

Iluka Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Iluka Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Iluka Public School
21-27 Charles Street
ILUKA, 2466
www.iluka-p.schools.nsw.edu.au
iluka-p.school@det.nsw.edu.au
6646 6149

School background

School vision statement

Our Vision

Our vision at Iluka Public School is to prepare and educate students for life. We are committed to providing a quality education for the whole child.

Our school is a caring, learning community with high expectations for all. We strive for the pursuit of excellence, for each person being the best they can be, both as an individual and as a member of a team. In this way, our students will grow into active, responsible citizens who contribute positively to the community.

Students will have access to experiences that develop 21st century learning skills. As a school community, we will implement a challenging, fulfilling curriculum that caters for the learning and social needs of each individual child.

The school community will support each student to develop a strong sense of wellbeing and positive interactions with others and the environment.

We are committed to equity among students where we show compassion, respect, understanding and inclusiveness regardless of background or ability.

We will encourage our students to learn to solve problems, take responsibility for their actions, develop resilience and care for one another.

School context

Iluka Public School is located in the small coastal township of Iluka, situated 78 kilometres north of Grafton and nestled between the Clarence River and Bundjalung National Park.

The school has 45 boys and 46 girls. Every classroom has an electronic whiteboard, laptops and iPads. Iluka Public School has a proud history of academic, cultural and sporting success. The school offers a balanced education across the curriculum which focuses on enriching the whole child. Student leadership is actively encouraged.

The School enjoys strong ties with its local community groups including the Iluka Preschool, Rotary, the Iluka RSL and the Maclean High School. Iluka Public School is a proud member of the Clarence Valley Community of Small Schools.

It has been identified as being in a low socio economic area according to the Family Occupation and Education Index of 131.

The school's involvement in the National Partnership Numeracy/Literacy Program 2009–2011 and Improving Literacy and Numeracy Partnership 2013–2014 has enabled the school to identify and implement strategies which have led to whole school improvement. Along with the Priority School Program, until 2013, and now the Resource Allocation Model (2018–2020), the school has created an environment that is both engaging and high in expectations.

It focuses on the provision of quality teaching and learning experiences, building pedagogical capacity for staff to provide the best possible outcomes for our students. Iluka Public School has 4 classes. There are 4 permanent teachers, 2 temporary teachers, a part-time librarian and a Learning and Support Teacher three mornings per week. The research based Bounce Back program, Mindfulness and Social Skill programs are being successfully implemented. K– 6 students interact through the Buddy Group program. Extra-curricular activities include choir, singing, guitar, dance, sport, chess and chickens and gardening groups.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

Engaging every student in meaningful and future focused technology and learning experiences that will support students in achieving their full potential. A whole school approach to student well being will ensure our learners are confident and creative individuals and active and informed citizens.

Improvement Measures

A whole school scope and sequence in technology, literacy and numeracy is developed and implemented in all classrooms.

A student well being map clearly identifies systems and procedures in place to support students engagement in school.

43.6% of Year 3 and Year 5 students will be in the two top reading bands for reading in NAPLAN by 2022.

35.6% of Year 3 and Year 5 students will be in the two top bands for numeracy in NAPLAN by 2022.

Progress towards achieving improvement measures

Process 1: READING PROGRESSIONS

Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. The school analyses summative assessment data to identify learning progress of individual students and student cohorts.

(SEF; Assessment S&G)

Evaluation	Funds Expended (Resources)
Learning progressions were not used.	Sentral
Reports were completed and handed out on Friday, Week 9.	Home Reading Journals
Data was collected and recorded. It is stored under Assessments in Shared Docs.	

Process 2: TEACHING AND LEARNING PROGRAMS

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

(SEF; Curriculum Del)

Evaluation	Funds Expended (Resources)
Data was collected and filed under Shared Docs, Class Assessments.	TTFM
Reports were completed and given to students on Friday Week 9.	Sentral
Staff Meeting was held to review Maths 2019.	
TTFM survey was produced. Parents satisfied with the support and amount of homework given to students.	

Strategic Direction 2

Teaching

Purpose

Highly skilled and passionate teachers are an essential part of the ongoing school focus to improve student outcomes. Our purpose is to create a stimulating, challenging yet supportive professional environment for all staff, using quality teaching and research to underpin best practice. As a school we value the need for genuine and inclusive collaborative planning, dialogue and evaluation. There is an unrelenting focus on the delivery of a high standard in literacy and numeracy teaching across the school.

Improvement Measures

All teachers use school based data to plan and implement a differentiated curriculum in reading and number as evidenced by T & L programs.

All students are mapped on the Reading and Numeracy progressions

By 2022, NAPLAN data will demonstrate 35.3% of students placed in the Top 2 Bands for Numeracy.

By 2022, NAPLAN data will demonstrate 43.6% of students placed in the Top 2 Bands for Reading.

Progress towards achieving improvement measures

Process 1: COLLABORATION IN READING – UNDERSTANDING TEXTS

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Support is provided to teachers where needed, ensuring optimum learning.

