the 2014 base.

Outcomes

- Local enrolments into Year 7 2015 increased by 23% based on 2014 enrolments.
- Enrolment of girls (local and out of area) increased by 44% in 2015 compared to 2014
- Total enrolment into Year 7 2015 (local and out of area) increased by 20%
- Percentage of “out of area” students enrolled into Year 7 in 2015 declined by 3.6% (not counting 7 new students entering the Hearing Support unit in 2015).

Evidence of achievement of outcomes in 2014

- Local enrolments increased from 99 students in 2014 to 122 students in 2015.
- Enrolment of girls increased from 55 students in 2014 to 79 students in 2015.
- Total Year 7 enrolments increased from 149 students in 2014 to 179 students in 2015.

Strategies to achieve these outcomes in 2014

- The SIHS enrolment policy was reviewed in line with DEC directives.
- Panel of staff was created to review applications from “Out of Area” applicants restricting the enrolment of these students.
- SIHS was promoted via the “Open Evening”, “Stagecoach” program and Primary School visits.

Target 2

Increase the percentage of Stage 4 and Stage 5 teaching programs that implement new mandatory BOSTES syllabuses incorporating the Australian Curriculum to 100%.

Outcomes

- All Year 7 to 10 students at St Ives High School are being taught courses in English, mathematics, science and history that are fully aligned to the new syllabus’

Evidence of achievement of outcomes in 2014

- English – all students in Years 7 to 10 are following programs aligned to the new syllabus. Scopes and sequences are completed with some units to be delivered later in Year 10 being finalised.
- Mathematics – all Year 7 to 10 Mathematics programs are aligned to the new syllabus, completed and operational.
- Science – all students in Years 7 to 10 are following programs aligned to the new syllabus. Scopes and sequences are
completed with some units to be delivered later in Year 10 being finalised.

- History – all Year 7 to 10 History programs are aligned to the new syllabus, completed and operational.

**Strategies to achieve these outcomes in 2014**

**Whole school**

- Staff professional learning targeted a shared understanding of the Australian Curriculum and the new syllabus’.
- Allocated time during school development days for program development.
- Used external supervisors for Year 11 and Year 12 examinations to release teachers for program development.
- Used the BOSTES program builder to sequence and embed syllabus objectives and outcomes into programs. The program builder supported the design and formatting of programs and enabled the embedding of Australian Curriculum Codes and Learning Across the Curriculum icons into programs.

**English**

- C21 project provided teacher release time to integrate ICT into English programs
- Professional associations provided some support eg the Unit on Asian Perspectives in Year 9 English.

**Science**

- Collaboration with four other local schools to develop and share Year 7 to 10 programs in science across the five schools.

**Mathematics**

- Teacher release time was used to assist completion of mathematics programs.

**History**

- Teacher release time was used to embed “ALARM” (Learning and response scaffold) principles and strong integration of visible thinking routines.

**Target 3**

BYOD (Bring Your Own Device) connectivity to be supported 100% of the time at school to enhance student learning.

**Outcomes**

- St Ives High School provides two wireless networks, one for older devices (2.4 GHz student network) and the other being the NSWDET network provided and supported by the DEC.
- Students have been given access to wireless printing from their personal devices.
- iPads have been trialled as BYOD devices in class sets and the benefits compared to those of laptops to inform future BYOD programs.
- All students who elected to bring their own technology to support their learning were provided access to the school networks.
- All permanent teachers were provided with a MacBook Air, providing a common platform of technology and software across the teaching staff
- Staff professional learning in using the MacBook Air laptops and relevant software was planned for 2015.
- Data collected from the school community describing views and preferences in personal technology devices and use was reviewed.
BYOD strategies from three other local schools have been discussed and the benefits of formalising a BYOD program for St Ives High School is under review.

Evidence of achievement of outcomes in 2014

- Both wireless networks have been well utilised and maintained.
- Students print assignment work and other documents using the wireless printing facility in the library.
- iPad trials provided information that has led St Ives High School towards laptop technologies as a preferred BYOD solution.
- Up to 600 personal student devices connect to the school “student network” each school day which is monitored by ICT support staff.
- 63 MacBook Air laptops have been allocated to teaching staff.
- The BYOD programs of three other local schools were used to inform the Technology Review Team.

