Our school at a glance

Islington Public School is a small school in inner city Newcastle. The school currently hosts 73 students with an approximate equal number of girls and boys. At Islington, a dedicated team of 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 10 permanent teacher positions including a teaching principal, 2 executive positions (regional), 3 classroom teachers, 2 Home School Liaison Officers, an Out of Home Care Teacher and various specialist support teachers and teacher’s aides. 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 like 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 TNT (numeracy) programs; a member of the Dare to Lead Coalition of Schools; a member of the Mulobinbah Aboriginal Educational Consultative Group (AECG); and is an active participant in Newcastle’s interagency support for Refugee and Migrant communities. Our school attracts Priority Schools Funding Program (PSFP) resourcing, has received an equity grant to support its homework club initiative and receives federal funding for the Active After Schools Program. Strategic Priority Areas (2012 to 2014) are Literacy & Numeracy - including Curriculum and Assessment, Student Engagement and Attainment - including Aboriginal and Multicultural Education, and Partnerships - including Organisational Effectiveness, Leadership and Management. Ongoing specific future development in literacy, numeracy, engagement are key focus areas for Islington Public for the 2012 to 2014 time period with a special emphasis on early intervention curriculum and Numeracy.

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

Students

At the time of the 2012 census, 73 students were enrolled at Islington Public School; this includes the students in the Regional IM class. Enrolment included 34 girls and 38 boys.

Staff

Islington Public School has a dedicated group of teachers whose purpose is to provide opportunities to develop skills and strategies through Quality Teaching and Learning in a supportive, safe, interactive, engaging and inclusive environment that helps our students become learners for life. In doing this, we will help our students to achieve personal best results in all their present and future endeavours.
Significant programs and initiatives

The school continued to run a number of programs to provide students with additional educational support throughout 2012.

These were;

- Active After School Sporting Program
- Multicultural Homework Program
- Gifted and Talented Enrichment Programs
- Performing Arts Programs - Drumming
- Visual Arts Programs – Raw art
- Leadership Programs – AIM High
- Starstruck - Dance
- Cluster Choir
- Combined Schools Sporting Events
- Environmental and sustainability Initiatives
- Aboriginal Educational Program - CEP
- Multicultural Education – Harmony Day
- Programs for Students with Disabilities
- Technology Program – Robotics & 3D Printing
- Transition Programs to High School
- Social Skills Programs – Fun Friends (GOT-IT)
- Christmas Concert
- Water Safety
- School Discos
- Glenrock School Camp

Student achievement in 2012

As the Year 3 Cohort is unusually small, results for this cohort are unable to be compared to other DEC Schools, the State or Australia.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard ( exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The graphs below illustrate the improvement shown by students against similar schools and all State DEC schools over the last 3 years.

Whilst the school community has requested an emphasis be placed on a broad curriculum with a focus on creativity we are very proud of the achievements our students in NAPLAN standardised testing.
**Messages**

**Principal’s message**

Thank you for the warm welcome the school community has provided this year. I am truly the most fortunate of principals to have the privilege of working with such a committed team of teachers and students.

Islington Public has a long tradition of excellence and quality in a caring school environment. This year we celebrated our 125th birthday.

At Islington Public School, parents, children and staff continue to work closely to create an environment that is safe, challenging and stimulating and where children are able to achieve their potential through the provision of a balanced and personalised educational program.

The 2012 school year has again been highly successful, with progress made across all of our strategic target areas from literacy, to numeracy and engagement.

In addition, both teaching and support staff at Islington Public School, continue to work closely with families to discover, as well as to nurture, the potential of every child. Our dedicated P&C work hard to raise funds which provide additional resources for all our students. Our P&C organise and support the various functions, throughout the calendar year which benefit our whole community and make school life a richer experience for all.

All staff seek to provide students with the skills, knowledge and values necessary for success in education, life and the future. Our teachers are genuinely committed to improving children’s lives.

Further, many individual students have made quality progress across academic, social and cultural dimensions, as well as in the areas of leadership, creative and performing arts, environmental education and sport.

