

Iona Public School

Annual Report



2017



2211

Introduction

The Annual Report for **2017** 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

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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 54 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 technology. The world is now closer and more accessible for children as we prepare our students for life in a complex, rapidly changing 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 innovative, inventive and creative 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 54 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 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:

- Learning Culture– Sustaining and Growing
- Wellbeing– Excelling
- Curriculum and Learning– Excelling
- Assessment and Reporting–Sustaining and Growing
- Student Performance Measures– Delivering

The school has made considerable progress in developing school wide wellbeing practices which are clear and consistent across the school. Positive Behaviour for Learning (PBL) continues to be taught explicitly as a whole school initiative.

In 2018 the school will continue to identify ways to encourage greater student self-reflection about their own learning, learning intentions and targeted feedback to students.

TEACHING:

- Effective Classroom Practice – Sustaining and Growing
- Data Skills and Use– Sustaining and Growing
- Collaborative Practice– Sustaining and Growing
- Learning and Development–Sustaining and Growing
- Professional Standards–Sustaining and Growing

In 2017 our focus, in the domain of Teaching, has been on collaborative practice and professional standards for all staff members. All teachers are provided with professional learning targeting school priorities and are responsible for their own professional needs in relation to individual goals. Individual Performance Plans, based on standards, show teachers are actively engaged in planning their own professional development to improve their performance.

In 2018, staff will continue to focus on collaborative planning with staff from Maitland Learning Community (MLC) which will focus on student achievement, assessment and using the wider community to promote student engagement. Teaching staff continue to develop evidence based practice and formative data processes, to track and report student progress to parents.

LEADING

- Leadership–Sustaining and Growing
- School Planning, Implementation and Reporting– Excelling
- School Resources– Excelling
- Managment Practices and Processes–Sustaining and Growing

In the domain of Leadership we continued to provide successful leadership opportunities for students through the Student Representative Council, GRIP Leadership and Kidspreneur programs. The school has made considerable improvements during 2017 in communication to parents and now uses several platforms to enhance reporting and community engagement.

For 2018, our focus will be on planning resources to encourage and enable students to become creative and critical thinkers. Future directions in Leading will also include enhancement of school practices and procedures for the school community to provide constructive feedback and actively engage the community in the shared responsibility of teaching and learning for all students.

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

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 2017 all staff engaged with and implemented the '7 Steps to Writing' program and strategies. In Term 3, a scope and sequence for 7-Steps, with a focus on imaginative texts, was developed and implemented for Stages 2 and 3. During Terms 2 and 3, 2 staff members were trained in Focus on Reading. Staff, students and the community engaged with the Literacy and Numeracy continuums during 3-way conferences. This will continue to be a focus for 2018.

An integral part of our Learning and Support strategies and school resources targeted students ensuring Personalised Learning Plans (PLPs) were developed for those students needing assistance and extension. Targeted senior students were provided with opportunities to extend mathematical skills through the APSMO program. Our Year 6 students positively engaged in many leadership programs during the year.

Staff participated in Quality Teaching Rounds to ensure quality teaching takes place in all classrooms. Focus on Reading 2 training and implementation for all staff was delayed. These targets will continue to be a focus for 2018–20 school milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Human resources used, no dollar allocated, time allocations instead. School Learning Support Officer (SLSO) used for literacy and numeracy support for targeted students (\$5400) Focus on Reading folders purchased for 4 staff = \$520	Writing work samples K–6 reflect knowledge and understanding of 7-Step strategies. The end of year reports indicated that over 90% of our students were achieving at or above their stage level across the curriculum. All students have been plotted on Literacy and Numeracy continuum on SENTRAL and 100% of teachers using PLAT as a tool for assessment. Students actively used Literacy and Numeracy continuums to set learning goals. Parents demonstrated a developing understanding of continuums at 3 way conferences.

Next Steps

The school plan for 2018–20 will focus on the following areas:

- The training for all staff on learning progressions. Staff will focus on collaborative planning practices around a 5 weekly teaching and learning cycle, linked to formative assessment and evidence based practice associated with PLAT/PLAN and continuums or learning progressions;
- Implementation of Agile Sprints to ensure that teacher professional learning is visible so that teachers can effectively measure the impact of their work;
- Research effective feedback pedagogies to drive student learning and improve community engagement in learning.

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 opportunities throughout the year through: Student Council, Environmental Groups, Maitland Learning Community initiatives, Grip Leadership Conference and the Kidspreneur programs during the year. As a result, students raised \$435 towards our targeted African Aids project, \$167 towards Stewart House and \$1485 towards the year 6 gift to the school.

Positive Behaviour for Learning continued to support our wellbeing plan. Weekly lessons were taught, targeting respect, responsibility and excellence. During term 3 students were taught weekly lessons on the 'Seven Dispositions' to encourage resilience, creative and critical thinking. Our school recorded minimal incidents throughout the year, with no major incidents reported.

