

2020 Annual Report

Ivanhoe Central School



2213

Introduction

The Annual Report for 2020 is provided to the community of Ivanhoe Central 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

Ivanhoe Central School aims to build global citizens who are valued, inspired and motivated to reach their full potential. This will be achieved by meeting all students' needs through explicit teaching.

School context

Ivanhoe Central School is a small, rural school located over 300 km south-east of Broken Hill. The school has excellent facilities, which include well-maintained classrooms and aesthetic surroundings. The school's role in the community is a pivotal one, providing and supporting many services that would be otherwise unavailable. Ivanhoe Central School has approximately 30 students including 60% Aboriginal and Torres Strait Islander students. Ivanhoe Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. Our education structure consists of K-2 and 3-6 multi-age classes in the primary and 7-8 and 9-10 multi-age classes in the secondary. Years 11 and 12 are taught through the Wilvandee Access Program. Our school is an EAfS- Early Action for Success initiative which focuses on K-2 literacy and numeracy support for teacher professional learning and improving students' outcomes. The Family Occupation and Education Index (FOEII) of 145, which is significantly higher than average of 100, reflects our school's socio- economic status. At Ivanhoe Central School we have established Individual Learning and Wellbeing Plans that promote continuous improvement and a willingness to meet new challenges. The school enjoys strong and effective links between parents, carers and the wider community.

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>

Strategic Direction 1

Confident Learners

Purpose

To empower and create successful learners who are confident and creative. ICS students will develop their skills, enabling them to reach their full potential, becoming purposeful, lifelong learners.

We will develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

Improvement Measures

An increased percentage of students achieving their expected growth in Literacy and Numeracy.

Ensure student growth in NAPLAN between Years 3,5,7,9 with a focus on the second bottom quartile and highest performing students (moving the middle to the top) and Student achievement is measured through the learning progression.

Increase in the number of EVet course, subjects, block courses offered. Students achieve desired post school outcomes.

Student engagement increased through growth mindset with monitoring of engagement, attendance, retention, achievement and quality work samples.

Progress towards achieving improvement measures

Process 1: Project Based Learning Through the trial implementation of Project Based Learning model including developing it in Year 3-6 and secondary.

Evaluation	Funds Expended (Resources)
During 2020 this work was interrupted due to COVID restrictions and Learning from home. Project Based Learning is focused around the school's Outback Adventure Farm with students involved in a range of learning activities focused on this initiative.	School Services Staff

Process 2: Evidence Based Learning and Support. Implementation of the Early Action for Success program including embedding L3, TEN program in K-3 teaching practice. Develop a whole school approach to the use of and understanding of the Literacy & Numeracy learning progressions. Developing and implementation of high quality learning and support programs- (IEWPs G&T and PLPs) that facilitates differentiation of learning for all students.

Evaluation	Funds Expended (Resources)
The school established a student data wall for staff to regularly view and discuss student learning progress and attainment. Data walls supported staff to identify and develop interventions for students and enhanced the consistency of teacher judgments. This model will continue into 2021 as a key component of whole school data driven practices.	Instructional Leader. Staff and stage meetings.

Process 3: Develop students in being confident and resilient learners. Students that are positive towards their learning will make good progress and be successful, students will relish challenges, embrace their mistakes as part of the learning process, value the importance of effort - 'growth mindsets' this will become a key priority for ICS.

Evaluation	Funds Expended (Resources)
The school shifted away from this work during 2020 due to significant COVID interruptions. The work will be introduced in 2021 and beyond.	

Strategic Direction 2

Quality Teaching

Purpose

To implement processes such that teachers are continually developing their professional knowledge in order to strengthen teaching practice to ensure high quality and effective teacher performance that improves student learning outcomes.

Improvement Measures

All staff attend regular Instructional Leadership PL sessions - (MyPL registered hours) focused around teaching proficiency, and engaging a deeper understanding of the Australian Professional Standards for Teachers.

