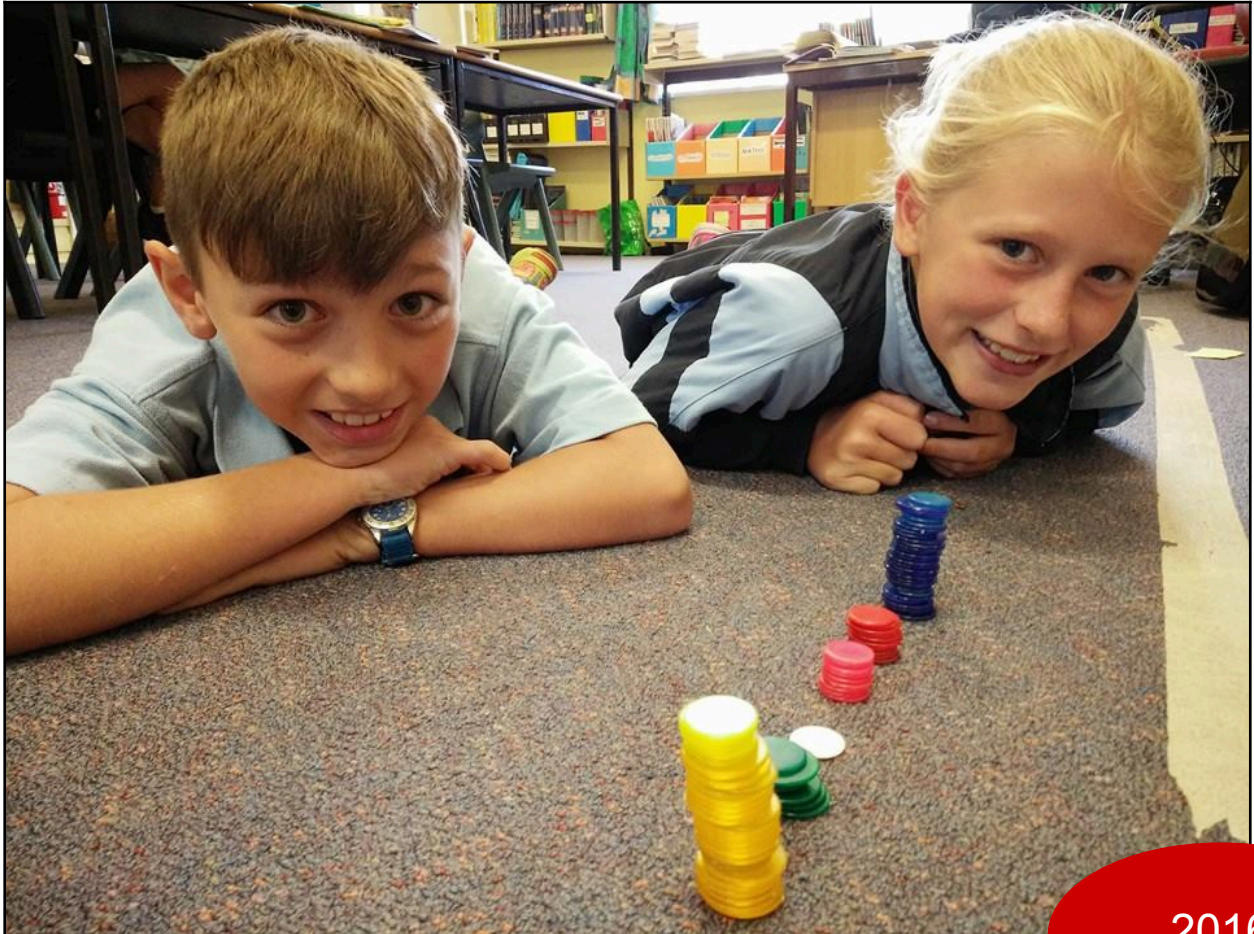
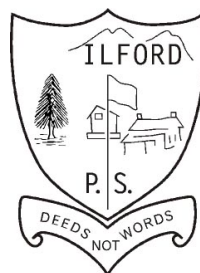


Iford Public School Annual Report



2016



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Introduction

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

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

Ian Stewart

Principal

School contact details

Iford Public School
Castlereagh Hwy
Iford, 2850
www.ilford-p.schools.nsw.edu.au
ilford-p.School@det.nsw.edu.au
6358 8507

Message from the Principal

2016 was a very productive year for our school community.

