

# Illabo Public School Annual Report



2203

# Introduction

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

Meredith Holden

Principal

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## Message from the Principal

At Illabo Public School we pride ourselves on our continued commitment to the teaching and learning by staff, students, parents and community in meeting the expectations and challenges of 21st Century Learners.

Developing a growth mindset through the HOW2Learn strategy has given our students a greater understanding of their own learning as they progress to be reflective resilient learners.

This year our commitment in preparing our students for 21st Century Learning was evident in the establishment of the 'Technozone', our oldest building in our school, remodelled to house the latest in technology to enhance learning. A permanent green screen was installed to allow recording of learning as an integral component to the delivery of teaching and assessment. The space allowed an open floor area where Sphero could be utilised for coding lessons, as well as a centre for Virtual Reality Learning.

In 2018 our school entered the 'FilmBy' festival where our students participated in the preparation and delivery of a series of short films. As a school we were excited that the quality of our films were recognised and included in the Bega FilmBy premier.

Illabo Public shone in sporting events for 2018; representative students and teams competed at State level for swimming, cross country, athletics and rugby (for both league and union). At a local level our school won the Black Billy Cup, including overall point score trophy, Baldry Shield, Small Schools Athletics Carnival and CDPSSA Cross Country (handicap point score) trophy.

The Premier's Multicultural Public Speaking and Debating workshops with interschool competitions, gave our students the opportunity to focus on valuable life skills, presenting a logical viewpoint to an audience.

As for each alternate year, 2018 offered an extra curricular excursion for Years 3–6 in the form of a three day experience in Canberra. There were many highlights including Parliament House, The War Memorial, CSIRO Discovery Centre and Mt Stromlo Observatory. Years K–2 let their imaginations guide a creative learning experience at the Best Street Studios in Wagga. Sculptures in clay reflected students' efforts at the workshop.

The support of our hardworking P&C has enabled our extra curricular activities to be affordable for all students and families. The Years 3–6 Canberra excursion was heavily subsidised, with the Year K–2 art studio visit being fully funded. We thank the P&C for their contribution to our school in 2018.

I count myself privileged to work with such a dedicated and committed staff; as a team we strive in the pursuit of excellence across all areas of our school.

Our school leaders participated in a range of school and community events. Again, this year funds were raised from Thursday treats at recess to fund the end of year events. To our school and vice captains, congratulations on your leadership role throughout 2018 at Illabo Public School.

To the parents and caregivers, thank you as we strive to give each student the best possible education that will lead each child on their 'Life Long Learning' journey.

Our students are to be congratulated on a great year of learning, friendships and working together. We look forward to 2019 for another exciting year of discovery, innovation and problem solving as our students experience the skills and mindset to 'Learn for Life'.

### Message from the school community

On behalf of our P&C, I would like to start by thanking Meredith, Michael, Russell, Megan, Julie and Kim (and anyone else I have missed) for doing a fantastic job educating and mentoring our children this year.

I would also like to thank all parents, grandparents and community members who have been able to attend meetings and help out at our numerous fundraisers and working bees.

Thank you also to those parents who took on specific roles for the P&C, in particular, Alex Sheridan for taking on the secretary role, Justi Croker in the treasurer's position, Emma Brabin as vice president and Kate Day who is the uniform officer.

This year the P&C have held a number of major fundraisers, including our Long Lunch which we hope to continue; also our monthly pub raffles, along with numerous catering jobs have helped us raise around \$9500.00.

Our fundraising has allowed the P&C to help subsidise this year's excursions and educational resources, by contributing nearly \$7000.00 to the costs of these, and in addition to this, we have donated around \$1200.00 to the school. All this would not be possible without the support of our parents and greater community and I think it has been a fantastic effort. On behalf of the P&C, I thank everyone for their help and support.

This year we say goodbye to the Stanyer family, with Henry graduating along with our other four year 6 students. Legh and Marnie have been active members of our P&C, always willing to help out, we wish them well.

As usual, all our formal positions will be declared vacant at our AGM on Thursday, 14 March 2019, and I encourage you to consider putting your hand up for a position.

Gerard Ryan

P&C President

## School background

### School vision statement

#### **Learn for Life**

Preparing students to achieve their full potential within a 21st Century Learning Environment that fosters Life Long Learning.

### School context

Illabo Public School is situated 18 kilometres from the township of Junee. It is a school where students are taught by enthusiastic, committed and experienced staff in a technologically rich environment.

Illabo Public School is an active participant in the Ngumba–Dal Learning Community, strengthening Public Education within the Junee region. Our school is proud of its traditions and facilities.

Our school community supports our school and together we strive to develop resourceful, optimistic and successful learners within a 21st Century Learning environment.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

#### **Learning**

In the domain of learning, building the capacity of students is our main priority.

