

2022 Annual Report

Iona Public School



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Introduction

The Annual Report for 2022 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. We aim 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 56 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 explicit 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 a thorough and ongoing cycle of teaching and learning which embeds the explicit teaching of strategies, 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, with a particular focus on PLAN2 data to inform teaching and learning. 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 Inclusive, Engaging and Respectful Schools Policy 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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.

- Personalised Learning
- Effective Classroom Practice

Resources allocated to this strategic direction

Per capita: \$7,220.00

Low level adjustment for disability: \$800.00

Location: \$2,205.45

Professional learning: \$6,157.84

English language proficiency: \$1,200.00

Summary of progress

Personalised Learning

In 2022, 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. Staff engaged in a range of Professional Learning activities, including workshops and training, based on the agreed targets in the School Improvement Plan 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. 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 2022, 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 reading, with a focus on comprehension. With a focus on High Impact Professional Learning, staff were guided through the process of developing consistent evidence-informed practices across the school. As a result, staff effectively used PLAN2 data analysis in Understanding Texts to differentiate curriculum, inform teaching in reading and provide feedback to students so that learning was maximised for all. This analysis enabled the school to develop a Theory of Action which led to all classes implementing weekly Learning Sprints aimed at developing students' knowledge and understanding of the skills and strategies required to improve comprehension skills in reading. This allowed staff to provide more explicit teaching opportunities which planned for the transition to guided practice and individual activities once students gained confidence and mastery. Staff fortnightly participation in peer observations and collaborative teaching practices supported effective feedback practices. Next year, our focus will be to embed five weekly data discussion in reading and numeracy 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.

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
NAPLAN top two bands A minimum of 47.4% of Year 3 and 5	The percentage of students achieving in the top two skill bands for numeracy marginally declined by 2% indicating the school did not meet the system negotiated target. The school progressed below the target baseline.

students achieve in the top two bands in NAPLAN Numeracy. With an uplift from the 2018/2019 baseline of 35.9%.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
A minimum of 59.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Upper bound system-negotiated network target). Uplift from 2018/2019 baseline of 48.4%	The percentage of students achieving in the top two skill bands for reading remained the same as 2022, indicating the school did not meet the system negotiated target. The school progressed below the target baseline. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
NAPLAN Growth Numeracy Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound limit of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
NAPLAN Growth Reading Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated lower bound limit 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Between 70-75% 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>Early Stage 1 - 100% of students have consolidated or partially demonstrated the appropriate indicators for Early Stage 1 in Understanding Texts, in Creating Texts, Quantifying Number, Additive Strategies. 80% of students have consolidated or partially demonstrated expected benchmarks in Creating Texts and Multiplicative Strategies.</p> <p>Stage 1 - 90% of students consolidated or demonstrated the expected benchmark for Additive Strategies and Quantifying Numbers. These will remain a focus area for 2023. 95% of students have achieved the indicators for their stage in Understanding Texts and Creating Texts.</p> <p>Stage 2 - 90% of students have achieved partially demonstrated/consolidated indicators in Understanding Texts and Creating Texts. Numeracy remains a focus area for these students, especially in Quantifying Number and Multiplicative Strategies, with most students partially demonstrating skills and strategies.</p> <p>Stage 3 - In Literacy, 100% of students have consolidated or partially demonstrated indicators in Creating Texts and 100% of students partially demonstrated assessed indicators in Understanding Texts. In Mathematics 100% of students have partially demonstrated assessed indicators in Quantifying Number, Additive Strategies and Multiplicative Strategies.</p>
Reading Benchmarking 75% of students at or above expected reading behaviour and/or age level.	<p>40% of students in Years K-2 are at or above the expected reading behaviours. This year staff changed assessment from PM Benchmark Levels to Decodable Reading Assessments, which is reflected in these results.</p> <p>76% of students in Years 3-6 are at or above the expected reading behaviors and/or age level using PM benchmarking levels.</p>
75% of students can articulate their own growth and achievements using success criteria, self-directed goals and self-assessments in literacy and numeracy.	During 2022 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 in term one and three. Teachers embedded a variety of effective feedback practices, focussing on students' performance on specific tasks, clearly identifying for students where and why mistakes have been made and emphasising opportunities to learn and improve. Learning intentions and success criteria, rubrics and quality work samples supported students with self-assessment and the ability to articulate what they were learning and why. All students celebrated their achievements once their goals were met, and new learning goals were set during conferencing with teachers.

