

Islington Public School

2019 Annual Report



2212

Introduction

The Annual Report for 2019 is provided to the community of Islington 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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School background

School vision statement

To provide an evolving and relevant 21st Century liberal education within an ethic of care.

We believe in providing the best opportunity for every student

We believe in self –belief, self–empowerment and fostering enquiring minds

We believe in the education of critical skills to enhance the lives of individuals

We believe in providing a foundation that will allow students to set the direction of their lives

We believe in the promotion of diversity and cultural richness within our societal context

We believe in fostering innovation and focussing on the possible

We believe in the promotion of personal responsibility for the sustainability of the environment and the benefit of humanity

We believe that this sustainability extends to the management of the schools educational resources, practice methodologies and administrative systems.

We believe in the promotion of integrity, excellence, cooperation, participation, care, fairness, respect, democracy and responsibility

We believe in the promotion of social responsibility

We believe in the founding values of goodness, truth and beauty.

School context

Islington Public School is a small educational and community hub in the inner city of Newcastle with the primary focus on the development and wellbeing of every child.

We offer an outstanding education. We are proud of our students and the staff who educate them, including a range of consultants and support teachers based at the school.

In our school, every child is known, valued and cared for. We have a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. This means that each individual child will be known and understood, and their personal potential developed. It means knowing that they are well supported as increasingly self–motivated learners – confident and creative individuals with the personal resources for future success and wellbeing.

We are progressive in our approach and delivery of educational services with a strong emphasis on equipping our students with skills for the 21st Century, through the integration of the arts, STEM–based approaches and social responsibility.

We celebrate our unique and diverse population at the school with over 30% of our students arriving as refugees from around the globe.

We respect and value Aboriginal people as Australia's First Nation Peoples.

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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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

Delivering Excellence in Learning

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students. This will ensure they become skilled, effective, motivated learners who are empowered to be successful emotionally, physically, socially and academically with an understanding of their individual learning trajectories. They will be empowered to contribute to a thriving community.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and writing.

Overall summary of progress

Our belonging measures reflect the state mean, however, we were also involved in research with the University of Newcastle on our practices of increasing belonging at the school. The University were involved with interviewing students, teachers and families and initial feedback is that we have showcased innovative practices with a high equity engagement in belonging.

Our proportion of students in the top two bands continues to be strong in reading where we hit our state target. In numeracy we are continuing to drive changes in pedagogy to push our percentage in the top bands. Our strong performance in year 3 now impacts on our value added measures.

Small numbers of Aboriginal students continues to impact this improvement measure. We only had two students who sat this test. 50% was in the top band for all test aspects.

Progress towards achieving improvement measures

Process 1: IPS Visible Learning

Implementation of IPS visible learning framework to ensure a strong foundation in literacy and numeracy. Providing consistency in assessment as, of and for learning, feedback, data and evidence analysis and transparent reporting at all levels.

Evaluation	Funds Expended (Resources)
This year all staff attended the Dylan William professional learning on Embedding Formative Assessment. This strengthened our work on assessment as, of, and for learning and provided greater insight into our feedback processes. All teachers developed a personal action plan for implementation over 2019. An increased percentage of students were able to identify the learning intentions and success criteria of tasks independently. Our pedagogical model continues to increase in fidelity with greater teacher and student understanding.	\$80,000

Process 2: Future Focussed Curriculum

Implementation of responsive and future focussed curriculum model that is underpinned by positive respectful relationships, sound holistic information about students and demonstrates dynamic and personalised learning to help students flourish.

Evaluation	Funds Expended (Resources)
2019 saw an increase in the targeting of support for all students through a more thorough coordinating of resources across the school. Behaviour	\$50,000

Progress towards achieving improvement measures

continues to be of a high standard that supports learning across all classrooms. Students report high levels of engagement as their personal interests are incorporated into the curriculum. This was reflected in the schools state representation in the STEMX challenge, where students engaged in project based learning around air quality and it's impact on the wider community.

Process 3: Learning Culture

Develop and sustain key partnerships to support personal and shared aspirations with parents, schools, AECG and community, providing strategic opportunities to support a strong learning culture.

Evaluation	Funds Expended (Resources)
We are making significant progress on ensuring that 100% of staff will have completed the local AECG Connecting to Country program by the end of this school plan. This partnership has a powerful impact that has resulted in the establishment of a Junior AECG at the school. All community partnerships and alliances continues to enhance our learning opportunities for our students.	\$10,000

Next Steps

Dylan Wiliam Embedding Formative Assessment ongoing teacher professional learning through out 2020.

A focus on technology skills and online platforms in teacher professional learning to support future focussed pedagogy.

Continue to strengthen and find additional opportunities for learning alliances to support our students.

Strategic Direction 2

Delivering Excellence in Teaching

Purpose

To ensure students are provided with the greatest opportunities for success our teachers will work collaboratively to enhance both personal and collective efficacy. This will drive improvements in evidence informed pedagogies, enhance the evaluation of teacher impact and contribute to a transparent learning culture that provides students with the skills for future success.

Improvement Measures

80% of students will meet Early Action for Success benchmarks against the literacy and numeracy progressions.

