Islington Public School
Annual School Report 2014
School context statement

Islington Public School is a small school in inner city Newcastle. The school currently hosts 115 students with an approximately equal number of girls and boys. At Islington, a dedicated staff is committed to improving educational outcomes for all students.

Islington Public is a proud member of the Local Management Group (LMG) Callaghan Education Pathways. This group includes sixteen state primary schools and one state high school over three campuses. The LMG has strong links to Newcastle University.

Our school has the equivalent of 12 permanent teacher positions including a teaching principal, 2 executive positions (regional), 4 classroom teachers, 2 Home School Liaison Officers, an Out of Home Care Teacher and various specialist support teachers and school learning support officers. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school continues to focus on quality student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from sporting, performing arts, cultural, leadership, environmental and academic pursuits. Our student performance results in reading, numeracy and writing continue to be above those of similar school groups across the state. At Islington Public School we instill the values of Goodness, Truth and Beauty. Our school is dynamic, innovative and personal with an emphasis on learning for the 21st Century from Kindergarten to Year Six and for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to discover and develop the potential of every child.

Islington Public is a participant in Best Start, L3, Accelerated Literacy and TEN and GTK; a member of the Dare to Lead Coalition of Schools; a member of the Muloobinbah Aboriginal Educational Consultative Group (AECG); and is an active participant in Newcastle’s interagency support for Refugee and Migrant communities.

Our school attracts Equity resourcing, has received an equity grant to support its homework club initiative and receives federal funding for the Active After Schools Program. The school has approximately 48% of its enrolment as students newly arrived from overseas on a humanitarian visa. In addition, 8% of the student population identify as Aboriginal or Torres Strait Islander.

Strategic Priority Areas (2012 to 2014) are

Literacy & Numeracy - including Curriculum and Assessment

Student Engagement and Attainment – including Aboriginal and Multicultural Education

Partnerships – including Organisational Effectiveness, Leadership and Management.

Ongoing specific future development in literacy, numeracy, and engagement are key focus areas for Islington Public for the 2012 to 2014 time period with a special emphasis on early intervention, curriculum implementation and Numeracy.

At Islington Public School, both the school and community aim to nurture happy, confident children and have strong positive working relationships.
Student information

Our enrolment at Islington Public School averaged approximately 115 students throughout 2014.

The depth of student diversity is well recognised at Islington Public School. We have approximately 48% of students from a culturally or linguistically diverse background. We have a further 8% of students who identify as being Aboriginal or Torres Strait Islander. An increasing number of students are applying to enrol from outside our traditional drawing area to access our programs.

The school has a percentage of the population that is highly transient. This is due to a range of factors including families moving interstate for work opportunities and the decreased affordability of housing in the city.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>41</td>
<td>46</td>
<td>41</td>
<td>38</td>
<td>48</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>30</td>
<td>35</td>
<td>34</td>
<td>38</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

The Islington school community recognises the critical link between attendance and student achievement. As a school community we have high expectations and encourage all staff, parents and students to work in partnership to facilitate high attendance levels.

The school saw a significant drop in our attendance profile this year. This statistic was significantly impacted by a small number of students who had high absences from school in preparations for moving interstate.

Management of non-attendance

The Education Act (1990) requires parents to ensure that children between the ages of six and fifteen attend school on each day that the school is open for instruction. If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence. It is an offence for parents to fail to meet these obligations, unless they can show they have a defence e.g. illness or accident.

Regular attendance at school is essential to assist students to maximise their potential.

When all reasonable actions have been undertaken to support regular attendance of a student of compulsory school age but the student continues to attend erratically, the matter is referred to the Home School Liaison Program for investigation as per the Attendance at School policy.