Strategies to achieve these outcomes in 2014

- Network access was provided to all students who bring their own technology devices.
- Wireless projection technology for multiple devices was established to enable staff and students to share content.
- “Moodle” platform (Learning Management System) was upgraded.
- “ClickView” digital video library has been made available to all teachers and students from home and from mobile devices.
- Provision of MacBook Air laptop computers to all permanent teachers to provide a common platform.
- Provision of laptops to teaching staff enhances consistent and quality staff professional learning in technology applications and how technology can be used to improve teaching and learning.
- A technology review team investigated BYOD strategies in three other schools to inform planning for a possible implementation of a BYOD program at St Ives High School.
- Teaching staff has increased the use of emails and Edmodo to encourage technology use by students on a regular basis.
- Student use of personal learning devices has been promoted within the curriculum such as in assessment tasks.

Parent/caregiver, student, and teacher satisfaction

In 2014, parents were surveyed about their level of satisfaction with parent teacher meetings. The survey was conducted and analysed by the P&C. Feedback was gathered on adjustments already made to meetings and recipients were invited to suggest further enhancements that could be made to the meetings.

Method

Parents of Years 7 and Year 9 students were surveyed following their parent teacher meeting. Data was gathered in three broad areas; who attended the meeting – one parent or two parents with or without their child; organisation of the evening – booking system, location and length of interviews; and the meetings as a mechanism for feedback on student progress. Year 9 parents had been surveyed when their children were in Years 7 and 8 about a number of aspects of the school including parent teacher night. This data was also
referred to and gave a longitudinal dimension to they study.

Background

Data collected from our Year 9 parents when their children were in years 7 and 8 had already indicated problems with parent teacher meetings. Parents did not like the old location in the library with overflow into A-Block classrooms. Parent and staff did not like the way bookings were thrown out the window by interviews that ran over the allotted time. It was also noted that refreshments would be appreciated by parents who arrived directly from their work and for teachers, some of whom did not have a break all evening.

Findings

Overall, the comments from parents were very positive and supportive of the school and the staff. 31% of Year 7 parents and 26% of Year 9 parents responded to the survey. The longitudinal study of Year 9 showed that the number of students attending with their parents had declined from 54% when the cohort was in Year 7 to 28% when the cohort was in Year 9. In contrast, only 12% of Year 7 parents attended with their child indicating that the school needs to clarify it’s message to students and parents.

An online booking system was introduced in 2014. In relation to our longitudinal data, when the year 9 parents were Year 7 parents 41% rated the then pen and paper booking system as good to excellent. This had grown to 87% when the same group of parents used an online booking system.

In terms of the venue, the data showed that parents preferred having all teachers together in the hall. Parents appreciated the feedback they received from teachers and teachers appreciated the opportunity for feedback parents.

In general, while parents would always like more time for meetings, they appreciated the quality of the information they received from teachers. A number of parents commented that they would like to see a better alignment of reports being sent and parent teacher meetings.

The survey also highlighted a need for clearer communications between the school and home.

Future directions

The adjustments the school made to parent teacher meetings during 2014 were well received. Many parents would like a greater length of time for meetings. However, as a result of this adjustment, fewer parents would be able to see all of teachers.

There was also a clear indication that parents would appreciate academic information being available digitally throughout the year. Options may exist within Sentral to provide this in the future.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

STRATEGIC DIRECTION 1

Raising expectations and enhancing student learning

Improvement Measures

- The evidence collected from 2014 NAPLAN will be used as the baseline when comparing growth in student learning.
1. Students below the NMS average for writing will decline from 9% (2014) to 3%.
2. The percentage of Year 9 students who are not achieving their expected growth in literacy is reduced by 5% per year.
3. Teachers use the SMART data scatterplot for HSC 2014 to compare student growth and reduce the percentage of students below the “State Reference Line” in each course by 10% per year over three years.

STRATEGIC DIRECTION 2
Fostering quality teaching, leadership and teacher wellbeing

Improvement Measures
1. 100% of staff have a Professional Development Plan;
2. 100% of staff members are involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers;
3. Surveys report that most staff feel supported in working towards the goals in their PDP.

STRATEGIC DIRECTION 3
To strengthen collaborative partnerships and increase the school’s profile and connections within our community

1. Measurement of friends and followers on and Facebook and Twitter; hits on community webpage;
2. Increase in % of girls in both enrolment and retention.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined future targets to further improve teaching and learning at St Ives High School.