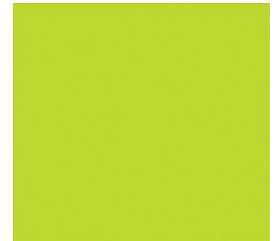
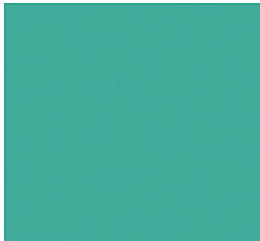
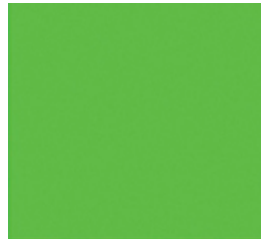


2008 Annual School Report Ivanhoe Central School

NSW Public Schools – Leading the way



Messages

Principal's message

Ivanhoe Central School continues to provide quality education in this rural and remote area.

This report outlines the major achievements of the school during 2008 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 strong links between school and community continue to be reflected in the activities of the P & C. Examples of this partnership include:

- Fund raising activities such as Mother's Day, Father's Day and Melbourne Cup functions
- Donation to the school excursion fund
- Fun Run
- Back to Ivanhoe fund raising for the school
- Camp Draft Catering

Fiona Clark

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 enrolment has remained relatively stable with an increase in the numbers of females to males.

	2004	2005	2006	2007	2008
Male	12	17	14	15	10
Female	15	13	18	16	17

Student attendance profile

Primary

	2005	2006	2007	2008
School	86.5	83.5	94.4	94.0
Region	92.2	92.0	92.0	92.2
State	93.8	94.0	94.0	94.1

Attendance rates have continually shown improvement 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.

Years 7 to 10 Attendance

	2005	2006	2007	2008
School	64.0	83.7	83.7	96.1
Region	88.2	88.1	88.0	87.6
State	90.1	89.9	90.1	90.1

The attendance pattern has improved from previous years. They are above both region and state levels and reflect the commitment of staff and students.

Years 11 and 12 Attendance

	2005	2006	2007	2008
School	97.2	94.9	95.4	98.6
Region	89.2	89.1	89.0	88.6
State	89.5	89.7	89.6	89.8

The attendance pattern for Years 11 and 12 is well above region and state levels. A high level of attendance has been maintained.

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 2008 class size audit conducted on Tuesday 25 March 2008.

Roll Class	Year	Total per Year	Total in Class
3-4	4	6	8
3-4	3	2	8
5-6	6	2	7
5-6	5	5	7
K-2	K	5	15
K-2	2	5	15
K-2	1	5	15

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. In Secondary, classes are combined into 7-8 and 9-10.

Student Enrolment

	2004	2005	2006	2007	2008
Male	5	3	6	7	7
Female	2	3	4	2	2

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

The cohort for both Year 10 and Year 12 were very small and for privacy reasons individual information cannot be reported upon.

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

The teaching staff is supported by school administrative and support staff.

Position	Number
Principal	1
Assistant Principal(s)	1
Head Teachers	1
Classroom Teachers	4
Total	7

Staff retention

The proportion of teaching staff that were retained from 2007 was 86% with one teacher taking leave.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99.1%.

Teacher qualifications

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

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:	30/11/2008
Income	\$
Balance brought forward	218 881.17
Global funds	96 057.60
Tied funds	67 874.86
School & community sources	10 398.12
Interest	13 992.90
Trust receipts	3 874.06
Canteen	0.00
Total income	411 078.71
Expenditure	
Teaching & learning	
Key learning areas	25 866.78
Excursions	6 185.23
Extracurricular dissections	1 786.36
Library	3 899.42
Training & development	13 251.82
Tied funds	68 632.31
Casual relief teachers	3 395.49
Administration & office	42 724.99
School-operated canteen	0.00
Utilities	13 413.10
Maintenance	10 903.33
Trust accounts	3 291.14
Capital programs	23 236.35
Total expenditure	216 586.32
Balance carried forward	194 492.39

Total income was \$411 078.71. Included in this figure was \$218 881.17 which was the balance brought forward from 2007.

Global funds entitlements of \$96 057.68 are the government funds for general use.