At Islington Public School, we strive to develop strong partnerships with parents and caregivers to maximise student attendance and comply with the Attendance at School policy.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Level</th>
<th>Cat.</th>
<th>Staff Type</th>
<th>Sub Function Description</th>
<th>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>TE</td>
<td>PPS</td>
<td>Primary Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td>T</td>
<td>Primary Teacher</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>PT</td>
<td>Primary Part-Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>RFF</td>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>TL</td>
<td>Primary Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>ESL</td>
<td>Primary Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>ESR</td>
<td>Teacher of ESL - Refugee Support</td>
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</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>DSP</td>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
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<tr>
<td>P</td>
<td>SUP</td>
<td>HSL</td>
<td>Home School Liaison Officer</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>T</td>
<td>SC</td>
<td>Teacher of Students OOHC</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td>T</td>
<td>IM</td>
<td>Primary SS Teacher IM</td>
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</tr>
<tr>
<td>P</td>
<td>T</td>
<td>LST</td>
<td>Learning and Support - Primary</td>
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</tr>
<tr>
<td>P</td>
<td>SUP</td>
<td>DGO</td>
<td>Primary District Guidance Officer</td>
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<tr>
<td>P</td>
<td>SUP</td>
<td>RSS</td>
<td>Primary Student Support RFF</td>
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</tr>
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<td>P</td>
<td>SUP</td>
<td>APU</td>
<td>Primary AP Learning and Support</td>
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<tr>
<td>P</td>
<td>ADM</td>
<td>GAD</td>
<td>General Assistant District Scheme</td>
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<td>P</td>
<td>SASS</td>
<td>SA</td>
<td>School Administrative Officer</td>
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<tr>
<td>P</td>
<td>SASS</td>
<td>SSAL2</td>
<td>School Administrative Manager 2</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td>SASS</td>
<td>TASIM</td>
<td>Ph Sch Learning Supp Officer Mild</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Teacher Entitlement: 12.694

Islington Public School is the base school of a number of targeted support programs. These executive and teachers also appear above on our staff establishment. In addition the school received supplementation for the engagement of an assistant principal. The school also received a targeted staffing allocation to support students who were newly arrived on a humanitarian visa from an EALD background, however, this does not appear on the entitlement above.

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Professional learning and teacher accreditation

The quality of the teacher in the classroom has one of the greatest effect sizes in improving student achievement in schools. Islington Public School recognises this research and has an excellent teaching staff. This staff is highly invested in engaging in professional learning to provide the best teaching for students.

All professional learning funds were expended in accordance with audit requirements and linked to DEC priority objectives, teacher assessment and review programs, staff professional learning plans and fundamentally supported the achievement of our 2012 – 2014 school plan.

All staff undertook professional learning and development in 2014. This professional learning was delivered through two strategies to build capacity.

The first strategy was participation in targeted professional learning of an ongoing nature over the course of the entire year. This included
sessions of professional learning, expert mentoring, targeted observation and feedback. This strategy was utilised for initiatives such as Language Learning and Literacy (L3), Targeted Early Numeracy Intervention Program (TEN) and Teaching English Language Learners (TELL). These programs included a minimum of 20 – 40 accredited hours per course.

The second strategy utilised a combination of one to two day courses, professional development days, Adobe Connect courses and teacher meetings to build staff capacity to support the implementation and evaluation of our school plan priorities. This professional learning addressed mandatory compliance training such as child protection, code of conduct, disability standards, workplace health and safety and emergency care. In addition staff participated in and delivered professional learning in supporting students with speech and language disorders, supporting ESL students and new arrivals, the new NSW mathematics syllabus, the new NSW science syllabus and implementation of the new NSW English syllabus. Staff participated in training in relation to the use and integration of technology and 21st century learning, gifted and talented education and quality teaching.

Teacher professional learning funds of $8926.17 was received for 2014 and completely expended. Additional funds of $18226.13 were also allocated and used to support this priority area.

This was an average of $2262.69 per staff member. However these funds are targeted to support teachers who are early in their career and to support the implementation of high priority targets. All teachers engaged in a minimum of 40 hours of professional learning.

The school has two teachers working towards BOSTES accreditation and three teachers maintaining their accreditation.

**Beginning Teachers**

From 2014, each school with one or more permanent beginning teachers must report on how funding under Great Teaching, Inspired Learning has been used to support beginning teachers adjust to their new roles in NSW public schools.

Islington Public School does not have any teachers that meet these requirements.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>$179380.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$130998.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$49112.95</td>
</tr>
<tr>
<td>Interest</td>
<td>$5394.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$37631.29</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$568735.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
School performance 2014

Arts

Islington Public School has a rich performing arts program which incorporates a wide range of activities where children are given the opportunity to express their artistic talents.

Many of our students explored painting, ceramics and printmaking this year. The quality of their work was outstanding.

Drumming

Fode Mane again led the drumming program at Islington Public School. All students participated in the lessons, learning traditional rhythms whilst improving their memory. Our drumming groups had several major public performances including performing at the Regional Museum.

