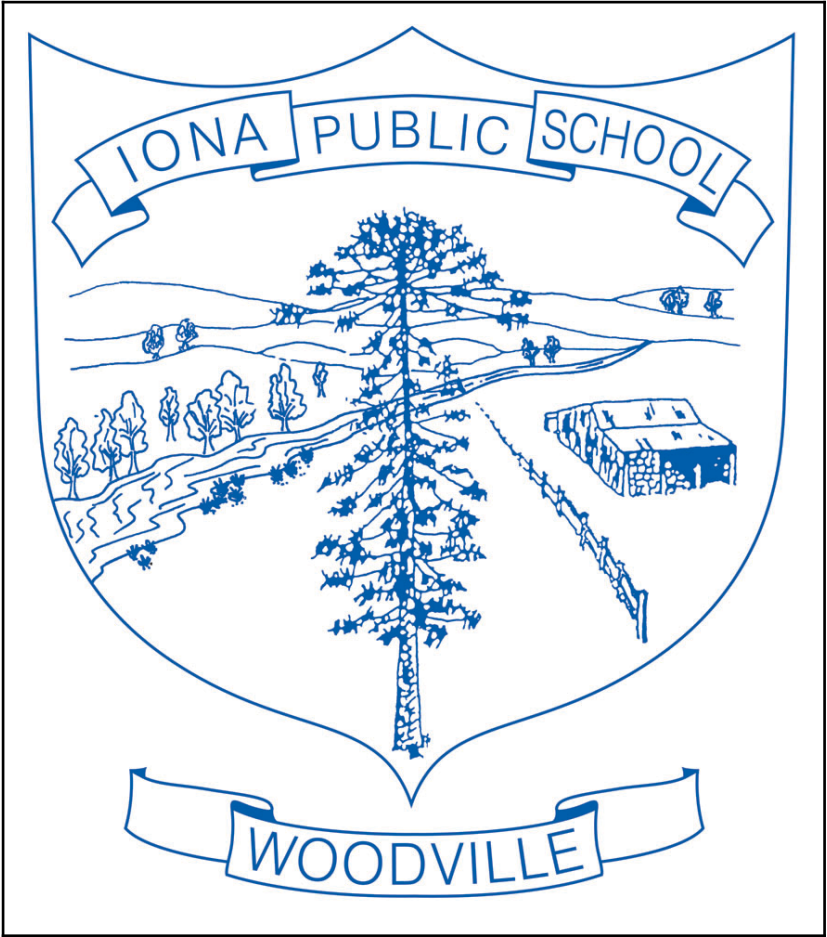
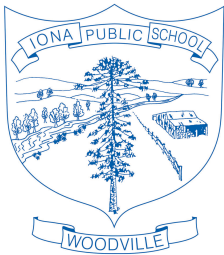


Iona Public School
Annual Report



2016



2211

Introduction

The Annual Report for **2016** is provided to the community of Iona 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.

Rachel Leary

Principal

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Message from the Principal

One hundred and sixty two years ago, the government of the day established a public school at Iona, named after the mystic island of Iona on the western coast of Scotland. The original Woodville Public School, was opened in 1850 before being changed to Iona Public School in 1853. During this time, there have been many technological and educational changes. From being a single classroom with fixed seats and slates throughout its history, with school numbers fluctuating up to the 1980s, we now have a thriving school of 65 students, with a very supportive school community and modern facilities which ensure the successful education of Iona School students.

Today, the students experience a broad curriculum utilising interactive whiteboards, connected classroom facilities and modern computer technology. The world is now closer and more accessible for children as we prepare our students for life in our increasingly complex society. We are continually able to show that "Small Schools are Great Schools" with a consistent high level of achievement with National Testing (NAPLAN), successful sporting achievements, participation with dance in Star Struck and our continued focus with public speaking and debating. Parents and community, as partners in the education of their children, continue to be actively involved in daily school life and can be justifiably proud of their local school and its long history.

