

Ivanhoe Central School Annual School Report



2213



Principal's message

Ivanhoe Central School has excellent facilities and its role in the community is a pivotal one. The school has had many ongoing programs in operation over the year. These have included:

- Healthy Start Program sponsored by Maari Ma Health provided lunch free of charge to the students every second week and a fruit break every day which is still operating successfully and further supports a healthy diet.
- Homework Centre operating two days a week
- The Breakfast Program was made available to students twice a week
- TAFE courses in Metals and Engineering and Construction were well supported this year and will continue on next year. This provides students with the opportunity of beginning Year 11 work while in Year 10. It provides the much needed encouragement for students to complete their schooling to Year 12.
- The Early Childhood Hub and Preschool continues to operate out of the school and have made significant contributions to early childhood development.

The school is also part of the low Socio-Economic Status Program and the Country Area Program which means the school receives funding to provide extra support for the students.

On the academic side of things, four students sat for the School Certificate and 2 for the HSC exams, somewhat of a record number in recent times. This is the last year for the School Certificate. The Board of Studies is seeking to introduce a NSW Record of School Achievement for those who do not wish to do the HSC. However, with the legal leaving age now raised to 17, it makes sense for all students to attempt Year 12 as it opens up more opportunities for their future. The Wilvande Access Program provides all Year 11 and 12 students with the means to complete their schooling. Year 9 students will again receive laptops next year as part of the Federal Government initiative. Connected Classrooms Project which involves video conferencing to not only the state but the country and the world continues to provide a window into the outside world for all students.

Sport is a major focus of Ivanhoe Central School although numbers and available facilities often make this difficult. ICS students have received a boost in sporting opportunities through the Youth Centre and

connections with Hay. The school has provided opportunities such as:

- The Active After School Sports Program continued throughout the year on Monday and Tuesday afternoons.
- Athletics Carnival and Swimming Carnivals
- The Cross Country
- Visits from sport and recreation provided students with further coaching.
- Macquarie Sports Super Clinic at Hay and Country Rugby League workshops

The weather, grateful though we are for the rain, interrupted a number of events including Wilvande Sports at Ivanhoe although we managed to hold sporting events at Menindee and Wilcannia.

Please visit our School Website to see School Management Plans, Annual School Reports and Monday News. The school works to develop strategic plans based on region and state priorities based on a 3 year basis. The current three year plan will be completed at the end of 2011. Priorities and targets are determined and these significantly drive school operations.

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 and/or School Council message

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

- Donation for Week Long Excursion and Goal Posts
- Father's Day and Mother's Day stalls
- Chocolate Fund Raising
- Variety Club Rally catering
- Camp Draft catering
- Fun Run
- Melbourne Cup Luncheon

Irene Murphy

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 with Primary numbers fluctuating during the year between 20 to 30 and in Secondary between 10 to 15.

Primary

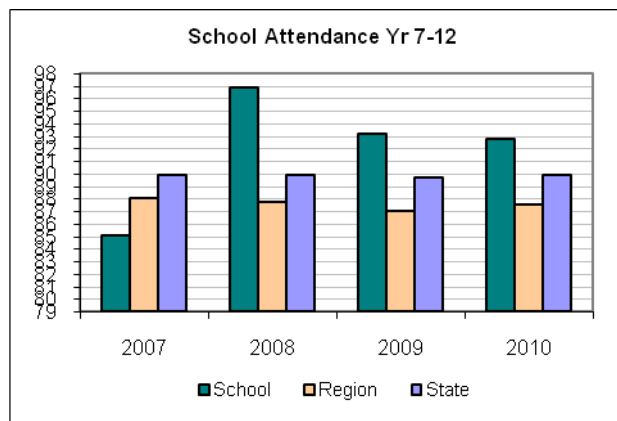
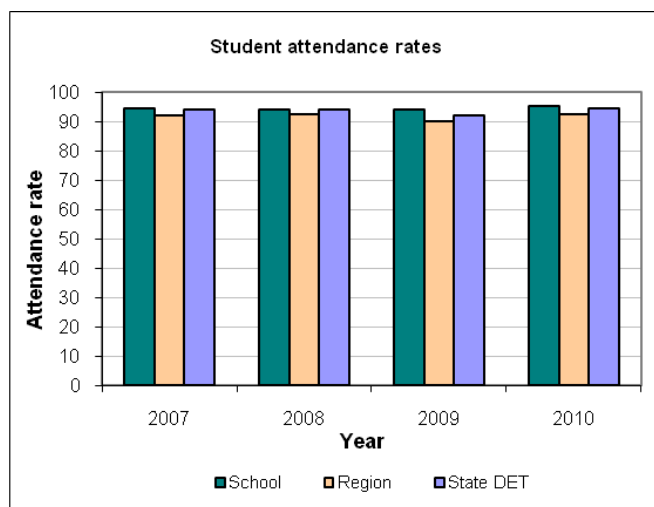
	2006	2007	2008	2009	2010
Male	14	15	10	12	9
Female	18	16	17	19	12