Choir

In 2014, the philosophy driving Islington Public School choir was one of inclusion, participation and team spirit. Islington Public School had a busy and successful year with many performances at school assemblies, concerts and ceremonies throughout the year. Again, Islington Public School choristers combined with 400 other students from six schools in the Callaghan cluster to perform a magnificent repertoire of songs at an annual concert in September.

Film

Many students made their first films in 2014 with the culmination being a superb entry into the Callaghan Education Pathways Digital Media Festival. This was an amazing piece of work demonstrating the ability and creativity of students.

Starstruck

Our Primary students performed in Starstruck Magic Happens this year. This was a wonderful highlight for the students who danced as part of one of the largest annual productions in the state. The students performed with excellence in front of a packed Entertainment Centre.

Sport

In 2013 we had a group attend the Zone Cross Country and had lots of fun attending events such as the Small Schools Carnival.
This year also saw a girls and boys senior Basketball group compete at the basketball stadium. These students demonstrated commendable sportsmanship.

We also engaged with the Australian Sports Commission through the Active After School Program. All students achieved certificates in the Premier’s Sporting Challenge with the school achieving a Diamond Award.

Science

Islington Public School has an extensive science program. Students have been provided with exciting opportunities to develop their scientific thinking. Students worked in 3D printing, biology, engineering and even chemistry.

Academic achievements

NAPLAN

Islington Public School often has a cohort of students who are statistically too small for appropriate analysis of student results in bands.

The school also has a policy to include all students who are eligible for the assessment program to participate and are reluctant to offer an exemption.

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

The school does place a high value on the analysis of individual student achievements and takes great pride in the high standards of growth achieved by these students between the years.

Reading

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>55.1</td>
</tr>
<tr>
<td>SSG</td>
<td>81.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

*Average progress in Reading between Year 3 and 5

![Average progress in Reading between Year 3 and 5](image)
Significant programs and initiatives – policy and equity funding.

From 2014 and in line with the Local Schools, Local Decisions education reform, schools receiving equity funding through the Resource Allocation Model are required to report on the strategies undertaken and improvements made in the support of these students.

In addition schools are required to report on the implementation of the Aboriginal education, multicultural education and antiracism policies. As Islington Public School receives equity funding that supports both these groups and across these policies these two reporting requirements are made in a synthetised manner.
Socio-economic background

Socio-economic funding of $36029 was received in 2014. Part of this funding was tied to the employment of staff. This assisted in the support of literacy and numeracy instruction across the school. By doing this, our school enhanced students’ access to a wider range of curriculum learning experiences and increased the effectiveness of classroom organization.

Funding was also used to support the implementation of L3 and TEN and integrating technology in the classroom.

In 2014 the school received $6707 under the Resource Allocation Model for Aboriginal Equity Loading.

These funds were targeted to Aboriginal cultural leadership initiatives. The most successful initiative was the senior boys Yidaki (didgeridoo) group. These young men performed at a number of formal occasions including the Callaghan Education Pathways Digital Media Festival.

Multicultural education and anti-racism

Multi-cultural education relates to a wide range of school activities.

Our school places significant emphasis on the delivery of programs which promote racial tolerance and harmony, and promotes multicultural perspectives across the curriculum. A highlight of our calendar every year is Harmony Day.

The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member and their role advertised to the school community. Although the incidence of racism is extremely low the ARCO is accessible at all times. Records of complaints of racism are maintained, including the strategies used to resolve them.

The DEC calendar for cultural diversity was used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity.

Interpreters were made available for individual parent interviews as required. Translations of information for parents were provided as needed, using the resources provided on the DEC website.

Aboriginal education and Aboriginal background

All schools must report on the implementation of the Aboriginal Education and Training policy.

The Aboriginal Education & Training Policy has been implemented at Islington Public School. The targeting of resources and professional learning promotes quality teaching and learning and the inclusion of Aboriginal perspectives and content across all Key Learning Areas.

Our Educational Programs are designed to educate all students about Aboriginal histories, cultures, perspective and current Aboriginal Australia.

In 2014, all Aboriginal students at our school were provided with a personal learning plan to support the growth and development of the whole child.