(SEF; Effective Classroom Practice S&G, Ex)

(SEF; Data Skills and Use S&G)

Evaluation	Funds Expended (Resources)
Staff are aware of their responsibilities in regards to their registered and non registered teaching hours.	NESA

Strategic Direction 3

Leading

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement Measures

Review and update of wellbeing policy and systems

Utilisation of the Sentral recording system for all wellbeing related incidents, policies, ILP's and levels, including related information for students, medication, diagnosis, custody and related incidents.

All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.

Maintain student attendance rates to 90%

Reduce overweight and obesity rates of children by five percentage points by 2025. (premier targets)

Improved participation of Principal working in classrooms and with identified student behavior and learning programs.

Community survey results indicate that parents are satisfied with communication practices at school and they support and understand current school initiatives.

Progress towards achieving improvement measures

Process 1: BUILDING TEACHER CAPACITY

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

(SEF; Educational Leadership – S&G)

(SEF; School resources – Ex)

Evaluation	Funds Expended (Resources)
PDP's were completed by staff. Staff have had a successful year.	Staff PDP's
Staff reviewed School Plan and were aware of the Milestones for the end of year.	School Plan 2018–2020.
SEF domains discussed and understood. IPS strengths and weaknesses highlighted.	SEF

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,447.00	<p>Sometimes extraordinary meetings were held when the need arose, for example, to review integration programs and to consult with relevant teachers, parents, SLSOs, and Itinerant Teachers (where applicable).</p> <p>During Week 8 and 9 of Term 4 details to attend meetings and interviews are announced in the weekly newsletter. Attendance was less than 50%</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$7 305.00) 	<p>Assistance was given to family to support transition from IPS to another local school (MPS) in 2020.</p> <p>Assistance and plans were written to identify and support student transitioning from IPS to D.Ed.</p>
Quality Teaching, Successful Students (QTSS)	SBAR \$20,063	Support was given to the Principal to employ some extra time for the SAO to complete administration type tasks once completed by the Principal.
Socio-economic background	LaST, School Counselor Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$12 582.00) 	<p>Mindfulness exercises are practiced every assembly High expectations are constantly reinforced.</p> <p>Classes were discussed and a draft class list for 2020 was produced.</p>
Professional Learning	\$1,384.00	<p>In 2019 our teachers undertook a suite of professional learning experiences, both onsite and at other venues. One teacher attained accreditation at Professional Competence. All staff members were up to date in their mandatory training.</p> <p>Teachers also engaged in professional learning specific to their requirements for particular pedagogy and school needs.</p> <p>Specialised courses were offered to teachers who teach students with particular needs and disabilities.</p>
Integration Funding Support	\$1,902.00 LaST	<p>Teachers met with the LaST to evaluate student PLP's. Progress was noted on PLP's.</p> <p>Time in an extended SDD afternoon was set aside to discuss classes and students in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	62	62	56	52
Girls	68	61	52	52

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	91	95.8	88.7
1	93.4	92.2	94	95.1
2	92.9	93.1	89	93.2
3	92.5	92.2	93.7	90.4
4	90.3	91.3	89.2	93.3
5	91.3	89.3	91.9	90.6
6	94.8	92.1	90.8	91.4
All Years	92.2	91.6	91.9	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	0.6
School Administration and Support Staff	1.71

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	342,593
Revenue	1,468,223
Appropriation	1,423,633
Grants and contributions	43,163
Investment income	1,427
Expenses	-1,333,197
Employee related	-1,131,652
Operating expenses	-201,545
Surplus / deficit for the year	135,026

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	57,808
Equity Total	172,711
Equity - Aboriginal	11,579
Equity - Socio-economic	100,658
Equity - Language	2,029
Equity - Disability	58,445
Base Total	1,050,133
Base - Per Capita	25,341
Base - Location	10,274
Base - Other	1,014,518
Other Total	109,903
Grand Total	1,390,555

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 Iluka Public School utilised the Tell Them From Me Survey tool to access the perspectives and opinions of students, parents and teachers on a variety of topics related to their school and learning. Students in Years 4, 5 and 6 completed the online survey in Term 1 and Term 3 while teachers and parents participated in Term 3 only.

100% of Year 5 students reported that they had positive relationships at school compared to the NSW norm of 83%. 93% of all students try hard to succeed in their learning compared to the NSW norm of 88%. 91% of students had positive behaviour with the NSW norm for these years being 83%. 80% of students were interested and motivated in their learning compared to 78% NSW Government norm.

10% of families completed the online parent survey. 7.1 (mean score) parents agreed or strongly agreed that parents feel welcome at Iluka Public School and that they are informed of their child's progress, behaviour and development. 6.8 (mean score) parents indicated that teachers have high expectations for their child to succeed and teacher's take into account their child's needs, abilities, and interests compared with the NSW norm 7.3 (mean score) . 8.1(mean score) parents agreed that the school supports positive behaviour compared with NSW Government norm 7.7. Teacher feedback was very positive. Our staff are very experienced and dedicated and each person brings a wealth of knowledge in a diverse range of areas from the curriculum. I think this is a major positive for Iluka Public School.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.