

A stylized soccer ball background composed of various colored panels. The majority of the panels are in shades of blue and grey, while one panel on the right side is a distinct yellowish-gold color. The panels are separated by white lines, creating a geometric pattern.

Annual Report

2013

International Football School

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1. Message from the CEO

2013 saw the foundation year of the International Football School. We opened our doors with only 76 students and have grown very quickly over the past twelve months. In 2013 we opened with students from years five through to year ten. The school has established itself as one of the anchor tenants on our site in Mt Penang Parklands, Kariong and we feel like we are now an ingrained part of the site and have added much livelihood to the area.

On the football field the students at the school have enjoyed some tremendous opportunities. We have playing in many Futsal tournaments on the Central Coast, in Newcastle and Sydney. Our school also had four teams playing in Kanga Cup during the July school holiday break and enjoyed varying success. The football department has been lead by Julie Dolan and we have set the foundations for many years of successful football development to come.

Our tennis program started with only two players. During term two Greg Brownlow joined our coaching team and took on the role of Tennis Technical Director. The Tennis program grew to five players by the end of the year and like with our football program the framework has been set for an exciting future with this program.

Financially the school has finished the year on a strong note. This first twelve month period has been very challenging with limited cash reserves when the school started there has been a very tight reign on our cash flow to ensure we survived the year. The school's ethos of ensuring that as many families should be able to access the schools program as possible regardless of their financial standing has meant we have strived to keep our tuition as low as possible. One of the biggest financial burdens on the school has been the unpredictability of our buses. The school offers a private bus service, however, due to the young age of the school we were only able to afford older buses. There have had major maintenance issues throughout the year and continue to be a significant issue for the school moving forward. During 2013 the school intends to investigate improving access to the school by working with the state government on improving public transport options to the school.

The school held our inaugural ball in November, which was a very successful event. Thank you to the team of parents and staff who worked to ensure this event was a success. The IFS trivia night was also a popular event.

I would like to acknowledge the work of our board members, Matthew Spindler, Laura Roberts and Julie Dolan in ensuring the school continues to deliver on the vision we are putting into practice. I would also like to acknowledge the staff at our school who have been asked to go outside of their comfort zone on a daily basis and then to see the joy of our students lets me know that we are most certainly on the right track.

In 2014 we aim to expand the school to include years three and four and our first year eleven class will embark on their HSC. We will also start planning in 2014 our next Campus expansion, which we hope to start in either 2015 or 2016.

2. Message from the Principal

2013 is a significant year in the history of International Football School, seeing the school being established and welcoming our first student cohort. The support from the school community has been positive, especially in our first year of operation.

Student numbers have grown steadily over the year and the daily life of the school continues to develop our school culture. Students have adapted to the rhythm and routine of the school day that allows them to participate in training development program as well as participate in an academic program.

In the High School program a 1:1 iPad program has been rolled out and students in the Primary school have access to iPads.

Our teaching staff are creating a Project Based Learning environment that integrates subjects and encourages students to be engaged in their learning and accept responsibility for their own learning. This is an environment that is unique to the context of our school. It is an evolving process and the skills student's need for successful Project Based Learning are developed over time. Students have adapted to Open Learning Spaces based on Key Learning Stages and work together with the teaching staff to create spaces that reflect their different learning styles.

Our students participated in school camps, Duke of Edinburgh and various combined sporting events with both local and Sydney schools; all which have contributed to the developing of positive relationships between staff and students, as well as uniting the student body.

In 2014, we aim to continue to manage the growth of the school and build upon the foundations that we have established in our first year of operation.

3. Contextual Information About the School

International Football School draws from a very wide catchment area. Our students come from as far north as Nelson’s Bay, as far south as Kellyville in Sydney and all areas of the Central Coast. Our students come from a wide range of socio-economic context. In 2013 our Indigenous student enrolment was 9%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1028

Average ICSEA value: 1000

	Bottom Quarter	Middle Quarters		Top Quarter
School Distribution	14%	30%	33%	23%
Australian Distribution	25%	25%	25%	25%

4. Student Outcomes in Standardised Literacy and Numeracy Testing

In 2013 students participated in the National Assessment program-Literacy and Numeracy (NAPLAN).

In Year 5 six students participated in the tests.

In Year 7 ten students participated in the tests.

In Year 9 seven students participated in the tests.

Low student numbers sitting these tests is a reflection of the decisions made by parents to withdraw their children from them. Nearly all of the students who participated in years 5 achieved substantially above the state average in numeracy, our year 7 cohort achieved substantially above the state average in spelling.

5. Student Performance in Statewide or Equivalent Tests and Examinations

In 2013 none of our students sat the HSC as we did not have a HSC class. Our school does not currently award the ROSA (Record of School Achievement) due to the fact that our school is currently registered with the NSW Board of Studies and awaiting full accreditation which we hope to achieve in 2014 which will allow our students to gain this certification.

