

2021 Annual Report

Iona Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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. Our aim is to develop a life-long love of learning in our students in an inclusive and supportive environment. At Iona Public School students will become self-directed, successful learners who strive for excellence, develop responsibility and show respect to all.

School context

Iona Public School, with a current enrolment of 58 students, is a rural school located in the Hunter region of New South Wales, 10 kilometres from Maitland. School numbers have been declining since 2016 with 65 students to 47 students in 2020. Increased Kindergarten enrolments in 2021 have seen numbers increase to 58. We anticipate that this trend will continue in the future. 10% of students identify as Aboriginal and 10% speak another language other than English at home.

The school fosters a culture of innovative and high expectations within a supportive and inclusive school community. This environment allows students, staff, parents and the wider community to work together to promote school excellence. The school is committed to providing opportunities in sport, science, technology and creative and performing arts to enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based strategies, we will provide opportunities to improve teaching practice and ensure students achieve expected growth and attainment in all learning areas. This will be achieved through explicit teaching, high expectations, effective feedback and engaging learning opportunities for all students. The school will continue to develop whole school processes for measuring and analysing data so that we are responsive to individual learning needs. However, as a small school we have to be very cautious using the statistical data provided from NAPLAN and Check in Assessments due to small cohort sizes. Means and standard deviations are not necessarily relevant and can be greatly influenced by individual student performance.

A strong focus on whole school planning and using data to inform teaching and learning will enhance and build teacher capacity to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

The wellbeing, engagement and high expectations of students and community will continue to remain focus areas. We will embed a whole school approach to student wellbeing where the school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. Tell Them From me Surveys and engagement with the Wellbeing Framework will provide focus areas and future directions in developing whole school processes to support engagement and wellbeing.

Our parents are interested and have the skills and education to make a positive contribution to the learning environment. The school community places a high value on its rural location and outlook. The small school size enables a strong sense of community and involvement.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy we will strongly focus on quality learning environments, assessment and the building of educational aspirations, throughout the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and Use
- Personalised Learning
- Effective Classroom Practice

Resources allocated to this strategic direction

Aboriginal background: \$2,010.00

Professional learning: \$3,690.00

Literacy and numeracy: \$1,180.00

Low level adjustment for disability: \$1,000.00

Socio-economic background: \$800.00

English language proficiency: \$2,673.00

Summary of progress

Data Skills and Use

Our focus in 2021 was aimed at teachers building their capacity to effectively use data analysis in numeracy to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all. This involved staff analysing student progress and achievement data over five week periods to inform and modify teaching and learning programs. As a result, teachers used a range of data sources, such as PLAN2, classroom observations, class based assessment and external DoE sources to support student learning outcomes. This analysis enabled the school to develop a Theory of Action which led to all classes implementing Learning Sprints aimed at developing students knowledge and understanding of the skills and strategies required to improve multiplicative and divisive thinking. Next year our focus will be to utilise and discuss assessment data regularly and peer observations to help promote consistent and comparable judgement of student learning in numeracy and literacy, monitor student learning progress, and identify skill gaps for improvement and areas for extension. This will support further improvements towards all students moving towards achieving designated target areas and individual achievements.

Personalised Learning

In 2021, a strong focus was placed on all staff developing their capacity to become highly effective teachers that recognise the knowledge and skills they need to develop to support student learning and improve the quality of their teaching. The Small Schools Numeracy Project enabled staff to engage in a range of Professional Learning activities, including workshops and training, based on the agreed practices of the project and PDP goals. As a result, teachers experienced active collaboration and sharing of expertise within and across stage and were provided with coaching and mentoring opportunities within school and outside of school contexts. Classroom Learning Sprints allowed 100% of teachers to clearly define learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students. Next year, we will continue and align these processes to ensure that students co-developed learning goals based on the Learning Progressions to support their understanding of what they are learning and why.