Tied funds are for special programs and during 2008 \$68 632.31 were spent on designated programs. The remainder of these funds will be used in ongoing programs. Active After School Sports continued to operate throughout the whole school year and is still of great value to all students.

Parents as Teachers program only operated for the first semester.

School and community funds came primarily from excursions and hire of facilities. This year the major excursion was to Point Wolstoncroft Sport and Recreation Centre on the Central Coast. This was funded by parents, school contribution, and fund raising. K-6 travelled to Hay to watch a theatrical excursion about bullying. Years 5-8 attended a Technology Camp at Menindee and Years 3-8 attended an Environmental Activity Camp at Kinchega National Park. 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 students during the year. The school sells uniforms and hires out the school bus and the school hall for community use. Over the past year the SASS staff have done a major cleanup of the school and items of no further use to the school have been sold to the community.

Interest was earned on the term deposit and cheque accounts.

Trust receipts were from fundraising with expenditure being payouts for charities. The school collects money from students and parents and orders books from the Scholastic Book Club. St Vincent De Paul has again generously donated money towards a Christmas Party for the students.

The major items of expenditure in the Education Programs 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.

Administration and Office consisted of requisition of school and office supplies plus the school car. The Principal's Welfare fund has been used for catering purposes on special occasions during the year such as morning teas for parents, school concert and Senior Citizen Day. The school has continued to lease two photocopiers, but this lease has just ended and the school will be purchasing two new ones. The Primary and Secondary Departments purchases are through their requisition budgets and paper is ordered when required. Payment has been made for the service agreement for the phone system. The bus has been serviced on a regular basis.

Utilities were the running costs of the school such as phone, electricity and gas. Water usage has dramatically been reduced due to careful maintenance of pipes and hoses as well as being water wise.

Maintenance involves ongoing repairs to buildings and grounds to keep them in good condition. Capital programs are assets which have a value of \$5000 and above. The school purchased five new Smartboards for the school.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

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

- NAIDOC Week celebrations
- Student's art work
- Music groups
- Primary School Musical

Sport

Sport is a major focus for both school and community.

The Sport Program is subsidised by CAP funding. These Programs are listed below:

- Swimming Carnival



- Quality Sports



- Athletics Carnival



- Active After School Sports



- Cross Country



- Austswim
- Sport and Recreation coaching clinics



- Wilvande Sports



Other

- Healthy Lunches
- Breakfast Club
- Fruit Break



Excursions

- Students visited the Central Coast and Darling Harbour, Sydney



- Point Wolstoncroft Sport and Recreation Camp



- Hay K-6 Excursion
- Environmental Day – Kinchega
- Mossiel – Gold Rush Excursion



- Police Station Excursion
- Technology Camp – Kinchega (CAP funded)



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)

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

Two Year 3 students attempted the NAPLAN test in literacy in 2008.

Numeracy – NAPLAN Year 3

Two Year 3 students attempted the NAPLAN test in numeracy in 2008

Literacy – NAPLAN Year 5

Four Year 5 students attempted the NAPLAN test in literacy in 2008

Numeracy – NAPLAN Year 5

Four Year 5 students attempted the NAPLAN test in numeracy in 2008

Literacy – NAPLAN Year 7

Two Year 7 students attempted the NAPLAN test in literacy in 2008.

Numeracy – NAPLAN Year 7

Two Year 7 students attempted the NAPLAN test in numeracy in 2008.

Literacy – NAPLAN Year 9

Three Year 9 students attempted the NAPLAN test in literacy in 2008.

Numeracy – NAPLAN Year 9

Three Year 9 students attempted the NAPLAN test in numeracy in 2008.

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

There were no students who sat for the School Certificate in 2008.

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

One student sat for the Higher School Certificate in 2008.

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 2008

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008 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 2008

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008 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 2008

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008 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 2008

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008 is not shown as the results are for less than ten students

Significant programs and initiatives

Aboriginal education

Our school continues 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 and expanding all students' cultural awareness. This was done during NAIDOC week activities. The school's 2 hectare 'Environmental Block' was used as the site for traditional story telling and cooking. Students also participated in traditional art workshops and an excursion to Mount Manara, an Aboriginal cultural site.