The students have worked very hard in all areas and continue to produce outstanding results in all areas of learning.

Many opportunities took place to participate in specialised academic programs like Reading Recovery, Reading To Learn, Music lessons, and Visual and Creative Arts.

The innovative use of technology continues with the use of our iPads and computers and the skills students have attained are supporting them for life long learning .

The staff support student welfare practices and we are lucky to have a harmonious an cooperative learning environment which supports the needs of all learners.

The school community has continued to be very supportive of the the school and community involvement continues to be excellent. I acknowledge the work of the P&C and thank all participants for their hard work raising funds and supporting the school with much needed resources.

Thank you to all the staff members who worked very hard once again this past year to support all learners and ensure each student is being supported in working towards achieving their best.

Message from the school community

2016 has been a busy year for our school community. We have worked hard to support the school and raise money for projects and resources. Some of our fundraisers have included cake stalls, Mothers and Father's day stalls, calendars, a pie drive, chocolates and running the Driver reviver.

Several parents and staff members have put in an enormous amount of time and effort into the running of the driver reviver in 2016. This resulted in us being specifically asked to run the driver reviver over the Psyfari weekend. A donation of \$2000 was given to our P and C. We appreciate all of the efforts put in by those that gave of their time. A special thank you goes to Matt Maude. Without Matt, the Driver reviver would not be running. Matt coordinates with RMS, organises delivery of the drinks and biscuits, delivery of lights, gets the van down to the rest stop and puts in a huge amount of his time. We THANK YOU Matt.

I would also like to thank Adrian Mountain from Mountain Signs. As many of you may have noticed our old and tired looking van is now white and bright and looking amazing. Thank you for an awesome job Adrian.

The P and C is an important part of our school and I would like to thank those that have put in their time and efforts to keep it running. The fundraising we have done has supported different things throughout the year like music lessons, excursions and resources. Many small schools no longer have P and C s as they just cannot get enough parents to support it. We have been lucky to have a small bunch of parents who have been willing to go above and beyond. It would be wonderful to see some new parents at our meetings and helping out at events in 2017.

Message from the students

The Ilfordettes is the name given to our Student Representative Council (SRC) comprising of our School Captains as well as all Year 5 and 6 students. Our purpose is to support our younger students and staff so that we can make our school an even better place to be. We also raise money throughout the year in support of worthy causes.

In Term 2 we held a Crazy Hair and Crazy Clothes Day to raise much needed funds for research into Cystic Fibrosis. This is a terrible lung disease which some people are born with and hopefully our fund-raising can help to find a cure for this illness.

In Term 4 we held our traditional Jump Rope for Heart Day where we showed off our outstanding skipping skills. This is usually held in Term 3 but the weather was not good.

The money we raised on this day will assist with the costly research into heart disease which affects the lives of 46,000 Australians every year and is our biggest health issue. On Jump Rope Day we wore lots of red clothes and red hair accessories. To celebrate our achievements on the day, Mr Stewart cooked us a tasty BBQ.

In Term 4 we helped organise the School Disco to celebrate a fabulous year of learning. We all had lots of fun decorating the hall and really enjoyed dancing to the music provided by the world famous celebrity DJ Stew.

We have really enjoyed our year as Ilfordettes and hope that we can continue to support our school in positive ways throughout 2017 and continue to raise funds for those in need.

School background

School vision statement

At Ilford Public School we strive to be inclusive of all learners, facilitating lifelong learning for all, ensuring it is flexible and responsive to the needs of individuals to develop responsible, productive future citizens.

School context

Ilford Public School is a small village school that has been providing a quality education to the local area since 1868. Students attend from the local farming community and there is strong community support for the school. The school is set in a picturesque bush setting on the Castlereagh Highway.

The school operates two multigrade classes and has a separate library and office area. Teaching and learning is facilitated by a focus on technology with interactive smart boards, classroom computers and a class set of iPads supporting teaching and learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the area of Learning, Ilford Public School continued to ensure a focus on high quality, structured teaching and learning to support individual student learning. We continued to focus on effective use of data to track and plan for student success through the use of a variety of measures, and planning using our revised Individual Learning Plans. These have been successful and through revision have enabled us to better cater for all learners.