Our current school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have highly dedicated staff who work together to provide an inclusive environment where all students are encouraged and given the opportunity to achieve their personal best in all that they do. Secondly, our students are very motivated, keen learners who always participate in a range of educational opportunities across the curriculum. Thirdly, Iona Public School enjoys tremendous support from our parent body and local community.

Learning Together in Harmony, the words of our school motto, remind us of the spirit of our school community. This spirit, which has seen our school be so successful, will continue to guide our school into the future.

Rachel Leary

Principal

School background

School vision statement

At Iona Public School, we place a high value on a culture that creates well-rounded, empathetic, motivated, happy and educated students and ultimately members of society. The school community values an open, tolerant and harmonious environment where there is effective communication between all parties. This community also values the teaching of positive values, attitudes and behaviours to the students.

School context

Iona Public School is located in a rural area, where a close-knit, supportive and inclusive school community is highly valued. This environment allows close interaction and involvement between skilled and educated teachers and the parent body. Our parents are interested and have the skills and education to make a positive contribution to the learning environment. The school community places a very high value on its rural location and outlook, and the small school size that enables a strong sense of community and involvement. There are currently 65 students who attend the school, with a growing number of nationalities now represented. The school is very committed to its involvement with the Maitland Learning Community of Schools, as well as providing a variety of extra-curricula activities and sporting opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture: Iona Public School demonstrates a **sustaining and growing** culture that builds on our school community commitment, the positive relationships across our community, our well-developed policies and such initiatives as our Positive Behaviour for Learning program. **To enhance the school's learning culture** the school needs to support students' development of strong identities as learners. We need to further develop and involve students to self-reflect about their own learning so they can identify their strengths, weaknesses and opportunities for future growth.

Wellbeing: Iona Public School demonstrates a **sustaining and growing** culture that builds on our Positive Behaviour for Learning program, the Learning and Support programs and our Welfare Policy systems across the school. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. **Future plans will include** the further development of the school's Wellbeing Policy to ensure a systematic, planned approach to further support the emotional and social wellbeing of all students. The school also needs to further develop a structured school-wide data collection tracking system for student learning that would make analysing the success of our support programs more readily available.

Curriculum and Learning: Iona Public School demonstrates an **excelling** culture that builds on our Quality Teaching practices, our specific program initiatives (such as Focus on Reading, Seven Steps to Writing and Positive Behaviour for Learning), our curriculum plan delivery, our Learning Support programs (which focus on the individual needs of our students), the Professional Learning Processes (PDPs) and the extra curricula opportunities for all students. **To further excel with our Curriculum and Learning culture** we need to further develop our collaborative practices so we can continue to provide effective curriculum programs which promote learning for students. The school also needs to ensure the extra-curricular learning opportunities for students continue to facilitate learning and strongly match the school's vision, values and priorities.

Assessment and Reporting: Iona Public School demonstrates a **sustaining and growing** culture that builds on our Student Reporting system and our embedded practices of engaging parents with understanding the learning progress of their children and ways to effectively support their learning. The personal learning goals for all students, the Learning and Support program and the positive, informative comments shown in the Tell Them From Me surveys, strongly support our current processes. **To progress further** our school plan needs to focus on Consistency in Teacher Judgement practices and enhance our school-wide data collection tracking system across the school. The teachers, including casual and temporary staff, need to review their understanding of the A-E reporting scale to further ensure consistency of teacher judgement.

Student Performance Measures: Iona Public School demonstrates a **delivering** approach to monitoring, tracking and reporting on student performance. Our current processes, built through a collaborative approach to teaching and learning, is demonstrated through our value added and above standard Naplan results. Our parents and students are provided with updated reports that include descriptors of students' strengths and areas of growth. **To strengthen this element of learning**, we need to analyse direct links from the implemented researched-based teaching practices (Focus on Reading, Seven Steps to Writing and PBL) so consistent higher levels of outcomes are achieved in external and internal school performance measures. Again, our school-wide data collection tracking system needs to be further developed.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice: Iona Public School demonstrates a **sustaining and growing** culture that builds on our Individual Education Program processes, our Quality Teaching processes, the implementation of the 7 Steps to Writing, Focus on Reading and PBL programs, and our effective Professional Development Programs. The school plan and processes ensure that all teachers have an understanding and can implement the most effective evidence-based teaching strategies by providing suitable resources through our strategic financial management planning. **To further enhance current practice** the school needs to focus on its formative data processes, so that all data is consistently gathered in a scheduled, well-organised manner. Classroom programs need to demonstrate deeper evaluative, student-centred comments, which drive the whole teaching/learning process, and the Quality Teaching practices, including classroom observations, need to be further developed to keep abreast of the increasing demands and expectations of all students and school community.

