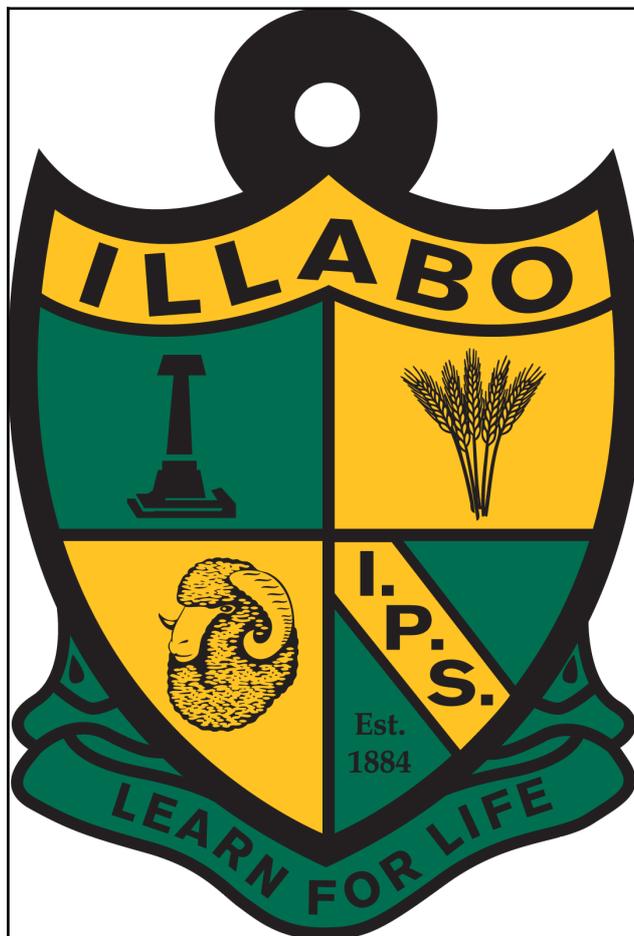


Illabo Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Thank you to the staff, parents and carers, grandparents and wider Illabo Public School community for your commitment to our students and support throughout 2019. We have worked together to create successful and engaging learning opportunities and facilitated success on the sporting field and with extra-curricular activities.

Illabo Public School students should be congratulated for their positive attitude towards learning as they apply their *Learn For Life* attitude to all school activities.

The P&C has worked tirelessly to raise funds for resources and experiences for our students. They will have many fond memories of the Jindabyne excursion (3–6) and their Junee–Day–Out (K–2) for years to come.

Illabo Public School is a proud member of the Ngumba–Dal Learning community and regularly interacts with the other local schools to promote Public Education and enhance teaching and learning as well as staff professional learning.

Message from the school community

On behalf of our P&C, I would sincerely like to thank all the teaching staff, teachers aides, administration staff, cleaners and groundsman for the dedication that they put into the school. While we are only a small school it is evident the passion that the staff has for their students to provide high-quality learning experiences across all stages. I would like to thank our fantastic P&C for their amazing efforts throughout the year to assist with fundraising and working bees. (Some going well after dark) I would like to extend a big thank you to parents who have taken on specific roles for the P&C, in particular, Alex Sheridan for taking on the secretary role, Casey Ryan in the treasurer's position, Emma Brabin as vice president and Kate Day who is the uniform officer. This year the P&C has held a number of major fundraisers, including our Long Lunch, Churchill's Clearing Sale, Illabo Melodrama and Black Billy Cup.

Our fundraising has allowed the P&C to help subsidise 2 major excursions, by contributing nearly \$8500 to the costs of these, and in addition to this, we have donated around \$1700.00 to the school for educational resources. A grant from ARTC helped to upgrade the vegetable gardens and existing gardens to beautify the school. All this would not have been possible without the support of our parents and greater community and for a small community, this is an extraordinary effort. On behalf of the P&C, I thank everyone for their help and support. This year we say goodbye to the Ryan family, with Maeve graduating. Ged and Georgina were active members of the P&C and Ged was the P&C president for a number of years. We wish them well into the future. As usual, all our formal positions will be declared vacant at our AGM on Thursday, 19 March 2020, and I encourage you to consider putting your hand up for a position.

Tim Pratt

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Student goals set by the school for achieving above expected growth in Literacy and Numeracy for all students.

Students engaged in learning by modelling the attributes of being a HOW2Learn learner.

Student goals established for achieving above expected yearly growth for each child in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing

Continuing to develop, implement and review Illabo Public School's student Wellbeing Policy that promotes, individual and school management of wellbeing for all.

Evaluation	Funds Expended (Resources)
Whole school wellbeing processes were enhanced by the reintroduction of rewards and recognition systems across the school. A culture of high expectations was re-established as the school focused on catering for the diverse needs of learners.	PL training from Rel. principal on H2L habits.

Process 2: Visible Learning

Goal setting, Learning Intentions, feedback and student mentoring implemented into daily practices for learning.

Evaluation	Funds Expended (Resources)
TTFM survey results show 100% of students in Years 4–6 feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. 94% of students are intellectually engaged and motivated to learn and 100% indicated that quality teacher instruction led to them being motivated to learn.	Tailored independent activities, Google Classroom and Drive. Tell Them from Me survey.

