

# Iona Public School

## Annual Report



2018



2211

## Introduction

The Annual Report for **2018** 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

## School contact details

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## Message from the Principal

One hundred and sixty two years ago, the government of the day established a public school at Iona, named after the mystic island of Iona on the western coast of Scotland. The original Woodville Public School, was opened in 1850 before being changed to Iona Public School in 1853. During this time, there have been many technological and educational changes. From being a single classroom with fixed seats and slates throughout its history, with school numbers fluctuating up to the 1980s, we now have a thriving school of 49 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. 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 are preparing students for a complex, rapidly changing society. To be successful we will engage effectively with our community ensuring that our students develop a life-long love of learning and receive the education that is right for them. We will inspire students to be inquiring, innovative, inventive and creative problem solvers.

## 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 49 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, and provides 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 – Excelling
- Assessment – Sustaining and Growing
- Reporting – Excelling
- Student Performance Measures – Sustaining and Growing

In 2018 our efforts have primarily focused on the use of effective feedback to students, evidenced-based teaching methods and collaboration with staff from other schools to develop effective pedagogies to improve student outcomes. Staff attended professional learning to engage students in STEAM learning activities and the implementation of Agile Sprints effectively targeted individual learning.

### TEACHING

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

In 2018 our focus, in the domain of teaching, has been on teachers engaging in professional learning, collaborative practice and planning with staff from Maitland Learning Community (MLC). Staff focused on student achievement, assessment and using the wider community to promote student engagement and develop evidenced-based practice to improve student learning outcomes. Positive Behaviour for Learning (PBL) was revisited and continues to be taught explicitly each week and the introduction of the Bounce Back program enhanced our Wellbeing program.

### LEADING

- Educational leadership – Sustaining and Growing
- School Planning, Implementation and Reporting – Sustaining and Growing
- School Resources – Excelling
- Management Practices and Processes – Excelling

In 2018 our priorities in the domain of Leadership focused on effective partnerships with the wider community, with a focus on small school interaction day activities to support student engagement and a shared responsibility for learning. The

school continued to initiate and strengthen its ties with a supporting and active community.

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

### We Value Teaching

#### Purpose

To ensure a learning environment where teachers are engaged in creating rich, future focused learning experiences underpinned by high expectations and continuous improvement.

#### Overall summary of progress

Staff effectively networked with Maitland Learning Community Schools during every term in 2018. These Professional Learning sessions were valued by all staff and considered to support and enhance current learning programs. All staff actively participated in Quality Teaching Rounds and targeted professional learning.

Agile Sprints was successfully implemented in all classrooms in 2018. Class data for desired outcomes demonstrated growth and or improvements in targeted areas. Staff training may be necessary for new staff in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students can articulate and demonstrate a clear understanding of what they are learning and why.	Human resources used, no dollar allocated.	All classrooms displayed WALT and WILF statements and learning intentions for all lessons. Teacher evaluation at the end of lessons demonstrated that most students were able to articulate the learning intentions of lessons.
90% of students from Kindergarten to Yr 6 are progressing along the Literacy and Numeracy Learning progressions.	Human resources used, no dollar allocated.	Students progress and achievement closely monitored through assessment tasks and data analysis with PLAT.  The end-of-year reports indicated that over 80% of our students were achieving at or above their stage level across the curriculum.
At least 30% of Aboriginal and Non-Aboriginal students in the Top 2 bands in NAPLAN Reading and Numeracy.	Human resources used, no dollar allocated.	In Year 3 50% of students are working in the top 2 bands in Numeracy while 22% are working at the top two bands in Year 5.  In Reading, 75% of Year 3 are working in the top 2 bands and 45% of Year 5 students.
100% of teachers have their professional learning plans and targeted professional learning reflecting their individual needs aligned with the schools strategic plan.	Human resources used, no dollar allocated.	Reports indicated that over 90% of our students were achieving at or above their stage level across the curriculum.

#### Next Steps

Staff to embed Literacy and Numeracy Learning Progressions as a teaching and learning tool. Continuous literacy and numeracy data to inform differentiated teaching and learning experiences. NAPLAN data will be analysed and used in conjunction with learning sprints to increase writing outcomes. Refine and embed Agile Sprints as a teaching and learning tool. Investigate further professional learning opportunities with MLC on Agile Sprints.