Respectful and positive relationships are evident among students and staff, promoting wellbeing and maximising student learning. Our success is evidenced on our ongoing school assessments, NAPLAN and ICAS competition data.

Illabo Public implements support mechanisms with student adjustments for learning made in a professional, sensitive manner, with the child's needs at the centre of the decision making process. Individual learning plans are communicated with parents/carers who are an important component of the process.

The effective organisation of student resources, including technology, has further enhanced in providing an enriched 21st Century learning centre for our students and staff.

The school provides significant extra curricular opportunities including debating and public speaking, sporting programs, quality major excursions and cultural, creative arts programs to develop the whole child, inline with the school's vision, values and priorities for equal opportunities for all students.

As part of the Ngumba–Dal Learning Community, we work collaboratively to support the needs of our students and plan a progressive and smooth transition path for our students and families to secondary school.

Our school continues to refine assessment and reporting practices with student achievement (I can statements – literacy and numeracy progressions) and applying this data to drive teaching and learning programs and practice.

The school's **Learning Culture** and **Wellbeing, Curriculum and Learning, Assessment and Reporting** and **Student Performance Measures** are judged to be in the **Sustaining** and **Growing** category.

#### **Teaching**

The school's major focus in the domain of teaching is professional learning. The continued implementation of the HOW2Learn strategies has led to ongoing collaborative practices and productive collegial dialogue. The school has implemented the Literacy and Numeracy progressions which are aligned to the school plan and Premier's Priorities.

Planned professional learning, not only targets specific needs, but allows leadership opportunities of staff sharing and leading in areas of expertise. Beginning teachers are supported by experienced mentors in classroom delivery, management and accreditation.

Student goal setting has been a priority with teachers and students, identifying the 'where to next?! Teachers have implemented visible learning strategies such as learning intentions and success criteria to deliver meaningful feedback to students.

Effective use of data collection impacts individual and classroom learning and school-wide teaching strategies.

The school's on balance judgement for the elements of **Effective Classroom Practice, Data Skills and Use** is judged to be in the **Sustaining and Growing** category, with **Professional Standards** at delivering.

## **Leading**

### ***Leadership***

In the domain of leading, Illabo Public priorities have been to progress leadership and management practices and processes.

Our school staff representatives have taken on leadership roles in professional and community networks, with engaging in professional learning opportunities with colleagues for external learning opportunities.

The school is committed to the development of leadership skills in staff and students. In 2018 the staff and students have demonstrated commitment in collaborating with our local community of schools – Ngumba–Dal, for professional learning, student learning and leadership opportunities.

Our parental group and school community have been encouraged to take part in school activities, from celebrating special events, parental workshops, sporting, excursions and P&C membership.

Our school communicates to our parental groups and community members effectively with a wide range of resources: Skoolbag, Facebook, school website, newsletters and private YouTube clips.

There are strong connections with local high schools and preschools with transition programs in place for Stage 2/3 in preparation for high school and Kindergarten Transition for two half days in Term 3 and five Fridays throughout Term 4.

Resources are strategically allocated to support student learning and quality teaching. Our staff are guided and committed to our School Plan and can articulate the purpose of each strategic direction.

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

The school's on–balance judgement for **Leadership** and **School Resources** is at **Sustaining and Growing** and **School Planning, Management Practices** and **Processes** is **Delivering**.

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

### Excelling in Learning

#### Purpose

All students to be engaged, challenged, successful learners. The school focuses on a culture of the development of a strong growth mindset for all students promoting high expectations, engaged learning and evidenced growth for all students.

#### Overall summary of progress

In 2018, teachers at Illabo Public School engaged in professional learning for literacy and numeracy. Evidence based teaching strategies and the implementation of different teaching and learning programs, ensured student's individual needs were targeted and monitored.

HOW2Learn strategies and collaborative learning groups/pods were embedded in teaching and learning programs to improve and develop positive student learning habits.

A culture of high expectations for all students was demonstrated in all learning. Explicit goal setting and learning intention feedback became an integral component of our staff's goals in delivering the best possible educational experience for every student.

Primary students explored 'I can' statements and learning progressions in order to set goals for future improvement in literacy and numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student goals set by the school for achieving above expected growth in Literacy and Numeracy for all students.</p> <p>Students engaged in learning by modelling the attributes of being a HOW2Learn learner.</p> <p>Student goals established for achieving above expected yearly growth for each child in Literacy and Numeracy.</p>	<p>SLSO support in classroom one day per week.</p> <p>Timetabling adjustments to allow staff to update data.</p> <p>Professional Learning costs associated with teacher costs.</p>	<p>Differentiated learning programs are collaboratively planned and monitored to meet the learning needs of every student.</p> <p>Students demonstrate the usage of the language and habits of HOW2Learn for their own learning.</p> <p>3–6 students involved in conferencing for learning goals using literacy and numeracy progressions.</p>

#### Next Steps

In 2019, we will continue to strive for effective classroom practice; collaborative support to encourage best practice in quality learning and professional learning opportunities.

