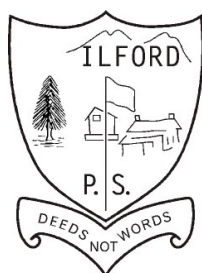


Iford Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

William Lindsay

Principal

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Message from the Principal

2017 has been a year of growth and change but one that has been embraced by all. Being my first year at Iford, I have learnt so much from everyone and I thank everyone for welcoming me and accepting me into the school community. As a school, we strive to provide the best for our students and to do this we need to be strongly supported by our school community, which we are. Each day, each week and each term we challenge our students to be the best that they can through extension and consolidation, always setting the bar high. These challenges are met with enthusiasm which in turn makes our jobs as educators rewarding. Every little achievement in our students keeps cementing what we are doing makes a positive difference in their lives.

The school continued to excel in our Arts program. From creating, to playing and performing we aim to allow students to pursue their artistic flair through these different mediums. I have been taken aback by the level of artistic skills the students at Iford possess. Always willing to make their mark through the Arts. The many competitions and shows in which their artwork is entered and the high number of awards and prizes they receive is a credit to themselves and their teachers.

When you have the appetite for knowledge, learning comes easy. In maths and English, we as teachers are constantly reflecting and refining what we do to support our students. Professionally developing our own practice to ensure our students achieve proficiency is our goal.

Another of our focuses at Iford is our Sporting programs. This year has seen us engage in sports such as gymnastics, touch football and athletics. We have had students represent our school at both zone and regional swimming and athletics carnivals. One of my highlights this year was seeing our relay team compete at the Western Region Athletics Carnival. To make it to the final was an awesome achievement and something they should be extremely proud of because I am.

Our school playground is one of buzz and excitement. It is almost not right to call it a duty but more of a social catch up with students where many laughs and stories are shared. Our students acknowledge and accept each other's individual differences. They work hard to ensure that they find a positive in each other, supporting one another when things go wrong. This support and nurturing makes our job as teachers easy in that respect which is a part of why Iford is such a great place to be everyday.

Our parents and the wider community work with us and support us. Without the support many of the opportunities we have provided would not have been possible. We are humbled and grateful for this support and thank you all very much.

Message from the school community

I would just like to say a huge THANK YOU to the parents and community members that have supported our P&C throughout the year.

In 2017 the P&C ran and coordinated several fundraisers. We held food stalls, raffles, ran the Driver Reviver at Ilford rest stop, chocolate boxes(which I'm sure we all ate too many of) and some of us ordered calendars. We baked, bbq'd and made plenty of tea and coffee. Money raised from these fundraisers has gone towards activities such as music lessons, excursions, and resources including the purchase of 6 new lap tops for the school.

Fundraisers would not be possible without the help and support of all those that have tirelessly given of their time throughout the year. To the small band of helpers that are always there to help things run smoothly, thank you.

We cannot forget the businesses and individuals that have supported our P and C throughout the year by donating to our raffles and those that have donated money. We are extremely grateful. A large donation from The Community Charity Shop in Kandos has been set aside to go toward the refurbishment of the old sports shed as a music room. We hope that the new space will be finished and ready for use in 2018. Thank you to The Community Charity shop for their generous donation.

To the executives Anne, Matt, Jacqui and Carolyn THANK YOU, THANK YOU, THANK YOU!! The tireless effort that you always put in is much appreciated.

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 make our school a better place by taking on leadership roles within the school and supporting and encouraging our younger students. We also recognise the importance of supporting the wider community through fundraising and this year we have raised money for two very 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 debilitating and deadly lung disease affects thousands of Australians each year and at this stage there is no cure. We have been supporting Cystic Fibrosis Australia for over 10 years in their quest to find a cure and our efforts have been greatly appreciated.

In Term 4 we held our traditional Jump Rope for Heart Day where we displayed our outstanding skipping skills whilst wearing red clothes, hats and hair accessories. The money 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 still our biggest health issue. The Jump Off was followed by a tasty morning tea shared with family and members of the community.