<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>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use, sustaining and growing in effective classroom practice and assessment.</p>
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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
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$2,733.65

Per capita: \$7,500.00

Professional learning: \$1,500.00

Socio-economic background: \$1,200.00

Summary of progress

High Expectations

In 2022, our focus 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 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 were able to monitor and reflect on the progress of every student to identify strengths and gaps in learning. This included regularly updating and reflecting on individual student learning profiles and Personalised Learning Programs' each semester in consultation with community. Next year, our focus will be towards ensuring that whole school collegial processes are established, ensuring that all parents and carers develop a clear understanding of assessment and support individual goal setting through the establishment of high expectations.

Attendance

In 2022, 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 monitoring of procedures 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 and continue to inform the community on attendance to ensure procedures are maintained to continue to improve attendance rates for all students.

Wellbeing

In 2022, our focus was developing and implementing practices and initiatives that support student wellbeing using the most effective was to promote a supportive environment across the whole school. As a result, students participated in whole school PBL lessons on a fortnightly basis. The introduction of Rock and Water in term three supported the development of self-regulation skills and resilience which was identified as a need within the school. SRC continued to run through the year to ensure that all students continued to have a voice within the school. The school implemented strong LST practices with the support of DoE staff, to ensure that additional support was available to vulnerable students in classes. This was achieved by working with a student and their parents and carers to create and regularly review personalised learning plans, which includes individualised strategies to support their learning and wellbeing in consultation with DoE staff and external providers. Next year, the school will continue to refine and implement whole school behaviour and wellbeing policies in line with the Inclusive, Engaging and Respectful Schools Policies, which includes targeting support for different phases of student development and for students who may be at risk.

