

2009 Annual School Report IVANHOE CENTRAL SCHOOL

NSW Public Schools – Leading the way



Principal's message

Ivanhoe Central School continues to maintain a high standard of achievement for its students.

This report outlines the major achievements of the school during 2009 and provides parents with a comprehensive progress report.

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.

Gordon Hay

P&C message

The P & C continue to provide an important link between school and community. Examples of this partnership include:

- Fund raising activities such as Mother's Day, Father's Day and Melbourne Cup functions
- Donations to the school excursion fund
- Fun Run
- Contribution to the purchase of a new school bus
- Camp Draft morning and afternoon tea

Irene Eyre

Ivanhoe Parents and Citizens Association

School context

Student information

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

Student enrolment profile

Student numbers have remained relatively stable.

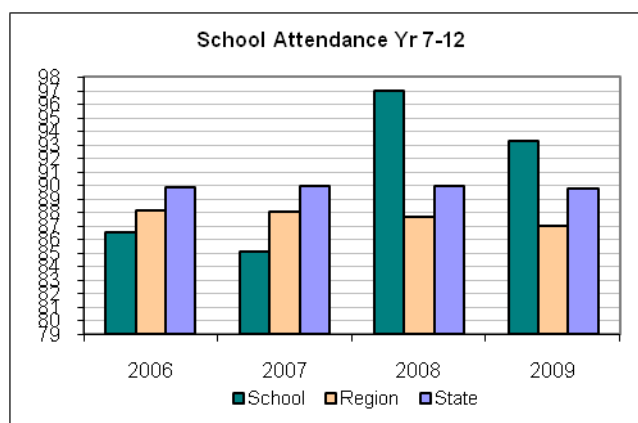
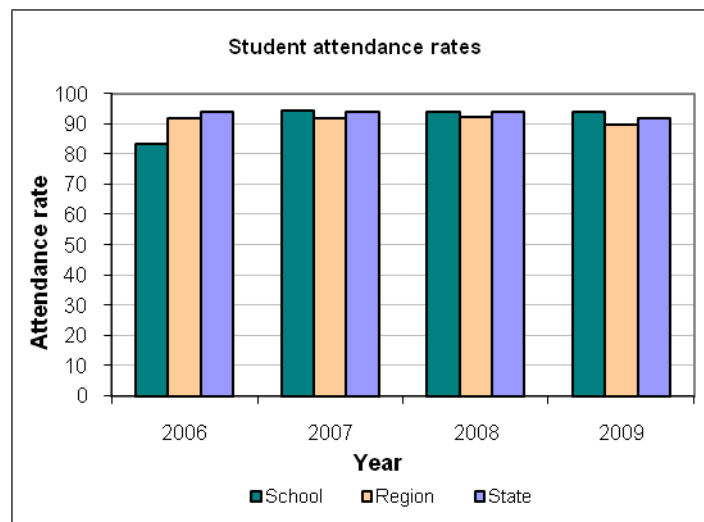
Primary

	2005	2006	2007	2008	2009
Male	17	14	15	10	12
Female	13	18	16	17	19

Secondary

	2005	2006	2007	2008	2009
Male	3	6	7	7	9
Female	3	4	2	2	3

Student attendance profile



School Attendance

Attendance rates have been maintained at over 90% for both primary and secondary students and is in line with region and state averages. With such a small cohort the figure will fluctuate due to the attendance patterns of a very small number of students.

Management of non-attendance

Regular attendance at school is fundamental to the success and well being of students. The school engages in regular evaluations of roll marking and attendance monitoring procedures. Through the use of the Home School Liaison Officer and the Aboriginal Schools Liaison Officer and staff training and development the school supports the parent body in quickly responding to support students with attendance issues.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
3-4	3	4	7
3-4	4	3	7
5/6	5	5	10
5/6	6	5	10
K12	1	6	14
K12	2	6	14
K12	K	2	14

Class sizes are well below the maximum class size allowable.

Structure of classes

Where possible classes are combined into K-2, 3-4, and 5-6 for Primary. Secondary classes are combined into 7-8 and 9-10.