I acknowledge and thank parents and community for their continued support of the school and its programs, as well as thank all the school staff for their professionalism, integrity, dedication and commitment throughout the 2012 school year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Matthew Bradley**

**P & C message**

After a very busy year we finished on a high with a very successful Christmas party for all students and teachers. This was funded by the Christmas raffle and donation from the school. The children and teachers had a lovely time.

Each year we raise funds by way of raffles, pie drives and pizza days. This is facilitated by a small band of willing parents who we greatly appreciate.

Our canteen operates one day per week (Friday) and we adhere most keenly to the healthy food guidelines (97% independent rating). Money raised goes to help purchase items for the school.

In our small school we urgently need people to assist with the canteen and our other activities; two hours of your time is greatly appreciated.

We would welcome more of our community to our P&C meetings, Wednesdays from 2-3pm twice per term.

Thank you for your support and welcome to 2013

**Teri Hure – P&C President**

**Student representative’s message**

We are proud to have been elected as the new school leaders for 2013. We would like to thank the 2012 leaders for their service to Islington Public School. Our leaders provided a wonderful example when representing our community at the many functions and events throughout the year. Our favourite activities of 2012 were Starstruck, Glenrock Camp and Harmony Day. We are looking forward to the many highlights that 2013 will bring.

**Caitlin Woodhouse, Byiringiro Nkurunziza, Sophie Tripodi, Brayden Cooper**
School context

Student information

The depth of student diversity is well recognised at Islington Public School. We have approximately 35% of students from a culturally or linguistically diverse background. We have a further 6% 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.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.5</td>
<td>95.5</td>
<td>92.7</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>95.7</td>
<td>92.7</td>
<td>93.9</td>
</tr>
<tr>
<td>2</td>
<td>88.8</td>
<td>97.4</td>
<td>92.9</td>
<td>91.8</td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>95.9</td>
<td>93.6</td>
<td>95.3</td>
</tr>
<tr>
<td>4</td>
<td>90.6</td>
<td>94.3</td>
<td>97.6</td>
<td>98.4</td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>89.5</td>
<td>90.7</td>
<td>97.3</td>
</tr>
<tr>
<td>6</td>
<td>90.2</td>
<td>92.2</td>
<td>91.5</td>
<td>95.0</td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>94.3</td>
<td>93.1</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Structure of classes

The majority of our classes are composite, with student numbers in infants (K to 2) targeted to approximate the state-wide average in compliance with the Class Size Reduction Program. Ideal ceiling numbers for classes are:

Kindergarten: 20 students
Year 1: 22 students
Year 2: 24 students
Years 3 to 6: 30 students

Student attendance profile

The Islington school community recognises the critical link between attendance levels 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.

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.

**Staff information**

Our school has four permanent classroom teacher positions allocated in 2012. This included one teaching principal, two classroom teachers and a specialist IM support teacher. We also employ one temporary teacher above entitlement. Our teaching staff is a mix of highly experienced teachers and new scheme teachers.

Islington Public School is also the home of a number of targeted regional programs. These executive and teachers also appear below on our staff establishment.

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

The executive and teaching staff are supported by a full-time School Administration Manager (SAM), one part-time School Administration Officer (SAO-Library), one Student Learning Support Officers (SLSO-IM) and a part-time General Assistant (GA).

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal Learning &amp; Support</td>
<td>1.0</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>2.0</td>
</tr>
<tr>
<td>Out of Home Care</td>
<td>1.0</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.406</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.406</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have one staff member that identifies as Indigenous.

2012 saw the retirement of Michael Day, Assistant Principal Learning and Support a dedicated professional who worked with schools throughout Newcastle. We welcomed Shirley Ison, an experienced Assistant Principal Learning and Support, and are very fortunate to be in a position to draw on her expertise. All other permanent staff were retained over 2012. Islington Public continues to have a stable and accredited range of teaching and non-teaching staff.