- Continuing focus on the development of resilient learners through the HOW2Learn strategy.
- Continuing to differentiate the curriculum to focus on individual needs.
- Students involved in conferencing for learning goals using literacy and numeracy progressions.

## Strategic Direction 2

### Excelling in Teaching

#### Purpose

To develop a team learning culture for all teachers that is self-sustaining and self-improving through data driven practices, professional learning and collaboration that drives student growth for every child in learning.

#### Overall summary of progress

Staff professional learning was identified through personal Professional Development Plans, needs of students, National Teaching Standards and self assessment.

As a team, staff continue to develop explicit processes to collect, analyse and report on student data leading to tailored learning to meet the individual students needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence-based practices embedded across the school to support student's growth in learning.  Professional learning model develops a strong culture of collaborative practice (observation/reflection/feedback) across the school.	Professional learning costs associated with teacher relief costs.  Ngumbal-Dal Rural Remote funding \$2000.00	Staff actively engaged in attending a range of professional learning sessions, followed by staff sharing sessions and implementation of process to monitor student's growth.  High quality teaching is facilitated by shared best practices, mentoring, classroom observation and feedback, in line with National Teaching Standards.  Participation in the Ngumba-Dal Learning Community's professional learning, including facilitating Rural and Remote workshops for coding/green screen and virtual reality.

#### Next Steps

Teaching and support staff to continue undertaking and delivering professional learning to support best practice across the school.

Data analysis leads to differentiated teaching and learning programs for students.



## Strategic Direction 3

### Excelling in Leading

#### Purpose

Strong, strategic and effective leadership that builds positive relationships that creates an inclusive, vibrant school culture of high expectations for student and staff performance with the school and community.

#### Overall summary of progress

The school promotes a wide range of communication tools, including newsletters, school website, Facebook, Skoolbag and YouTube clips to connect and promote Illabo Public School within the community.

2018 school events were well supported by the community, including technology workshops, Easter Parade, ANZAC Service, Biggest Morning Tea, Grandparents Day, Illabo has Talent and the very successful P&C major fundraiser, The Long Lunch.

Links for strengthening our collaboration within our Ngumba–Dal Learning Community in learning and leadership was evident by our school community participation in shared projects, professional learning and interschool student events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintaining a high percentage of parents and community members attending school functions, P&C and accessing school community options.  Collaboration within our Ngumba–Dal Learning Community for learning and leadership opportunities for both staff, students and parents.	Expenditure covered by Community Consultation grant.  Rural and Remote Ngumba–Dal funding.	Open communication through newsletters, Skoolbag, School Website, Facebook with an established welcoming culture, ensured all aspects of Illabo PS life was well supported by the community.  Learning and leadership opportunities enabled staff to deliver technology workshops and participate in professional learning. Staff students and parents were actively involved in cultural, sporting and transition to high school events within our local Ngumba–Dal Learning Community.

#### Next Steps

We aim to provide quality opportunities for our school community to take part in genuine and authentic learning and leadership experiences, including communication with our Ngumba–Dal Learning Community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal funding for 2018 was utilised in expanding Aboriginal literacy resources to meet the needs of individual students.	Used from RAM allocation – \$2,949.00
<b>Low level adjustment for disability</b>	Designed and delivered individual learning plans to meet the needs of identified students.	\$12 026.00 13 teacher days @ \$500.00 per day used throughout the year. 20 SLSO days @ \$280.00 per day (1 day per fortnight) used throughout the year.
<b>Socio-economic background</b>	Transition to school program designed and delivered.	\$1972.00 4 x days @ \$500.00 for teacher planning. OOHC funding used for SLSO time as needed – \$1477.00 per student.
<b>Support for beginning teachers</b>	Non available in 2018	



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	13	12	14
Girls	13	19	16	16

### Student attendance profile

Year	School			
	2015	2016	2017	2018
K	88.4	94.8	88.7	94.7
1	94.1	96.2	96.9	93.2
2	91.6	96.3	93	96.4
3	89.2	97.2	97.3	89.5
4	95.6	98.1	97.8	94.8
5	98	98.4	98.1	95
6	100	98.7	93.5	91.7
All Years	92.7	96.8	95.9	93.9
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

Rolls collected on a weekly basis prior to ebs Ontrack attendance monitoring.

Levels and patterns of attendance monitored, with parents reminded of their statutory obligations in regard to attendance.

Regular promotions of attendance matters was promoted in newsletter and Skoolbag.

The HSLO (Home School Liaison Officer) is contacted when the school is unable to resolve attendance issues.

### Class sizes

Class	Total
YEARS K6	28

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2018 we had no staff with an indigenous background.