Wellbeing continued as a focus where we ensured students were being acknowledged for positive school behaviours. This was further supported through the implementation of the Fun Friends program to develop student resilience, initiative and ownership of student behaviour.

Teaching

In the area of Teaching, we ensured staff Professional Learning Plans aligned with our school plan, to effectively target student learning. To do this we have analysed our school plan, and linked outcomes closely to the Australian Standards for Teachers. These plans are then implemented using targeted professional learning for all staff.

As a staff we have continued our work on familiarising ourselves with the new NSW curriculum and worked hard to ensure it is being delivered effectively. This has been done through effective programming and planning and ongoing professional discussion and learning. This program will continue in 2017.

Leading

For 2016 as a school we worked towards developing capacities and sharing leadership. We engaged with school networks including the Mudgee Small Schools Net to support both student and teacher learning. This meant once again being involved in combined training and sharing for teachers, and for students, engagement in a variety of joint events.

Our student leaders were given opportunities to support and plan events and continued to be an important part of our daily school running, helping their younger peers to resolve issues and act as role models.

Our school P and C has continued to be an integral part of our school and involvement and input throughout 2016 was excellent. We were able to get ongoing feedback and consult on school decisions through this forum and look forward to once again building on this in 2017.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Student Learning

Purpose

Improve individual student achievement in Literacy and Numeracy through the development and delivery of high quality educational practices driven by assessment, evidence based practice and quality teaching and learning programs that are relevant and provide opportunities for students to demonstrate high levels of achievement.

Overall summary of progress

In 2016 staff engaged in professional practices to continue to ensure the delivery of high quality teaching and learning for all students. Professional learning took place to implement the NSW curriculum as it moves to the new syllabus whilst there was a continuing focusing on current and up to date pedagogy. Our Individual Learning Plans and tracking of individual students' progress against the Literacy and Numeracy continuum's remained a key focus area. Our progress includes:

- All students achieving individual expected growth across Literacy and Numeracy as recorded in their Independent Learning Plan
- Teachers using up to date pedagogy, curriculum program design, scope and sequences and assessment benchmarks to plan and evaluate learning
- Teachers implementing the new NSW curriculum as per the implementation schedule within the classroom
- All student progress tracked using the literacy and numeracy continuums

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Record individual targeted outcomes within relevant clusters of the Literacy and Numeracy and Continuums.</p> <p>All K–6 students will record individual targeted growth using continuums to measure and track progress and to set new individual academic benchmarks.</p> <p>K–2 student Running Record benchmark results recorded matching individual targets.</p> <p>All students' growth will be measured using a range of standardised tests.</p>	<p>Individual Learning Plans developed for all students</p> <p>All students showed expected growth in relation to their goals set out in their Individual Learning Plans</p>	<p>\$1300 Teacher Release</p> <p>0.1 Learning and Support Teacher funding (\$10050)</p>

Next Steps

- Continue to develop and improve the Individual Learning Plan process to ensure all students are meeting intended outcomes
- Engage staff in relevant professional learning to ensure they are up to with current teaching pedagogy
- Ensure staff are familiar with and implementing all aspects of the NSW curriculum
- To utilise data to better target whole school literacy programs

Strategic Direction 2

Student Engagement

Purpose

To engage students in meaningful learning that incorporates higher order thinking skills, technology and strategies to be effective independent learners to develop lifelong learners and productive future citizens.

Overall summary of progress

In 2016 Ilford Public School ensured teaching and learning programs focused on relevant curriculum that engaged students. Technology was utilised as a tool for engagement and as a way for staff to ensure up to date and interesting content. There was also a focus on student wellbeing and engagement through the introduction of the "Fun Friends" program in the second half of the year. To support these aims we:

- Purchased and maintained relevant computer software and devices for daily use
- Explored and utilised best practice for the use of online software and technology
- Conducted ongoing teacher professional learning to build staff capacity and use of relevant technology
- Took part in 'Fun Friends' teacher professional learning and purchased resources