100% of staff evidence impact of professional development with reference to the teaching standards.

At least 80% of strategic community learning partnerships add value to the student learning and the school.

Overall summary of progress

Early Action for Success no longer provide state-wide benchmarks for students literacy or numeracy progression. As a school we have set our own aspirational targets in addition to individually tracking all students. We continue to see high growth and impact due to our high expectations.

100% of staff ensure their professional development plans make reference to the teaching standards and the school plan. All staff have been actively engaged in seeking out and evaluating their professional learning and its impact on student outcomes.

We continue to utilise our strategic partnership analysis tool and this has provided the insight necessary to tweak our learning alliances to ensure they operate efficiently and with the greatest enhancement of student learning opportunities.

Progress towards achieving improvement measures

Process 1: Embedded Evaluation

Develop and embed the evaluative methodologies to sustain improvements to student learning outcomes

Evaluation	Funds Expended (Resources)
Staff have focussed on the consistency of their teacher judgements during formative assessment. Our writing tool continues to have significant impact as it involves the students in this process and assists in their ownership of their learning. Staff continue to use 5 week data cycles to monitor and maximise student progress and to target interventions. All staff are continuing to refine their understanding of data analysis and evaluation.	\$30,000

Process 2: Evidence Informed Pedagogies

Embed and develop evidence informed pedagogies across K-6 that are consistent, provide targeted support and ensure skill development for future success.

Evaluation	Funds Expended (Resources)
The school has continued to engage in evidenced based professional learning and research. This has been well supported by the Early Action for Success initiative which underpin practices from Kindergarten to Year 6. Staff report confidence in engaging with the research base and over 2019 have reflected upon and utilised the Centre for Education and Statistical Evaluation	\$30,000

Progress towards achieving improvement measures

papers on 'What Works Best'.

Process 3: Communities of Practice

Refine and develop communities of practice model to support staff learning and development, professional standards, and PDP process inclusive of Aboriginal education.

Evaluation	Funds Expended (Resources)
Teachers were again engaged in multiple collaborative planning and professional learning days for the whole school each term. This is highly valued by 100% of staff and is the foundation of our community of practice. This has provided additional confidence for teachers to engage in other circles of practice through the instructional leader network, cross school mentoring and whole local management group opportunities such as the Formative Assessment initiative.	\$60,000

Next Steps

Expand the opportunities of teacher leaders and support them in expanding their networks of practice.

Improve embedded assessment methodologies and the way technology can assist both students and teachers.

Continue to embed and engage with the implementation of a consistent pedagogical model across the school

Strategic Direction 3

Delivering Excellence in Leading

Purpose

To ensure a self-sustaining and self-improving community based on high expectations the school will engage strong, strategic and effective leadership processes. This will build a contributive culture with innovative service delivery, strategic resourcing and a shared sense of responsibility. This will provide the foundation for the journey of continuous improvement beyond excellence.

Improvement Measures

High Level implementation of Turning Policy Into Action for Aboriginal Education.

Improve parent engagement in our school-home partnerships by 20%.

Improved service delivery for students, staff and community.

Overall summary of progress

The school continues to reflect regularly and engage authentically with the high quality implementation of all aspects of Aboriginal education. Our Junior AECG has been a powerful addition to our Aboriginal Leadership initiative which is well supported by Uncle Perry.

Parental engagement continues to remain high and we are on target to reflect the ambitious 20% improvement over the three years of this school plan. We are looking forward to this strong engagement as we complete our situational analysis over 2020 in preparation for the new school planning cycle.

We continue to use the excellence in school administration support document to refine our service delivery across the school. This area was highly regarded during the University of Newcastle interview process in the Belonging case study they conducted. We will continue to refine our practices across all areas to respond fluidly and at point of need to all stakeholders.

Progress towards achieving improvement measures

Process 1: School Improvement

Develop and embed transparent collaborative processes to reflect the partnership of school improvement focussed on accountability and high expectations.

Evaluation	Funds Expended (Resources)
This year we have continued to ensure the development of our school based evaluation methodologies are based on sound and reliable principles and judgements. The embedded nature of these samples in time ensure our agility in strategic navigation and our capacity to engage in transparent and robust evaluations. Our evaluations are contributing to the ongoing review of our induction processes and practices.	\$20,000

Process 2: Strategic Resourcing

Implementation of systematic resourcing targeted to point of need and cyclic renewal. Policies and systems will ensure equitable and sustainable support that is focused on improved student outcomes.

Evaluation	Funds Expended (Resources)
This year the executive have worked closely with the school administrative manager to ensure a sound understanding of strategic resource allocation to maximise and align expenditure and student outcomes. This ongoing and enhanced understanding of the financial position of the school across the entire executive has assisted in a more robust allocation and forward	\$2,000

Progress towards achieving improvement measures

planning.

Process 3: Service Delivery

System design to lead and support service delivery across the school. This will ensure the alignment of policies and practices, pedagogy, wellbeing and strategic community partnerships including the AECG.

Evaluation	Funds Expended (Resources)
All executive have completed the Principals credential. This has strengthened the foundational policy knowledge of the environment. Staff continue to implement high quality pedagogical and wellbeing practices that demonstrate an enhanced alignment with policy and research.	\$2,000

Next Steps

Finalise a induction framework with high quality processes and practices.