Story Telling at the Ivanhoe Central School Environment Block



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.

The LOTE being taught is Indonesian.

Vocational Education

TAFE provided an evening course for Metals and Engineering which was accessed by community members as well as one student. It is a frameworks course which means it will count towards the Year 11 preliminary course. Personnel from Broken Hill also visited during the year and work placement was organised for two students.

Respect and responsibility

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

Measures to promote Respect and Responsibility included:

- Helping to run fortnightly assemblies and take part in presentations
- Caught Being Good awards to students who have been seen to do good turns without being asked
- Guest speakers on Ageing and life in the Great Depression reinforced respect for elders
- Participation in ANZAC Day.



- Participation in Remembrance Day



- Students rostered on the help prepare and serve healthy lunches



- Student involvement in the Senior Citizens Week by inviting the Senior Citizens to the school for Buddy Reading and helping to make and serve morning tea.



- Tooth Brushing Program



- Waste Watchers Program



Other programs

Priority Schools Program (PSP)

PSP plays a significant role in meeting the educational needs of the students of Ivanhoe Central School. It has enabled quality teaching

and learning to occur through the employment of teacher aides. Some of the results of the program have been:

- Improved student literacy levels
- Improved student numeracy levels
- Enhanced student engagement and participation in schooling
- Enhanced partnerships among the school community, parents and caregivers.

Unfortunately, Ivanhoe Central School has not been included in Priority Schools Program for 2009 – 20012.

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:

- Self Esteem Program – provide students with opportunities to develop social skills
- Collegial Networks – provide coaching clinics for students and funding for networking days for interschool activity.
- Creative and Performing Arts – provision of tutors and workshops for Art, Music, Creative Arts.
- Interactive Whiteboards – purchase of interactive whiteboards as they are a great tool for learning and have effectively integrated technology into the classroom.
- Physically Active Students Program – to actively encourage students to participate regularly in organised physical activity.
- Year 5-10 Enrichment Program – regular visits to major centres to access activities that are unavailable in Ivanhoe.
- Sustainable Environment – to increase awareness of the need for environmental education.

Progress on 2008 targets

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

Target 1

To improve the positive behaviours of students within classrooms and the school playground.

Our achievements include:

- No suspensions for 2008
- Students adhering to the school Code of Conduct
- Students experiencing a feeling of safety and belonging.

Target 2

To improve health and fitness levels of all students K-6

Our achievements include:

- Fitness equipment purchased
- Fruit breaks and breakfast programs have been successfully implemented.
- Healthy lunch rewards have made all students more aware the importance of healthy foods.
- Guest speakers have spoken to students on various health and fitness topics.
- Improved attendance and concentration in class have been noted.

Target 3

To develop work skills of secondary students.

Our achievements include:

- Year 9 students attended a week of work placement
- Students prepared resume's for job applications
- Students attended Careers Expo which increased interest in future careers.

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 2008 our school carried out evaluations of Teaching.

Educational and management practice

Teaching

Background

Each year the school undertakes an evaluation of one of the six areas of planning, leadership, management, culture, teaching and learning. In 2008 teaching was chosen as the educational and management practice to be evaluated.

Findings and conclusions

- All staff indicated the students were provided with a relevant curriculum. The majority thought that teaching programs responded to students' interests and that learning outcomes were clearly stated. Student learning is maximised through classroom management strategies and the reporting system clearly communicates information about student achievement.
- Students strongly indicated that they thought what they are learning is important. Less than half however, stated that class activities are almost always interesting. Over 50% felt that classroom management strategies,

assessment and reporting catered for their needs and were well understood. Over 50% felt that they understood how their learning is to be assessed.

- Parents were positive in regards to their children's learning. Children usually talk to their teacher about what they are learning and why. Parents were supportive of how the teachers manage their class and how they help them to learn. Parents understood how students' learning will be assessed and the school usually provides clear information about student achievement.

Future directions

Overall the responses from staff, students and parents were positive. There is a need to continue the current programs. Ongoing Teacher Professional Learning in Quality Teaching is essential to maintain and improve standards. Providing clear information about student achievement to parents through the school's reporting process is essential.