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
Increase the proportion of students attending more than 90% by the upper bound negotiated target of 90%.	The overall attendance rate for 2022 was 83.7%. Students attending 90% of time or more was 39.3%. 26 students were below 85% attendance. All figures were taken on 30 November 2022.
Tell Them From Me (TTFM) data shows that 85% of students report a positive sense of wellbeing.	The Tell Them From me data reported the following sense of wellbeing amongst students in Years 4-6. 70% of students feel accepted and valued by their peers and by others at their school. This compared to NSW Govt norm of 81%. 85% of students are interested and motivated in their learning, NSW Govt Norm 78% and 100% stated they try hard to succeed in their learning. 90% of students reported they have positive relationships with their peers (govt norm 85%)
60% of parents/caregivers participate in 3 way conferences to support learning goals, achievement and discuss the wellbeing of students.	25% of parents/caregivers participated in 3-way conferences to support learning goals and achievements. Attendance at Personalised Learning Plans increased to 80% of parents and caregivers.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,798.00</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 <p>The allocation of this funding has resulted in the following impact: the successful provision of additional support for students who have high level learning needs. Eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,920.00</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"> • Wellbeing • Other funded activities <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 literacy and numeracy programs to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact: additional supports in literacy and numeracy through SLSO engagement actively supported students to increase learning outcomes and engagement.</p> <p>After evaluation, the next steps to support our students will be: continued funding for SLSO's to support and deliver small group and individual literacy and numeracy programs to students.</p>
<p>Aboriginal background</p> <p>\$3,813.65</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"> • High Expectations - Engagement • 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>\$3,813.65</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 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. Additional support for students in literacy and numeracy through SLSO engagement actively supports students to positively engage in learning and achieve improvement in outcomes.</p> <p>After evaluation, the next steps to support our students will be: continue PLP consultation process and engagement of an SLSO in 2023 to ensure strong connections continue and students are achieving goals and engaged in their learning.</p>
<p>English language proficiency</p> <p>\$2,400.00</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 • Other funded activities <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 the following impact: in class literacy and numeracy support for EALD students.</p> <p>After evaluation, the next steps to support our students 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>\$17,526.00</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"> • 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: additional support from Learning and Support Teacher allowed a review of literacy and numeracy data to implement targeted support in literacy and numeracy. Support occurs individually, in small groups and as part of whole class lessons. Highly individualised approach to high needs students has led to improved student engagement and achievement.</p> <p>After evaluation, the next steps to support our students 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>\$2,205.45</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"> • Personalised Learning <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 the following impact: direct assistance and wellbeing support to students with individualised learning needs in the classroom.</p> <p>After evaluation, the next steps to support our students will be: continue to employ a SLSO to provide direct wellbeing support to targeted students within the classroom.</p>
<p>Professional learning</p> <p>\$7,657.84</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 • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of casual teachers to support fortnightly collaborative lesson planning and peer observations in terms two and three • staff attending high impact professional learning to support evidence-based teaching practices in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: effective professional learning that is aligned to system, school and individual performance and development goals. 100% of teachers engaged in collaborative lessons and peer observations with a focus on reading skills and strategies to support the development of comprehension skills. A 2022 survey of teaching staff indicated that 100% strongly agreed that professional learning has deepened their teaching practice by focusing on sustained evidence-informed approaches which allowed them to refine teaching and learning to ensure ongoing progress in reading for all students.</p> <p>After evaluation, the next steps to support our students 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 in reading and other areas in Literacy. The addition of an APC&I in 2023 will support strong instructional leadership, coordinate professional learning for teachers, monitor student outcomes, and support families to be key partners in learning.</p>
<p>Literacy and numeracy</p> <p>\$5,313.00</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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$5,313.00</p>	<ul style="list-style-type: none"> • in class support for identified students in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: employment of staff to support students with additional needs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: ongoing data analysis through Learning Support Team to ensure that targeted support is having the most effective outcomes for our students with additional learning needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$11,032.00</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 teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: quality teaching practices were strengthened through the analysis of student data and feedback from students to drive ongoing, schoolwide improvement in teaching practice and student results</p> <p>After evaluation, the next steps to support our students will be: to continue our current model of providing additional time to support classroom programs and providing additional teaching staff to implement quality teaching initiatives using the principals of What Works Best to engage students and create high expectations.</p>
<p>COVID ILSP</p> <p>\$21,272.00</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 2022.</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 teachers/educators to deliver small group tuition and explicit instruction • providing targeted, explicit instruction for student groups in literacy - Macqlit program <p>The allocation of this funding has resulted in the following impact: improvement in Literacy and Numeracy outcomes for targeted students as identified by ILSP grouping on PLAN 2</p> <p>After evaluation, the next steps to support our students will be: to continue small group tuition for students who require further support as identified through the school learning and support data analysis. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	26	22	23	27
Girls	22	25	34	29

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	95.3	93.1	81.3
1	94.2	90.0	93.8	90.3
2	89.0	96.8	89.1	87.4
3	94.5	88.4	90.7	82.9
4	88.3	91.7	88.9	86.8
5	93.3	87.5	86.5	84.6
6	95.2	94.7	87.7	86.9
All Years	92.3	91.8	90.2	86.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	62,941
Revenue	969,553
Appropriation	932,727
Sale of Goods and Services	1,190
Grants and contributions	35,139
Investment income	497
Expenses	-971,512
Employee related	-839,759
Operating expenses	-131,753
Surplus / deficit for the year	-1,959
Closing Balance	60,983

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.

	2022 SBAR Adjustments (\$)
Targeted Total	69,798
Equity Total	31,799
Equity - Aboriginal	3,814
Equity - Socio-economic	7,920
Equity - Language	2,400
Equity - Disability	17,666
Base Total	694,417
Base - Per Capita	14,403
Base - Location	2,205
Base - Other	677,808
Other Total	32,021
Grand Total	828,035

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

Community Survey 2022

Each year the school surveys the community about the school. A total of 12 surveys were returned out of 38 families were returned. In 2022 the survey focused on school culture, community participation in school activities and school improvements. The results are summarised below:

Participation at school:

- 91% felt there were plenty of opportunities to participate at school.
- 50% of respondents participated and volunteered at school. 91% of respondents are interested in volunteering. Barriers to participation included work and lack of activities after school hours.
- 100% of respondents are either satisfied or very satisfied with activities offered by the school.