Conduct a systematic and thorough situational analysis for the next planning cycle.

All staff to complete the Excellence in School Administration professional learning modules to enhance service delivery and collective efficacy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,818	Release was provided in order to ensure high quality and authentic plp's. This was further enhanced by staff professional learning with the AECG Connecting to Country and cultural mentoring with Uncle Perry.
English language proficiency	\$45,830	Allocated to staffing to provide enhanced intervention at point of need to EALD and identified students. This has demonstrated above higher than expected progress as measured against the EALD progressions and refugee progress research.
Low level adjustment for disability	\$103,370	This funding included a staffing allocation of 0.7 and flexible funding of \$28,668. These funds were all used on staffing to ensure equitable access of support for identified students across the school. Identified students all had high quality individual learning support plans which appropriate adjustments and accommodations in all lessons. Most students made expected progress and demonstrated increased independence in all classroom activities.
Quality Teaching, Successful Students (QTSS)	\$26,039	This funding was utilised to assist with lesson observations and release for executive to drive continuous improvement and consistency in teaching practice across the school. This was highly valued by our community of practice due to the reflective discussions around teaching and learning.
Socio-economic background	\$64,681	This funding assisted in ensuring equitable access to all teaching and learning activities through our student assistance program. In addition this assisted with the purchase of resources to enhance quality teaching and learning and also contributed to additional support to assist learners through targeted intervention.
Support for beginning teachers	\$15,000	Support was provided was to ensure comprehensive induction processes and mentoring for beginning teachers. Additional relief from face to face was provided with executive and peer mentoring to assist with planning and reporting. This is an approximation as beginning teachers moved between schools through the year.
Targeted student support for refugees and new arrivals	\$45,000	This point of need funding varies with the number of newly arrived students at any point in their first 12 months of schooling in Australia. The school ensured that it provided a stable two days per week support across the whole year to work in partnership with our English Language Proficiency program to ensure enhanced student outcomes. This approach assured the ability to engage high quality staff in a consistent manner.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	59	67	75	82
Girls	62	70	77	82

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	94.6	96.2	95.2
1	93.7	94.1	93.6	95.1
2	91.8	94.4	95.1	92.1
3	90.7	92.8	92.9	94.8
4	94.5	93.2	92.6	93.2
5	93.6	95.6	92.1	92.3
6	95.4	96	94.8	90.5
All Years	92.7	94.1	94	93.6
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
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.82
Other Positions	3

*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	540,162
Revenue	2,820,877
Appropriation	2,654,982
Sale of Goods and Services	10,247
Grants and contributions	153,050
Investment income	2,599
Expenses	-2,881,024
Employee related	-2,509,097
Operating expenses	-371,927
Surplus / deficit for the year	-60,148

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	255,610
Equity Total	223,698
Equity - Aboriginal	9,818
Equity - Socio-economic	64,681
Equity - Language	45,830
Equity - Disability	103,370
Base Total	1,251,753
Base - Per Capita	38,086
Base - Location	0
Base - Other	1,213,667
Other Total	828,255
Grand Total	2,559,317

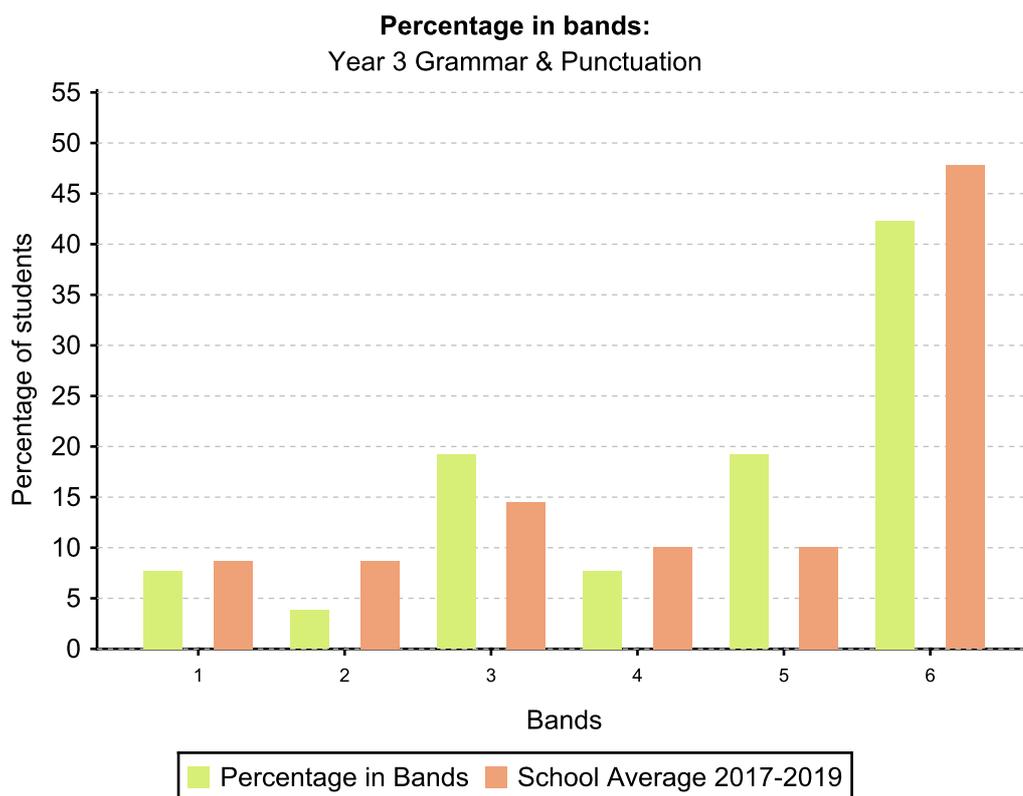
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School performance - NAPLAN

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.

