

Iona Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Iona Public School
860 Paterson Rd
Woodville, 2321
www.iona-p.schools.nsw.edu.au
iona-p.school@det.nsw.edu.au
4930 1415

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

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

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.

Improvement Measures

90% of students can articulate and demonstrate a clear understanding of what they are learning and why.

90% of students from Kindergarten to Yr 6 are progressing along the Literacy and Numeracy Learning progressions.

At least 30% of Aboriginal and Non-Aboriginal students in the Top 2 bands in NAPLAN Reading and Numeracy.

100% of teachers have their professional learning plans and targeted professional learning reflecting their individual needs aligned with the schools strategic plan.

Progress towards achieving improvement measures

Process 1: High Performing Staff

Use of school based teacher expertise and collaboration with staff from other schools to develop effective pedagogies.

Evaluation	Funds Expended (Resources)
<p>Teachers collaborated across stages and schools to share curriculum knowledge, data feedback and other information about teaching practices, to inform the development of evidenced-based programs and lessons, which meet the needs of all students.</p> <p>Teaching staff have had opportunities to share their expertise within our school and with other schools. All teachers have expert content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.</p>	Human resources used, no dollar allocated.

Process 2: Professional Learning

Research based professional learning is delivered to all staff so that evidenced based teaching methods are visible in all classes.

Evaluation	Funds Expended (Resources)
<p>Teachers' Professional Development plans are supported by a coordinated whole school approach to developing professional practice through informed research. Whole school analysis of teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. 100 % of staff used the Australian Professional Standards and PDPs to identify and monitor specific areas for development and continual improvement.</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in our school to improve whole school practice.</p> <p>The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	\$4500 – Casual relief and course fees

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.

Improvement Measures

Improvement in students demonstrating critical thinking skills, creativity and imagination through rich STEM and STEAM experiences.

Increase the proportion of students demonstrating active engagement with their learning by providing learning experiences that are explicit, structured, innovative, engaging and challenging.

Improved resilience and problem solving strategies in students as indicated by TTFM and school based surveys.

Progress towards achieving improvement measures

Process 1: Best Practice

Research and implement best practice in establishing creative and imaginative lessons to promote student engagement in their learning.

Evaluation	Funds Expended (Resources)
All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods. All staff continued to implement innovative and engaging lessons to students in all KLA's. A focus on engaging students through STEM activities was evident in the introduction of new and varied technologies.	\$560 used for STEM resources and purchase of solar car kits.
Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	\$2000 casual relief and course fees P&C provided the school with \$4222 to purchase Lego Wedo's and iPads for STEM activities.

Process 2: Wellbeing

Implementation of evidenced-based whole school programs to support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	\$400 – used to provide catering, resources and trophy (UNO Day)
Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school through PBL lessons.	

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.

Improvement Measures

Increase in effective community partnerships and increased parent participation at school events.

90% of staff report an improvement in teaching practice through collaboration with professional networks across the Maitland Learning Community and small school networks.

An increase in students displaying a shared sense of responsibility and optimism in all areas of school life.

Progress towards achieving improvement measures

Process 1: Collaborative Practices

Collaborative partnerships will build teaching practice and support student engagement and a shared responsibility for learning.

Evaluation	Funds Expended (Resources)
<p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.</p> <p>Staff have effectively collaborated with teachers within the Maitland Learning Community to develop teaching practices. Staff often felt motivated after these activities to keep teaching practice current through research and new technologies.</p>	\$1000 for casual relief and resources.

Process 2: Community Engagement

Leaders will foster a shared sense of responsibility with the whole school and implement best practice strategies to build an inclusive and aspiring community that fosters a shared sense of responsibility for learning.

Evaluation	Funds Expended (Resources)
<p>During 2019 we provided support to other schools and effectively engaged with our community to create a supportive, collaborative relationship ensuring engagement of all stakeholders within our community.</p> <p>The school further developed our relationship with outside agencies to enrich the learning experiences of students.</p> <p>Feedback from the local community through an end of year survey was systematically used to review school practices and inform decision-making for 2020.</p>	\$500 for resources.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$803	Students who identified as EALD were supported through LaST and SLSo.
Low level adjustment for disability	\$ 15 808	<p>Learning activities enhanced student learning through SLSo intervention at small group and individual levels. Personalised Learning Plans were communicated to parents and were developed for students requiring differentiation and individual programs.</p> <p>0.1 LaST allocation. Programs were developed for students requiring extensive differentiation and individual programs to improve educational outcomes.</p>
Quality Teaching, Successful Students (QTSS)	\$9 071 – Staffing allocation	<p>Casual teachers were employed to supplement Quality Teaching Rounds. Classroom teachers were provided with support to enable whole school collaborative teaching, coaching and mentoring to improve quality teaching practice.</p> <p>Funds were also allocated to provide additional time for the LaST to support students with additional learning needs.</p>
Socio-economic background	\$4 005	SLSo support in Literacy and Numeracy to increase educational outcomes in all classrooms. Leadership groups and lunchtimes activities promoted inclusion and increased wellbeing.
Aboriginal background loading	\$1 596	Additional SLSo hours were allocated to support Aboriginal students and support Personalised Learning Plans.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	29	27	24	26
Girls	36	27	22	22

