2020 Annual Report

Iona Public School

2211

Introduction

The Annual Report for 2020 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.

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School vision

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 48 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

Self-assessment using the School Excellence Framework

Elements	2020 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)
Unfortunately, due to COIVD-19 staff had little opportunity this year to demonstrate and share their expertise within their school and with other schools. However, during Terms 2 and 3 staff collaborated with each other to implement effective strategies to improve teaching and learning, via the online platform using technology to effectively enhance learning. All staff adapted and streamlined, flexible online learning processes to deliver teaching and learning programs and support parental engagement. Areas for development in teacher expertise were identified and addressed during Professional Development Plans. Teachers are supported to trial innovative or evidence based, future-focused practices.	Small Schools Kindergarten network meeting QTSS and Teacher professional learning timetabled **Funding Sources:** • Support for beginning teachers ($4375.00) • Professional learning ($520.00)

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)
Teachers engaged in professional learning opportunities which targeted school priorities, the needs of their students and the achievement of their professional goals. 100% of Teacher's Professional Development Plans are supported by a coordinated whole school approach to developing professional practice through informed research. Planned numeracy professional learning for all teaching staff was unfortunately put on hold due to COVID-19. This will remain a focus for the new planning cycle. While COVID-19 created it's challenges this year, staff had the opportunity to further enhance technology skills and expertly integrated technology to provide teaching and learning programs to all students. Learning intentions and success criteria were implemented as part of a whole school focus on assessment to improve student learning outcomes. Students were taught how to apply success criteria related to a learning goal, reflecting	Teacher professional learning **Funding Sources:** • Professional learning ($5895.00)

Progress towards achieving improvement measures

on their efforts, identifying improvements and adjusting the 'quality' of their work. The use of self-assessments, peer assessments and exit slips demonstrated that learning intentions and success criteria was having a positive impact on students, with at least 70% being able to articulate what they were learning and why. This will remain a focus for the 2021-2024 school plan.

All staff were trained in learning PLAN2 and begun to track students in Understanding and Creating Texts in Literacy and Quantifying Numbers, Multiplicative Strategies and Additive Strategies in Numeracy. All but 2% of students made improvements along the learning progressions in both numeracy and literacy.

Due to COVID-19 NAPLAN did not proceed, however students in Year 3 and Year 5 participated in the Department of Education Check in Assessments. In Reading, 60% of Year 3 students scored in the top 2 bands and no students in the bottom 2 bands. 50% of Year 5 students scored in the top two bands. In Numeracy, 70% of students in Year 3 scored in the top 2 bands and 50% of Year 5 students performing in the top 2 bands. No Aboriginal students sat either the Year 3 or Year 5 check in assessments this year.

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 engagment in their learning.

Evaluation	Funds Expended (Resources)
All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods. Evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of all students. A focus on engaging students through STEM activities was evident in the introduction of new and varied technologies, and the acceptance into the STEM Academy Primary program for 2021. Unfortunately, this was transferred to 2021 due to COVID-19. Teaching and learning programs describe expected student progression in knowledge, understanding and show evidence of revisions based on feedback, assessments and tracking of student progress and achievement.	STEM Academy Primary Program - No cost - fully funded

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/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Tell Them From Me Surveys indicated that 89% of students had a positive sense of belonging, 100% of students had positive expectations for success and advocacy for school. Two staff trained in the Peer Support Australia program during Term 3 to enhance the schools wellbeing programs. All of Stage 3 were trained to be leaders early in Term 4 and ran a trial program with their peers which focused on relationships, optimism, resilience and values. All Peer Leaders stated that the program allowed them to build confidence and further develop their	Purchase of Peer Support program and two staff training

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Progress towards achieving improvement measures	
leadership and student voice within the school. PBL lessons continued across the school to provide expectations of behaviour and ensure effective conditions for learning.	

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 partcipation 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)
Iona Public School has supported all LMG activities and programs during the year. Unfortunately, because of COVID restrictions an increase in community involvement and planned community events within the school did not occur during Terms 2 to 4. However, online learning provided new opportunities to enable the school to present clear information to parents on what and how well their children were learning. Parents received regular phone calls and information in accessible formats about how to support their child's learning during this time.	Human resources used, no dollar allocated.