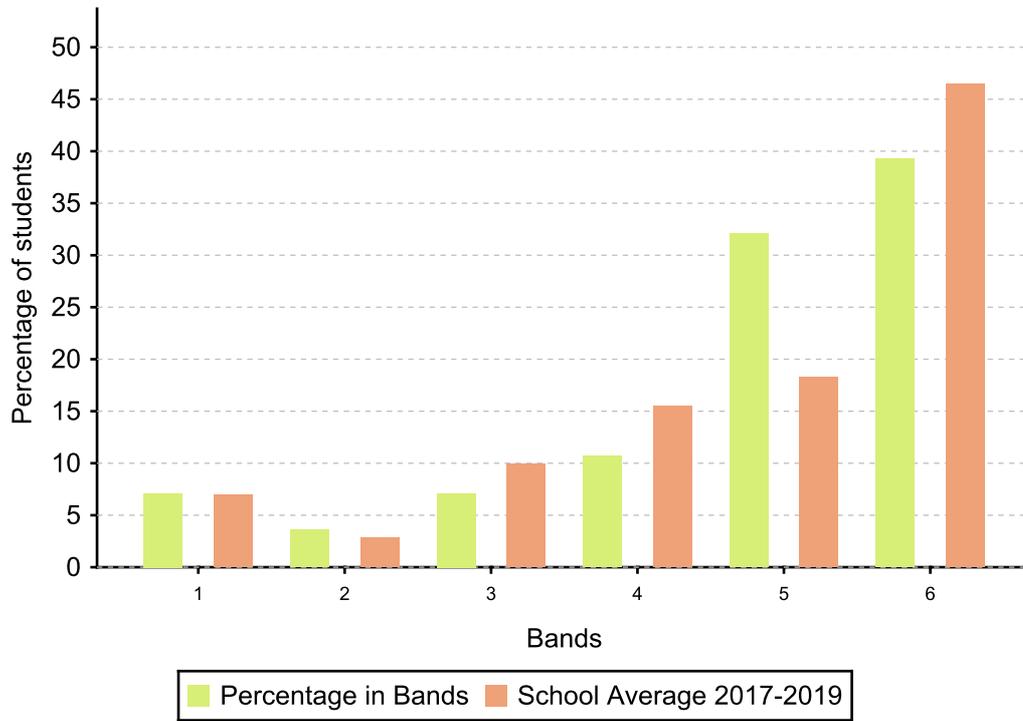
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



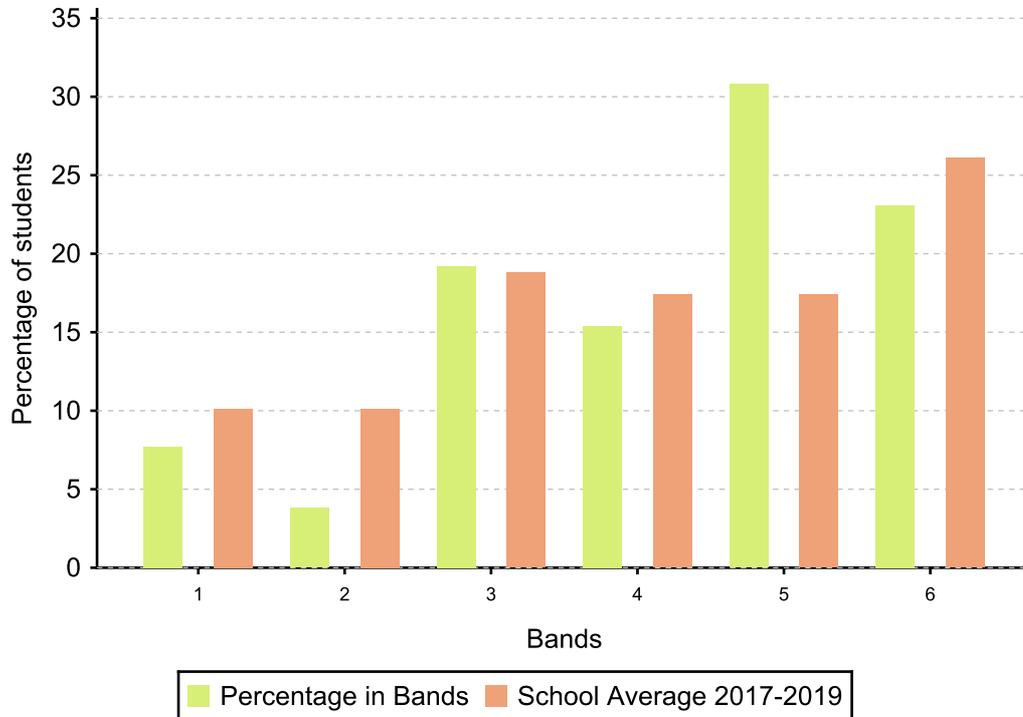
Band	1	2	3	4	5	6
Percentage of students	7.7	3.8	19.2	7.7	19.2	42.3
School avg 2017-2019	8.7	8.7	14.5	10.1	10.1	47.8