School Culture

- 75% felt that the school is well maintained, clean and provides an inviting atmosphere to community members.
- 50% of respondents felt that the school prepares my child well at transition points. (Kindergarten/Yr. 6)
- 59% agree that the school provides opportunities for my child to participate in extra-curricular activities. 9% strongly agreed and 33%, neither agree nor disagree.
- 59% strongly agree that their child is encouraged to do their best, 33% agree and 8% neither agree nor disagree.
- 100% of respondents felt that their child belongs in our school.
- 75% of respondents have seen positive changes in their child's wellbeing with the school's emphasis on wellbeing programs in 2022.
- 50% feel school support services are accessible and helpful with the other 50% neither agree/disagree.
- 67% strongly agree that teachers are caring and supportive, and the remainder agreeing.

Communication

- 91% of respondents felt that communication by the school is timely and helpful. 84% felt that the newsletter was useful. 100% of respondents use a variety of communication means. e.g., Facebook, newsletter and Skoolbag.
- 33% are very satisfied with the teacher's communication regarding their child's progress, and 58% satisfied.
- 100% either strongly agreed or agreed that the school's communications are professional and responsive, and they are well informed about school matters.
- 91% stated that the office staff have been helpful and responsive to their requests.

What does the school do well: Providing a caring environment, Iona is welcoming to families and supportive of children. Our children feel safe and happy at school. They love their teachers and have friends in all classes- a bonus of attending a small school, provide students and families with a sense of community and belonging and supports students' wellbeing. Offers students many opportunities and supports them with private travel options to attend extracurricular events when working parents are unable to do so, teachers are kind, caring, and supportive. They facilitated a highly engaging classroom environment that genuinely fostered our child's dedication to learning and improvement. The school also offers a wide range of activities outside of the classroom to enrich students' lives and personal growth and development.

What could the school do to improve: Increased focus on learning beyond literacy and numeracy especially the creative arts, inclusion of updated behaviour management policies to support all behaviour needs and more recognition for students who struggle, provide event information ahead of time so community members have more notice to plan for things that may be occurring at the school for the term, possibly buddy up with other schools to provide extra-curricular sporting activities. e.g., PSSA sporting teams.

Other comments: Iona is an amazing school! All the staff across the school are fantastic and make Iona a wonderful place for children to come and learn. We feel very grateful to be a part of such a community and look forward to the many more years at Iona. Keep growing Iona. This is a beautiful school with many great offerings. The care and consideration of students and families, along with the sense of community we have felt during our time here is unrivalled.

Tell Them From Me Survey

Each year, schools are required to seek the opinions of students about the school. Their responses are presented below. In 2022 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.

- 100% of students reported positive comments in advocacy at school.
- 100% of students reported positive comments for expectations for success.
- 70% of students reported a sense of belonging. (NSW Govt Norm 81%)
- 90% of students reported having positive relationships at school (NSW Govt Norm 85%)
- 90% of students value schooling outcomes (NSW Govt Norm 96%)
- 85% of students are interested and motivated in their learning (NSW Govt Norm 78%)
- 100% of students try hard to succeed in their learning (NSW Govt Norm 88%)

- 26% of students stated they were subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet (NSW Govt Norm 36%)
- 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. (NSW Govt Norm 96%)

Year 6 Exit Survey

Year 6 (5 students) completed an Exit Survey at the end of 2022 stating their views about the school. The percentage results are summarised below:

- 100% strongly agreed that they enjoyed being at Iona PS and were proud of the school.
- 100% strongly agreed that they felt 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.
- 100% 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: nothing - it's already perfect, lines on the soccer field, some more one-to-one support and ensuring the soccer balls are pumped up more.

The three best things the students enjoyed about school were: friendships, school grounds, awesome teachers, sport and our school community.

The three things they felt the school could improve were: more fun activities, more sport, better and cleaner toilets, soccer goals and nothing!

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.