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will be demonstrate effective use of technology across all areas of learning and be able to produce a range of multi-modal texts to demonstrate efficiency in the use of technology.	Ensured the purchase and maintenance of computers/tablets and software	\$2500
Students able to articulate independent learning skills and what areas they require support in.	Staff professional learning in ICTs conducted throughout the year	\$1000
Students will develop and show improved higher order thinking skills.	"Fun Friends" professional learning undertaken and resources purchased	

Next Steps

- Continue targeted teacher professional learning in the use of technology in the classroom
- Continue to ensure resources are targeted to support student engagement in relation to technology
- Implement the 'Fun Friends' program throughout 2017

Strategic Direction 3

Community Involvement

Purpose

Maintain and develop strong community involvement to include parents and other community groups to ensure the school meets the needs of the community and students.

To develop a community of schools to ensure school sustainability and ongoing improvement by building capacity in staff, students and parents.

Overall summary of progress

Throughout 2016 we have worked to ensure we continue to establish ourselves as a community school, involving our school community through local groups, other local schools, and most importantly our school's families. We have done this through a variety of ways including:

- Continually seeking informal feedback from families
- Conducting the department's online 'Tell Them From Me Survey' for students and parents
- Engaging in the Mudgee Small School's network to establish professional learning and ongoing links
- Engaging with our local larger primary schools and High School to develop consistent practices and improve our students success in transition to High School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To continue to have and improve on high levels of parent and community involvement. This is evident through formal and informal feedback, support and parent contribution.	Ongoing strong involvement from the P and C with active consultation and feedback occurring	\$1200
To maintain high levels of parent participation in school and community activities throughout the school year.	Successful joint training and development sessions with network schools	\$2000
An effective framework is used to guide Professional Learning across the Mudgee Small Schools Network and broader educational network.	School Facebook page engaging a wider audience successfully	
Engaging students in extra-curricular activities to support and enhance their learning and individual outcomes.		

Next Steps

- Continue to develop and build on network school alliances through the Mudgee Small Schools Network and by working with other local schools
- To continue to improve and refine the way we seek feedback form our school community and develop more ways to consult and share the educational journey of their children

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of a Student Learning Support Officer (SLSO) from RAM equity funding to support targeted students within the classroom. Adjustments within the teaching program have resulted in improved access to the curriculum for students. Improvement along the literacy and numeracy continuums is a direct result of teaching strategies implemented to meet the needs of individual students.	\$1165
Low level adjustment for disability	The Multilit Literacy program for targeted students showing individual student growth.	\$1690
Socio-economic background	Employment of a Student Learning Support Officer (SLSO) to support targeted students within the classroom. Adjustments within the teaching program have resulted in improved access to the curriculum for students. Improvement along the Literacy and Numeracy continuums is a direct result of teaching strategies implemented to meet the needs of individual students.	\$2662

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	10	13	14
Girls	14	14	16	18

Enrolments have continued to grow over the last three years with student enrolments in 2016 reaching 33. 2017 enrolments are expected to remain stable at 33 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90	95.3	94.8	89.2
1	96	90.7	89	92.3
2	92.8	98.2	93.4	93.4
3	96.1	93.3	97.1	95.2
4	93.4	97.4	96.1	93
5	97	91.8	93.7	95.6
6	92.2	99.2	87.9	98.1
All Years	94.2	95.3	94.6	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates for 2016 were higher than the state average. The school continues to work hard to ensure regular attendance of all students.

Class sizes

Class	Total
K-2 2016	12
3-6 2016	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

Iford Public School is comprised of both a K–2 and a 3–6 class. We have a full time classroom teacher, a teaching principal and two part time release teachers. There is a School Learning Support Officer to support students in class, a School Administration Manager and a General Assistant. A learning and support teacher provides Reading Recovery once a week to support the growth of early readers and ensure success.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Throughout 2016 professional learning at our school was aligned to our 2015–2017 School Plan. This process is supported through Professional Development Plans that each teaching staff member has to support their professional growth and enhance student learning. This professional learning included staff being involved in:

- PLAN software training
- National Teaching Standards for Australian

- Teachers professional learning
- Google Apps training
- Anaphylaxis e-Learning
- The Australian Curriculum – Geography
- Best Start Assessment
- Cardio Pulmonary Resuscitation
- Child Protection
- Code of Conduct
- School planning
- Teacher Accreditation
- Fun Friends training
- Assessment and programming for learning