**Percentage in bands:
Year 3 Reading**



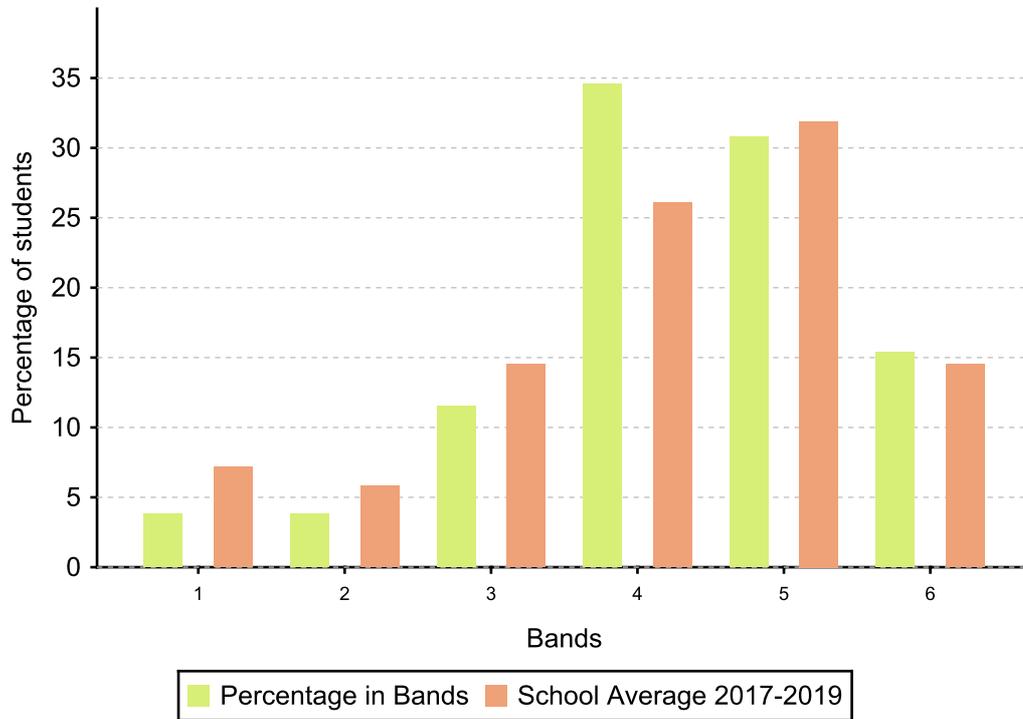
Band	1	2	3	4	5	6
Percentage of students	7.1	3.6	7.1	10.7	32.1	39.3
School avg 2017-2019	7	2.8	9.9	15.5	18.3	46.5

**Percentage in bands:
Year 3 Spelling**



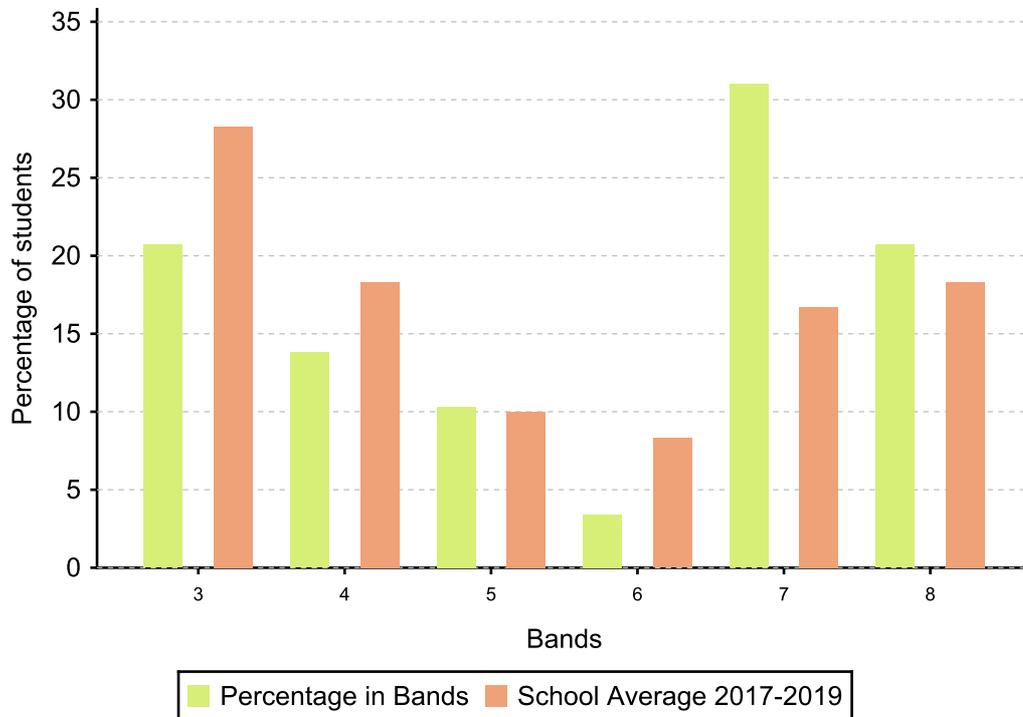
Band	1	2	3	4	5	6
Percentage of students	7.7	3.8	19.2	15.4	30.8	23.1
School avg 2017-2019	10.1	10.1	18.8	17.4	17.4	26.1

