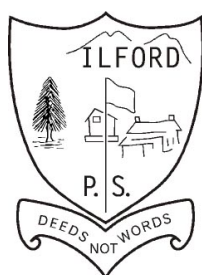


Iford Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Ilford 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

School contact details

Ilford Public School

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Message from the Principal

In the year of our 150th celebrations, 2018 has been another year of growth and achievement by all here at Ilford. We embarked on the first year of our school plan with great foresight and it has been exciting to see the change occur in what we do and how we do it to enable each student to connect, succeed and thrive.

Our 150th celebrations brought the community together to share in the success and longevity of the school. Many families that have had a connection to the school in the past traveled for a great day of celebrating and reminiscing.

The strong community support we have through our active P&C, allows the school to continue to make positive gains in all areas of schooling. With the support of nearly \$10 000, we have been able to ensure we meet the needs of all our students.

We continue 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. We aim to do our best in Public Speaking, Art Shows and Eisteddfods and more often than not our students are rewarded for their effort to perform on stage.

Within the classroom, we as teachers are consistently reflecting and refining what we do to support our students. Professionally developing our own practice to ensure our students achieve proficiency is our goal.

Our Sporting programs this year took another positive step forward. 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 as well as entering a team in the NSW PSSA Small Schools Touch Football Knockout. This knockout was a highlight for many of our students. Traveling to Cowra to take on another small school with the carrot of winning, and a finals day in Sydney. Unfortunately, that carrot was too far away but a wonderful experience for many of our students who had not played competitive touch football before. Hopefully, 2019 might be our year. Seeing your students compete at the regional level is always a highlight and this year was no different. Competing in the small schools relays as well as individual events were such a thrill for the students and myself.

With 2018 behind us and the buzz and excitement of the 150th celebration now a distant memory, I'd like to thank the staff that continues to better themselves every day. We had some staff members who have left us throughout the year and I'd like to thank Mrs Lodewijks and Mrs Le Poidevin for their services. Hard working and dedicated staff who always put the best interest of the students first.

School background

School vision statement

Excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Iford 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

Iford Public School continues to sustain and grow its delivery of learning across the school community. We continue to use data to inform practice and evidence to monitor student progression. Our school and professional networks have 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

Iford Public School continues to align staff professional learning to our school plan to ensure students engage in with contemporary 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 2018 we have aimed to build the capacity of all stakeholders within the school. The school regularly solicits feedback on school performance to improve educational opportunities for our students and the evaluation and development of a new three-year plan. School finances are strategically managed to gain efficiency and maximize 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.

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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

Learning

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement

Overall summary of progress

In 2018 staff created Individual Learning Goals for all students through the use of syllabus documents and PLAN data each semester. This helped to shape classroom programs and provide parents with an understanding of where their child demonstrated strengths and where their learning was headed. Towards the end of the year, Visible Learning PL was undertaken.

A greater emphasis was placed on Student Wellbeing in 2018. CESE's What Works Best reflection guide was used to establish our own wellbeing survey to capture student feedback on wellbeing issues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>–An increase in % of students achieving a year's growth for a year's learning through a self-centred and self-directed approach.</p> <p>–Improved levels of student well being and engagement.</p> <p>–Increase in the % of students at or above start norms as measured against internal and external data.</p>	<p>Socio-economic background (\$2,200.00)</p> <p>\$420 Professional Learning</p> <p>Staff Meetings used to cover content</p> <p>Socio-economic background (\$275.00)</p> <p>Socio-economic background (\$275.00)</p>	<p>How2Learn PL was started but not complete.</p> <p>IEPs had a greater focus when introduced as three-way conversations and information was sent home prior to meetings.</p> <p>Interest groups to be run in 2019 one afternoon per week focusing on identified areas of extracurricular need addressed earlier. Lessons to be linked back to syllabus to create connection to outcomes. Evaluations of programs to be determined before programs are implemented with them linked back to wellbeing survey/framework.</p> <p>Visible Learning to be introduced next year.</p>

Next Steps

In 2019 Visible Learning will be implemented within the school.

The feedback from the wellbeing survey will be used to form interest groups in 2019.