Secondary

	2006	2007	2008	2009	2010
Male	6	7	7	3	2
Female	4	2	2	9	9

Student attendance profile

Student attendance rates are above State and Region for both Secondary and Primary.



Management of non-attendance

Attendance rates have been maintained at over 90% for both primary and secondary students. 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 processes. 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 school students with attendance issues.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Roll Class	Year	Total per Year	Total in Class
K-2	K	3	9
K-2	1	2	9
K-2	2	4	9
3/4	3	6	9
3/4	4	3	9
5/6	5	3	8
5/6	6	5	8

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

All 2009 Year 10 students have continued on to Year 12.

Post-school destinations

As there were only two students' who completed their HSC in 2011, statistical information regarding post school destinations and vocational training cannot be provided for privacy reasons.

Staff information

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

There were six teaching staff at Ivanhoe Central School in 2011. At the end of the year the K-2 teacher, Ms Mercer transferred to another school.

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

Staff establishment

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

Staff retention

All staff were retained from 2010.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100

Financial summary

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

A full copy of the school's 2011 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.

Total income for 2011 was \$347,755.93. Included in this amount was \$134,667.76 which was the balance brought forward from 2010.

Global funds entitlements of \$101,952.29 are the government's funds for general use.

Tied Funds entitlements of \$83,758.80 are for special programs and during 2011, \$72,045.65 were spent on designated programs.

Active After School Communities sport program continued to operate throughout the whole school year and is of great value to all students. The school once again has also been part of the Low SES Program and Country Area Program which made extra funding available to employ staff and purchase resources. Maari Ma has provided more funding to cover the Breakfast Program and Healthy Lunches.

Computer co-ordination funding has been used to supply our school with up to date technology including four new computers.

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	134 667.76
Global funds	101 952.29
Tied funds	83 758.80
School & community sources	16 655.71
Interest	8 132.99
Trust receipts	2 588.38
Canteen	0.00
Total income	347 755.93
Expenditure	
Teaching & learning	
Key learning areas	15 353.19
Excursions	9 864.75
Extracurricular dissections	2 102.36
Library	3 309.45
Training & development	0.00
Tied funds	72 045.65
Casual relief teachers	177.19
Administration & office	43 384.55
School-operated canteen	0.00
Utilities	29 974.69
Maintenance	5 032.90
Trust accounts	1 997.89
Capital programs	8 127.98
Total expenditure	191 370.60
Balance carried forward	156 385.33

Country Area Program funds have been used to employ a mentor for Years 11 and 12. The School to Work Program enabled the Year 10 students to complete a week of work experience in Broken Hill and has also seen the completion of the school storage shed.

Teacher Professional Learning funds have enabled staff to travel away for inservice courses to enhance their teaching skills.

Library staff held another successful Scholastic Book Fair. The school continues to sell uniforms to students. The school hall was hired by the Australian Electoral Commission government elections.

This year's major excursion was to Phillip Island and to help with funding a generous donation of \$3000 was received from the Uniting Church as well as \$1000 from the P & C. The school also took K-3 on a day trip to Shear Outback in Hay. All costs for this excursion were covered by the school.

A donation of \$1000 was received from the Ivanhoe Hotel which will be put towards buying new football goal posts.

The school is the custodian for all trust accounts. The school collects money from students and 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. Cupcakes for a Cure was held at the school with cupcakes being sold to raise money for cancer research. The school also participated in Jeans for Jeans Day and Daffodil Day.

The major items of expenditure in the Teaching and Learning area were the Key Learning Areas which are the faculty budgets. Texts books and resources were purchased with this money.

The school continues to lease a Mitsubishi Pajero to attend professional development courses.