**Percentage in bands:
Year 3 Writing**



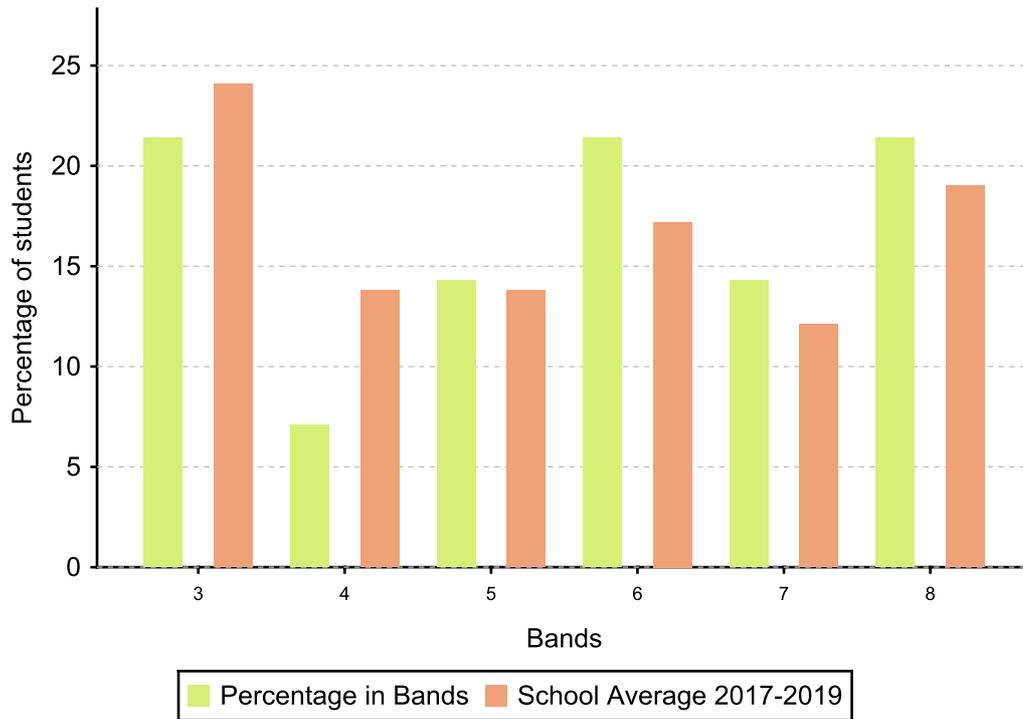
Band	1	2	3	4	5	6
Percentage of students	3.8	3.8	11.5	34.6	30.8	15.4
School avg 2017-2019	7.2	5.8	14.5	26.1	31.9	14.5

**Percentage in bands:
Year 5 Grammar & Punctuation**



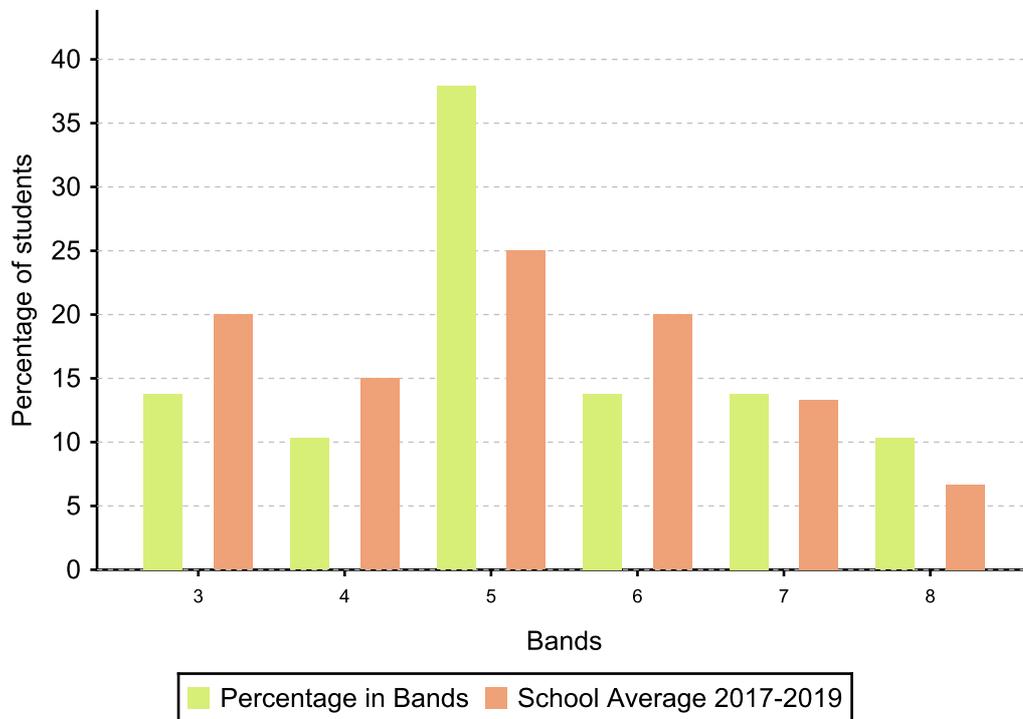
Band	3	4	5	6	7	8
Percentage of students	20.7	13.8	10.3	3.4	31.0	20.7
School avg 2017-2019	28.3	18.3	10	8.3	16.7	18.3