All staff will use learning intention and success criteria in an increased proportion of lessons.

Increase in the number of PDP goals being achieved by all staff per year. Ensuring all teachers maintain Teacher accreditation standards.

Progress towards achieving improvement measures

Process 1: Performance and Development Plans National Standards and Accreditation processes implemented that align Professional learning to accreditation requirements, school plan and targeted initiatives.

- Accreditation at all levels - Effective Beginning Teacher program- Implementing the Performance Development Framework

Evaluation	Funds Expended (Resources)
In 2020 all aspects of the staff Performance Development Policy were adhered to with the school planning to evaluate process in to 2021 and beyond.	

Process 2: Targeted Professional Learning To constantly improve teacher quality and student learning outcomes, through;

- Growth mindset- Learning progressions- Creation of Professional Learning Teams

Evaluation	Funds Expended (Resources)
In 2020 School Excellence Framework teams were established involving across-school memberships. Teams developed priorities for the school's Situational Analysis including the collation of evidence on which on-balanced judgments could be made to inform future directions of the school. As a result a comprehensive analysis directly informed the development of the 2021-24 School Improvement Plan.	

Process 3: Quality Teaching Practice Regularly review and revise teaching and learning programs. Embedding a differentiated approach through quality learning intentions and success criteria.

Evaluation	Funds Expended (Resources)
In 2020 a significant outcome of the work in this process was the develop and beginning implementation of the school's Kindergarten to Year 10 Science and Technology Scope & Sequence. This document guided structured units of work and teaching and learning programs showed a more consistent deliver of content across the school.	

Strategic Direction 3

Community Engagement

Purpose

To develop a sustainable school culture that promotes open and inclusive communication and partnerships.

Connections with the wider community foster a sense of identity and civic responsibilities.

Improvement Measures

Parent/carers and the wider community involved in the school both in the classroom and in school planning.

Increase in the number of community partnerships between the school and wider Ivanhoe community.

Communication between the school and the community is effective and regular.

Progress towards achieving improvement measures

Process 1: Partnerships In partnership with local community develop opportunities for greater community involvement.

Evaluation	Funds Expended (Resources)
This component of the school plan was a focus of work in 2018 and continued as business as usual during 2019 and 2020. Parents and community contribute to a range of specific programs and events and communications between the school and homes and community are effective and comprehensive.	

Process 2: Communication Provide a positive, effective and open communication channel to all stakeholders in our community

Evaluation	Funds Expended (Resources)
Refer to Process #1 in this Strategic Direction.	

Process 3: Multiple opportunities will be provided for parents and students to actively participate in ongoing review and update of IEWPs/ PLPs.

Creation of school Learning Support Team and implementation of process to support teaching and learning.

Evaluation	Funds Expended (Resources)
Refer to Process #1 in this Strategic Direction.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$79 277.00)	In 2020 the school employed an Aboriginal Education Officer. This position enabled ongoing individual and group support for Aboriginal students and provided the community with a school contact to support student learning and wellbeing. NAIDOC activities were financially supported. Personalised Learning Plans for Aboriginal students is a process that the school will focus on in greater detail during 2021.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$44 871.00)	The school employed School Learning Support Officers to work alongside students and teachers in classrooms. These roles allowed for more individualised learning for students and supported the wellbeing needs of students in a timely and personalised way.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$2 735.00)	This funding allowed the school to provide additional time for teachers to plan, develop and evaluate quality teaching and learning programs. In addition in provided more time for staff to communicate with families and to collaborate with each other.
Socio-economic background	Funding Sources: • Socio-economic background (\$43 494.00)	In 2020 the school supported a range of extra-curricula programs for students including excursions, the farm and purchase of a school bus. Spending of this funding source was interrupted due to COVID.
Early Action for Success (EaFS)	Funding Sources: • Early action for success (\$47 726.00)	In 2020 the school employed an Instructional Leader to predominantly work alongside Kindergarten to Year 6 teachers focused on improvement of literacy and numeracy student outcomes. Improved data collections, professional observations and feedback and strengthened staff collaborations resulted during the year with COVID restrictions and learning from home being a significant focus of the work of all staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	17	12	8
Girls	17	20	13	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	80.8	60	
1	86.7	64.9	88.6	66.5
2	94	89.7	96.6	80.4
3	87.3	87.4	83	100
4	93.2	74.8	97.3	84
5	83.6	95.6	72.9	95.6
6	89.5	66.7	100	80
7	75	89.4	68.6	
8	98.9	84.2	71.2	48.9
9	94	92.1	79.1	74.9
10		90.8	27.3	64
11	99.2	71.2	54.4	
12		87.7		87.5
All Years	88.5	83.2	75.8	73.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
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
7	92.7	91.8	91.2	
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10		86.1	85.5	87.7
11	88.2	86.6	86.6	
12		89		90.4
All Years	92.8	91.5	91.1	91