Develop individual student Literacy and Numeracy 'My goal' statement learning logs. Students will become aware of their personal learning successes and know the language used for their 'where to next' learning goal using the Literacy and Numeracy Progressions. The school continues to monitor and support the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

## Strategic Direction 2

### We Value Successful Students

#### Purpose

Students work in an environment where they are continually challenged to build upon their learning and develop vital skills to be responsible, successful and creative citizens.

#### Overall summary of progress

A whole school focus on Feedback to students was a target area during Semester 1. Teachers successfully used the 'What Works Best Document' to guide a change in pedagogical practice. Rubrics were developed to guide assessment tasks and a variety of feedback strategies employed by staff to encourage students to take responsibility for their learning.

STEM/STEAM lessons and activities have been incorporated in all class programs and a science grant allowed STEM interaction days with other small schools. Two staff members attended 'Minds Wide Open' professional learning to further enhance creative and critical thinking skills in all students, which will be a focus area for 2019.

The Bounce Back program was introduced as a peer support program during Term 2 and 4 in 2018. Year 6 students successfully led wellbeing lessons and activities with their peers. All staff attended PBL training in Semester 2. This training led to a whole school review of PBL practices in Term 4 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in students demonstrating critical thinking skills, creativity and imagination through rich STEM and STEAM experiences.	STEM and STEAM interaction days – \$150 Science Grant  Ozobots purchase – \$2 194  STEM equipment– \$250  Minds Wide Open PL –\$980	In Term 3 students participated in a Science STEM challenge activity against students from Glen William PS. All students were actively engaged and demonstrated critical and creative thinking. 100% of teaching and learning programs included lessons for students to be able to demonstrate creative, critical and imaginative thinking. Two staff attended Mind Wides Open professional learning in Term 3.
Increase the proportion of students demonstrating active engagement with their learning by providing learning experiences that are explicit, structured, innovative, engaging and challenging.	No funds allocated, human resources used	According to TTFM surveys of students in Years 4–6, 90% of students showed that they valued school outcomes, 55% were interested and motivated and 85% tried hard to succeed in their learning.
Improved resilience and problem solving strategies in students as indicated by TTFM and school based surveys.	No funds allocated, human resources used  Purchase of Bounce Back program	TTFM surveys mean measure of the extent to which students can pursue their goals to completion, even when faced with obstacles 14% were low, 43% medium and 43% high. The Bounce Back program was implemented as a peer support program, with Year 6 students running peer taught lessons. This allowed the development of Year 6 leadership skills. PBL was revisited through professional learning and adjusted to suit current school cohort.

#### Next Steps

Next year staff will continue using 'The What Works Best' document as a focus to improve student outcomes with a focus on explicit teaching of literacy and numeracy.

Implementation of new Science and Technology Syllabus and Scope and Sequence with a strong focus on STEM and STEAM activities, incorporating strategies from Minds Wide Open. Staff to utilise DoE STEM SHARE resources to engage students.

PBL systems are continually being developed and used to support expectations and routines. Lessons will be placed in the school newsletter to inform the community of weekly activities. Investigation of a whole school reward system and further resilience programs for students.

## Strategic Direction 3

### We Value Partnerships

#### Purpose

To create an inclusive, aspiring community that fosters a shared sense of responsibility and optimism for student engagement and learning.

#### Overall summary of progress

The school continued to initiate and strengthen programs aimed at ensuring a supportive and active school community. The school held 3 interaction days with Mt Kanwary, Hinton and Glen William Public Schools which focused on Literacy, Mathematics and STEM activities to engage students. NAIDOC activities and transition programs allowed all students to connect with other schools. Teachers demonstrated and shared expertise with school staff and wider MLC networks each term.