Percentage in bands:
Year 5 Reading



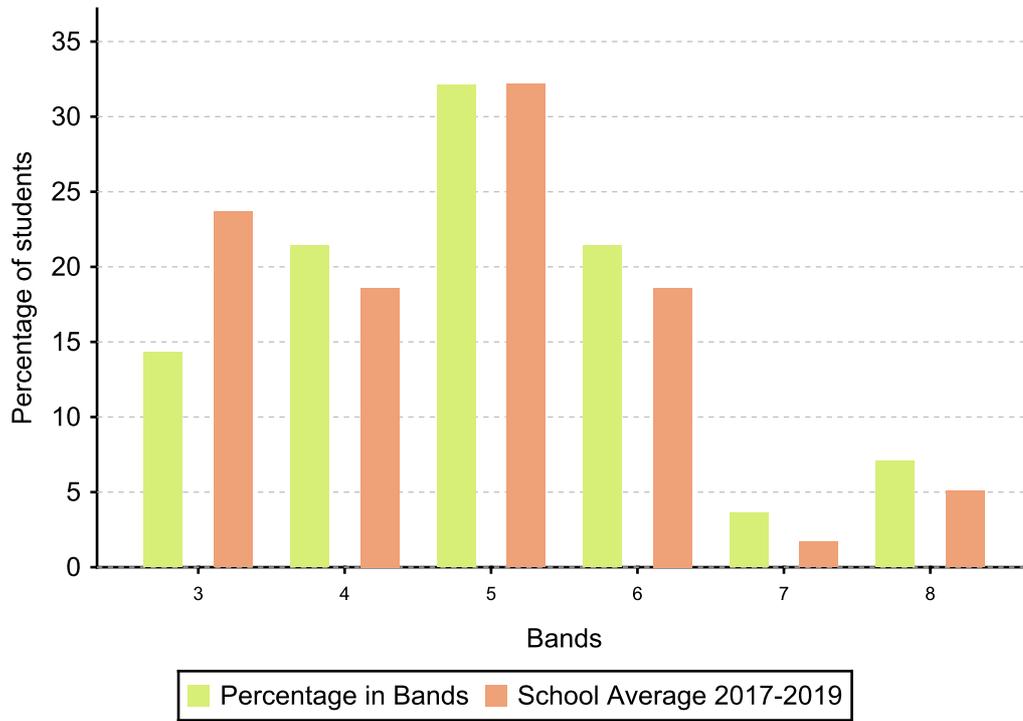
Band	3	4	5	6	7	8
Percentage of students	21.4	7.1	14.3	21.4	14.3	21.4
School avg 2017-2019	24.1	13.8	13.8	17.2	12.1	19

Percentage in bands:
Year 5 Spelling



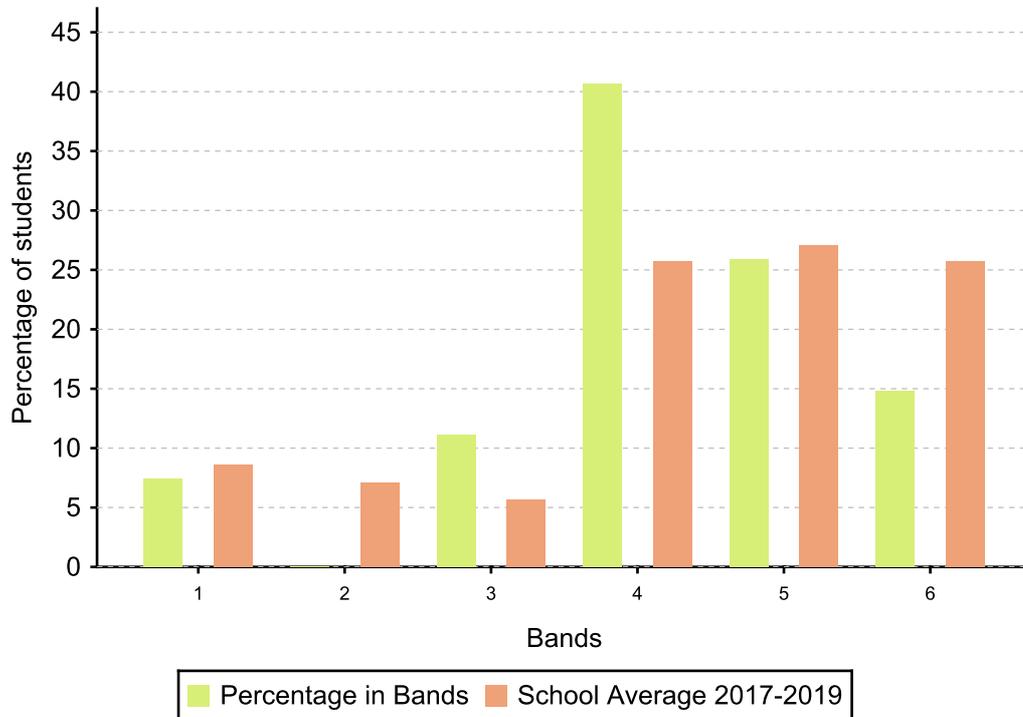
Band	3	4	5	6	7	8
Percentage of students	13.8	10.3	37.9	13.8	13.8	10.3
School avg 2017-2019	20	15	25	20	13.3	6.7