Retention to Year 12

Due to the small number of enrolments at Ivanhoe Central School the retention rates from the Year 10 cohort to Year 12 are not applicable.

Post-school destinations

There were no Year 12 students attending Ivanhoe Central School in 2009.

Year 12 students undertaking vocational or trade training

There were no Year 12 students attending Ivanhoe Central School in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

There were no Year 12 students attending Ivanhoe Central School in 2009.

Staff information

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

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	1
Head Teachers	1
Classroom Teachers	4
School Administrative & Support Staff (SASS)	4
Total	11

The school employs an Aboriginal Education Officer on a full time basis.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

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:	30/11/2009
Income	\$
Balance brought forward	194 492.39
Global funds	109 786.63
Tied funds	70 982.23
School & community sources	6 608.09
Interest	7 163.24
Trust receipts	2 349.73
Canteen	0.00
<i>Total income</i>	<u>391 382.31</u>
Expenditure	
Teaching & learning	
Key learning areas	24 507.59
Excursions	7 761.20
Extracurricular dissections	1 418.18
Library	3 376.86
Training & development	15 834.73
Tied funds	43 101.43
Casual relief teachers	2 768.69
Administration & office	31 892.87
School-operated canteen	0.00
Utilities	26 832.57
Maintenance	7 322.79
Trust accounts	3 388.29
Capital programs	15 398.92
<i>Total expenditure</i>	<u>183 604.12</u>
Balance carried forward	<u>207 778.19</u>

Total income was \$391 382.31. Included in this figure was \$194 492.39 which was the balance brought forward from 2008.

Global funds entitlements of 109 786.63 are the governments funds for general use.

Tied funds entitlements of \$70 982.23 are for special programs and during 2009 \$43 101.43 were spent on designated programs. The

remainder of these funds will be used in ongoing programs.

School and Community funds came primarily from excursions. This year the major excursions were divided into two groups. Years 7-10 attended the Borambola Sport and Recreation Centre in Wagga Wagga, while Years 4-6 spent a week at the Billabong Ranch at Echuca. Years 5-10 went on an Enrichment Excursion to Griffith to watch a performance by the Bangara Dance Theatre, as well as other activities. The library held a Scholastic Book Fair. Community members occasionally pay for photocopying and laminating. Staff members pay for private phone calls and student banking has been collected from the students during the year. The school sells uniform polo tops and polar fleece jumpers to students. This year the school has introduced a sporting uniform consisting of a jacket and pants. The school bus is hired out to the community for different functions.

Interest was earned on the term deposit and cheque accounts.

The school is the custodian for all trust accounts. The school collects money from students/parents and orders books from the Scholastic Book Club. The Life Education Van visited the school once again and St. Vincent De Paul donated money for an end of year Christmas lunch for the students. The students also participated in various charity fundraisers such as: Footy Colours Day; The Jump Rope for Heart; Bandaged Bear Day; donations to the Victorian Bushfire Appeal.

The major items of expenditure in the Teaching and Learning area were Key Learning Areas which are the faculty budgets; Training and Development which is professional development courses for staff; and tied funds for special programs. This year the school started leasing a new Mitsubishi Pajero. Due to poor road conditions and isolation the staff can use the car to attend professional learning courses.

Administration and office consists of requisition of school and office supplies. The Principal's Welfare dissection has been used for catering purposes on special occasions during the year. The school has purchased two new photocopiers as well as retaining the old ones which are no longer leased. The Primary and Secondary Departments purchases are made through their requisition budgets and paper is ordered as required. A new bus has been purchased and is serviced regularly. Due to the school now banking with Westpac, the school now has to pay bank fees which was previously managed by the department. Part of the salary for the School Learning Support Officer had to be paid out of school funds due to Government cutbacks.

Utilities are the running costs of the school. Water wastage was again a problem with another broken pipe. Electricity and gas has increased due to a rise in company charges.