Data Skills and Use: Iona Public School demonstrates a **sustaining and growing** culture that builds on our collaborative approach to data collection, our focus and development of the numeracy and literacy continuums, our three way conference and reporting processes and our use of data to inform our planning and individual student targets. **To continue to grow**, the school needs to focus on its formative data processes, so that all data is consistently gathered in a scheduled, well-organised manner. This will inform future school and classroom planning, so consistent higher levels of outcomes are achieved in external and internal school performance measures.

Collaborative Practice: Iona Public School demonstrates a **sustaining and growing** culture that builds on our school processes which ensures consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgment. All staff work together to ensure quality education is provided for all students, by sharing knowledge, planning shared lessons (PBL), expertise, advice and constructive feedback through the collaborative processes that really typify a small school. **To excel**, we need to continue to further develop collaborative practices to provide effective curriculum programs which promote learning for students and ensure continuing extra-curricular learning opportunities facilitate learning and strongly match the school's vision, values and priorities.

Learning and Development: Iona Public School demonstrates a **sustaining and growing** culture that builds on our current practices with Professional Development Plans, the school plan and our collaborative practices of sharing and evaluating our professional learning activities to identify and systematically promote the most effective strategies. **To further enhance current practice** the individual Professional Development plans need to build on the needs of each teacher and the future school planning processes of the school, so quality outcomes are achieved by all students.

Professional Standards: Iona Public School demonstrates a **sustaining and growing** culture that builds upon the teacher's personal responsibility of maintaining and developing their own professional standards through their PDPs, their commitment to work beyond the classrooms, and their collaborative practices to ensure the students are given quality education. **Future directions will ensure** all teachers are given opportunities to attain their professional learning goals and teaching requirements in line with the school plans and accreditation processes, with a particular emphasis on the Quality Teaching Rounds process.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership: Iona Public School demonstrates an **excelling** culture that builds on our high community involvement, the leadership opportunities for students, our involvement with the Maitland Learning Community and the development of our school plan which began with our original SWOT (Your Future Your Say) analysis. This process initiated our school vision which formed the basis of our School's 3 Year planning process. **To further excel** we need to continue to grow a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvements.

School Planning, Implementation and Reporting: Iona Public School demonstrates an **excelling** culture that builds on the "Your Future Your Say" SWOT analysis which was the driver of our school planning and school vision. The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes, with the implementation of such programs as Focus on Reading, 7 Steps to Writing and PBL. The annual plans are regularly reviewed and analysed, with ongoing staff development publicised to the community and our School Council, ensuring there is a collaborative, shared responsibility with learning improvements. **To further excel** we need to ensure that there is continued, positive support and input from the parent community into the school planning practices which focus on the delivery of quality teaching and learning for all students.

School Resources: Iona Public School demonstrates a ***sustaining and growing*** culture to the management of school resources ensuring they are strategically used to achieve improved student outcomes. Despite our low FOEI, we have a sustainable budget to support our ongoing Learning Support Programs and the planned professional development programs for the school and all teachers. This is supported by excellent technology and school resources for effective implementation of all new initiatives. ***To continue to grow*** the school needs to continue its strategic planning of school resources so quality outcomes are achieved by all students.

Management Practices and Processes: Iona Public School demonstrates a ***sustaining and growing*** culture that builds on organisational structures that enable management systems, structures and processes to work effectively and in line with legislative requirements and obligations. ***To continue to grow***, the provision of opportunities for students and the community to provide constructive feedback on school practices and procedures needs to be streamlined and incorporated into the school planning processes.