The school consistently engaged and worked with partnerships with the wider school community. The school enhanced communication platforms and celebrated students' successes at numerous events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school student leaders actively engaged in student initiated Leadership Projects.	Kidspreneur – SLSO support for targeted program. (\$1600)	100% of student leaders attended the GRIP leadership conference with the Principal in Term 2. MLC schools to work collaboratively with other local student leaders. Positive student involvement in Kidspreneur organising a talent quest, mini-fete day and out of uniform days. Minutes from the environmental meetings have been published in the school newsletter. Community engagement surveys received positive feedback.
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)	Staff member attended Mind Wide Open training (\$400)	PBL was implemented with weekly lessons being taught on respect, responsibility and excellence. Our school behaviour register recorded minimal incidents, with no major incidents recorded. The Wellbeing and Discipline and Anti-Bullying policies were successfully updated and implemented with consultation from the whole school community.

Next Steps

The school plan for 2018 will focus on the following areas:

- Use of school-based teacher expertise and collaboration with staff from other schools to develop effective pedagogies;
- Implementation of evidence-based whole school programs which support improvements in wellbeing and engagement;

- Positively engage the community through whole school programs so that a partnership is developed to encourage a life-long love of learning.

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

Teachers Professional Development Plans (PDP's) were developed in Term 1, and reviewed throughout the year. These were aligned with the Australian Professional Standards for Teachers, the school's 3 year plan and each teacher's own professional development needs. Two teachers were mentored through the NESA accreditation process, with one teacher acquiring proficiency standards in Term 4.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Development Programs are developed, in line with the curriculum development, through the Performance and Development Framework process and staff curriculum planning procedures.	Casual staff were employed to enable QTR. (\$1500) Casual staff were employed for mentoring of staff attaining accreditation. (\$1000)	100% of teachers completed professional development plans and were active in teacher professional learning opportunities and observations. All teachers indicated that through classroom observations they have a greater understanding of curriculum and pedagogy, leading to improved student engagement and learning.
Student Leadership Projects, including the involvement of the Student Representative Council (SRC), are successful, enthusiastically implemented and fully supported by the whole school community	Nil funds expended	Effective organising a talent quest, mini-fete day and out of uniform days which supported initiatives.

Next Steps

The school plan for 2018 will focus on the following areas:

- Continue to refine the Professional Development Plan process throughout the school with a focus on reflection of practice and effectiveness of professional learning;
- Providing ongoing leadership opportunities for staff and students;
- Implementing best practice strategies to build an inclusive and aspiring community that fosters a strong sense of responsibility for learning;
- Building collaborative partnerships to build upon teaching practice and support student engagement in learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background funding \$672	<p>The school employed an SLSO who worked in class and small withdrawal groups with identified students.</p> <p>PLPs were completed for all students identifying as Aboriginal, with students and parents actively engaged by the school to identify literacy, numeracy and personal goals for each semester as well as for the following academic year.</p> <p>One staff member was actively involved in the Maitland AECG and was a committee member on the re-establishment of the Pathways Awards for 2017.</p>
English language proficiency	English language proficiency \$400	<p>One child with selective mutism was supported by the employment of an SLSO through ongoing programs.</p> <p>Students who identified as EALD were plotted on EALD scales and support was provided through LAST programs.</p>
Low level adjustment for disability	Low level adjustment for disability \$13,201	<p>An SLSO was employed to support identified students requiring additional literacy and numeracy support K–6.</p> <p>0.1 allocation time for extra teacher for LaST. 100% of LaST PLP's were completed with community consultation. PLPs were developed for students requiring extensive differentiation and individual programs.</p> <p>Literacy and Numeracy support was provided by LaST and supported by SLSO.</p> <p>EALD support was provided in Term 3 and 4 for a student with an extra allocation for LaST 1 day per week.</p>
Quality Teaching, Successful Students (QTSS)	QTSS – \$4,876	<p>Casual teachers were employed to supplement Quality Teaching Rounds</p> <p>Casual teachers was employed to provide classroom relief to mentor and support staff members through the NESA accreditation process.</p>
Socio-economic background	\$2,917	<p>Intergrated Funding Support was supplemented by school funds to identified students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	33	30	29	27
Girls	38	34	36	27

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	98.3	96.9	93.9
1	95.6	96.8	95.7	94.5
2	95.7	95.8	95.6	94.6
3	93.1	95.4	93.3	95.3
4	94.4	93.5	95.5	91.2
5	96.7	96.9	92.8	92.5
6	96	97.4	95.2	92.1
All Years	95.2	96.1	94.6	93.2
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

Management of non-attendance

The school continues to promote school attendance through regular reminders in the school newsletters which focus on DoE policies and procedures for attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

Iona Public School has no Aboriginal staff.