Maintenance involves ongoing repairs to buildings and grounds. Capital programs are assets which have a value of \$5000 or more. The school purchased two new photocopiers due to new DET contracts and a new school bus.

A full copy of the school's 2009 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 2009

Achievements

Arts

Creative and Performing Arts are interrelated in all key learning areas:

NAIDOC Week celebrations



- Student's Art Work



- Country Women's Association 'Egypt Poster Competition'



- Easter Craft



- Musical Presentation
- Presentation Night

- Kite Making



Kite Flying



Sport

Sport is a major focus for both school and community. The major sports programs are listed below:

- Swimming Carnival



- Austswim
- Active After School Sport

- Quality Sports



- Cross Country



- Athletics Carnival



- Sport and Recreational Coaching Clinics



- Wilvandee Sports



Other

- Healthy Lunches
- Breakfast Club
- Fruit Break

Excursions

- Senior students visited the Sport and Recreation Centre at Wagga Wagga



- Junior students visited Echuca



- Years 5-10 went on an Enrichment Excursion to Griffith to watch a performance by the Bangara Dance Theatre.
- Colonial Day



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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

Four Year 3 students attempted the NAPLAN test in literacy in 2009.

Numeracy – NAPLAN Year 3

Four Year 3 students attempted the NAPLAN test in numeracy in 2009.

Literacy – NAPLAN Year 5

Five Year 5 students attempted the NAPLAN test in literacy in 2009.

Numeracy – NAPLAN Year 5

Five Year 5 students attempted the NAPLAN test in numeracy in 2009.

Literacy – NAPLAN Year 7

One Year 7 student attempted the NAPLAN test in literacy in 2009.

Numeracy – NAPLAN Year 7

One Year 7 student attempted the NAPLAN test in numeracy in 2009.

Literacy – NAPLAN Year 9

Three Year 9 students attempted the NAPLAN in literacy in 2009.

Numeracy – NAPLAN Year 9

Three Year 9 students attempted the NAPLAN in numeracy in 2009.

Progress in literacy

Average progress in literacy is not shown where the results are for less than ten students.

Progress in numeracy

Average progress in numeracy is not shown where the results are for less than ten students.

School Certificate

Three students sat for the School Certificate in 2009.

School Certificate relative performance comparison to Year 5 (value-adding)

The School Certificate relative performance comparison to Year 5 could not be shown as the results are for less than ten students.

Higher School Certificate

No student sat for the HSC in 2009

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The Higher School Certificate relative performance comparison to School Certificate could not be shown as the results are for less than ten students.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009 is not shown as the results are for less than ten students.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009 is not shown as the results are for less than ten students.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009 is not shown as the results are for less than ten students.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009 is not shown as the results are for less than ten students.

Significant programs and initiatives

Aboriginal education

Ivanhoe Central School has continued to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

A key focus has been recognising Aboriginal achievement amongst students expanding all student's cultural awareness. NAIDOC Week celebrations included traditional art workshops.



Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by producing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Vocational Education

TAFE provided an evening course for Metals and Engineering which was accessed by students. It is a frameworks course which means it will count towards their Year 12 course. Construction was conducted every second Friday during school time and counted towards the Year 11 preliminary course. Work placement was also organised.

Respect and responsibility

At Ivanhoe Central School students are taught to respect each other, staff, parents and property. This is modelled by staff and other students. We also encourage students to become increasingly responsible for their own actions.

Measures to promote Respect and Responsibility include:

- Running fortnightly assemblies and taking part in presentations

- Participation in ANZAC Day



- Participation in Remembrance Day



- Biggest Morning Tea



- Students rostered on to prepare healthy lunches
- Student involvement in the Senior Citizens week by inviting the Senior Citizens to the school for Buddy Reading and performing at a special assembly.
- Footy Colours Day
- Bandaged Bear Day
- Tooth Brushing Program
- Jump Rope for Heart

- Donation to the Royal Flying Doctor
- NSW Rural Fire Brigade Cadets



- Victorian Bushfire Appeal
- Plane Crazy Day



Other programs

Country Areas Program (CAP)

CAP provides the school with support to initiate programs that assist the teachers to deliver quality programs to improve student learning outcomes and opportunities. CAP funds were used to enhance teaching and learning through:

- Aboriginal Cultural Awareness – to increase awareness of Aboriginal culture by inviting guest speakers, painters, and dancers to perform at the school.
- Reading to Learn Support – to support the implementation of the Reading to Learn Program across all classes at Ivanhoe Central School.