Islington continued its partnership with the Dare to Lead coalition of schools and the Aboriginal Consultative Group of Newcastle, to raise academic standards and promote the Aboriginal custodianship of the land.
English language proficiency

Islington Public School received funding to support English language proficiency needs within a number of criteria. This program was supported through ESL staffing allocations, new arrival staffing allocations and refugee support staffing allocations.

This allowed Islington Public School to provide a comprehensive model of support for students. Students and staff had great success in raising the expectations of participation, engagement and academic learning for students. Practices of formal assessments and structured feedback raised the learning outcomes of EAL/D students. The specialist staff and bilingual support for students and carers, the professional learning including 100% of staff completing the action research based professional learning on Teaching English Language Learners resulted in increased levels of English language proficiency and greater support for refugee students. This was reflected in the high levels of wellbeing, the rapid cultural adjustment to school and the increased participation in mainstream classrooms.

In addition Islington Public School continued its very successful multicultural homework centre and parent café. In 2015 these ventures will be supported by partnerships with other service providers and community organisations.

Learning and Support

Learning and Support funds were used to employ our Learning & Support Teacher for 1.5 days per week. This teacher provided support for teachers in recognising and responding to students’ additional learning needs when identified through our extensive Learning Support Program. Personalised Learning Plans were established in consultation with parents, students and teachers. These plans were updated to allow for changes in continuum data.

In addition our school received targeted funds to support students with a low level adjustment for disability. These funds were used to employ a School Learning Support Officer. This role enhanced students’ access to a wider range of curriculum learning experiences and improved learning outcomes.

Our school participated in the Nationally Consistent Collection of Data on School Students with Disability which reinforces the existing obligations that our school has towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

The national data collection on students with disability acknowledges the work already undertaken in our school to support students with disability. It assisted us in identifying and supporting students with disability so they could access and participate in education on the same basis as their peers.
School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The school has conducted a major internal review in 2014. This had a wide scope designed to capture all aspects of school life.

The evaluation of our current plan is a result of a rigorous process of whole school communication and collection of evidence.

The school has analysed both school based and standardised data, conducted a document analysis of policies, programs, reports, finances and plans.

The school surveyed students, staff and community.

Interviews were conducted with students, staff, parents and community members to pinpoint aspects needing clarification.

All data has been triangulated by the school team. These findings were then collated and assisted to inform the future strategic directions from the school.

The school held major community consultation to assist in developing a focused school vision for the next 3-5 years.

Background

Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.

Self-assessment is an opportunity for the school to:
• confirm areas where the service is meeting the standards
• confirm areas where the service is meeting governance and management indicators
• identify gaps in current systems and processes that do not meet the standards
• identify gaps in current systems and processes that do not meet governance and management indicators
• plan actions to address any identified gaps in systems and processes
• identify additional opportunities for improvement, to support continuous improvement.

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes are essential to all school improvement efforts. However, school improvement fundamentally means improving what a school does. The tools used provide evidence about our school’s day-to-day work to complement, and possibly shed light on, measures of student outcomes.

Findings and conclusions

The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.

The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.

The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.

The tone of the school reflects a school-wide commitment to purposeful, successful learning. There are very few significant behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.

Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.
Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning.

Staff morale is high. All staff feel well respected by parents, the principal and their colleagues. They trust each other, look forward to coming to work each day, feel loyal to the school and would recommend the school to prospective families.

All staff have documented professional learning plans and the school has arrangements in place for mentoring and coaching.

Teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

The school’s curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision for the school and provides a context for delivering the curriculum as detailed by BOSTES in an integrated format.

Teachers tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also respond to differences in cultural knowledge and experiences and cater for individual differences by offering multiple means of representation, engagement and expression.

Reports to parents show progress over time and include suggestions for ways in which parents can support their children’s learning.

Clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills, and timely feedback to guide student action are key elements of the school’s push for improved teaching and learning.

School planning 2012-2014:

School priority 1

1. Literacy & Numeracy - including Curriculum and Assessment

Outcomes from 2012–2014

- All students’ literacy and numeracy levels will meet regional targets based on NAPLAN assessment and school based benchmarks.
- Staff opportunity for professional learning in literacy and numeracy enhanced
- Increased staff expertise in programming, teaching and assessing Literacy and Numeracy

Targets:

1. The percentage of Islington students achieve appropriate growth in NAPLAN between Years 3-5, and Years 5-7 in reading, writing and numeracy will equal or exceed the percentage of state DEC students.
2. 75% of students in Early Stage 1 and Stage 1 will achieve regional benchmarks.
3. All teachers will develop and implement quality practices/systems in curriculum planning and programming

Evidence of achievement of outcomes in 2014:

Intended outcomes in this priority were aspirational. The school made good progress against outcome 1, however this was not met. All other targets and outcomes were fulfilled.