The External Validation and Self Assessment process has assisted the school in refining our strategic directions, especially as there was a change of leadership at this school in Term 4, 2016. This process will allow the leadership team to effectively review our current processes, before positively planning for the future, ensuring all students at Iona Public School can become well-rounded, empathetic, motivated, happy and educated students and ultimately members of society. Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Learning and Engagement

Purpose

To ensure all students in our care are engaged in meaningful learning experiences based on quality educational delivery and consistent, high standard professional practices so they reach their full potential as well–rounded, empathetic, motivated and happy educated citizens.

Overall summary of progress

During 2016 all staff implemented the History and Geography Syllabi and the new Creative and Practical Arts scope and sequence to ensure all classes provided quality education for all students. All staff were trained and implemented the 7–Steps to Writing program and continued to be supported with the Literacy Continuum.

An integral part of our Learning and Support strategies, school resources targeted students ensuring Individual Education Plans (I.E.Ps) were developed for those students needing assistance and extension. Targeted senior students were provided with opportunities to extend writing and mathematical skills. Our Year 6 students positively engaged in many leadership programs during the year.

Staff participated in Quality Teaching Rounds, with the elements to ensure quality teaching takes place in all classrooms being analysed and discussed. Focus on Reading implementation was delayed with numerous staff changes during 2016. These targets will continue to be a focus in the 2017 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students demonstrating expected growth across the Key Learning Areas of Literacy and Numeracy. The targeted K–6 scope and sequences are in place, with common assessment tasks developed for Literacy and Numeracy.	90% of our students achieved at or above the national average for Naplan tests. The end of year reports indicated that over 90% of our students were achieving at or above their stage level across the curriculum. Year 6 students and 4 students from Year 5 were actively involved with Gifted and Talented (GATS) programs throughout the year with literacy, numeracy and leadership. Students have been plotted on Literacy continuum on SENTRAL. Classrooms implementing 7 Steps to Writing with sound results – continue in 2017. New Focus on Reading was delayed due to staff changes and new staff being untrained in FoR 1.	SLSO – Used to support Gifted and Talented Programs and LaST programs. \$4037 7 –Steps to Writing Toolkit for Primary \$716 Purchased an Aqua Maths Box \$830 2 casual days to replace staff to work on Creative and Practical Arts and PDHPE scope and sequences \$800

Next Steps

The school plan for 2017 will focus on the following areas:

- the analysis and deeper understanding of the Numeracy and Literacy Continuum or new Learning Progressions, with all students plotted on the continuums twice a term using SENTRAL;
- targeting and recording positive and valuable data for student progress, planning and reporting;
- continuing the emphasis on quality teaching through Quality Teaching Rounds program, ensuring all students are provided the highest quality of education.

Strategic Direction 2

Quality Relationships

Purpose

To further develop a school culture that includes, supports and values the whole school community through a collaborative approach that enhances an open, tolerant and harmonious environment.

Overall summary of progress

All students in Year 6 were given the opportunity to positively engage with leadership throughout the year through the Student Council, Environmental Groups, the Maitland Learning Community (MLC) programs and the Kidspreneur program in Terms 3 and 4. As a result, the students raised \$161 for our targeted African Aids Project and learned effective business acumen with the development of their 'Bakery' business.

The Environmental Committee continued to be a positive support to the school community. As a result, the committee developed many positive plans for the school environment including a planned outdoor area and vegetable gardens, establishment of a sandpit and beautification of school grounds.