Community support and attendance at school events has been positive. Over \$900 was raised for the Bale of Hay Foundation and over 40 parents and community members attended the BBQ breakfast and Footy Colours Day activities. Attendance at P&C has increased. Paterson Pre-school were invited to participate in school events and activities, the school placed a noticeboard on the Woodville shop to promote the school and continued its alliance with The Whiddon Group at Largs and St Peter's Church for choir and musical performances. The school employs a local music teacher to run a school band. This year approximately 20 students were a part of the band.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in effective community partnerships and increased parent participation at school events.	No cost allocated, human resources used.	P&C involvement has increased. Paterson Pre-school were invited to attend our school production and the Woodville Store has allowed the school to promote student work. The choir participated in several community activities. New Kindergarten enrolments were asked to attend the mini fete held in Term 3. The Bale of Hay fundraiser proved to be a huge success with our community and the Colour Explosion, Cross Country and Footy Colours Day saw an increase in parents attending
90% of staff report an improvement in teaching practice through collaboration with professional networks across the Maitland Learning Community and small school networks.	\$1300 – Agile Sprints PL (\$500 PL and \$800 for casuels for the day)	All staff attended afternoon professional network meetings each term with partner schools across MLC. Staff attended Agile Sprints professional learning in Term 1 which was then implemented in all teaching programs.
An increase in students displaying a shared sense of responsibility and optimism in all areas of school life.	No cost allocated, human resources used.	TTFM surveys indicated 55% of students were interested and motivated in their learning with 85% trying hard to succeed.

#### Next Steps

Continue to explore community participation across the school – classroom, interest groups, canteen, sports coaching and school gardening projects.

All staff working towards transparent parent/carers communication and positive relations through regular communication on student learning, assessment and wellbeing.

Increase links with local community groups and continue to work in partnership with our MLC initiatives.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$400	Students who identified as EALD were plotted on EALD Scales and support was provided through LaST programs.
<b>Low level adjustment for disability</b>	\$14 344	<p>Learning activities enhanced student learning through SLSO intervention at small group and individual levels. PLPs were communicated to parents and were developed for students requiring extensive differentiation and individual programs.</p> <p>0.1 LaST allocation. 100% of LaST PLPs were developed for students requiring extensive differentiation and individual programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staff allocation 0.093	<p>Casual teachers were employed to supplement Quality Teaching Rounds and mentoring.</p> <p>Casual teachers were employed to provide classroom relief to mentor and support staff members through NESA accreditation process and evaluate data for Literacy and Numeracy.</p>
<b>Socio-economic background</b>	\$2 791	Integrated funding support was supplemented by school funds to identified students.
<b>Targeted student support for refugees and new arrivals</b>	0.2 teacher allocation for semester one 2018 – EAL New Arrivals Program.	EALD support was provided in Term 1 and 2 for a student with an extra allocation for LaST 1 day per week.
<b>Aboriginal background loading</b>	\$672	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.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	29	27	24
Girls	34	36	27	22

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.3	96.9	93.9	91.2
1	96.8	95.7	94.5	90.8
2	95.8	95.6	94.6	92.3
3	95.4	93.3	95.3	87.1
4	93.5	95.5	91.2	95.9
5	96.9	92.8	92.5	94.6
6	97.4	95.2	92.1	85.4
All Years	96.1	94.6	93.2	91.6
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

Attendance in 2018 was recorded electronically through SENTRAL software. Attendance is monitored by class teachers, SAM and the principal. Students with unsatisfactory attendance were referred to the principal and HSLO program. 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(s)	1
Classroom Teacher(s)	1.98
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 2018 have been aligned with the school's strategic plan and teacher professional development plans.

The school planned and conducted five staff development days over 2018. 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. 100% of staff members engaged in mandatory and elective professional learning activities. Staff meetings were also held each week. Staff attended MLC staff meetings once a term, which promoted teacher networking and sharing of effective practice.

During the year, staff attended a variety of training and development opportunities. These included: Best Start, Learning Progressions and PLAN 2, Positive Behaviour for Learning (PBL), Agile Sprints, Science Syllabus implementation, Creative and Critical Thinking courses and Principals' conferences.

## 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>	82,732
<b>Revenue</b>	674,388
Appropriation	637,303
Sale of Goods and Services	1,037
Grants and Contributions	34,805
Gain and Loss	0
Other Revenue	0
Investment Income	1,243
<b>Expenses</b>	-623,054
Recurrent Expenses	-623,054
Employee Related	-539,885
Operating Expenses	-83,169
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	51,333
<b>Balance Carried Forward</b>	134,065

The school budget is managed by the Principal and School Administration Manager and is aligned to the school plan.