Progress on 2009 targets

The School Management Plan gives the school a clear direction in which progress can be maintained and improved.

Target 1

Consolidation and Development of Higher Level Results in Literacy

Our achievements include:

- Ivanhoe Central School's students achieved a level of growth comparable to the state in literacy
- Staff undertook training in the analysis of smart data for the National Assessment Program Literacy and Numeracy results
- Consultants provided support and modelling in Quality Teaching - literacy

Target 2

Consolidation and Development of Higher Level Results in Numeracy

Our achievements include:

- Ivanhoe Central School students achieved a level of growth comparable to the state in numeracy
- Staff undertook training in the analysis of smart data for the National Assessment Program Literacy and Numeracy results
- Consultants provided support and modelling in Quality Teaching - numeracy

Target 3

To Improve Student Skills and Understanding of Information Technology and Communications in the Classroom.

Our achievements include:

- Staff, students and community surveyed to gauge use and level of expertise.
- Extensive use of ICT is evident in teaching and learning programs.
- Professional Learning opportunities provided to staff such as training in 'Connected Classrooms', 'Interactive Smartboards', 'Laptop Resources for your KLA' and 'One Note' video conferences.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Learning and Technology.

Educational and management practice

Learning

Background

Each year the school undertakes an evaluation of one of the six areas of planning, leadership, management, culture, teaching and learning. In 2009, learning was chosen as a natural follow up to the evaluation of teaching conducted last year. The learning environment of such isolated students is critical to their continued development. It is important that the students are afforded the same opportunities as other less isolated schools. It is important to assess the quality and variety of learning taking place at Ivanhoe Central School because of the small size of the school and its relative isolation to the rest of the state.

Findings and conclusions

The findings addressing the aspects of learning were very positive.

- The large majority of parents, staff and students indicated that the learning environment was stimulating and secure. The most positive response from parents was on the question of access to good equipment. 91% agreed that the students have good equipment that helps them to learn. School expectations and student pride in their work also received positive responses of 81%.
- There was a very positive response from the students regarding the expectations of the school to do their best. 95% indicated that the school always has good equipment that help them learn. On the question of whether there is a balance between working on their own and working with other students the students response varied with 53 % indicating almost always; 26% indicating usually; 18% indicating sometimes and 3% indicating rarely.
- Staff responses were positive. Most questions had an almost always response rate of 75%. The only ones below this was: 'school community has high expectations for their learning', 50% indicated almost always and 50% indicated usually; 'students take responsibility for their learning', 75 % usually; 'students try to do things new and different' 50% almost always and 50% usually; 'students reflect on their learning', 25 % almost always.

Future directions

There was an overall positive response to the learning at Ivanhoe Central School. There is a perceived feeling that students could take more

responsibility for their own learning. Quality teaching programs will continue to be developed to encourage and promote student self regulation and direction within the 'Quality Teaching and Learning Framework'.

Curriculum

ICT

Background

Schools undertake periodic evaluations of all programs. In 2009 the school looked at the Information and Communication Technologies (ICT)