**Teacher qualifications**

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>15%</td>
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</tbody>
</table>
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>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>185003</td>
</tr>
<tr>
<td>Global funds</td>
<td>96947</td>
</tr>
<tr>
<td>Tied funds</td>
<td>123909</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20410</td>
</tr>
<tr>
<td>Interest</td>
<td>7929</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6515</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>440713.00</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>41085</td>
</tr>
<tr>
<td>Excursions</td>
<td>2979</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9533</td>
</tr>
<tr>
<td>Library</td>
<td>2455</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>487</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107224</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10223</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>45527</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32348</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11256</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14249</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7709</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>285075.00</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**  **155638.00**

Please note that most of our initiatives are funded within the broad sub-dissections seen here within Tied Funds, Key Learning Areas and Administration and Office.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

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. This year we also received a grant for the Australian Decorative and Fine Arts Society to support our programs. In addition the whole school attended professional performances such as TaikOz Drumming and the World Festival of Magic.

Choir

In 2012, the philosophy driving Islington Public School choir was one of inclusion, participation and team spirit. Islington Public School had a busy and successful year in 2012 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.

School Concert

On the 12th of December we held our 125th Birthday Celebration and Christmas concert. The concert showcased our excellent Creative and Performing Arts programs including the renowned choir, drama performances, drumming performance and individual student showcases.

Starstruck

Our Primary students performed in Starstruck this year. This was a wonderful highlight for the students who danced as part of one of the largest annual productions in the state.

Sport

In 2012 we had a group attend the Zone Cross Country and had lots of fun attending things such as the Small Schools Carnival. We also engaged with the Australian Sports Commission through the Active After School Program. These students had ongoing professional tuition in dance, martial arts, basketball and circus.

All students achieved certificates in the Premier’s Sporting Challenge with the school achieving a Diamond Award.
**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Reading – NAPLAN Year 3**

The low number of students in our Year 3 cohort means that data is unable to be reported.

The state average band distribution does not include students who were exempt from the test.

**Reading – NAPLAN Year 5**

The highlight for our Year 5 reading is 55% of students achieving in the highest band. This is almost 5 times the State result.

**Numeracy – NAPLAN Year 5**

Progress in reading

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

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>82.8</td>
</tr>
<tr>
<td>83.0</td>
</tr>
<tr>
<td>89.6</td>
</tr>
</tbody>
</table>

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.
Significant programs and initiatives

Aboriginal education

The school’s Aboriginal education programs have been successful in promoting understanding and knowledge of Indigenous Australian culture.

In particular, an Aboriginal perspective is applied to all studies. Australian history is studied by students with a view that all students develop an informed understanding of Australia’s Indigenous people and their cultures and of the importance of the reconciliation process.

Further, the school actively promotes contact between Indigenous and non-Indigenous Australians, especially among students with their peers. Our Reconciliation Week program featuring Uncle Perry was a highlight of the year.

In 2012 our school continued its partnership with the Dare to Lead coalition of schools, and Aboriginal Education Consultative Group (AECG), of Muloobinbah, to raise academic standards of Aboriginal students, as well as continued to promote an Acknowledgement of Land, as part of student assemblies and formal occasions, which recognises the Aboriginal custodianship and heritage of the land.

In 2012, all Aboriginal students at our school were provided with a Personal Learning Plan (PLP) to support the quality of their learning.

Multicultural education

Multicultural education continues to be an important and developing aspect of Islington Public School. This year has seen a rise in the enrolment of English as Second Language (ESL) students. These students are from 20 different nationalities.

To complement a strong multicultural ideal, Islington Public School has highly skilled staff, including a trained ESL teacher and two bilingual community Liaison Officers.

This year, to celebrate Harmony Day and embrace multicultural awareness, Islington Public School conducted a whole-school workshop where students were able to participate in a wide variety of cultural experiences including dancing, drumming and art. Members from the community contributed to class lessons and also prepared cultural foods for students to try in their lunch break.

Islington Public School also runs a Multicultural Homework Centre that provides support for students from the local primary and high schools. The centre is facilitated by a specialist ESL teacher and a Community Liaison Officer and supported by regional NESB and refugee support officers.

The school was also a pilot school in the Hunter for Beginning School Well an extended transition to school program for children aged 2-5 and their families. This program was very successful and was supported by two bilingual Community Liaison Officers and our Kindergarten teacher.

Student Welfare

Islington Public School continued to move forward and implement the Positive Behaviour for Learning program. This program utilised explicit teaching of expected behaviours and analyses school systems in assisting all students to be Safe, Respectful and Responsible. This program has an emphasis on positive reinforcement.