Effective Classroom Practice

Our focus in 2021, was for teachers to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in multiplicative and divisive thinking. With a focus on High Impact Professional Learning, staff were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Teachers developed five weekly Learning Sprints and student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data in PLAN2 and have shown improvement across all stages. Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs, through peer observations and collaborative teaching

practices. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>System Negotiated Targets</p> <p>Top 2 NAPLAN Bands Reading</p> <p>Maintain the percentage of students achieving in the Top 2 bands on NAPLAN reading to be above system negotiated target baseline of 48.4%</p> <p>Top 2 NAPLAN Bands Numeracy</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN to be above the system negotiated baseline of 35.9%</p>	<p>Data indicates that 40% of students in top 2 bands reading and 26.67% of students in top 2 bands numeracy showing a decline from baseline data.</p> <p>As a small school, it is difficult to use NAPLAN data to observe trends due to fluctuating numbers, cohorts of students and limited students answering the same questions.</p>
<p>NAPLAN Growth Reading</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated lower bound limit 60%.</p> <p>NAPLAN Growth Numeracy</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound limit of 60%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 44%, indicating progress yet to be seen toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 33%, indicating progress yet to be seen toward the lower bound target.</p>
<p>School Targets</p> <p>Learning Progressions</p> <p>70% of students will achieve or exceed expected growth for their stage by the end of year for Understanding Texts and Creating Texts in Literacy and Quantifying Numbers, Multiplicative Strategies and Additive Strategies in Numeracy as indicated by PLAN 2 data.</p>	<p>Learning Progressions</p> <p>Early Stage 1 - 100% of students achieved the appropriate indicators for Early Stage 1 in Multiplicative Strategies, and 95% in all other sub elements and strands. A focus for next year will be Understanding Texts to support reading improvement.</p> <p>Stage 1 - 40% of students in Stage 1 in 2021 achieved the appropriate indicators for the end of their stage in numeracy. Additive Strategies and Quantifying Numbers should remain a focus area for these student's. 95% of students have achieved the learning progression for their stage in Understanding Texts and Creating Texts.</p> <p>Stage 2 - 98% of students have achieved sometimes/always at their learning progression level in Understanding Texts and Creating Texts. Numeracy remains a focus area for these students, especially Multiplicative Strategies and Additive Strategies with most students demonstrating skills and strategies sometimes rather than always.</p> <p>Stage 3 - While overall, 90% of Stage 3 students were achieving within the expected sub-element levels for each of the identified areas, data shows that focus areas for improvement are Quantifying Numbers, Understanding and Creating Texts.</p>
<p>PM Benchmarking</p> <p>70% of students at or above expected</p>	<p>61% of students achieved or were above the expected PM reading level for their age.</p>

<p>reading age level.</p> <p>PAT Maths 2-6</p> <p>Establish baseline data</p>	<p>This was the first year that Iona PS has accessed PAT Maths as an assessment tool. We will use the data gathered this year as a baseline for future years.</p>
<p>Self- Directed Learning</p> <p>70% of students can articulate their own growth and achievements using success criteria, self-directed goals and self-assessments in literacy and numeracy.</p>	<p>During Semester 1 2021 all students conferenced with class teachers to set learning and personal goals for themselves based upon the Learning Progressions and other data sources. These were shared with parents during three-way conferences. Students in all classes celebrated their achievements once their goals were met and new learning goals were set. Unfortunately, COVID had an impact on students achieving this target during Semester 2.</p>
<p>The element of Data Skills and Use is validated at sustaining and growing</p> <p>The element of Effective Classroom Practice is validated at sustaining and growing.</p> <p>The element of Assessment is validated at sustaining and growing.</p>	<p>In 2022 the school was validated at Sustaining and Growing for Data Skills and Use, Effective Classroom Practice and Assessment.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

At Iona Public School we will develop a school culture that is strongly focused on high expectations and engagement, resulting in whole school continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Engagement
- Attendance

Resources allocated to this strategic direction

School support allocation (principal support): \$2,000.00

Summary of progress

High Expectations

In 2021, our focus was on demonstrated commitment within the school community that all students make learning progress. This involved developing data informed practices to support classroom teachers and leaders in developing high expectations, professional knowledge, skills and confidence to systematically record student learning progress. As a result, teachers have been provided with learning opportunities to develop their skills to, analyse and interpret student growth and outcomes to inform teaching and learning. Next year, our focus will be towards ensuring that whole school collegial processes are established, through peer observations, mentoring and planning to further develop informed data reflective teaching practices which will support us to create a whole school learning culture of high expectations.