Strategic Direction 2

Teaching

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidence based. We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Overall summary of progress

In 2018 a focus on the use of PLAN to support teaching and learning practices was the goal but with the transitioning from PLAN to PLAN2 the focus soon shifted. It was apparent that the two systems were not going to be compatible and therefore PL and familiarisation in PLAN2 would be the focus for the back end of 2018 with it being used formally in 2019. Plans were in place to use PLAN data to form literacy and numeracy groups in 2018 but this didn't come into fruition.

PLAN data was entered twice a term during semester 1 but with the change from PLAN to PLAN2 and the inability to transfer data between the two systems, semester 2 saw a reduction in data entered.

Staff undertook PL in Seven Steps to Writing and it was implemented across half of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
-An increased proportion of teachers using evidence informed teaching strategies.	Socio-economic background (\$4,400.00) Professional Learning (\$750) Professional Learning (\$650)	SENA assessment to evaluate improvements and updated on PLAN/Progressions. Teacher programs evident of reflection writing. 7 steps to writing program implemented. Progress towards this goal wasn't successful. 2019 will require greater focus. After PLAN2 PL was undertaken No PLAN data was captured due to the non alignment of PLAN and PLAN2 with PLAN data not transferring over. Zero focus was given to update PLAN data. PLAN2 will be the focus next year with Understanding Texts and Composing Text in Literacy and Quantifying numbers and Additive Strategies in Numeracy. Additionally a data capture guide needs to be established to enable all staff greater understanding of what data we are capturing and when and how it is being used within classrooms to reflect best practise teaching methods. 1/2 the school implement 7 steps but it is not a whole school focus. PL to be undertaken by remaining staff in 2019. Scope and sequence to be created for writing. Greater emphasis on Numeracy PL in 2019-2020. Once SENA assessment aligned to Progressions is available then students can be assessed.

Next Steps

To use PLAN2 officially in 2019 to track and monitor Understanding Texts and Composing Text in Literacy and Quantifying numbers, Additive Strategies and Multiplicative Strategies in Numeracy. With this data, literacy and

numeracy groups can be formed with the initial steps of introducing Visible Learning into maths groups as a start.

Re-establish data gathering days to enable data to be entered into PLAN2 and use assessments that align with PLAN2.

The school needs to develop a whole school focus on writing using the Seven Steps program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1340	Staff undertook Aboriginal Education PL which has enabled community consultation to occur.
Low level adjustment for disability	\$2400	Employment of a speech pathologist 2 hours per fortnight to work across the school to support all students in their language acquisition.
Socio-economic background	\$8303	Employment of an SLSO to run Multilit program to support English Program in the primary classroom. On reflection, focus for 2019 will be Minilit, focusing on students from Yrs 1-3.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	14	16	14
Girls	16	18	16	15

Enrolments are forecast to be at 26 in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	89.2	93.1	89.7
1	89	92.3	93.5	89.5
2	93.4	93.4	92.1	92.3
3	97.1	95.2	82.8	89
4	96.1	93	95.1	90.2
5	93.7	95.6	94.3	93.7
6	87.9	98.1	96.9	92.2
All Years	94.6	93.8	93.6	91.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School has maintained an average attendance rate of above 93% for the past four years.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

0% of staff identify as Aboriginal at Ilford Public 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	100
Postgraduate degree	0

Professional learning and teacher accreditation

Throughout 2018 professional learning was aligned to our 2018–2020 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:

- Principal Induction
- Aboriginal Education
- Using MyPL
- Effective Reading in the Early Years
- SCOUT PL
- Mindful Leadership
- Anaphylaxis e–Learning
- eFPT
- e–Emergency care
- Evaluation essentials for school leadership
- Child Protection
- Hattie's Visible Learning
- Teaching with PLAN

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	29,866
Revenue	565,168
Appropriation	530,746
Sale of Goods and Services	127
Grants and Contributions	33,948
Gain and Loss	0
Other Revenue	0
Investment Income	347
Expenses	-564,061
Recurrent Expenses	-564,061
Employee Related	-488,219
Operating Expenses	-75,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,107
Balance Carried Forward	30,973