Administration and Office consists of requisitions of school and office supplies. The Principal's welfare dissection has been used for catering purposes on special occasions during the year, eg morning tea for parents after school assemblies, school concert, and Senior Citizen's Day. The school continues to pay its own bank fees under the agreement with Westpac.

Utilities are running costs of the school. Electricity has risen causing a rise in payments.

The school purchased a new Ride On Lawn Mower after selling off two old ones. The school was able to purchase new white goods, which haven't been replaced for quite a number of years. A new trailer was purchased for use on excursions.

A full copy of the school's 2011 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 2011

Achievements

Arts

The school offers a broad range of opportunities in the Creative and Performing Arts areas;

Some of the major activities were:

- NAIDOC Week Celebrations involved the whole school in a range of arts and craft activities as well as 'Campfire Reading at the school's environmental block.



- Country Women's Association 'Iceland Posters' Competition gave a chance for the students to show off their artistic talents.



Sport

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

- Swimming Carnival – Willandra House



- Swimming Carnival – Cobb House



- Swimming Carnival – Cobb House was the winner. Medal Winners are shown below:



- Austswim conducted in the last two weeks of school.



- Active After School Communities is an Australian Government national initiative that provides primary school children with access to free sport and other structured physical activity programs in the after-school time slot of 4.00pm to 5.00pm. Teachers volunteer their time to run the program.

- Cross Country – Willandra House was the winner. The medal winners are shown below:



- Athletics Carnival – Willandra House was the winner. The medal winners are shown below:



- Macquarie Sports Super Clinic was an opportunity for the students to travel to Hay and to practice a series of skills and drills, and meet a few NRL stars.



- Country Rugby League organized workshops to be run at the school.



- Wilvandee Sports is an opportunity for students to compete with Menindee and Wilcannia Central School in various sports.



Excursions

- Each year Ivanhoe Central School 4-10 students go on a weeklong excursion. The excursion in 2011 was to Phillip Island and Melbourne.



- Resource Management Fieldtrip to Woolahra



- Increasingly, virtual excursions can connect the students to anywhere in the world. The students below are taking part in a Video Conference to support the 3/4 Environmental Program.



- K-3 enjoyed a picnic at the school playground equipment.



Special Celebrations

- Easter Hat Parade is held every year to celebrate Easter.



- Presentation Night recognizes our student's achievements and gives them an opportunity to show off their talents.



- Mother's Day Craft by the K-3 students.



- Variety Club Rally helped raise money for the school.



Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

Five Year 3 students attempted the NAPLAN Test in literacy in 2011.

Numeracy – NAPLAN Year 3

Five Year 3 students attempted the NAPLAN Test in numeracy in 2011.

Literacy – NAPLAN Year 5

Three Year 5 students attempted the NAPLAN Test in literacy in 2011.

Numeracy – NAPLAN Year 5

Three Year 5 students attempted the NAPLAN Test in numeracy in 2011.

Literacy – NAPLAN Year 7

Two Year 7 students attempted the NAPLAN Test in literacy in 2011.

Numeracy – NAPLAN Year 7

Two Year 7 students attempted the NAPLAN Test in numeracy in 2011.

Literacy – NAPLAN Year 9

Two Year 9 students attempted the NAPLAN Test in literacy in 2011.

Numeracy – NAPLAN Year 9

Two Year 9 students attempted the NAPLAN Test in numeracy in 2011.

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

Four students sat for the School Certificate in 2011.

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

Two students sat for the Higher School Certificate in 2011.

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 2011.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011 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 2011.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011 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 2011.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2011 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 2011.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011 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 recognizing Aboriginal achievement amongst students expanding all student's cultural awareness. NAIDOC Week celebrations are undertaken every year at the School's

Environment Block. Staff have also undertaken training in Aboriginal Education Policy and this training is ongoing. All Aboriginal students have a Personal Learning Plan that has been negotiated between the teacher, parents and student.

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.

Respect and Responsibility

At Ivanhoe Central School students are taught to respect each other, staff, parents and property. The students are encouraged to become responsible for their own actions. Measures to promote respect and responsibility include:

- Senior Citizens Day – the senior citizens are invited to join the students in class.



- Healthy Harold promoting a healthy lifestyle.



- ANZAC Day and Remembrance Day are honored by the students



- BER Recognition Ceremony – the school received this Home Base as part of the Federal Government’s Building Education Revolution and conducted a Recognition Ceremony on the last day of the school year.