Engagement

Our aim in 2021 was to create and develop strong collaborations between students, parents and the community to support continuity of learning and growth for all students. This involved using three-way conferences in Term 1 to develop parent's understanding of the Learning Progressions and a discussion around individual student goals to support the growth of all students. Additionally, teachers ensured each fortnight that parents were aware of the teaching and learning experiences that were occurring in each classroom through the school newsletter. Tell Them From Me data stated that 73% of students had a positive sense of belonging, 93% developed positive relationships, 67% are interested and motivated at school and 79% try hard to succeed. Unfortunately, COVID inhibited some of these activities to occur in Semester Two and as a result we will continue to implement them as a key focus area in 2022.

Attendance

In 2021, our focus was to ensure attendance data was regularly analysed and used to inform planning, with the aim of improving regular attendance rates for all students, including those students at risk. This included a whole school review of attendance and developing procedure to meet policy and address school identified areas for improvement. As a result, the school has developed clear procedures for attendance and regular communication is being shared with the school community to build understanding of attendance expectations and requirements and the impact of absences through newsletters, Facebook and Skoolbag. Next year our focus will be to review procedures with all staff to ensure attendance procedures and maintained to continue to improve attendance rates for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Increase the proportion of students attending more than 90% by the lower	The overall attendance rate for 2021 was 91.7%. Students attending 90% of time or more (November) was 60.46%. 10 students were below 85% attendance.

bound negotiated target of 80%.	
Tell Them From Me (TTFM) data shows that 70% of students report a positive sense of wellbeing.	92% of students in 2021 indicated a positive sense of wellbeing, advocacy and high expectations. This was above SSSG 80% and State average of 68%.
50% of parents/caregivers participate in 3 way conferences to support learning goals, achievement and discuss the wellbeing of students.	29% of parents and carers participated in three-way conferences during Term 1. No conferences occurred in Term 3 as COVID restrictions were in place.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Iona Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: teachers were supported by SLSO to provide and assist in delivering Individual Education programs and adjustments to ensure students achieve individual goals and targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue SLSO support in 2022.</p>
<p>Socio-economic background</p> <p>\$6,593.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Iona Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the Getting Started and Heggerty's programs to support identified students with additional needs <p>The allocation of this funding has resulted in: targeted students increasing their phonological and phonemic awareness skills to support reading and literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue employing an SLSO to support and deliver set programs in 2022 which focus on literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$2,790.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Iona Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$2,790.00</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> casual relief costs, and program fees to enable a staff member to attend professional learning 'Connecting to Country' program <p>The allocation of this funding has resulted in: an effective communication and consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Short and long term goals are set and monitored for all students.</p> <p>The Connecting to Country program increased participants insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. Teachers developed their awareness of the cultural geography of their local school precinct and more broadly their school's region, and encounter firsthand the concept and meaning of country from an Aboriginal cultural standpoint.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue PLP consultation process in 2022 to ensure strong connections continue and students are achieving goals and engaged in their learning.</p>
<p>English language proficiency</p> <p>\$2,673.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Iona Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: in class literacy and numeracy support for EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to differentiate teaching programs and provide SLSO support for EALD students to allow them to fully engage in schooling and achieve learning and wellbeing outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$16,445.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Iona Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Effective Classroom Practice Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> providing support for targeted students within the classroom through the employment of School Learning and Support Officers engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the implementation, monitoring, and assessment of reading and numeracy programs for targeted students with additional learning and support needs in conjunction with regular classroom teachers. This included extra support to the implementation of Macqlit program.</p>