During 2018 Ilford Public School underwent a financial audit conducted by the Department of Education. All areas of financial management and governance structures meet financial policy requirements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	429,107
Base Per Capita	6,188
Base Location	14,639
Other Base	408,281
Equity Total	49,534
Equity Aboriginal	1,678
Equity Socio economic	23,035
Equity Language	0
Equity Disability	24,820
Targeted Total	20,815
Other Total	5,843
Grand Total	505,300

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

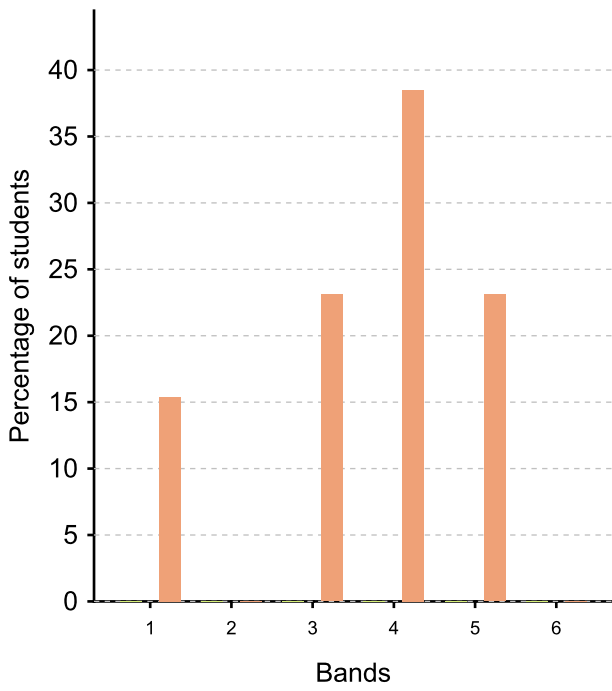
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small number of students who participate in NAPLAN, it is hard to gauge a true historical data trend.

Percentage in bands:
Year 3 Grammar & Punctuation

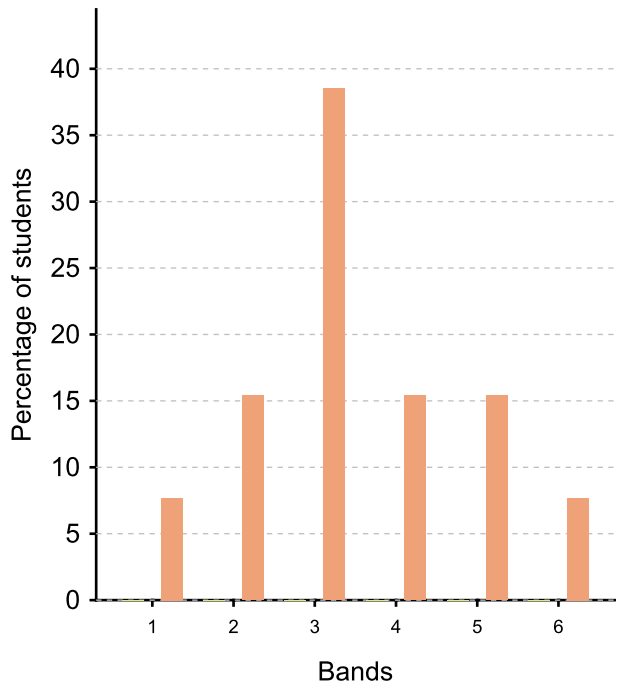


Percentage in Bands (green square)
School Average 2016-2018 (orange square)