Curriculum

PD/HEALTH/SPORT

Background

Schools undertake periodic evaluations of all programs. In 2008 as a follow up from our previous survey on PDH, the school looked at the Personal Development, Health and Sport Program.

Findings and conclusions

- Teachers agreed sport and PE are a strong part of the community's culture. Being a young staff most are involved in physical activity on a regular basis. However the opportunity to attend coaching clinics or upgrade their sporting qualifications is very limited. Staff are aware of the importance of sport for the health and well being of the students and have read articles that support this.
- Students recognise it is important to be active and play sport. A few disagreed that they are aware of how they are progressing in PPHPE. The social aspects of sport and having fun were seen as one of the main advantages of playing sport as well as keeping fit and working as a team. The students enjoyed playing a variety of games. Some aspects of sport they did not enjoy were the heat, poor sportsmanship, letting down their team and not enjoying some of the games.
- Parents were strongly in favour of the current focus of PD/H/PE and Sport. While parents' own level of fitness was often not regular they

agreed that their child's level of physical activity should be regular. The programs provided by the school were seen as important and this should be reported on regularly. They were confident in providing support in the areas of child protection and drug education.

Future directions

Very positive feedback was received from all. PE/H/PPD and sport were seen as important for health and well being. More Teacher Professional Learning opportunities may need to be made available to teachers. Students need to be kept informed of their progress and parents saw the need to have regular reports. Sport was seen as a social event which developed physical fitness and team spirit.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Teacher satisfaction was very positive. All agreed that Ivanhoe Central School is an attractive and well resourced school. Its main concerns are for the students well being. Student achievements are well recognised both through regular assemblies and the weekly bulletin. Some staff thought that the school could do more in offering challenging programs and promoting its uniform policy.
- Student satisfaction was overall very positive. Most strongly agreed that the school has the students as its main focus and that the school teaches and promotes core values. The school has good access to computers and strong teaching programs and resources.
- Parent satisfaction was very positive with parents strongly agreeing that that the school has the students as the main focus with supportive welfare programs. Student achievements are well recognised and teachers set high standards. Students have good access to technology. The school office responds to all enquiries in a friendly and prompt manner. The school newsletter is very informative and the Annual School Report provides important information about the school.

Professional learning

Ivanhoe Central School expended over \$13 251 in training and development funds at an average \$1656 per staff member. Staff participated in a wide range of professional learning activities such as the newly appointed teachers conference, Principal's conferences, Reading to Learn

conference, Teaching Sexual Health workshop and Anti Racism Awareness Training.

Staff Development Days during Terms 1, 2 and 3 were devoted to School Administration, Child Protection Issues, Emergency Care, Reading to Learn training, and Quality Teaching.

School development 2009 – 2011

Targets for 2009

Target 1

Consolidation and Development of Higher Level Results in Literacy

Strategies to achieve this target include:

- Teacher aide to provide support
- Diagnostic testing for spelling, reading and writing
- Area office consultants providing in-school support and modelling.

Our success will be measured by:

- Growth in percentages of students in Year3 to achieve band 2, Year 5 to achieve band 4, Year 7 and 8 to achieve band 8
- Improved quality teaching and learning as shown in teacher programs and student results
- Increased use of data for ongoing planning.

Target 2

Consolidation and Development of Higher Level Results in Numeracy

Strategies to achieve this target include:

- Teacher aide to provide support
- Development of assessment tasks across all strands of mathematics
- Area office consultants providing in-school support and modelling.

Our success will be measured by:

- Increased levels of growth in numeracy between Years 3,5 to band 4, 7 and 9 to band 8
- Improved quality teaching and learning as shown in teacher programs and student results
- Increased use of data for ongoing planning

Target 3

To improve students skills and understanding of Information Technology and Communications in the classroom.

Strategies to achieve this target include:

- Staff surveyed to gauge skill level and provide professional learning support

- Provision of appropriate resources to facilitate ICT in the classroom

Our success will be measured by:

- Evident use of ICT into teaching/learning programs
- Quality teaching being provided through ICT., as reflected in teacher programs and student engagement.

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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Vishnu Maharaj Head Teacher
Mark Densmore Assistant Principal

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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>