Positive Behaviour for Learning (PBL) continued to drive our Wellbeing plan. Weekly lessons were taught, targeting Respect, Responsibility and Active Learning. Our School Wellbeing register recorded minimal incidents throughout the year, with no major incidents reported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All school student leaders actively engaged in student initiated Leadership Projects.	<p>Positive student involvement in the Kidspreneur project resulted in successful business groups at the end of the year.</p> <p>Positive support for the African Aids project raised \$161 through the Kidspreneur program.</p> <p>Minutes from Environmental meetings have been published in the school newsletter and on the school website.</p> <p>Community Engagement surveys received positive feedback and resulted in immediate contributions, e.g. canteen helpers, reading support and Interest group activity. During Term 4, a family fun day resulted in amazing support from the extended community. A collaborative artwork was produced and has been displayed to promote the school.</p>	<p>School Profile team – Community Consultation Funding \$920.00</p> <p>Kidspreneur – SLSO support for target program \$500.00</p> <p>Environmental Project team – 1 casual day \$400.00</p>
All students demonstrate resilience with positive behaviour reflected in the classroom and playground areas (with school data indicating a minimum number of negative behavioural incidents)	<p>PBL was implemented with weekly lessons being taught on Respect, Responsibility and Active Learning. Our School behaviour register recorded minimal incidents throughout the year, with no major incidents recorded.</p> <p>With numerous staff changes our development of a whole school Wellbeing Policy and survey was delayed and will be reviewed and implemented in our 2017 school plan.</p>	PBL resources \$60 – Global Funding

Next Steps

The school plan for 2017 will focus on the following areas:

- continuing our Year 6 leadership program, by engaging a Learning and Support Teacher once a week, targeting leadership opportunities for the MLC and the continuation of the Kidspreneur program;
- positively engaging the community through environmental and school promotion committees;
- developing the school's Wellbeing Policy in line with department guidelines. Reviewing and implementing the Anti-Bullying Policy.
- Reviewing PBL policies and procedures.

Strategic Direction 3

Quality Systems

Purpose

To ensure our school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and NSW curricula and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Overall summary of progress

In Terms 1 and 3, teachers developed personal goals with their students. These goals were communicated in Term 1 three way conferences, with students evaluating their progress in Terms 2 and 4.

Teachers' Professional Development Plans (PDP) were developed in Term 1, and reviewed throughout the year. These plans were aligned with Department's expectations, the school's 3 year plan and each teacher's own professional development needs.

Staff continued to participate in Quality Teaching Rounds. Staff deeply analysed the quality teaching elements, effectively examining their own teaching skills and strategies through positive support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.	The PDP process provided opportunities for staff to make positive progress towards their own goals.	Casual staff used to enable Quality Teaching Rounds. • Quality Teaching, Successful Students (QTSS) (\$400.00)
Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school community	Effective Students' Council initiatives throughout the year such as a organising and coordinating a talent quest, ice-cream and crazy hair day supported initiatives. Sports ministers initiated a new sports award, a golf competition and handball competitions.	Global Funding – Leadership Day Tenambit PS (\$200.00)

Next Steps

The School plan for 2017 will focus on the following areas:

- continue to develop and monitor students' self-reflection strategies based upon 5 weekly review of continuum data;
- review and develop the collection and record keeping of student data.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students were supported by the employment of an SLSO who supported Aboriginal students who required support and tutoring.	<ul style="list-style-type: none"> • Aboriginal background loading (\$467.00)
English language proficiency	Two selective mutism students were supported by the employment of an SLSO through ongoing support and programs.	<ul style="list-style-type: none"> • English language proficiency (\$570.00)
Low level adjustment for disability	<p>0.1 staff allocation time for extra teacher support for LaST</p> <p>Students were supported by the employment of 2 SLSO support staff supporting LaST resources, Leadership and Gifted and Talented programs.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$13 133.00)
Quality Teaching, Successful Students (QTSS)	Casual teachers were employed for a day to support the implementation of Quality Teaching Rounds.	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$400.00) • (\$0.00)
Socio-economic background	Students were supported by the employment of 2 SLSO who supported ongoing LaST programs.	<ul style="list-style-type: none"> • Socio-economic background (\$2 070.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	32	33	30	29
Girls	37	38	34	36

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	95.3	98.3	96.9
1	93.9	95.6	96.8	95.7
2	95.4	95.7	95.8	95.6
3	93	93.1	95.4	93.3
4	96.4	94.4	93.5	95.5
5	95.2	96.7	96.9	92.8
6	96.5	96	97.4	95.2
All Years	95.3	95.2	96.1	94.6
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

Class sizes

Class	Total
K/1/2	18
2/3/4	26
5/6	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.03

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We have no Aboriginal teachers currently employed at our school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers.