<p>Low level adjustment for disability</p> <p>\$16,445.80</p>	<p>After evaluation, the next steps to support our students with this funding will be: continue to provide direct support for students with additional learning and support needs through a range of strategies including direct instruction, delivery of targeted reading programs and assessment and monitoring of progress.</p>
<p>Location</p> <p>\$1,792.00</p>	<p>The location funding allocation is provided to Iona Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of an SLSO to support students with individualised learning needs in the classroom. <p>The allocation of this funding has resulted in: direct assistance and support to students with individualised learning needs in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ a SLSO in 2022 to provide direct support to targeted students within the classroom.</p>
<p>Professional learning</p> <p>\$7,970.88</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Iona Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff completed high impact Professional Learning to develop the capabilities of all staff leading towards whole school improvement. These included: mandatory training activities, DoE Effective Reading Strategies K-2, DoE Multiplicative Strategies, Macqlit PL, Sue Larkey Autism PL and Principals Conferences. <p>The allocation of this funding has resulted in: effective professional learning that is aligned to system, school and individual performance and development goals. 100% of teachers stated Professional Learning has deepened their practice by focusing on sustained evidence-informed approaches which has allowed them to refine teaching and learning to ensure ongoing progress for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide high impact Professional Learning opportunities for all staff aligned with school strategic directions and PDP goals leading to whole school improvement.</p>
<p>Literacy and numeracy</p> <p>\$6,493.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Iona Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$6,493.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <p>increased knowledge and understanding of all teachers to focus on the explicit teaching of literacy and numeracy. 50% of staff attended DoE professional Learning on Explicitly Teaching Reading K-2 and all staff have been trained to successfully implement the Heggerty's program in all classrooms in terms three and four. Data indicates an increase in students knowledge and understanding of phonological awareness and phonics in all stages. The purchase of decodable readers has supported this program. All staff are aware of and are beginning to implement DoE resources including The Universal Resource Hub and the Literacy and Numeracy guides.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue with the Heggerty's program in all classrooms and ensure that decodable readers are used in guided reading activities. In 2022, teachers will engage in targeted Professional Learning to further develop their knowledge to explicit teach reading supported through peer observations and collaborative practice. Continued use and implementation of lessons included in teaching programs, gathered from the Universal Learning Hub which support differentiation required as shown through data sources for individual or cohorts of students.</p>
<p>QTSS release</p> <p>\$8,185.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Iona Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p> <p>students developing their understanding and knowledge of success criteria and the learning progressions through collaborative setting learning goals with teachers each term. Students celebrated success when goals were reached and new goals were set. High expectations were modelled and exhibited in all classrooms. Quality teaching practices were also strengthened through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>allocated to support teachers collaboratively setting goals with students and peer lesson planning and observations.</p>
<p>COVID ILSP</p> <p>\$27,150.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

COVID ILSP

\$27,150.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- intensive small group tuition was delivered to support identified students in literacy and numeracy.

The allocation of this funding has resulted in:

identified students making gains in both literacy and numeracy. The Macqlit program supported participating students to increase their skills in fluency, spelling, phonemic awareness and decoding strategies. Small group numeracy instruction allowed students to develop mental and written strategies in numeracy, with particular focus on the four operations.

After evaluation, the next steps to support our students with this funding will be:

continue small group instruction to identified students in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	26	22	23
Girls	22	22	25	34

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.2	93.3	95.3	93.1
1	90.8	94.2	90	93.8
2	92.3	89	96.8	89.1
3	87.1	94.5	88.4	90.7
4	95.9	88.3	91.7	88.9
5	94.6	93.3	87.5	86.5
6	85.4	95.2	94.7	87.7
All Years	91.6	92.3	91.8	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	148,873
Revenue	990,940
Appropriation	936,380
Sale of Goods and Services	979
Grants and contributions	52,672
Investment income	110
Other revenue	800
Expenses	-1,076,872
Employee related	-827,230
Operating expenses	-249,642
Surplus / deficit for the year	-85,932
Closing Balance	62,941

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,100
Equity Total	28,437
Equity - Aboriginal	2,725
Equity - Socio-economic	6,593
Equity - Language	2,673
Equity - Disability	16,446
Base Total	675,146
Base - Per Capita	11,586
Base - Location	1,792
Base - Other	661,768
Other Total	28,362
Grand Total	800,045

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.