Process 3: Assessment

Analysis of data through assessment practices, monitor learning progressions, (SMART, Best Start, PLAN) to map student progress.

Evaluation	Funds Expended (Resources)
Evidenced through individual learning plans including out of home care plans and documented in staff teaching programs. Programming is an area of focus for 2020 as staff are continually supported to improve their programming knowledge and skills. Relieving principal accessed support from Small Schools Network and Teacher Quality Advisor in scope and sequences to assist whole school programming and curriculum provision.	School services personnel Staff meetings

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Professional Learning

Professional learning to support teachers for assessment and use of data, implementation of the literacy and numeracy progressions and technology (virtual reality) into learning needs of students.

Evaluation	Funds Expended (Resources)
After analysis of NAPLAN data, it became evident that more data was needed around reading. The Relieving Principal worked with the Assistant Principal Learning Support to assess students K-5, to identify specific learning needs for students. Numeracy targets have been identified and will be a focus for 2020.	PL Budget

Process 2: Visible Learning

Learning goals, learning intentions and success criteria implemented into programs and classroom delivery of learning.

Evaluation	Funds Expended (Resources)
Learning intentions were used in the classroom, both by the teachers in their programmes and by the students to verbalise their learning goals. Learning intentions for lessons were visible to all students in the classroom and referred to as assessment of learning. This will remain a focus post 2019, particularly in the area of teacher programming.	PL in staff meetings

Process 3: Professional Growth

As a professional team sharing best practice, through observation, reflection and feedback.

Evaluation	Funds Expended (Resources)
PDP's signed off for 2019. Discussions held for future planning 2020. Accreditation process, in consultation between classroom teacher and Relieving Principal, has been referred to post 2019.	Peer to peer observations and collaborative collegial discussions Informal meetings with Relieving Principal

Process 4: Technology

Staff will develop technology skills including robotics and green screen.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Literacy and Numeracy have been a focus for 2019 so virtual reality has been put on hold.</p> <p>Parent feedback about the limitations of the Filmby production from 2018 indicated that they would like to see a drama stage production in 2019.</p>	<p>Technology budget</p>

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Student Leadership

Developing students' involvement in leadership, educational, cultural and community events.

Evaluation	Funds Expended (Resources)
Tell Them From Me (TTFM) survey results indicate all students from Years 4–6 have a greater sense of belonging due to the extra curricular activities and public speaking and debating programs.	English KLA budget

Process 2: Staff Leadership

Growth of staff development through individualised Professional Learning Plans guided by teacher professional standards and the school excellence framework.

Developing team learning through staff demonstrating expertise through coaching and mentoring opportunities.

Evaluation	Funds Expended (Resources)
Quality Teaching Rounds were introduced to provide opportunities for observation of practice, feedback and reflection across all classrooms. Relieving Principal as an Instructional Leader guided staff through whole school process of refining professional practice. A need to refocus on quality instruction and meeting the needs of diverse learners will continue in 2020.	PL budget, QTSS allocation

Process 3: Community

Providing opportunities to communicate to our community to connect with our school through a range of communication options including private YouTube to view events and workshops.

Evaluation	Funds Expended (Resources)
Measure of success includes numbers of community members in attendance and feedback from surveys	School and Community funding

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2949	Aboriginal members of the school community participating in school functions and activities, having a positive impact on the engagement levels and learning outcomes of their children.
Low level adjustment for disability	\$13421	Funds were used to employ a School Learning Support Officer to assist in classrooms to support students to access the curriculum and improve students' Literacy and Numeracy skills and knowledge.
Socio-economic background	\$1972	Extra SLSO time to support student learning.
Support for beginning teachers	\$14130	Release time for beginning teacher to access professional learning and the development and sourcing of resources to improve student outcomes in Literacy and Numeracy. Relief for mentoring from the principal in classroom best practice.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	13	12	14	18
Girls	19	16	16	19

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	88.7	94.7	92
1	96.2	96.9	93.2	96.4
2	96.3	93	96.4	95.8
3	97.2	97.3	89.5	92.9
4	98.1	97.8	94.8	93.4
5	98.4	98.1	95	95
6	98.7	93.5	91.7	92.6
All Years	96.8	95.9	93.9	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	67,025
Revenue	599,959
Appropriation	579,429
Grants and contributions	20,166
Investment income	365
Expenses	-575,313
Employee related	-505,485
Operating expenses	-69,828
Surplus / deficit for the year	24,646

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	18,343
Equity - Aboriginal	2,949
Equity - Socio-economic	1,972
Equity - Language	0
Equity - Disability	13,421
Base Total	481,683
Base - Per Capita	7,039
Base - Location	11,924
Base - Other	462,720
Other Total	16,426
Grand Total	516,453

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents' participation in school activities is regular and positive. 78% of parents are involved in school committees and 90% have attended parent–teacher meetings or social functions at school.

100% of students reported that they value school outcomes and 94% reported positive relationships at school. They set learning goals for themselves and have high expectations of success.

Staff reported that the professional learning opportunities provided to them enhanced their teaching capacity and helped develop a culture of self–reflection and improvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.