### 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

Professional Learning is aligned with the 2018–2020 School Plan. All staff undertook training to maintain currency in curriculum, teaching practice and DOE requirements.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	37,575
<b>Revenue</b>	504,768
Appropriation	485,935
Sale of Goods and Services	0
Grants and Contributions	18,526
Gain and Loss	0
Other Revenue	0
Investment Income	307
<b>Expenses</b>	-475,318
Recurrent Expenses	-475,318
Employee Related	-418,182
Operating Expenses	-57,136
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	29,450
<b>Balance Carried Forward</b>	67,025

Strategic financial management used carefully to plan and sustain high quality staff with expertise in multi-stage teaching, robotics, greens screen, virtual reality and debating to name a few.

Illabo PS maximises resources to implement the 2018–2020 school plan. ICT was a priority for 2018 with setting up the *Technozone* learning space and equipping it with resources required to implement priorities for 2018.

Our school facilities are utilised by the community and other interschool activities. The *Technozone* providing a professional learning centre for the Ngumba–Dal Learning Community.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	453,802
Base Per Capita	5,414
Base Location	11,235
Other Base	437,153
<b>Equity Total</b>	16,304
Equity Aboriginal	2,946
Equity Socio economic	1,593
Equity Language	0
Equity Disability	11,765
<b>Targeted Total</b>	0
<b>Other Total</b>	4,900
<b>Grand Total</b>	475,006

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

### Professional learning and teacher accreditation.

All staff participate in professional learning to enhance their professional development and improve student learning outcomes.

New staff were working towards completing teacher accreditation throughout 2018.

Throughout 2018 a strong focus on staff capacity to implement quality literacy and numeracy programs was a priority for professional learning, resulting in implementation of the Literacy and Numeracy Progression.

Additionally, staff received professional learning and successful implementation of:

- Technology – green screen, coding and virtual reality
- NAPLAN and Best Start
- HOW2Learn
- Mandatory training, including CPR, WHS, Code of Conduct and Anaphylaxis emergency management
- Financial training in SAP and other new systems implemented in 2018 for teaching principal and SAM.

## 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.

**Year 3** – In literacy, 100% of participating Year 3 students attained at or above minimum standards. 100% of Year 3 students attained the highest bands, band 5 and 6 for reading with 80% of students achieving the highest bands, band 5 and 6 for grammar and punctuation.

In relation to the Premier's Priorities, 100% of Year 3 students attained the highest bands, band 5 and 6 in reading, with 80% of the Year 3 cohort who participated in NAPLAN performing in the highest band, band 6 for grammar and punctuation.

**Year 5** – In literacy, 100% of Year 5 students attained above minimum standards in reading, writing and spelling with 90% of Year 5 students participating in NAPLAN attained the highest bands, 6, 7 and 8 in reading and spelling.

**Year 3** – In numeracy, 100% of students performed at or above minimum standards.

**Year 5** – In numeracy, 100% of students performed in the highest two bands, band 7 and 8.

Due to the small cohort, privacy considerations are respected when reporting.

## Parent/caregiver, student, teacher satisfaction

### Parents/caregivers, students and teacher satisfaction.

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Students identified personal growth in their learning in working towards their learning goals for 2018. All students gave positive feedback on being valued and safe within a positive 21st Century learning environment.

90% of families took the opportunity to participate in parent/teacher interviews; with all identifying improvement in a variety of learning areas for their child. All families identified the changes from their education to the opportunities today within a 21st Century learning environment.

Our community technology workshops were in demand for 2018, with a cross section of the community in attendance, exploring green screen, coding and virtual reality. All indicated positive responses for ongoing workshops in 2019 and if possible, to be held more frequently.

Staff confirmed they are part of a cohesive, collaborative team, with every student having optimal educational delivery at Illabo Public School. Staff rated technology resourcing and the new Technozone facility as excellent for student learning, professional learning, including in a leadership role to other schools, and as an integral part of enhancing daily delivery for learning. Staff indicated the facility was a valuable resource in connecting through learning, for parents, caregivers and the Illabo community.

## Policy requirements

### Aboriginal education

Aboriginal perspectives are included in every possible area so that Australia's indigenous heritage is understood, respected and celebrated appropriately. The school's programs ensure commitment to increasing students' knowledge and understanding of the history, culture and experiences of Aboriginal people to current time.

Aboriginal national days and weeks are celebrated with cultural and learning opportunities undertaken throughout 2018.

### Multicultural and anti-racism education

Staff of Illabo Public School recognise and respond to the diverse cultural needs of the school community.

Targeted learning opportunities in History and Geography Key Learning Areas are developed to expand student's understanding of cultural perspectives and diversity.

Harmony Day and Multicultural Public Speaking are celebrated to develop an understanding of cultural respect – from the traditional owners of this land, to those we welcome from other countries to their new homeland, Australia.