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	93.9	91.2	93.3
1	95.7	94.5	90.8	94.2
2	95.6	94.6	92.3	89
3	93.3	95.3	87.1	94.5
4	95.5	91.2	95.9	88.3
5	92.8	92.5	94.6	93.3
6	95.2	92.1	85.4	95.2
All Years	94.6	93.2	91.6	92.3
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)	1.97
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	134,065
Revenue	707,427
Appropriation	668,535
Sale of Goods and Services	956
Grants and contributions	36,818
Investment income	1,118
Expenses	-670,967
Employee related	-594,867
Operating expenses	-76,100
Surplus / deficit for the year	36,460

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	22,212
Equity - Aboriginal	1,596
Equity - Socio-economic	4,005
Equity - Language	803
Equity - Disability	15,808
Base Total	592,854
Base - Per Capita	10,793
Base - Location	1,763
Base - Other	580,298
Other Total	31,608
Grand Total	646,674

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.

NAPLAN Online

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. 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.

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 2019 students in K–6 were surveyed on what motivated them to learn and engage with activities at school. The following results were recorded:

N.B: Number of responses are indicated in brackets

What makes you want to join in activities? Working with my friends (11), if it's fun (19), so I can learn (7), interactive activities (2), arts and crafts (1), outside learning/sport (4), I don't like working in groups (1), because I can help people (1).

What makes you want to do your best? To not get into trouble (1), so I'll get rewards at home (1), to be proud of myself (6), so I learn, get smart and do well at High School (9), so I don't miss out on play (1), to get Dojo's (6), to make my teachers/parents proud (7), so I can get a good job (2), to go on computers (3).

Do you take pride in your work? Yes (11), no—because it doesn't help you learn and makes you work harder (4), no—because I rush things/ get distracted (7), yes— because it looks neat (2), yes— because I get rewarded (1), yes – because I see improvement and want to be proud (10), sometimes – I just rush it to get it done (3).

If you had a choice what would you like to learn at school? Science (3), Reading Eggs (4), art/craft (10), cooking (3), writing (4), Maths/Mathletics (15), animal care (3), computer/technology (5), sport (11), creative arts (2), history (2).

Parent Survey 2019 Only 8 responses were received from parents in the survey at the end of 2019. The results indicated:

Communication Between School Staff and Parents – Feel welcome at the school (100% agree/strongly agreed), well informed of school activities (80% agree/strongly agree), teachers inform me about my child's behaviour (100%—agree/strongly agree), reports are written in terms I understand (60% strongly agree 10% neither agree/disagree), I can easily talk to the school principal (40% agree, 60% strongly agree), Teachers listen to my concerns (10% disagree, 90% agree), the school's administration staff are helpful (80% strongly agree). Parents noted that they would like more forward notice of and expectations for some events at school.

Homework and Learning Behaviours at Home – 90% of students spend between 15–25 minutes completing homework, 60% of parents felt that this was an adequate amount of time doing homework, 20% said no homework should be given. and 20% felt more should be given. 80% of parents help their child do homework, 90% of parents discuss their child's class work with them and 80% praise their children for doing well at school.

Classroom Learning and Expectations – 100% of parents either agreed or strongly agreed to the following – teachers showed interest in their child's learning, expect them to pay attention in class, provide their time for extra—curricula activities, set clear behaviour expectations and high expectations of class work. 10% felt that teachers didn't maintain control of the class and didn't account for their child's needs, abilities and interests.

Wellbeing – Students felt safe at school (100%), the school helps prevent bullying (70%), behaviour issues are dealt in a timely manner (70%), staff take an active role in making sure all students are included (80%), staff create opportunities for all students – (strongly agree 40%, 20% agree, neither agree/disagree 30%, 10% disagreed)

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.