The school was also fortunate to participate in Getting On Track –In Time. This is a joint initiative between Department of Health and Department of Education and Communities. Identified participants worked in groups of parents and children with Departmental personnel to address resilience and social skills at home and school. All Infants students participated in the evidenced based Fun Friends program. The Fun Friends program will be an ongoing program at Islington Public School.

Priority Schools Program

Students in the school are supported by the Priority Schools Program. This program supported the school through the provision of additional funding allowing the staffing allocation of an additional teacher. This staff member was used to create another class and reduce overall class sizes. This allowed a reduction in the teacher-student ratio allowing teachers to provide greater attention to a smaller number of students.
Progress on 2012 targets

A baseline evaluation conducted by the principal in early 2012 led to a change in targets for the school. The changes reflected Department and school community priorities. We have made significant progress on all of our targets.

Realigned 2011 Targets for 2012

1. The percentage of Islington students achieve appropriate growth in NAPLAN between 3-5, and 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

Our achievements include:
- Implementation of AL Pedagogy from 1-6
- Consolidation of L3 pedagogy - K
- Our first target showed growth that exceeded State DEC students in 3-5, however growth from 5-7 in some areas requires further investigation.
- Our second target was exceeded with over 85% of students reaching regional benchmarks.
- We made significant improvements in systems to address our third target and will continue over the next four years with the ongoing implementation of the new NSW Syllabus.

Curriculum

In 2012 our school carried out a targeted evaluation of Literacy Programs.

Background

An evaluation of present literacy practice was undertaken to inform future school directions.

The data gathering process included:
- Focus group with staff and students in regard to relevance of reading programs, homework, integration of technology, support and extension
- Document Analysis: teaching programs, KLA related policies, student work samples, assessment schedules and examples
- Lesson Observations: Principal, Jo Johnson (L3 Coordinator – HCC), Chris Wall (AL – State expert)

Findings and conclusions

It was apparent from all data gathered that the school is very student focused and there is a strong commitment to improving student learning outcomes.

Significant investment in teacher professional learning and classroom resources occurred in this area in 2012.

Lessons observed during the evaluation process were engaging, reflected aspects of the Quality Teaching Framework and integrated aspects of technology. Varying student ability levels were acknowledged in planning and catered for in
lessons. Classrooms were stimulating and quality literature was being used. There was a strong emphasis on the drilling of basic skills to reinforce and acquire knowledge.

Programs reflect the syllabus and a scope and sequence uses the key ideas from the syllabus as a basis. Collaborative programming and development of assessment tasks were evident.

Focus group responses from students indicated they enjoy literacy as a subject and the variety of learning opportunities used by teachers. They saw the learning as relevant and felt supported by the teachers.

Staff responses indicated that they felt confident in the English K-6 syllabus and believed excellent teaching was essential for skill development in the subject. They agreed that the syllabus informed their planning and teaching in the subject.

Most staff indicate that they used the SMARTData information, although not everyone believed it informed or improved their teaching. One aspect that was consistent in staff responses was their agreement that students needed further skill development in writing.

NAPLAN data reflected excellent expected growth figures for Year 5 reading, spelling, grammar and numeracy. Excellent expected growth figures for Year 7 spelling and numeracy. Areas for improvement are reflected though the basic achievement in Year 3 reading, writing and numeracy. Basic expected growth in Year 7 reading and grammar and poor results in Year 7 writing are also areas for attention.

Future directions

Despite the imminent arrival of a new English syllabus, some significant changes will be made during 2013 and in the following two years to;

- Improve and streamline delivery of English content with the new NSW Syllabus
- Maximise teacher effectiveness and resource deployment through pre-assessment
- Track and respond to student achievement levels in English
- More extensively use student achievement data to maximise outcomes and achieve this in an efficient and secure manner

Changes foreshadowed over the next two years include;

- Clustering text types during teaching to deliver the writing curriculum more efficiently.
- Clear and consistent assessment criteria, with criteria communicated explicitly to students.
- Developing processes to integrate frequent pre-assessment in literacy sub-skills with a manageable scope and sequence in spelling, grammar and punctuation and writing.
- Maintaining professional learning for staff with a focus on comprehension in the reading strand, grammar and punctuation in the writing strand and spoken texts in the talking and listening strand.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

We utilized SchoolMap in the area of culture. SchoolMap is comprised of eighteen survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff about six key aspects of school operations: teaching, learning, leadership, management, planning and culture. A series of best practice statements refined from the international literature on school effectiveness and improvement underpin each survey. Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection amongst different groups within a school’s community on where the school is and where it wants to be in relation to aspects of best practice. The questions in Culture all focus on the best practice statements which follow below.
1. The school understands and responds to the context of its community.