Findings and conclusions

- Teachers use computers in the classroom and at home substantially for a wide variety of uses in a variety of subjects. Support comes from other teachers, online, professional development courses and personal investigation. All teachers indicated that they were confident in the use of computers. New technologies are becoming increasingly important, examples include: Video conferencing is available but at the moment has limited use, the potential for a 'connected classroom' to operate successfully is well understood by staff; Interactive Whiteboards are in every classroom and are used daily; Email is used regularly for communication and professional development purposes.
- Students often use computers for a variety of reasons at school and at home. They have the opportunity to use new technologies at school such as video conferencing and interactive whiteboards and are very confident with the technology. At home, computers are used daily along with other technologies such as game stations, ipods, mp3 players, mobile phones, and digital cameras. Students learn to use computers at home from siblings, friends, parents and personal investigation. The main use of computers by students are for the internet, games, music, animation, word processing, multimedia productions, research and social networking.
- Parents indicated that most children have a computer at home and are connected to the internet. The child uses the computer every day to play games, chat to other people and send and receive emails. The computer is still seen as a learning tool as well as a social communication device. Children always enjoy using computers and see them as a learning tool. Most parents indicated that they have the skills to check the sites that their child visits on the internet.

Future directions

Teachers, Parents and Students all see computers as an important learning tool. The continuing development of new technologies such as video conferencing and interactive whiteboards is essential to meet the learning needs of students. The school is well equipped to meet this need. Staff need to be continually inserviced in the use of technology as a learning tool and be able to integrate it into regular lesson delivery.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Teachers felt that the main concern of the school was for the student's well being and safety. Student achievements are well recognised both through regular assemblies and the weekly bulletin.
- Student satisfaction strongly agreed that the school has the students as its main focus and that the school teaches and promotes core values. The students want and do get good results at school and are happy with the work they do. New things are learnt regularly and learning can be fun and worthwhile.
- Parents agreed or strongly agreed with the school as being a friendly school where the students are the main concern. The school maintains a focus on literacy and numeracy and is well resourced.

Professional learning

Ivanhoe Central School expended over \$15 834 in training and development funds. Staff participated in a wide range of professional learning activities such as Reading to Learn, Laptop Resources and One Note Video Conferences, Beginning Teachers Conference, Classroom visits to Broken Hill Schools, and Asthma Training.

Staff Development Days during Terms 1, 2 and 3 were devoted to School Administration, Child Protection Issues, Emergency Care and Senior First Aid, Student Attendance and Roll Marking, Connected Classrooms, Smart Data Analysis - NAPLAN and Quality Teaching – Literacy.

School development 2009 – 2011

Targets for 2010

Target 1

Consolidation and Development of Higher Level Results in Literacy

Strategies to achieve this target include:

- For Kindergarten, Best Start assessment utilised.
- Teacher aide to provide support
- Area office consultants providing support for programs such as Reading to Learn.
- Learning Support Plans for identified students
- Focus on identified areas from NAPLAN 2009 results.

Our success will be measured by:

- All Kindergarten students literacy needs addressed.
- Focus on Reading 3-6 strategies utilised with increased levels of engagement and skills in Reading.
- Improved NAPLAN results in literacy
- Students will be reading at or above the chronological reading age.

Target 2

Consolidation and Development of Higher Level Results in Numeracy

- For Kindergarten, Best Start assessment utilised.
- Counting On utilised in Stage 2 and 3 classrooms.
- Whole school focus on improving students skills in Working Mathematically.
- Focus on identified areas of need from NAPLAN 2009 results.

Our success will be measured by:

- All Kindergarten students numeracy needs addressed
- Students achieving Stage appropriate outcomes in Number.
- Students are able to use Mathematical language to explain how they derived an answer.
- Students will achieve a level of growth in numeracy at or above the National Minimum Standards in numeracy.

Target 3

To diminish the gap in literacy and numeracy achievement between Aboriginal students and all students

Strategies to achieve this target include:

- Implement Aboriginal Education Policy
- Provide tutors to help individual Aboriginal students in literacy and numeracy.
- Develop and implement Personalised Learning Plans in consultation with students and parents

Our success will be measured by:

- Aboriginal Education Policy strategies evident in class programming
- An increased proportion of Aboriginal students performing in the highest bands in literacy and numeracy
- Parents actively involved in the development of Personalised Learning Plans for their children.

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.

Gordon Hay	Principal
Vishnu Maharaj	Head Teacher
Mark Densmore	Assistant Principal

School contact information

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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:

<http://www.schools.nsw.edu.au/asr>