### 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>	565,197
Base Per Capita	10,442
Base Location	1,959
Other Base	552,796
<b>Equity Total</b>	18,234
Equity Aboriginal	699
Equity Socio economic	2,791
Equity Language	400
Equity Disability	14,344
<b>Targeted Total</b>	0
<b>Other Total</b>	10,897
<b>Grand Total</b>	594,327

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 cohorts of students sitting NAPLAN in 2018 graphical reporting is not available.

In 2018, the percentage of students in Year 3 at Iona Public School who achieved in the top two Literacy bands were:

- Reading – 75%
- Grammar and Punctuation – 50%
- Writing – 25%

- Spelling – 50%.

In 2018, the percentage of students in Year 5 at Iona Public School who achieved in the top two Literacy bands were:

- Reading – 45%
- Grammar and Punctuation – 33%
- Spelling – 56%.
- Writing – 0%

In 2018 the percentage of students in the top two bands for Numeracy in Year 3 was 75%.

Students in Year 5 who achieved in the top two bands in Numeracy was 22.2%.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

There were no Aboriginal students in Years 3 and 5 at Iona Public School in 2018.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company.

### Student Result 2018

All students in Years 4, 5 and 6 were surveyed in Term 4 2018. Results are summarised below:

- Participation in school sports: 86% (StateNorm=83%)
- Participation in extracurricular activities: 90%(State Norm=55%)
- Positive sense of belonging: 70% (StateNorm=81%)
- Students with positive relationships: 86% (StateNorm=85%)
- Students that value schooling: 90% (StateNorm=96%)
- Positive homework behaviours: 33% (StateNorm=63%)
- Students with positive behaviour at school: 100%(State Norm=83%)

- Students who are interested and motivated: 55%(State Norm=78%)
- Students who try to succeed in their learning: 85%(State Norm=88%)

### Parent Survey 2018

Only 6 responses were received from parents in the survey at the end of 2018. The results indicated 95% of parents gave positive remarks about the feel and values of our school. e.g comfortable, part of something that has existed for a long time, homely, warm and welcoming. 65% of parents felt that feedback by teachers motivated their children to learn, 20% strongly agreed that the students were happy at school and 80% agreed. 100% of respondents indicated they used either Skoolbag or Facebook as a communication tool. Barriers for participating in school events were identified as working, not enough time and my busy schedule.

Areas for improvement mentioned included not being comfortable with the swapping of teachers for different lessons, change of start and finish times and communication in this decision, end-of-year music performance not being equitable and the need to spread events further apart and a bus service.

### End of Year 6 Exit Survey

In 2018 Year 6 were asked to complete an exit survey to identify their view of our school. The following results were recorded from our 5 respondents:

**Name the 3 best things about Iona PS** – lots of sporting activities, you know everyone in the school, I feel challenged, maths activities, the school is not judgmental, has great teachers, make lots of artwork and science activities, we have lots of fun, it's small and has a loving community.

**Name one thing (or more) that we could have done to make you even more successful as a learner** – harder challenge, more help from teachers, more fun and more sporting activities.

**Tell us 3 things that Iona PS could improve on** – more places to play e.g. play on computers at lunch, more PE, more reading time, increased sport and challenges, nothing Iona is great!

**How would you describe Iona PS to someone** – it's a great school and all the kids get along, a great small school where you will fit in perfectly and have great opportunities, wonderful school with great kids and it's small, loving and safe.

## Policy requirements

### Aboriginal education

Iona Public School remains committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2018 Iona Public School promoted respect for the unique and ancient culture of the Aboriginal people in the following ways:

- Acknowledging the traditional custodians of the land in all assemblies and school events;
- Intergration of Aboriginal perspectives across Key Learning Areas so students develop deep knowledge and understanding about Australia's first peoples;
- Completion of Personalised Learning Plans for all students who identified as Aboriginal;
- NAIDOC celebrations and;
- Staff representation at AECG meetings.

### **Multicultural and anti-racism education**

In 2018 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:

- All students participating in Harmony Day activities which developed a greater understanding of the contributions made to our national identity by different backgrounds;
- Students in Stage 2 and 3 participated in the CWA annual country study of Poland. A Year 6 student was selected to present a PowerPoint presentation at their annual luncheon;
- One of the school staff is trained Anti-Racism Contact Officer (ARCO);
- All students participated in "Bullying-No Way!" Day and;
- Students entering the NSW Multicultural Public Speaking Competition.