The Ilfordettes also recently helped organise the School Disco to celebrate a great year of learning. We assisted by decorating the hall and choosing the music. The night which was a great success!

We have really enjoyed our year as Ilfordettes and hope that we can continue to support our school in many positive ways throughout 2018.

Thank you

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

Ilford Public School continues to sustain and grow its delivery of learning across the school community. We continue to use data to track student progression and use evidence to monitor student well-being. Our Oneschools network has allowed us to connect with similar school groups to address learning needs through shared curriculum planning and delivery. The school tracks individual student progression through Individual Learning Plans ensuring parents have an understanding of what their child is learning and what they will achieve to progress to the next level. Students continue to consistently perform well against internal and external measures.

Teaching

Ilford Public School continues to align staff professional learning to our school plan to ensure students engage with productive learning programs. Data is used to assess student learning to celebrate success and to inform future directions of the school. Teachers regularly collaborate and use feedback to improve their practice and to drive future professional learning needs.

Leading

In 2017 we have aimed to build the capacity of all people involved within the school. The school regularly solicits feedback on school performance to improve educational opportunities for our students and the evaluation and development of new three-year plan. School finances are strategically managed to gain efficiency and maximise resources. Our P & C continue to work harmoniously with the school to strengthen parent engagement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

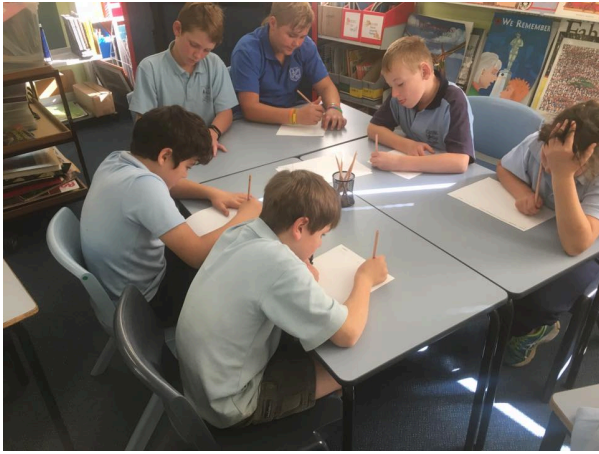
In 2017 staff engaged in professional learning to understand and use the PLAN software to record, monitor and plan student progression. On return to school, staff were provided with regular opportunities to collaborate and evaluate student work samples against the PLAN clusters. This evaluation of work samples also provided staff with direction for the teaching programs. The PLAN training also allowed for greater collaboration between school and community through the Individualised Learning Plans. Learning Plan meetings occurred at the start of each semester to evaluate previous student reports and plan student learning over the next two terms. The meetings focused on explicit student goals that would allow them to achieve their next stage of learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <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>\$2750 Teacher Release</p> <p>\$1200 Curriculum Resources</p> | <p>An increase in the number of students achieving expected cluster milestones tracked through PLAN.</p> <p>All teachers able to access, update and use PLAN data to inform teaching and learning programs.</p> <p>An increase in the number of students achieving individual learning outcomes.</p> |

Next Steps

To re-address our data with a wider scope of work to enable staff to triangulate evidence to create a better picture on each individual student. Continue our engagement with PLAN and undertake professional develop in preparation for the new progressions. Further investigation our student achievement and targeted approach to teaching as well as a collaborative approach to wellbeing within our Community of Practices.