Quality teaching and learning practices across the school are demonstrated through differentiated lessons and assessments (including formative) which has improved student achievement.

There exists in our school a proactive professional learning team and curriculum areas that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of TARS / EARS standards.

There is a clear link between students’ understandings and teachers’ instructional strategies

The feedback students receive during a lesson is clearly aligned to the lesson aims and success criteria
Teachers check their students’ understandings of the lesson aims and success criteria;
Teachers are explicit about the lesson aims and the criteria for success.

**Strategies to achieve these outcomes in 2014:**
Explicit teaching strategies for Literacy
Consistent teacher judgement of student work samples developed and supported through TARS and EARS process
Tracking student progress through 5 week data walls
Aligning pedagogy and best practice through professional learning in L3 (K) and Accelerated Literacy (AL) in Years 1-6
Programming and planning that is responsive to differentiated student needs evidenced through lesson observation and document analysis
Resources developed and purchased to support the explicit teaching of literacy, AL and other programs
Standardised formats for literacy and new NSW Syllabus English and Mathematics programs developed.
Staff to set formal Literacy and Numeracy related professional learning targets
Staff participation in professional learning opportunities that develop literacy and numeracy expertise
Staff training in L3
Provide TPL in the use and analysis of data
Staff trained in TEN
Integration of technology and connected classrooms strategies to increase student engagement
Professional learning opportunities for staff members to enhance skills in technology
Purchase of tablet technology and infrastructure
Cyclic renewal of technology

**School priority 2**
2. Student Engagement and Attainment - including Aboriginal and Multicultural Education

**Outcomes from 2012–2014**
- PBL philosophy underpins behaviour management approach at Islington School
- Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes
- Stakeholders will report that all Aboriginal students have improved school engagement that ensures parity of outcomes

**Targets:**
1. Stakeholders will report that students have experienced improved quality of school life after comparison of annual survey data
2. Achievement and attendance of Aboriginal and Torres Strait Islander students compares favourably to state targets.
3. Stakeholders will report that all ESL students will have improved engagement and will ensure parity of outcomes within 7 years of formal schooling.

**Evidence of achievement of outcomes in 2014:**
Intended outcomes were again aspirational, however all outcomes and targets were met except for outcome 3.

Triangulated data demonstrated a consistent approach to support the wellbeing of all students. This includes cultural, behavioural, social and academic support. This was underpinned by the personalised planning and programming that ensured students received instruction at their point of need.

The quality teaching framework was consistently utilised as to ensure the intellectual quality and significance of learning that was conducted in a quality learning environment.

The small numbers of students at the school makes statistical comparisons unreliable. Anecdotal evidence demonstrates that all student groups showed an improvement in engagement and high growth in academic assessments.

**Strategies to achieve these outcomes in 2014:**
PBL program: Data Collection and analysis to support PBL program. Professional Learning in micro skills for behavior management.
Individual support and programs developed for students experiencing difficulties
Provide explicit practices and frameworks that engage students in emotional regulation and improve behaviour
Provide access to a broad and engaging curriculum with particular emphasis on developing confidence, critical thinking skills and creativity.
Planned integrated approach to improving outcomes for Aboriginal students
Quality of School Life surveys completed with parents, students and community in annually
LMG based recognition and support strategies
Liaison with local AECG to provide cultural training for staff
Purchase culturally appropriate readers and resources
Authentic involvement of parents in learning, PLP development and transition process
Involvement in both Reconciliation and NAIDOC weeks

School priority 3

3. Partnerships – including Organisational Effectiveness, Leadership and Management

Outcomes from 2012–2014
• Improve communication with key stakeholders.
• Engage with and promote the school within the wider community
• Increase parental engagement and support in their child’s learning

Targets:
4. Community report that they have had increased opportunity to engage with the school
5. Community report that they have had increased opportunity to communicate with the school

Evidence of achievement of outcomes in 2014:
The outcomes and targets in this priority area were found to be broad and difficult to evaluate with the preferred rigor.
Evidence through survey instruments, focus groups and interviews showed that the school had made clear and definite improvements against all targets and outcomes.
However opportunities for continued improvements have been identified and prioritised for the future.