Our priorities for professional learning throughout 2016 have been aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing. One hundred percent of professional learning has been expended on these programs, with an extra \$2700 of school funds also used to ensure ongoing development of quality teaching practices for all teachers.

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

Financial information

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

Income	\$
Balance brought forward	31 957.22
Global funds	109 105.17
Tied funds	28 982.33
School & community sources	45 310.76
Interest	1 334.70
Trust receipts	9 284.15
Canteen	0.00
Total income	225 974.33
Expenditure	
Teaching & learning	
Key learning areas	36 579.55
Excursions	17 768.51
Extracurricular dissections	5 204.77
Library	3 088.65
Training & development	6 540.16
Tied funds	27 058.05
Short term relief	12 103.51
Administration & office	21 134.87
School-operated canteen	0.00
Utilities	8 987.00
Maintenance	10 684.89
Trust accounts	10 165.80
Capital programs	0.00
Total expenditure	159 315.76
Balance carried forward	66 658.57

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

select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year we surveyed parents about aspects of school life in general, with the following questions and responses;

What is the feel/look when you first walk into our school? Responses included;

Very welcoming with a strong sense of community, a quaint, rural, cosy little school, it feels welcoming and well cared for, lovely gardens, tidy, sweet country small school, warmth, acceptance, friendliness and community, lovely – it is a beautiful school, homely, natural, gentle, kid focussed.

Can you suggest any improvements/changes on the look/feel? Responses included;

More ground improvements, improve the entrance with paving, perhaps greater access to the library and borrowing, office sign needs to be more visible, upgrade to the girls toilets.

What type of homework would you prefer your child to have? Responses included;

One page, revision, times-tables, home reading and once a term speeches and projects, set challenges to be completed, no homework – kids should have time to play or on an individual needs basis, is necessary but 20 minutes is enough – stencils and text book questions, I find homework stressful and would prefer project based activities, text book based, only revising class content and project based, project based, none– I believe kids should play.

Please comment on our school reports. Responses included;

The reports are massive and must take so long to prepare – why not do it with one sheet of paper like years ago, very informative, thorough, need to include which areas parents can support at home, I mostly read the comments at the end, change the usually, sometimes and rarely sections, the grading systems seems a bit skewed, teacher statements about what students can achieve are positive but sometimes doesn't correlate with overall grade.

What was the best thing for your child this year? Responses included:

Swimming, music lessons, piano, art and major

excursions, cooking, looking after the chickens and gardens, being welcomed by the staff and students to the school, excursions, camp, interest groups, sporting events, camp, Maitland Gaol, nothing, watching my child become more confident.

In your opinion, are there areas the school could improve?

Not enough room, prefer if sweets were not part of school rewards, through no fault of anyone this year has seen a big mix of teachers and would prefer students doing more English and Maths, I would love to see a bus or after school care put in place, none – I just want to say how happy our family is with the staffing the way it is – thank you for the wonderful job you do!

Future Directions

We will continue to focus on the individual needs for all students, ensure our school curriculum targets opportunities to enhance the world views of children and further develop resilience, tolerance and responsibility as a part of our school culture.

different to their own.

- We engaged many school parents in our Harmony Day celebrations in Term 1.
- The LaSt teacher developed specific programs to address the needs of two students from non-English speaking backgrounds. Classroom teachers supported the integration of two new students from a non-English speaking background into the school in Term 3.

Policy requirements

Aboriginal education

Iona Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Inclusion of Aboriginal perspectives in classroom teaching/learning programs ensured student's education opportunities were well rounded. Iona Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- acknowledging the traditional custodians of the land in all assemblies and school events;
- integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples;
- attendance by staff at local AECG meetings.

Multicultural and anti-racism education

In 2016 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society. Key features included:

- Class teaching and learning programs, particularly through History and Geography, English and Creative Arts activities continue to emphasise the importance of cultural diversity and racial harmony within Australian society.
- By involving our students in the *Musica Viva* Performing Arts program, our students experienced music and dance from cultures