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 2017 progress towards achievement in the area of student engagement through ICT has had limited success. Staff have engaged in ICT professional learning as part of the overall school communication which has transferred in to teaching programs but not with the intended goal of iPads. Through Professional Learning in PLAN and an increased focus in explicit teaching of cluster expectations within classrooms, students started to understand the expectations for cluster progression in writing. This become evident in the language that was being used when students set goals in their Individual Learning Plan meetings.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| 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. Students able to articulate independent learning skills and what areas they require support in. Students will develop and show improved higher order thinking skills. | \$2200 Teacher Relief \$6000 ICT resources \$700 online subscriptions \$250 resources | Students initially started to engage with multi model texts on the iPads but due to additional resources needing to be purchased achievements in this area stalled mid year. Staff engaged in ICT professional learning throughout the year and communication amongst staff became streamlined and efficient. This allowed for resources to be shared and collaboration to happen easier. Students started to see areas within the own targeted area of writing that required addressing quicker and independently instead of needing consistent teacher feedback. |

Next Steps

A whole new focus needs to be established. We need to ensure that a high priority is given to programs being delivered at Ilford that are evidence based. That we work within our Community of Practices to regularly evaluate data to identify achievement and lead progression. As a school must ensure that the professional learning we undertake is aligned to the school plan and the impact of it is reflected upon.



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 2017 we worked hard to maintain our relationships within our current network of schools as well as establish a new partnership with the Oneschools network. We continued to work with our community members to deliver high quality events that were well supported and attended. We used our established communication channels to engage our community as well as to gain feedback in preparation for the new school plan..

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <p>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.</p> <p>To maintain high levels of parent participation in school and community activities throughout the school year.</p> <p>An effective framework is used to guide Professional Learning across the Mudgee Small Schools Network and broader educational network.</p> <p>Engaging students in extra-curricular activities to support and enhance their learning and individual outcomes.</p> | <p>\$1000 excursion costs</p> <p>\$550 Teacher Release</p> <p>\$50 Admin costs</p> | <p>Feedback from communication avenues evaluated and used to support the 2018–2020 planning cycle.</p> <p>School is fully engaged with Oneschools network.</p> |

Next Steps

Continue to develop and build on networks to establish opportunities for staff and students to collaborate. Ensure that our level of parent and community engagement remains high. Continue to engage community in future directions of the school through surveys, focus groups and feedback opportunities.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|--|
| Aboriginal background loading | \$1637 | Employment of a Student Learning Support Officer (SLSO) to support Aboriginal students. Adjustments with the teaching programs has resulted in students better accessing the curriculum. |
| Low level adjustment for disability | \$12786 | Employment of a Student Learning Support Officer (SLSO) to implement MultiLit Literacy program in conjunction to Centre of Effective Reading (CER) program. |
| Socio-economic background | \$12024 | Employment of a Student Learning Support Officer (SLSO) to support students. Adjustments with the teaching programs has resulted in students better accessing the curriculum. As a school we make sure no student is excluded from excursions or resources where financial difficulties exist. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 10 | 13 | 14 | 16 |
| Girls | 14 | 16 | 18 | 16 |

Enrolments have maintained above 29 students for the past three years. 2018 enrolments are expected to remain stable at 32 students.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.3 | 94.8 | 89.2 | 93.1 |
| 1 | 90.7 | 89 | 92.3 | 93.5 |
| 2 | 98.2 | 93.4 | 93.4 | 92.1 |
| 3 | 93.3 | 97.1 | 95.2 | 82.8 |
| 4 | 97.4 | 96.1 | 93 | 95.1 |
| 5 | 91.8 | 93.7 | 95.6 | 94.3 |
| 6 | 99.2 | 87.9 | 98.1 | 96.9 |
| All Years | 95.3 | 94.6 | 93.8 | 93.6 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Class sizes

| Class | Total |
|------------------|-------|
| COPY OF K-2 2016 | 14 |
| 3-6 S | 19 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 1.28 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 0.9 |
| Other Positions | 0 |

*Full Time Equivalent

Iford School 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 are two Student Learning Support Officers to support students in classes and run individual programs. We also have School Administration Manager and a General Assistant. A Learning and Support Teacher provides Reading Recovery and Literacy support to the K–2 class to ensure success within the early years.