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:

- **Tutoring** – Year 11 and 12 students were supported by a tutor during 2011. This made a tremendous difference to the students on the Wilvande Access Program. The guidance and encourage given to the students resulted in

greater student engagement and a more positive learning environment.

- **Connected Classrooms** – allowed staff to utilise networks beyond their own school. Students were linked up to Alaska etc
- **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.

National partnership programs

- Basic progress has been made towards achievement of goals. Individual Learning Plans have targeted areas and students in need.
- Ongoing support from regional consultants and other professionals has improved the quality of teaching and learning. .
- Continued use of a teacher 0.3 days a week and teacher aide needed to achieve targets.
- Employment of Teacher aides for both Secondary and Primary students.
- Develop Professional learning for teaching staff in analysis techniques and establishment of specific student goals
- Alignment of literacy and numeracy strategies related to increasing participation of Aboriginal community in learning process
- Implement the training program for Team Leadership for School Improvement with executive and aspiring staff in 2011 to maximise school improvement in student learning for literacy and numeracy
- Ensure monitoring and evaluation processes are in place and include community input
- Personalised Learning Plans negotiated with parental input – Phase 1 Aboriginal students, Phase 2 all students
- Provide tutors to help individual Aboriginal students
- Provide staff with access to professional learning activities to support student engagement
- Continue to develop partnerships with TAFE with the support of the regional Vocational Education Consultant to expand pathways for students

- Ensure that the Connected Classroom Project is implemented in the school
- Staff access and participation in professional learning for innovative practice using technology

Vocational Education and Training

All students in Year 10 have chosen Vocation Education pathways. This trend has continued from the previous three years. The courses being offered are Metals and Engineering and Construction. 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 Thursday during school time and counted towards the Year 11 preliminary course. Construction work was also the basis of the student's work placement.

Film Making

Students undertook a short course in film making through



Breakfast Program

The Breakfast Program and Healthy Lunch program encourages healthy eating habits.



Wilvandee Access Program

The Wilvandee Access Program (WAP) is one of 5 Access Clusters in NSW. WAP is a dynamic, collaborative and challenging learning program for senior students from Wilcannia, Ivanhoe and Menindee Central Schools. The program provides a shared curriculum for senior students via video conferencing technologies to enable our students to complete their senior education at their local school without having to live away from home.

WAP students and teachers have access to some of the best technology and resources available. Most classrooms are fitted with an Interactive White Board, 42 inch plasma or LCD television and a Tandburg Video Conference System.

WAP students have the opportunity to access TVET courses which are delivered a number of ways including via VC, internally and direct (TAFE Broken Hill sends teachers to the school to deliver courses). These courses include: Metal and Engineering, Automotive, Hospitality, Business Services, Retail Services, Construction, Beauty Therapy and Sports Coaching.

This year a few of the new and innovative programs included: employment of a full time tutor at Ivanhoe Central School, combined activities including an HSC residential, excursion to Canberra, a drug and alcohol awareness forum in Broken Hill and a State Access Management Group meeting in Menindee where head teachers and principals were able to see WAP in Action. The Head Teacher Access, David Fellows was also invited to present a 20-20 presentation at the NARIS conference in Alice Springs which was a great opportunity to share the Wilvandee Access Program with teachers from around the Nation.

WAP provides its students with a wide range of learning opportunities in effort to produce effective citizens who achieve independent excellence in learning and become lifelong learners. As we continue to build upon our strengths and learn from our weaknesses WAP will become one of the best programs in the state.

Ivanhoe had two students enrolled in Year 12 and Two students enrolled in Year 11 for 2011 supported by their Tutor and the head Teacher Secondary Studies and secondary teaching staff of Ivanhoe Central School and the Head Teacher Access and teaching staff of Menindee and Wilcannia.

- Staff and Students - Ivanhoe Access 2011



Progress on 2011 targets

Target 1

Increased student average scaled growth in text type writing to a level comparable to the state based on NAPLAN in 2011.

Our achievements include:

- Improved NAPLAN results in literacy
- All students achieved a reading age at or above the chronological reading age.

Target 2

Raise average scaled growth rates in numeracy comparable to region and state levels based on NAPLAN in 2011.

Our achievements include:

- Improved NAPLAN results in numeracy
- All students progressed towards individual goals.

Target 3

Increasing percentage of average literacy and numeracy of Aboriginal students to exceed state average in 2011.

Our achievements include:

- Improved NAPLAN results in numeracy
- All Aboriginal students progressed towards individual goals.