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	N/A	100
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Ivanhoe Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Ivanhoe Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	4.18
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	4.08
Other Positions	0.1

*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	570,738
Revenue	1,732,716
Appropriation	1,695,482
Sale of Goods and Services	1,096
Grants and contributions	34,186
Investment income	813
Other revenue	1,139
Expenses	-1,908,917
Employee related	-1,490,961
Operating expenses	-417,956
Surplus / deficit for the year	-176,200
Closing Balance	394,537

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	22,232
Equity Total	167,642
Equity - Aboriginal	79,277
Equity - Socio-economic	43,494
Equity - Language	0
Equity - Disability	44,871
Base Total	1,326,970
Base - Per Capita	6,013
Base - Location	69,174
Base - Other	1,251,783
Other Total	168,848
Grand Total	1,685,692

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

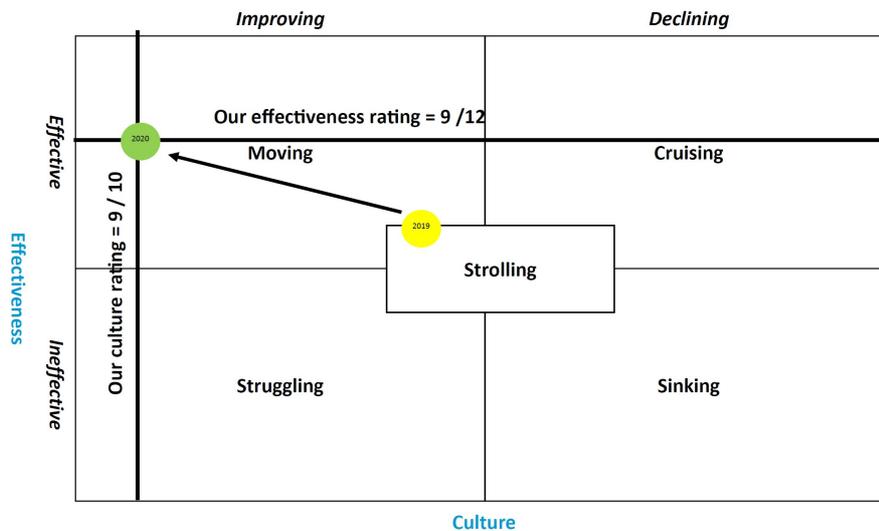
A letter from the Student Representative Council;

Our feelings about Ivanhoe Central School.

At Ivanhoe Central School we have great teachers that encourage us to be better people in the classroom and in the playground. We have places to go to if we are unwell or being bullied and need someone to talk too. Most students like school because we have programs like breakfast club on Mondays, Healthy Lunches on Tuesday provided by primary students, Canteen on Thursdays provided by secondary students. We enjoy playing sports, but we would recommend getting an update on sports equipment such as footballs, basketballs, soccer balls etc. Secondary students would like to bring back some classes like music and art.

Sincerely,

2020 Ivanhoe CS SRC



Teacher Feedback- Transformational Culture Survey

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.