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 2017 have been aligned with the school's strategic plan and Teacher Professional Development plans.

During the year, staff attended a variety of training and development opportunities. These included Best Start, sports coaching workshops, creative and critical thinking courses and Principals' conferences and inductions. Staff development days were used for whole school planning, policy review, upgrading child protection, anaphylaxis, CPR skills and networking with other staff of the Maitland Learning Community.

One teacher achieved accreditation at the Proficient stage of the Australian Professional Standards for Teachers at the end of 2017.

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.

Receipts	\$
Balance brought forward	66,659
Global funds	53,898
Tied funds	14,315
School & community sources	29,570
Interest	744
Trust receipts	4,694
Canteen	0
Total Receipts	103,220
Payments	
Teaching & learning	
Key Learning Areas	12,765
Excursions	2,322
Extracurricular dissections	6,642
Library	1,330
Training & Development	5,083
Tied Funds Payments	13,261
Short Term Relief	7,704
Administration & Office	15,653
Canteen Payments	0
Utilities	5,539
Maintenance	11,279
Trust Payments	5,335
Capital Programs	0
Total Payments	86,914
Balance carried forward	82,964

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	145,842
Appropriation	128,532
Sale of Goods and Services	867
Grants and Contributions	16,256
Gain and Loss	0
Other Revenue	0
Investment Income	186
Expenses	-63,110
Recurrent Expenses	-63,110
Employee Related	-19,811
Operating Expenses	-43,299
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	82,732
Balance Carried Forward	82,732

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	580,806
Base Per Capita	9,934
Base Location	2,177
Other Base	568,696
Equity Total	17,190
Equity Aboriginal	672
Equity Socio economic	2,917
Equity Language	400
Equity Disability	13,201
Targeted Total	0
Other Total	6,078
Grand Total	604,074

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.

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 and select GO to access the school data.

In 2017, the percentage of students in Year 3 who achieved in the top 2 bands for reading and grammar and punctuation were 56%, writing 67% and spelling 44%. 20% of students in Year 5 achieved in the top two bands in reading, grammar and punctuation.

In 2017 the percentage of students in the top two bands for Numeracy in Year 3 was 56%. There were no students in Year 5 who achieved in the top 2 bands with 100% of students achieving in bands 5 and 6.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

A reporting requirement from State priorities: Better services – Improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

There were no Aboriginal students in Years 3 and 5 at Iona Public School in 2017.

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;

The 5 most important extra-curricula activities according to parents were PSSA sporting teams, school camps, public speaking activities, leadership activities and debating. 50% of the community felt that it was extremely important for students to have the opportunity to participate in extra-curricula activities and the cost of these activities were fair and reasonable.

95% of parents gave positive remarks about the feel and values of our school. e.g great community, welcoming, encouraging and supportive environment, outstanding learning environment.

Areas of improvement mentioned included more community involvement, more music opportunities for younger students, consistency with teaching staff and better communication. Any concerns were raised and discussed at the November P&C meeting.

Policy requirements

Aboriginal education

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 and 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 Maitland AECG meetings and a staff member on the AECG 2017 Pathways Awards committee.

include: Star Struck, recorder groups, choir, school band, guitar groups, NSW Mathematical competitions and programs, environmental groups and competitions such as the Wetlands 'Murder under the Microscope', Premiers' Sporting and Spelling Bee competitions, numerous art competitions, debating and many leadership opportunities.

Multicultural and anti-racism education

Multicultural and Anti-Racism Education

In 2017 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;
- Students in Stage 3 participated in the CWA annual country study of Nepal. A year 6 student was selected to provide a PowerPoint presentation at the annual Paterson luncheon;
- By involving our students in the *Musica Viva* Performing Arts program, our students experienced music and dance from different cultures.
- During term 4 students enjoyed a 'Multicultural Day'. Students participated in activities which represented some of the cultures of our school community. These included cooking with parents and grandparents (Greek and Taiwanese), dancing (Greek), paper craft activities (Japanese) and games from around the world;
- A school staff member was trained as an Anti-Racism Contact Officer.

Other school programs

Iona Public School offers a wide range of successful school programs for students across Key Learning areas as well as opportunities to engage families and the school community.

This year students from Years 3–6 had the opportunity to participate in NSW PSSA small school softball and soccer competitions. In 2017 our soccer team won the final of this State competition and one student was selected in the NSW PSSA hockey team.

Students in Years 3–6 participated in the NSW Multicultural Public Speaking competition and Valla Cup debating competition. A student in Year 3 came first in the Harmony Day song writing competition for NSW and was also a state finalist in the Premier's Spelling Bee. Students from Stage 1–3 entered the Maitland City Council Library 'Write Now' writing competition with two students in Stage 3 having the winning entries.

Other programs and opportunities students have had