2. School leaders influence school culture to enable the achievement of the school’s purpose.

3. The school’s structures and strategies recognise and celebrate achievement.

4. The school’s main priority is meeting the needs of students.

5. All plans, policies, programs and practices are supported by the school community.

6. The school’s culture fosters a sense of belonging and collective responsibility.

7. The school community recognises, values and supports the contribution of new members to the culture of the school.

8. The school’s culture supports a sense of ownership of the school.

9. The culture of the school promotes improved student learning outcomes.

10. The school is a community of learners.

11. The school recognises, values and supports the diversity of its learners.

12. The school’s culture supports continuous improvement.

13. The school’s culture enables the achievement of fundamental change.

The results follow below. With our small school population, percentages can be strongly affected by even one opinion.

We will focus on explicit communication with students, in addition we will continue to focus on engaging parents in the community.
Professional learning

All professional learning funds were spent in terms of audit requirements and linked to DEC Priority Objectives, Teacher Assessment and Review Programs and our 2012 Strategic Plan. 2012 was the final year as a spoke school for the Tighes Hill Centre for Excellence. The Centre for Excellence incorporated most of the local schools and for two years has focused on Numeracy teaching. This adapted the Targeted Numeracy Teaching Program that Islington Public School has implemented for a number of years. In the area of Numeracy we also began to foster a partnership with the University of Newcastle. All staff undertook professional development in 2012. Money was spent in the areas of Syllabus; Quality Teaching; and Career Development. Kindergarten continued a major literacy initiative titled Language Learning and Literacy program (L3) with a new teacher trained in 2012. Other teachers were trained in the Accelerated Literacy pedagogy and all staff participated in a number of development sessions in explicit teaching of comprehension strategies.

All teaching staff utilised a range of professional development days from ten to two days each which were tied to our school targets: reporting; assessment; Quality Teaching; and technology practices.

Our school also held School Development Days at the commencement of Terms 1, 2, 3 and two days at the conclusion of the 2012 school year.

Our 2012 Professional Learning Budget was a significant increase from previous years and will continue to be a large commitment in 2013 due to the implementation of sustained, high quality Professional Learning Programs for all staff.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy and Numeracy – Curriculum and Assessment

Outcome for 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

2013 Targets to achieve this outcome

1. The percentage of Islington students achieving appropriate growth in NAPLAN between 3-5, and 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.

Strategies to achieve these targets

There are many strategies that are outlined in the School Plan. These strategies fall into three broad areas:

• Explicit teaching strategies for Literacy and Numeracy
• Professional Learning Program
• All teachers will develop and implement quality practices/systems in curriculum planning and programming
• Integration of technology and connected classrooms strategies to increase student engagement
**School priority 2**

**Student Engagement and Attainment – Aboriginal and Multicultural Education**

**Outcome for 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

**2013 Targets to achieve this outcome**

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.

**Strategies to achieve these targets**

These strategies fall into five broad areas:

- PBL program
- Individual support and programs developed for students experiencing difficulties
- Provide explicit practices and frameworks that engage students in emotional regulation and improve behavior
- 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

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**School priority 3**

**Partnerships – Organisational Effectiveness, Leadership and Management**

**Outcome for 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

**2013 Targets to achieve this outcome**

1. Community report via survey and focus groups that they have had increased opportunity to engage with the school
2. Community report that they have had increased opportunity to communicate with the school

**Strategies to achieve these targets**

These strategies fall into five broad areas:

- Partnerships between home and school strengthened
- Initiatives to increase parent involvement in the learning process
- Engagement of key members of the community in school activities to assist in supporting student PLP / IEP outcomes
- 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.
**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.

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