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	21 597.34
Global funds	60 744.39
Tied funds	33 617.98
School & community sources	21 211.88
Interest	666.95
Trust receipts	1 776.75
Canteen	0.00
Total income	139 615.29
Expenditure	
Teaching & learning	
Key learning areas	14 051.89
Excursions	5 209.19
Extracurricular dissections	3 878.25
Library	211.02
Training & development	520.00
Tied funds	31 480.21
Short term relief	7 167.99
Administration & office	41 241.06
School-operated canteen	0.00
Utilities	4 064.31
Maintenance	7 468.13
Trust accounts	1 776.75
Capital programs	0.00
Total expenditure	117 068.80
Balance carried forward	22 546.49

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

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

Financial information

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

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

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

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

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

Financial summary equity funding

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

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

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

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

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.

As there were fewer than 10 students who participated in this cohort we are unable to report on the results for privacy reasons.



Parent/caregiver, student, teacher satisfaction

At Ilford Public School, ongoing feedback is sought through formal and informal means. This includes utilising the Education Department's 'Tell Them From Me' online survey, and through ongoing informal feedback.

Students report a good sense of belonging. They love their school surrounds and enjoy the opportunities a small school can provide. They love our school technology, and enjoy utilising it across all learning areas. Their feedback indicates there are times they would like to have more opportunities for group work and working differently with their peers in class.

Parents like the way our school can focus on their child's individual learning needs. They find that our school has high expectations of learners and that we provide our students with a variety of broader experiences outside of our school, through small school networks and by joining in with other local schools. They enjoy our community school approach, and our involvement with our local community. Feedback from some parents is that they would like more formal parent – teacher interviews to discuss their child's progression.

Staff find our school to be a great place to work. Strong collegiality exists and ongoing support and learning is provided through professional learning plans. They enjoy our small, community minded setting and report enjoying being part of a supportive small school environment finding it very rewarding. Feedback from staff for improvement is around increased engagement with parents through more formal assemblies throughout the year to acknowledge student achievement.

This feedback will be considered for planning and implementation in 2017 to ensure our school can continue to fully engage in consultation and partnership with all of our stakeholders.



Other school programs

Camps and Excursions

This year the K–2 class went to the Jenolan Caves. This excursion enabled students to build on their classroom learning around the the topic they were studying in Science and enabled them to see real world examples of what they had been learning about. Students were taken through the history of the caves and were able to ask questions of which there were many. They thoroughly enjoyed their visit and learnt a great deal.

The year 3–6 class had the amazing opportunity of going to Broken Bay Sport and Recreation Camp. This included having to take a boat ride to the campsite as it is inaccessible by road. They were involved in a number of activities which tested them physically and emotionally including rock climbing, abseiling and archery to name a few. Once again their attitude towards new learning and opportunities greatly impressed us as staff, and is a testament to the way Ilford Public School is abler to nurture students who have high levels of self belief whilst through supporting and encouraging each other. It was a great experience for all and somewhere the school would consider going again.

Visual and Creative Art

Visual and creative arts are important part of a holistic education. At Ilford Public School, we are lucky to be able to provide our students with a rich experience in arts which includes opportunities for them to share their learning and skills developed with the wider school community, participating in art shows run throughout the region where our students consistently perform above standard and are recognised through winning prizes and awards, at the Small Schools Eisteddfod, Small School Film Festival among others. We are immensely proud of these achievements throughout the 2016 and thank Mrs Lodewijks and Mrs Le Poidevin for their hard work in this area.

Policy requirements

Aboriginal education

Iford Public School acknowledges the traditional owners of the land that the school is located on – the Wiradjuri people.

Students have been involved in a range of activities to support their learning and understanding of Aboriginal culture. This has included the highlighting of cultural significance of places and events whilst on excursions and through classroom learning activities around Aboriginal history and culture.



Multicultural and anti-racism education

Iford Public School ensures the teaching of tolerance and diversity. This is done through learning activities which highlight and celebrate the many cultures that make up our society. Each year we participate in the CWA Country of Study day and students learn about cultural customs and practices of other cultures. This learning is shared with the CWA and other schools to enhance learning and give meaning .