Strategies to achieve these outcomes in 2014:
Partnerships between home and school strengthened
Employment of staff to coordinate parent groups
Increased numbers of celebrations identified to engage the community such as Harmony Day
PLP / IEP review process reviewed
Initiatives to increase parent involvement in the learning process
Providing parents with information through regular newsletters and use of website and social media.
Assisting parents with parenting guides at initial enrolment meeting then follow up parenting sessions via support groups.
Engagement of key members of the community in school activities to assist in supporting student PLP / IEP outcomes
Continued implementation of the multicultural parent café and homework center
Structured opportunities for school staff to participate in professional learning opportunities to improve staff knowledge, expertise and resilience that will assist in supporting PLP / IEP processes.
Professional learning opportunities related to staff resilience and staff welfare

Satisfaction surveys completed with parents and students at identified points.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Data has been triangulated and the overall responses indicate:

1. The school culture continues to remain highly positive. With again 95% of respondents in agreement. This is reflective of the current systems, structures and policies.

2. SchoolMap surveys were used to triangulate responses in the following areas: Learning, Teaching, Leadership, Planning, Management and Culture. Again, 95% of respondents reported that they believed that the school was performing well against these areas.

The final community forum was conducted by an independent representative.

A survey was completed to ascertain the level of trust with the group and the school. This survey was adopted from a business survey and as such there was some confusion regarding the application of some questions to the school setting. As a result some scores may be skewed or adversely affected. 25 surveys were completed.

The maximum score that could be reached was 75, the average score was 60. This indicate that there is a relatively high level of trust between Islington PS and the representatives of the community that participated in the consultation process.

The areas that had consistently higher scores were in the areas of competence and planning. In regard to planning it may be worth noting that this was the purpose of the meeting and so may have been foremost in participant’s minds. Safety also featured significantly in the high scores (4 or 5) with only one respondent rating this question as below average.

The areas that scored lower tended to be regarding communication with the community. The overwhelming respondents thought that communication was satisfactory or excellent however 4 respondents rated this as below average.

Participants were asked to describe the type of school and skills that were important to them within four areas. These areas reflected the goals of the Melbourne Educational Declaration 2008. These areas are: Successful Learners, Active and Informed Citizens, Confident and Creative Individuals and Promoting Quality and Excellence.

The overwhelming theme was the values and skills that students would require in a future world would need to not just be based on the key learning areas. It would appear that the participants were expecting their children to have skills of creativity, communication, flexibility, self-determination, confidence and a sense of community and personal responsibility.

Academic success was not a huge theme throughout these four areas although individualised planning featured quiet strongly within successful learners.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1

Creating a high performing and dynamic learning school

Context
Students become successful learners, confident and creative individuals, and active and informed citizens.

Purpose
This strategic direction reflects our commitment to the Melbourne Declaration on Educational Goals for Young Australians. It reflects the expectation that students access a broad curriculum of learning opportunities that develop the whole child. This will be delivered by staff engaged in ongoing professional learning who deliver innovative and personalised programs within the framework of consistent high standard educational practices.

Strategic Direction 2

Providing purposeful and connected learning for all students in a supportive environment

Context
Islington PS demonstrates a culture of wellbeing, collaboration, engagement and accomplishment in a 21st century learning environment.

Purpose
To ensure the wellbeing and engagement of all students through a combination of curriculum resources, innovative pedagogy, ICT infrastructure and personalised social emotional learning that inspires every student to reach their full potential. Investing in the creation of 21st Century Learning Spaces

Strategic Direction 3

Enhancing systems leadership, community engagement and participation for collective efficacy

Context
Embedding quality leadership and organisation practices to support learning alliances and organisational innovation.

Purpose
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. This will increase community support and partnerships for our students as we work together as a learning community to lead connected learning in the 21st century.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Matthew Bradley Principal
Jonathan Lumley Assistant Principal
Judi Tolmie School Administration Manager

All staff at Islington Public School formed part of the team that conducted the evaluation and determined future directions.

These processes were conducted in consultation with the community.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: