School context

Islington Public School is a small school in inner city Newcastle. The school currently hosts 92 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 Muloobinbah 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, 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 a strong positive working relationship.
Principal’s message

2013 has been another very rewarding year at Islington Public School. 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.

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. In implementing this personalised program we work closely with families to discover, as well as to nurture, the potential of every child. Our teachers are genuinely committed to improving children’s lives.

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.

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 and/or School Council 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 2014

Teri Hure – P&C President
Student representative’s message

We are proud to have been elected as the new school leaders for 2014. We would like to thank the 2013 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. Last year we had our first major excursion. This excursion was to Canberra and the snow. This was well supported and very successful. Our other favourite activities of 2013 were Starstruck, Glenrock Camp and Harmony Day. We are looking forward to the many highlights that 2014 will bring.

David Barusic, Joy Murekatete

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.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KW</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/4R</td>
<td>2</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>

Student enrolment profile

At the time of the 2013 census, 86 students were enrolled at Islington Public School; this includes the students in the Regional IM class. Enrolment included 38 girls and 48 boys. Islington Public School has had a partially transient population in the past. Over the past two years it has also had additional students enrolling after the census date.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>44</td>
<td>41</td>
<td>46</td>
<td>41</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>23</td>
<td>30</td>
<td>35</td>
<td>34</td>
<td>34</td>
<td>38</td>
</tr>
</tbody>
</table>

Enrolments at Islington Public School continue to rise. The major increase in the school is found in the junior school. These enrolments are providing a solid foundation of school growth. In 2014 the school has a population of 125 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.
We are particularly pleased with our improving attendance profile which reflects our work in the area of attendance and student engagement.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.5</td>
<td>95.5</td>
<td>92.7</td>
<td>95.1</td>
<td>99.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>95.7</td>
<td>92.7</td>
<td>93.9</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>88.8</td>
<td>97.4</td>
<td>92.9</td>
<td>91.8</td>
<td>98.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>95.9</td>
<td>93.6</td>
<td>95.3</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.6</td>
<td>94.3</td>
<td>97.6</td>
<td>98.4</td>
<td>99.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>89.5</td>
<td>90.7</td>
<td>97.3</td>
<td>97.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.2</td>
<td>92.2</td>
<td>91.5</td>
<td>95.0</td>
<td>97.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.5</td>
<td>92.0</td>
<td>94.3</td>
<td>93.1</td>
<td>95.3</td>
<td>98.4</td>
</tr>
</tbody>
</table>

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 defense 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

Our school has four permanent classroom teacher positions allocated in 2013. 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).

2013 saw a number of temporary teachers move on to permanent positions and take on new challenges at other schools. All permanent staff were retained over 2013. Islington Public

We are particularly pleased with our improving attendance profile which reflects our work in the area of attendance and student engagement.

<table>
<thead>
<tr>
<th>Region</th>
<th>K</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>94.7</td>
<td>94.4</td>
<td>95.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.6</td>
<td>93.9</td>
<td>93.9</td>
<td>93.8</td>
<td>94.3</td>
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<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
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<td>94.0</td>
<td>93.8</td>
<td>94.0</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
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<td>93.9</td>
<td>93.9</td>
<td>93.7</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.7</td>
<td>93.6</td>
<td>93.6</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
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<td>93.3</td>
<td>93.2</td>
<td>93.2</td>
<td>93.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>91.5</td>
<td>93.9</td>
<td>93.9</td>
<td>93.8</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>
continues to have a stable and accredited range of teaching and non-teaching staff.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal LAS</td>
<td>1</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher (IM)</td>
<td>1</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Total: 13.6

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We have one staff member that identifies as Indigenous.

### 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>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10%</td>
</tr>
</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.

**Date of financial summary**: 30/11/2013

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>155633.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>128371.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>197311.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30145.91</td>
</tr>
<tr>
<td>Interest</td>
<td>5851.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5556.76</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>522870.97</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>18628.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>17711.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5300.94</td>
</tr>
<tr>
<td>Library</td>
<td>5430.46</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>140.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169449.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20718.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48996.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32581.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20116.68</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9898.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6780.45</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>355752.89</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>167118.08</td>
</tr>
</tbody>
</table>

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.

The school also holds funds on behalf of regional initiatives, these funds are recorded within this financial summary.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

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 printing making 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 and were featured in the media in relation to Refugee Awareness Week.

Music Technology

Our school began its journey as recording artists this year with two classes recording a song and one releasing a film clip as well.

Choir

In 2013, 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.

School Concert

On the 16th of December we held our annual 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. Two of our dancers were featured in the introduction of our segment and they 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 things such as the Small Schools Carnival. This year also saw a series of soccer friendlies against Tighes Hill Public School.
We also engaged with the Australian Sports Commission through the Active After School Program. These students had ongoing professional tuition in touch football, cricket, dance and skateboarding.

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

EASY Minds

The University of Newcastle’s School of Physical Education worked closely with our senior classes to design and implement a ground breaking education program that explored the links between learning in mathematics and physical activity. Our school developed, with University academic support, a comprehensive program of maths-based PE lessons that encouraged creative and critical thinking. The results were impressive and Islington PS was designated an exemplary practitioner in mathematics education and selected to be filmed for the program’s educational resource that will be delivered to all schools in New South Wales.

Science

Our school is proud of its ever expanding science program. It was featured in the local paper in regards to its 3D Printing program. It invested heavily in creating a school wide wireless network infrastructure and worked with the University of Newcastle in our primary program.

This culminated with our senior class participating in the University of Newcastle Engineering Challenge day. This day augmented our Science & Technology teaching program and provided students with the opportunity to investigate a problem- such as creating an electrical circuit, constructing a load bearing bridge, building an all-terrain vehicle or hovercraft - and designing a scientific solution to resolve it. We competed against other schools and impressed the judges with our creativity and technical skill.
Academic achievements

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.

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).

http://www.myschool.edu.au

Enter the school name in the Find a school and select GO to access the school data.

Islington Public School have very small cohorts (under 10) that sit this test. We do not exempt students and expect all students to do their best. This includes students in our support class and newly arrived students who are learning English. Results should be interpreted with caution. If 10 students were to sit this test, 1 student result would be recorded as 10%. In larger schools of 100 students 1 student result would be 1%.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

100% of our students achieved the minimum standard in Reading. In writing, spelling and grammar over 85% of students achieved minimum standards.

NAPLAN Year 3 - Numeracy

Whilst over 70% of our students achieved above minimum standards, numeracy performance was not as strong as previous years.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

100% of students achieved minimum standards in spelling. Over 85% of students achieved minimum standards in reading, writing and grammar.

NAPLAN Year 5 – Numeracy

Whilst over 75% of our students achieved minimum standards in numeracy, this performance was not as strong as projected.

In reviewing the data of a small school we are most concerned that every student regardless of their performance is being taught at their point of need and making strong progress.

The graphs that follow illustrate that our school excels in assisting students to maximize their potential and make strong growth.

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

Average progress in Reading between Year 3 and 5

![Graph showing average progress in Reading between Year 3 and 5](image-url)
Significant programs and initiatives

Aboriginal education

The school’s Aboriginal education programs have been successful in promoting understanding and knowledge of Indigenous Australian culture. This year we had a very successful cultural exchange program with a school from the Central Coast that had a high number of Aboriginal students. Students visited each other and shared cultural knowledge.

This year we also made a substantial purchase of resources to teach Aboriginal cultural knowledge and apply Aboriginal perspectives. 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.

Our Reconciliation Week program featuring Uncle Perry was a highlight of the year. We have also started to investigate how to incorporate the local Awabakal language into our school.

In 2013 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 2013, all Aboriginal students at our school were provided with a Personal Learning Plan (PLP) to support the quality of their learning.

**Environmental Education**

Our students were given significant opportunities to study environmental science through the involvement of specialist visits from representatives from Waterwatch, in conjunction with the Hunter Catchment Authority. We were given expert advice on how our local waterways functioned and our role in preserving their integrity and participated in excursions to measure water samples from the Styx/Throsby Creek waterways, Chichester Dam, Blackbutt Reserve and Newcastle harbour.

**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. All staff were trained in Teaching English Language Learners over 2013.

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 the Parent Café. This program was very successful and was supported by two bilingual Community Liaison Officers. Our successful multicultural programs were highlighted in a major media article in the Newcastle Herald.

**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 follow the school values of Goodness Truth and Beauty. This program has an emphasis on positive reinforcement.

All Infants students participated in the evidenced based Fun Friends program. The Fun Friends program will be an ongoing program at Islington Public School.

Our focus on early intervention, open communication and explicit teaching allowed us to further reduce discipline referrals, suspension rates and levels of bullying or harassment.
Transitional Equity Funding

Students in the school are supported by Transitional Equity Funding. This program supported the school through the provision of additional staffing allocation and targeted funds. This provided an opportunity to support students through additional teacher support. This targeted resource also assists in creating opportunities with our partners such as the Discover Uni open day.

Our Year 6 students had the opportunity to visit Newcastle University campus and participate in a recreated typical university undergraduate experience. This provided our students with an experience of where a dedicated pursuit of lifelong learning can lead. Our students were introduced to the university faculties and guided through the structure of a regular university lecture and tutorial cycle. Additionally, the many social, cultural and sporting options available at the tertiary level were revealed. It was remarked on how accessible the University’s programs were and how achievable studying at this level was for our students.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis and observation of student work samples, assessment data and student achievement of syllabus outcomes;
- Classroom observations and coding using the quality teaching framework, analysis of teacher programs and review of teacher professional learning impact;
- Parent, teacher, student discussion, focus groups, surveys, work samples and triangulation of data sources.

School planning 2012—2014: progress in 2013

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 & 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

Evidence of progress towards outcomes in 2013:
• The school target of; 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; was reached. This was evidenced by the analysis of NAPLAN Data. (see graphs found in ASR)

• The school target of; 75% of students in early stage 1 and stage 1 will achieve regional benchmarks; was reached. This was evidenced by the analysis of Best Start data.

• The school target of; All teachers will develop and implement quality practices/systems in curriculum planning and programming; is ongoing although significant progress was made. This was evidenced through an analysis of staff professional learning in; implementation of New NSW syllabus English, 100% of staff trained in Accelerated Literacy, Kindergarten staff trained in L3.

Strategies to achieve these outcomes in 2014

• All staff to access professional learning in New NSW Syllabus Mathematics

• Kindergarten staff to implement Targeting Early Numeracy (TENs program)

• All staff to complete online training in Speech Language and Communication.

• Participation in Nationally Consistent Collection of Data on Students with a Disability.

• Enhanced use of PLAN software in tracking individual student progress and using data to drive personalized programs.

School priority 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

Evidence of progress towards outcomes in 2013:

• The school target of; stakeholders will report that students have experienced improved quality of school life after comparison of annual survey; is ongoing. Whilst a reduction in school suspension rates and discipline referrals was evidenced, and students reported high levels of engagement and satisfaction at school, 2014 has seen significant enrolment growth. This will be further reevaluated in 2014.

• The school target of; achievement and attendance of Aboriginal and Torres Strait Islander students compares favourably to state targets; is ongoing. Evidence suggests that students in the junior school are meeting achievement benchmarks. A small cohort of students makes statistical evaluation of attendance difficult.

• The schools target of; stakeholders will report that all ESL students will have improved engagement and will ensure parity of outcomes within 7 years of formal schooling is ongoing. Progress on this goal was evidenced by staff participation in the Teaching
English Language Learners professional learning action research project. This progress was further evidenced through an analysis of student progress through ESL phase data. Parent and community feedback reflected 100% satisfaction with student engagement and progress.

Strategies to achieve these outcomes in 2014:

- Targeted support of Aboriginal students through Norta Norta tutoring.
- Construction of Bush Tucker Garden and establishment of Didgeridoo group
- Implementation of enhanced ESL New Arrival support.

School priority 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

Evidence of progress towards outcomes in 2013:

- The school target of; community report that they have had increased opportunity to engage with the school, is ongoing. Progress to this goal was evidenced by a small increase in attendance at P & C meetings, attendance at community events and attendance at interviews and meetings.
- The school target of; community report that they have had increased opportunity to communicate with the school, requires more progress. Progress was evidenced through higher community attendance at meetings and functions. High positive media coverage in the year and positive feedback from community organisations and groups. However focus group and parent interview feedback has highlighted that communication from school to home through newsletters and social media is an area for improvement.

Strategies to achieve these outcomes in 2014:

- Continuation of Parent Café and Multicultural Homework Centre
- Review of communication systems within the school
- Situational Analysis of school with high parent and community engagement.

Professional learning

Professional Learning was again a high priority at Islington Public School in 2013. The current research overwhelmingly supports that a quality classroom teacher is the single biggest factor affecting student achievement. Professional learning assists teachers in reevaluating and reinvigorating their own teaching practice. Highlights from our professional learning calendar follow.

All staff have now been trained in Accelerated Literacy with follow up class visits and demonstrations. This was reinforced with cross school shared professional learning in the area of programing for the New NSW English Syllabus.

L3 professional learning was extended in Kindergarten with Miss Jessie Wright taking on a leadership role as an L3 Regional Trainer.

Gifted and Talented Kindergarten package training and implementation training was conducted.
Kodali approach to teaching music was provided to teachers already possessing core music abilities.

All staff were trained in Teaching English Language Learners. This was action research based and delivered by consultants from State Office.

Core staff have been trained in Fun Friends, an evidenced based social emotional learning program for the infants’ school.

Program evaluations

Parent/caregiver, student and teacher satisfaction with procedures used reporting student progress to parents

In 2013, the school sought the opinions of parents, students and teachers about the school.

Background

In 2013, the school implemented new assessment, reporting and parent-teacher interviews systems and processes. The opinions of parents and teachers were sought regarding these new procedures. Their responses are detailed below.

Findings and conclusions

Parents: 30% of parents were interviewed in regards to the new student reporting processes. Overall, parents who responded were overwhelmingly (96%) satisfied with the new report style and format introduced in Semester 1 and found the reports easy to understand (98%). Almost all parents interviewed felt that the reports contained sufficient detail about children’s performance and progress in all key learning areas (93%); while 1 in 5 respondents (20%) felt further detail could be included about areas for development in all key learning areas. Parent concerns primarily related to the key learning area comments that were perceived as generic with the insertion of their child’s name, as opposed to a detailed description of learning undertaken, personal strengths, weaknesses and areas for further development. Additionally a number of parents were keen for the inclusion of information regarding their child’s position in class/rank for each key learning area.

20% of parents felt that formal parent teacher interviews should be scheduled. 5% of parents approached the school for an interview directly relating to school reporting. These parents reported that the most useful aspect of the interview was the chance to get some personal feedback, meet with the teacher face-to-face and identify areas/skills they can assist with at home. Access to assessment tasks and assessment data was also considered a strength of the interview process, with some parents requesting prior access to these assessments. Additionally, some parents were concerned that job-share teachers varied in both their knowledge and perception of their child. Other parents commended staff for their professionalism, in-depth knowledge of their child and capacity to provide a snapshot of their child’s school life, beyond what is covered in a school report.

Teachers: All teachers participated in a focus group in regards to reporting student progress to parents. All staff were satisfied with the new report style and format introduced in Semester 1, found the reports easy to understand and agreed that they made the task of report preparation both quicker and easier. All teachers felt that the report structure allowed them to provide sufficient detail about children’s performance in all key learning areas; while 2 respondents felt further detail could be included regarding progress and areas for development in all key learning areas. Importantly, all teachers agreed that our Semester 1 Reports and reporting processes, including the use of Sentral Reports was a significant improvement on previous practice.
80% of teachers believe that formal scheduled interviews were not necessary for all students. 90% of staff felt that they had strong connections with 80% of families in their classes and provided regular informal feedback to parents on an ongoing basis. 100% of staff agreed that any concerns with student progress, extension requirements or behavior should be raised personally with parents well before the reporting timeframe. 80% of staff stated that the interview invitation was sufficient for parents to request an interview that would clarify any misunderstandings in reports.

Future directions

Reports:

- Greater differentiation and personalisation of comments for literacy and numeracy with specific areas for improvement;
- The possible inclusion of student work portfolios with reports K-6;
- Clarification of expectations regarding character limits for comments; and,
- Educating parents regarding A-E grading for Years 1-6 and scaling for Kindergarten.

Interviews:

- Investigate the feasibility of scheduling interviews at 20 minutes per interview; both teachers on shared classes attending; and, scheduling interviews in school hours, for example an interview day run across the school;
- Ensuring younger siblings are not attending interviews; and,
- Review of possible strategies to avoid large gaps between scheduled appointments.

Evaluation of Mathematics and Numeracy Program

Background

The school has participated in significant mathematics and numeracy professional learning over the past 5 years. This has included piloting the Targeted Numeracy Teaching program with the regional maths consultant and working with both Merewether and Tighes Hill National Partnership Centre for Excellence programs.

In preparation for implementation of the Australian Mathematics Curriculum in 2015, the school sought the opinions of parents, students and teachers about the teaching of mathematics at Islington PS. Their responses are detailed below.