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	15.4	0	23.1	38.5	23.1	0

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	23.1	7.7	15.4	53.8	0

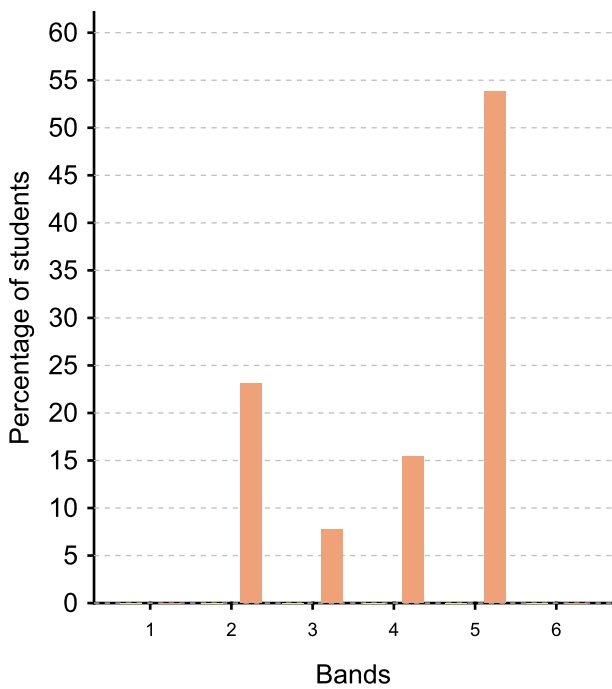
Percentage in bands:
Year 3 Spelling



Percentage in Bands (green square)
School Average 2016-2018 (orange square)

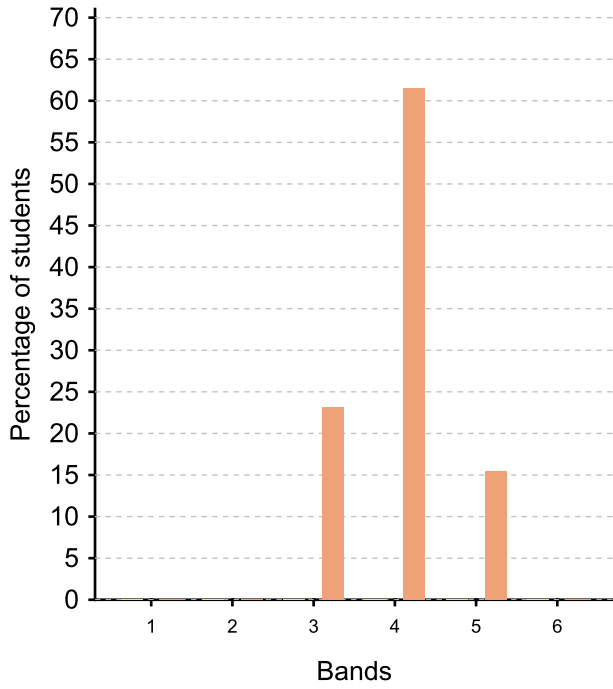
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.7	15.4	38.5	15.4	15.4	7.7

Percentage in bands:
Year 3 Reading



Percentage in Bands (green square)
School Average 2016-2018 (orange square)

Percentage in bands:
Year 3 Writing

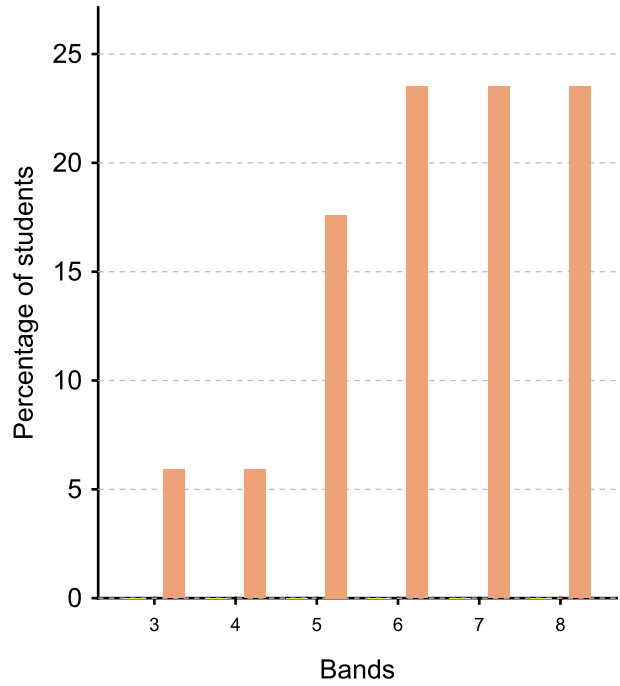


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	23.1	61.5	15.4	0.0
School avg 2016-2018	0	0	23.1	61.5	15.4	0

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	11.8	5.9	23.5	23.5	5.9	29.4

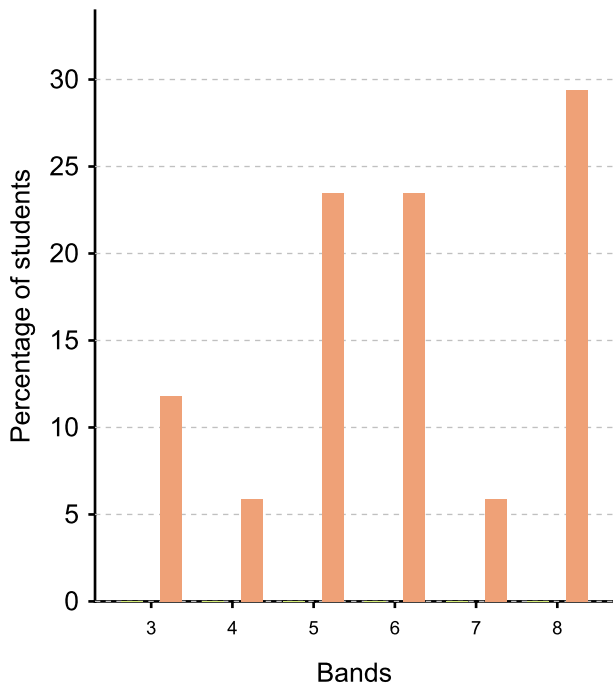
Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

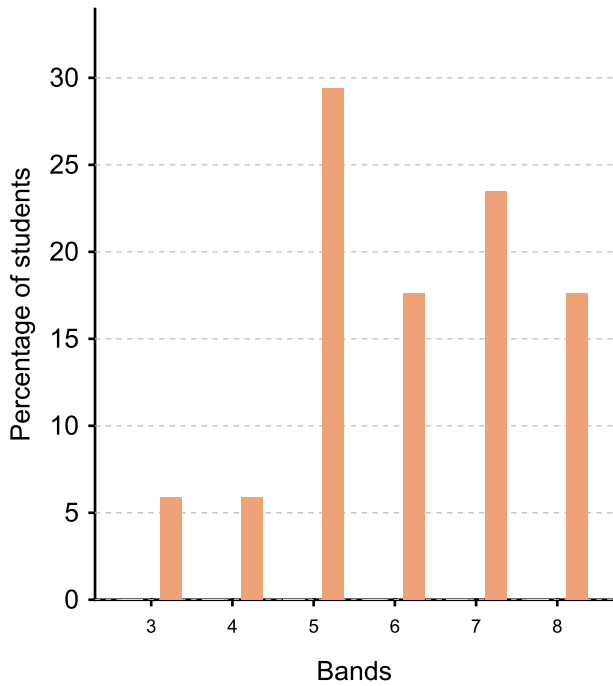
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.9	5.9	17.6	23.5	23.5	23.5

Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

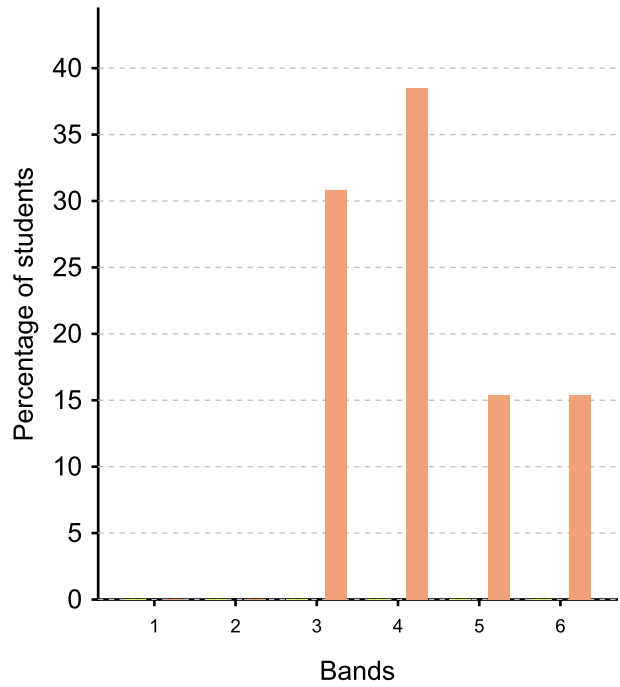
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	11.8	35.3	29.4	17.6	5.9

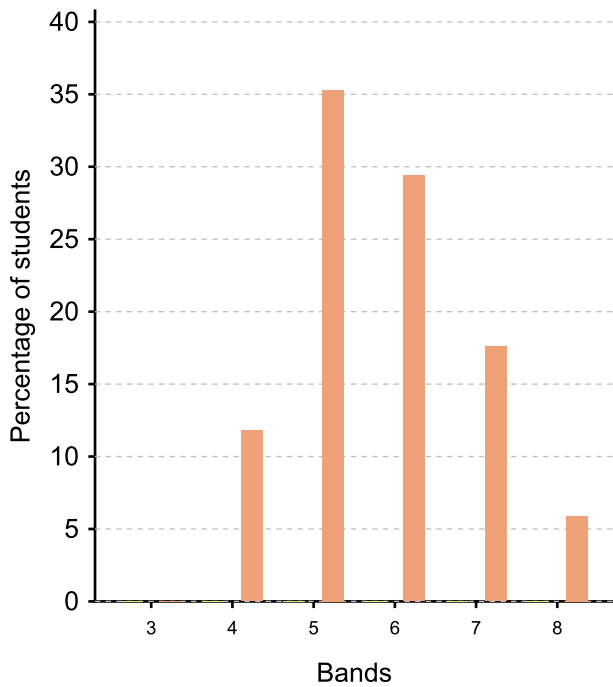
Due to the small amount of students who participate in NAPLAN it is hard to gauge a true historical data trend.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.9	5.9	29.4	17.6	23.5	17.6

Percentage in bands:
Year 5 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

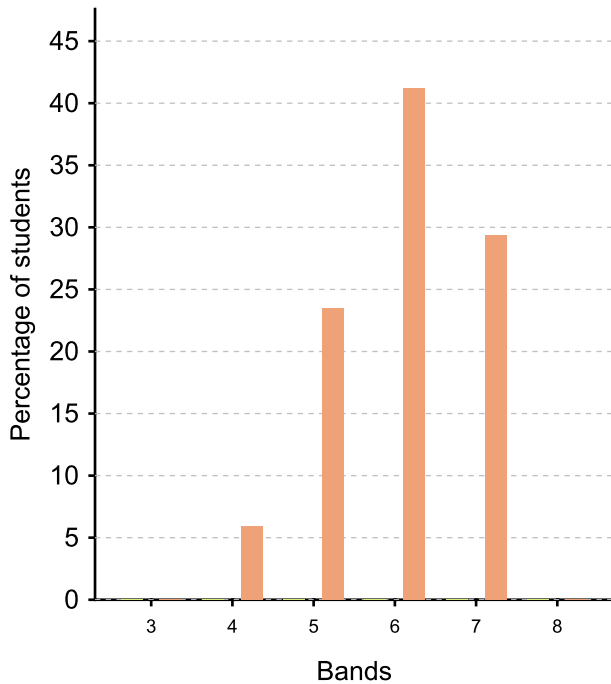
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	30.8	38.5	15.4	15.4

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	5.9	23.5	41.2	29.4	0

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.

Due to the small amount of students who participate in NAPLAN it is hard to gauge a true historical data trend.

Parent/caregiver, student, teacher satisfaction

At Ilford Public School feedback is sought through many avenues and means. This includes the use of internal surveys as well as other informal feedback. Students report the enjoyment of coming to school. They love the opportunities that a small school provides them. Always having access to the latest technology is a plus and they appreciate an opportunity for group work using technology within their class and possibly with other classes or schools. Parents like the way each child is known, valued and cared for. They find the staff approachable and that the high expectation for learning. The broader experiences their children receive through our small schools' networks adds enormous value to their education. Parents feel that school has 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

IlfordPublic School. The staff finds our school a wonderful place to work in. 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 2019 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 programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current original Australia. This year saw staff undertake Aboriginal education PL to ensure we are meeting the expectations of Aboriginal families within our community, working with them in partnership.

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.