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 2011 our school carried out evaluations of Planning and Computer Education.

Educational and management practice

Background

Each year the school undertakes an evaluation of one of the six areas of planning, leadership, management, culture, teaching and learning. In 2011, Planning was chosen as the educational and management practice to be evaluated.

Findings and conclusions

Findings were generally positive with almost all responses falling into the almost always or usually category. No responses fell into the 'rarely' category.

The most positive responses were to the questions

- 'The school plans what it is going to do'
- 'The annual school report identifies the reasons for the school targets' and
- 'the school makes changes to its plans to improve what it does'.

Future directions

School planning received a positive response. The school needs to constantly involve staff, students and parents in decisions and future directions.

Curriculum

Computer Education

Background

Schools undertake periodic evaluations of all programs in. In 2011 the school looked at Computer Education and its impact on learning.

Findings and conclusions

All students indicated that they always enjoy using computers. The computer is a valuable learning tool and evaluation indicates the powerful impact they have on student learning.

Staff use computer technology daily and integrate it into specific instructional units or projects. The communication about students' progress to parents could be done more often.

Staff participated in some on-site technology related professional development in 2010. Courses included; One Note, Smart Data Analysis, Understanding and Using Email Efficiently, Technology in the Workplace, Coping with Change

The majority of teachers use technology in the classroom: to enhance productivity, to provide tasks for students that use technology efficiently to support the curriculum through the Internet and to offer

opportunities for authentic student-centred, project-based learning.

Future Directions

Parents, students and staff are positive about the teaching and learning of Computer Education in the school. Student progress could be shared with parents on a more regular basis.

As funding becomes available the number of computers in each classroom will be upgraded. There will also be an upgrade of software to be available in the computer room. Extra equipment such as I pads will be purchased. We expect that student's skills will continue to develop as will their confidence and positive attitudes. Professional training and in-school mentoring will continue for staff to ensure that they keep pace with the advances in technology.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Community satisfaction is very positive with parents strongly agreeing that the school has the students as the main focus with supportive welfare programs. The school newsletter is very informative and the Annual School Report provides important information about the school. The school is a safe and secure environment and is regularly reviews its policies. The school regularly praises and rewards students when successful. The parents believe students are the school's main focus.

Professional learning

Ivanhoe Central School expended \$11 833.85 in training and development funds. All Staff participated in a wide range of professional learning activities such as: Online Training: Inclusion for Learners with Speech, Language and Communication Needs, Creating an Adobe Portfolio, K-6 Primary Personal Development, Persuasive Writing Workshops, Understanding and Using Email Efficiently, Team Leadership for School Improvement, Bronze Medallion, CPR Refresher Course, Grant Writing, Non-Violent Crises Intervention, Analysis of Smart Data, Language and Communication, Emergency Care, Code of Conduct Update; and Child Protection Update. An increasing use is being made of video conferencing to overcome the disadvantage of distance and the disruption teacher absences cause to school routines. The average spent on Teaching Staff was \$1690.55. There were three New Scheme Teachers maintaining accreditation at Professional Competence level.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Each student to achieve individual learning goals for all aspects of Literacy matching state levels based on NAPLAN .

2012 Targets to achieve this outcome include:

Raise average scaled growth rates of all aspects of literacy to match state levels based on NAPLAN in 2012.

Strategies to achieve these targets include:

- Develop analysis of individual students' needs and provision of appropriate support
- Implementing focused programs throughout the school
- Development of a strategic and systematic K-6 assessment program

School priority 2

Outcome for 2012–2014

Each student to achieve individual learning goals for all aspects of Numeracy matching state levels based on NAPLAN

2012 Targets to achieve this outcome include:

Raise average scaled growth rates in numeracy to match state levels based on NAPLAN in 2012.

Strategies to achieve these targets include:

- Develop Professional learning for teaching staff in analysis techniques and establishment of specific student goals
- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms
- Alignment of literacy and numeracy strategies related to increasing participation of Aboriginal community in learning process]

School priority 3

Outcome for 2012–2014

Increased levels of literacy and numeracy for Aboriginal students matching state levels based on NAPLAN

2012 Targets to achieve this outcome include:

- Raise average scaled growth rates of literacy and numeracy to match state levels for Aboriginal students based on NAPLAN in 2012.
- 100 % of Aboriginal students will have a PLP in place

Strategies to achieve these targets include:

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

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

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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>