Findings and conclusions

Parents: A selection of parents were interviewed in regards to mathematics. All parents recognized the value of mathematics as an essential skill. The majority of parents felt that their attitude towards mathematics was frequently shaped by childhood experiences that were not always positive. Parents often felt that the process of mathematics has changed and did not feel comfortable helping their child with homework. Mathletics is the online mathematics learning tool used by Islington PS; yet, only 20% of parents reported their child/ren’s used Mathletics at home regularly. 80% of parents reported that their child’s class teacher did not set tasks for their child to complete on Mathletics. The delivery and uptake of Mathletics appears to require additional review. Parents reported that, when completing maths homework, the major areas of difficulty for their child/ren were times tables, multiplication, division, fractions and working mathematically. Overall parents reported that were very happy with programs and the learning of maths at Islington, and many congratulated the school and teachers on their efforts. Some areas that parents felt
could be enhanced included: increased speed drills on number facts, further differentiation of maths content aligned with individual student need, further aligning maths homework with content covered in class, a focus on functional maths such as time and money and further sharing of information with parents regarding content covered in class and achievement of milestones/markers in maths.

Students: A selection of students were interviewed in regards to mathematics. 30% of students interviewed enjoyed mathematics and found it interesting. Whilst most of the students perceived that mathematics was an essential life skill, 80% of students did not have confidence in their mathematical abilities. Students reported that their teachers regularly did maths games, hands on maths activities and provided individualised feedback upon marking of student work. Mathletics is the online mathematics used by Islington PS; analysis of this program and reports shows that only 20% of students use Mathletics at home and less than 30% at school. Further analysis shows that 40% of teachers often or always sets tasks for them to complete on Mathletics and 80% of students reported that they often or always enjoy Mathletics. A number of students reported playing games on cool maths during their designated Mathletics time. The delivery and uptake of Mathletics appears also to require additional review. Time, times tables, fractions and subtraction where overwhelmingly the concepts students felt least confident about in maths. Importantly all students interviewed felt they were improving in maths.

Teachers: All teachers participated in a focus group investigating the teaching of mathematics. Of these Teachers, 86% reported that maths lessons in their respective classes were fun. 100% of teachers reported that they model how to do maths question in class and guide students through maths activities in class often or always. All teachers reported that they often or always include group work in maths lessons. Teachers indicated that 4 was the average number of students in their group activities. Most teachers mark students work on a daily basis. All teachers reported that they often or always give students individual feedback about how they are progressing in maths. 100% of teachers reported that they often or always help students individually if they are finding the work too hard while 95% of teachers reported that they often or always extend students in maths if they are finding the work too easy. With regard to current models of effective classroom practice and quality teaching, 100% of Teachers reported that they often or always explain WHAT students will be learning at the start of each lesson, and 70% reported that they often or always explain WHY students will be learning it and at the end of each lesson review WHAT students have learned. All teachers reported that they often or always use assessment data (such as pre-tests, class tests, observation, BestStart and/or NAPLAN) to inform both teaching and learning and student grouping. All teachers reported that their class often or always do hands-on activities in maths; 100% of teachers indicated that they enjoy including hands-on activities in their maths lessons. Mathletics is the online mathematics used by Islington PS. Only 30% of teachers reported often or always setting weekly tasks for their students to compete at home. 73% reported both being confident in using Mathletics and considering it a valuable learning tool. The delivery and uptake of Mathletics appears also to require additional review. With regard to teacher perception of mathematics as a key learning area, 100% of respondents considered learning about maths very important and 70% respondents considered themselves always confident teaching maths and 30% often confident about teaching maths.

Thinking mathematically / abstract concepts, division, fractions, decimals, patterns and algebra, time, percentages,
multi-step problem solving and word based problem solving, recall of basic multiplication and division facts where overwhelmingly the areas that both teachers and an analysis of data showed that students were experiencing most difficulty in learning. Teachers requested additional resources and/or training and development and/or support in the following areas:

Resources:
Structured maths text books and mentals books.

Hands-on- 2D and 3D, number, Notebook, learning objects;

Dice, jumbo dice, character counters (etc. teddy bears), balance beams, pocket dice.

Training:
Extension activities, problem solving;
Effective feedback and group work;
Implementing the Australian Maths curriculum;

How to move students from concrete support to automaticity of number facts.

**Future Directions**

Teacher professional learning and implementation of TENs program in Kindergarten.

Provision of requested teacher resources; and, effective uptake, implementation and home and school usage of Mathletics;

Teacher professional learning in extension activities, problem solving, effective feedback, patterns and algebra, using concrete resources across different areas of maths and different lessons, and group work; and,

Trial implementation of the Australian Maths curriculum.

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