Percentage in bands:
Year 5 Writing



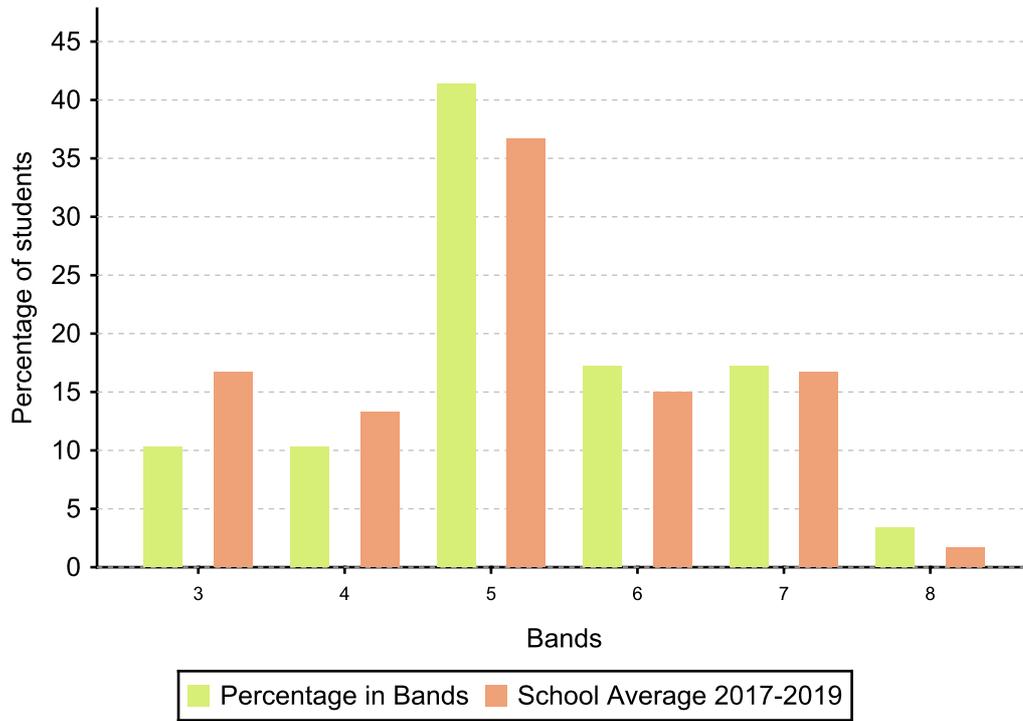
Band	3	4	5	6	7	8
Percentage of students	14.3	21.4	32.1	21.4	3.6	7.1
School avg 2017-2019	23.7	18.6	32.2	18.6	1.7	5.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.4	0.0	11.1	40.7	25.9	14.8
School avg 2017-2019	8.6	7.1	5.7	25.7	27.1	25.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	10.3	10.3	41.4	17.2	17.2	3.4
School avg 2017-2019	16.7	13.3	36.7	15	16.7	1.7

Parent/caregiver, student, teacher satisfaction

We continue to have high levels of parental engagement at our Parents and Citizens meetings. We also increased our engagement with parents during the parent teacher interview cycle and this continued to be our strong source of ongoing feedback for the school. We had a small number of parents complete the Tell Them From Me Parent survey. These results reflected results that were just above the state average. An analysis of these results demonstrated that 80% of parents scored the school very highly with two respondents demonstrating dissatisfaction which lowered the school results overall. An area for us to work with parents around is our approach to home work and their expectations for this at home.

Students continue to report favourably with the Tell them From Me student survey. We continue to score well above State average in the desirable quadrant of high skills and high challenge for student learning. Students report strong relationships with staff and a sense of advocacy and belonging at school. Aboriginal students strongly agree that they feel good about their culture whilst at school.

School teacher engagement continues to be high with strong voice and collaboration across all areas of the school. 80% of staff valued the additional extra curricula support and engagement with the new Sports Carnival and approach to choir, debating and music programs. Staff report increased support with technology and continue to highly value high levels of student engagement and parent support.

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.