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 2017 professional learning was aligned to our 2015–2017 school plan. This process is supported through staff Professional Learning Plans which aims to build the capacity of each staff member. Professional learning included staff being involved in:

- An introduction to Scout – Business Intelligence for education
- Anaphylaxis e–Learning
- AUSTSWIM

- Budgeting for additional staff in an LMBR school
- LMBR
- e–Emergency care
- Evaluation essentials for school leadership
- Child Protection
- Road Safety
- Oliver library system
- Teaching with PLAN

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 81,199 |
| Appropriation | 67,380 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 13,783 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 36 |
| Expenses | -51,333 |
| Recurrent Expenses | -51,333 |
| Employee Related | -29,799 |
| Operating Expenses | -21,534 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 29,866 |
| Balance Carried Forward | 29,866 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 403,471 |
| Base Per Capita | 4,890 |
| Base Location | 14,194 |
| Other Base | 384,387 |
| Equity Total | 26,448 |
| Equity Aboriginal | 1,637 |
| Equity Socio economic | 12,024 |
| Equity Language | 0 |
| Equity Disability | 12,786 |
| Targeted Total | 15,830 |
| Other Total | 2,444 |
| Grand Total | 448,193 |

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

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.

Parent/caregiver, student, teacher satisfaction

At Ilford Public School feedback is sought through many avenues and many means. This includes the use of the Department's 'Tell Them From Me' online survey as well as other informal feedback.

Students report an enjoyment of coming to school. They love the opportunities that a small school provides them. Always having access to technology is a plus in their eyes but they appreciate an opportunity for group work using technology within their class and possibly within another class or school.

Parents like the way each child is loved and cared for and that they are known individually. They find the staff approachable and that they have high expectations for learning. The broader experiences their children receive through our small schools networks adds enormous value to their education. Parents feel that the school is a good representation of the community. Feedback from parents indicates that they'd like to be kept up to date with education changes within the department and how they will be implemented at Ilford Public School.

Staff find our school a wonderful place to work. Strong collegiality exists amongst staff and support is provided through Professional Learning Plans. Feedback indicates that more formal opportunities need to exist to acknowledge student achievement and showcase classroom work.

This feedback will be used and implemented in 2018 to ensure our school can continue to fully engage with our stakeholders.

Policy requirements

Aboriginal education

At Ilford PS we have very few students who identify as being of ATSI descent. We ensure the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs. Outcomes of programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. This year saw us introduce formal Acknowledgement of Country to our weekly assemblies.

Multicultural and anti-racism education

Ilford Public School ensures the teaching of tolerance and diversity. This is completed 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 where 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.

Other school programs

Oneschools

This year Ilford Public School engaged in the Oneschools Network. Oneschools was a network created to support schools with teaching principals in one and two classroom schools. The idea was that schools work together to create units of work and share their work across schools via the use of technology. Our partner school is Cullen Bullen Public School. Cullen is geographically close to us and similar in the fact they have two classes. Throughout the year the two schools participated in four joint excursions for the students as well as professional development opportunities for the staff. Moving forward the schools will work together to create units of work that the entire network can benefit from.

Sporting Schools

In 2017 Ilford Public School secured funding to run two terms of the Sporting Schools program. This year we ran gymnastics and touch football. This program ran alongside our school sports program providing students with the opportunity to participate in diverse sports previously untried by our students. The gymnastics program ran in Term 2 where students focused on the skills of: balance, core strength, rolling, jumping and landing. Through the use of Sporting Schools funding we were able to purchase gymnastics equipment for the school.

In Term 3 we participated in touch football. Students focused on the skills of: catching, passing, play the balls, driving and dumping. All these skills lead to modified games in which students were able to showcase their newly acquired skills. This progress in skill acquisition has led to the school nominating in the Small Schools Touch Football Knockout competition for 2018.

Creative and Performing Arts

Creative and Performing Arts plays a huge part in education here at Ilford Public School. Our experienced and dedicated staff provide many and varied opportunities for students to learn and develop their skills, providing showcasing experiences in art shows throughout the region. Recognition of achievement is evident through individual and group awards received at the Small Schools Eisteddfod and Rylstone Show.