Parent/caregiver, student, teacher satisfaction

Each year school surveys the community about the school. A total of 7 surveys were returned out of 39 families were returned. In 2021 the survey focused on school culture, reporting and school improvements. The results are summarised below:

Name three things you like about the school - The approachableness of staff and relationship with children, the smallness, makes it feel safe, secure, peaceful, Friendliness of staff and families and students encourage each other, green surrounds, farmland - students saying that work is fun and sports, friendly - like family, rural - environment is good for kids, local small community means more tailored education and support, teachers easy to connect, principal knows all students, composite classes allow for flexible learning alternatives and also allows kids get the chance to play in other years which I think is fantastic, the school is in a natural environment, my child is very happy at school, lovely friendly environment, Thanks for all the hard work!, and all doing a great job, thank you!

Name three things you would like to make changes with? Greater family activities, more communication from class teachers, better school reports - last year was tough but very light on details, students making more of the nature around them, more music and sport activities, decodable readers - some readers coming home are outdated in line with evidenced based instruction, more reminders in calendar on newsletters, encourage students home-reading, better drainage on field (haha), would love to see the student's stand out in some way - sustainability projects respecting climate change.

Communication: All seven responses stated they read the school newsletter in various ways 1 on the website, 5 on Skoolbag App and six using the paper copy. The most useful parts are the calendar to inform of upcoming events and class and school information. 20% stated that school reports last year were confusing and provided little information and that some marks didn't match comments written. 30% are more interested in teacher comments and not outcome A-E. 100% felt that three way conferences are a valuable and important part of communication, but would like them to happen more than once a year. (We couldn't run Term 3 last year due to COVID) 90% of parents were unable to support school events due to work commitments.

Each year, schools are required to seek the opinions of students about the school. Their responses are presented below. In 2021 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: 100% (State Norm=83%)
- Participation in extracurricular activities: 80% (State Norm=55%)
- Positive sense of belonging: 73% (State Norm=81%)
- Students with positive relationships: 93% (State Norm=85%)
- Students that value schooling: 100% (State Norm=96%)
- Positive homework behaviours: 27% (State Norm=63%)
- Students with positive behaviour at school: 93% (State Norm=83%)
- Students who are interested and motivated: 67% (State Norm=78%)
- Students try hard to succeed in their learning: 79% (State Norm=88%)

Year 6 Exit Survey

Year 6 (4 students) completed an Exit Survey at the end of 2021 stating their views about the school. The percentage results are summarised below:

- 100% strongly agreed/agreed that they enjoyed being at Iona PS and were proud of the school;
- 50% of students were actively involved in sports and activities;
- 100% of students strongly agreed/agreed that there was someone at school who knew them well and took an interest in them;
- 75% felt they were prepared for high school
- 75% agreed that teachers expected them to do their best, felt safe at school, liked being at school and teachers motivated them to learn.
- 50% stated that they were provided with useful feedback, the school was well maintained, they could talk to teachers, the school looks for ways to improve and that their opinions were taken seriously.

To be more successful at school, students stated the following comments: better internet, more PE/Art, less years in classes, more food on canteen list and COVID stopped us from doing a lot.

The three best things the students enjoyed about school were: Year 6 day out, friends, not a lot of bullying, loving and caring environment, helpful staff, not much homework.

The three things they felt the school could improve were: playground, better chairs, sports equipment, inside games, more online work, no more COVID and not much.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.