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)
During Term 4, staff, students, parents and the broader school community were welcomed and engaged, where possible, in the development of the vision, values and priorities of the school strategic directions for 2021-2024. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. Feedback from the local community through an end of year survey was systematically used to review school practices and inform decision-making for future years. The biggest concern of our community for 2020 was the lack of opportunities for community engagement and participation due to COVID-19 restrictions.	Human resources used, no dollar allocated.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($16 172.00)	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. 0.1 LaST allocation. Programs were developed for students requiring extensive differentiation and individual programs to improve educational outcomes. The Getting Started program was successfully used to support phonemic awareness and phonological knowledge in students in K-2.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($9 298.00)	Casual teachers were employed to supplement collaborative planning and performance development. Classroom teachers were provided with support to enable whole school collaborative teaching, coaching and mentoring to improve quality teaching practice. Funds were also allocated to provide additional time for the LaST to support students with additional learning needs.
Socio-economic background	**Funding Sources:** • Socio-economic background ($5 005.00)	SLSO support in Literacy and Numeracy was used to increase educational outcomes in all classrooms. Leadership groups and lunchtimes activities promoted inclusion and increased wellbeing.
Support for beginning teachers	Additional release time and mentoring - 8 casual days $520 per day **Funding Sources:** • Support for beginning teachers ($4 375.00)	Beginning Teacher funding was utilised to provide additional RFF to complete the Teacher Accreditation Process in addition to undertaking Professional Learning focused on PDP goals.
Targeted student support for refugees and new arrivals	0.2 temporary teacher employed **Funding Sources:** • Targeted support for refugees and new arrivals ($10 840.00)	EAL/D support focused on phonemic awareness and phonics through the Getting Started program and in class support during Literacy sessions for two mornings a week. Data was collected using the EAL/D reporting scale, with improvements in oral interaction, reading and responding and writing all moving to the developing progression.
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 623.00)	Additional SLSO hours were allocated to support literacy and numeracy programs for Aboriginal students and support Personalised Learning Plans. Teachers were released to support the implementation of PLP meetings with caregivers and parents.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	27	24	26	22
Girls	27	22	22	25

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	91.2	93.3	95.3
1	94.5	90.8	94.2	90
2	94.6	92.3	89	96.8
3	95.3	87.1	94.5	88.4
4	91.2	95.9	88.3	91.7
5	92.5	94.6	93.3	87.5
6	92.1	85.4	95.2	94.7
All Years	93.2	91.6	92.3	91.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.34
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	170,525
Revenue	605,372
Appropriation	589,440
Sale of Goods and Services	717
Grants and contributions	14,870
Investment income	344
Expenses	-627,024
Employee related	-559,502
Operating expenses	-67,522
Surplus / deficit for the year	-21,652
Closing Balance	148,873

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	22,801
Equity - Aboriginal	1,623
Equity - Socio-economic	5,005
Equity - Language	0
Equity - Disability	16,172
Base Total	495,778
Base - Per Capita	11,544
Base - Location	1,768
Base - Other	482,466
Other Total	22,045
Grand Total	540,623

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students and teachers about the school. Their responses are presented below. In 2020 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company. There is no teacher data available as the cohort size is too small.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 88% (State Norm=83%)
- Participation in extracurricular activities: 67% (State Norm=55%)
- Positive sense of belonging: 76% (State Norm=81%)
- Students with positive relationships: 76% (State Norm=85%)
- Students that value schooling: 100% (State Norm=96%)
- Positive homework behaviours: 35% (State Norm=63%)
- Students with positive behaviour at school: 94% (State Norm=83%)
- Students who are interested and motivated: 76% (State Norm=78%)
- Students try hard to succeed in their learning: 94% (State Norm=88%)

Each year school surveys the community about the school. A total of 16 surveys were returned out of 35 families were returned. In 2020 the survey focused on school culture and homework behaviours. The results % shown are either agree or strongly agree are summarised below:

- Iona Public School places a high value on educational achievement: 94%
- The school encourages respect, responsibility and excellence: 94%
- As a parent and school community member, I am well-informed about what is happening in the school: 81%
- Iona Public School strives to make its parents feel welcomed and valued: 88%
- Parents and community members are well informed about the learning programs undertaken by students: 72%
- The school offers engaging and creative programs and extra-curricula activities for its students: 81%
- I am encouraged as a parent to work in partnership with the school for the betterment of my child/ren: 75%
- The staff at Iona Public School are accessible and treat me with respect: 88%

There were varying responses in terms of 2020 homework behaviours and expectations. About 50% of parents were happy with the current homework regime while others stated that they would prefer not to have set homework, rather encourage students to participate in extra curricula activities after school. These resulted in the school asking parents to opt in or out of homework for 2021.

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.