6. Professional Learning and Teacher Standards

Professional Development

Our staff has an annual budget to go towards externally delivered professional development. Staff discuss with management about the external training they wish to take part in to ensure it is alignment with the schools vision. Professional Development programs can impact the school by staff taken extended time away from the school to complete courses. Some of the external professional development our staff took place in included:-

- Business Manager Course delivered by the AIS NSW
- Masterclass: Financial Management Seminar AIS NSW
- Planning and Programming for the New History Syllabus:7-10 AIS NSW
- Planning and Programming for the New English Syllabus K-6 AIS NSW
- Child Protection Investigation Training AIS NSW
- The Road Ahead with iPads 7-12 AIS NSW
- Attendance at PBL Australia Conference in Parramatta Sydney run by Buck Institute of Education
- Attendance at 2013 Rising Star Conference Hong Kong
- Football A-License AFC Coaching Course in Canberra
- Football Coerver Youth Diploma Course in Sydney
- Futsal Certificate Course in Bateau Bay

Staff Attendance

In 2013 the average daily staff attendance rate was 99%. This figure does not include staff members who were absent on approved leave, including family or long-service leave, or those attending professional development courses or on excursions with students.

Retention of Teaching Staff

As 2013 was our first full year we have retained all teaching staff into 2014.

Teaching Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	6
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

7. Workforce Composition

CEO: 1

Principal: 1

Sport Technical Directors: 2

Male Teachers: 3 Female Teachers: 2

Administration/Support Staff: 3

Coaching Staff Full Time: 3

Coaching Staff Part Time: 3

Part Time Support Staff: 2

8. Student Attendance and Management of Non-Attendance

93% of primary students attended school on average each school day in 2013.

92% of secondary students attended school on average each school day in 2013.

The school helps to ensure the safety, welfare and wellbeing of all students. During 2013 the school changed attendance systems from one provider to another (end of term two), after this change the accurate records of student attendance and reasons for absences has become much more efficient allowing the school to quickly and effectively manage absences.

9. Post School Destinations

The overwhelming majority of our year ten students have stayed on at our school to complete their HSC program. A small number of students have left to attend either TAFE or another local secondary school.

Student moved out of the region or overseas – 1

Student moved to other study (TAFE) or a different local school – 5

10. School Policies

Student welfare policies available at the school:

- Child Protection Guidelines and Procedures
- Code of Conduct for the Care and Protection of Children
- Pastoral Care Guidelines
- Indigenous and Torres Strait Islander Educational Policy
- Record Keeping and Attendance Guidelines
- Workplace Health and Safety
- Premises, Buildings and Facility Management Plan
- Crisis Management Plan

Discipline policies available at the school:

- Discipline Guidelines
- Behaviour Guidelines Consequences
- Anti Bullying Guidelines

Report complaints and resolved grievances policies available at the school:

- Complaints and Grievance Guidelines – Parents or Students

11. School Determined Improvement Targets

Through a process of internal reviews the school have determined the following are targets for improvement over the coming twelve months:

- Addition of years 3, 4 and 11 to our program in 2014.
- Target of 250 students enrolled by the end of 2014.
- Deeper understanding of Project Based Learning and its genuine implementation through the academic program.
- A substantial reduction in operating costs, in particular the cost of our bus service.
- Improve efficiencies in the back office by increasing staffing, reviewing internal processes and delivering on these improvements.
- Improve the student selection/interview process to become more efficient and easier to understand for parents.
- Develop a documented football/tennis curriculum that shows clear pathways from year 3 through to year 12.
- Consideration given to including a swimming program to be introduced in 2015.

12. Initiatives Promoting Respect and Responsibility

During the school year the school runs a tutor and mentoring program. Part of the ethos of the school is to promote a culture where students, staff and families alike to responsibility for their own actions based on the concepts developed by Steven Covey who authored “The 7 Habits of Highly Effective People”. This mentoring program has ensured that students understand the important of respect and who hope to see this program develop further in 2014.

13. Parent, Student and Teacher Satisfaction

Parents participate in semester based parent teacher information evenings and are encouraged to provide feedback to the school on how we can improve what we do going forward. Open communication is a key part of our school ethos and we have found this has lead to enormous satisfaction with our parents and students. Coaching and teaching staff are expected to make contact with each family at least twice a term, which has allowed the school to proactively deal with many issues before they become significant.

We have many reports from families throughout the year where they are so pleased to see their child truly enjoying coming to school and many can't wait for school holidays to be over so they can return to school.

Please find following a brief testimonial from one of our parents:

“I just wanted to send you a quick e-mail to say how wonderful this last term has been for my son. I can not quantify the difference in him that I have seen over the last few months. Through-out his school life I have never seen him so content and happy. That difference in him has rippled through our whole family and for the first time in a long time we have gotten through the school term without worry or stress.

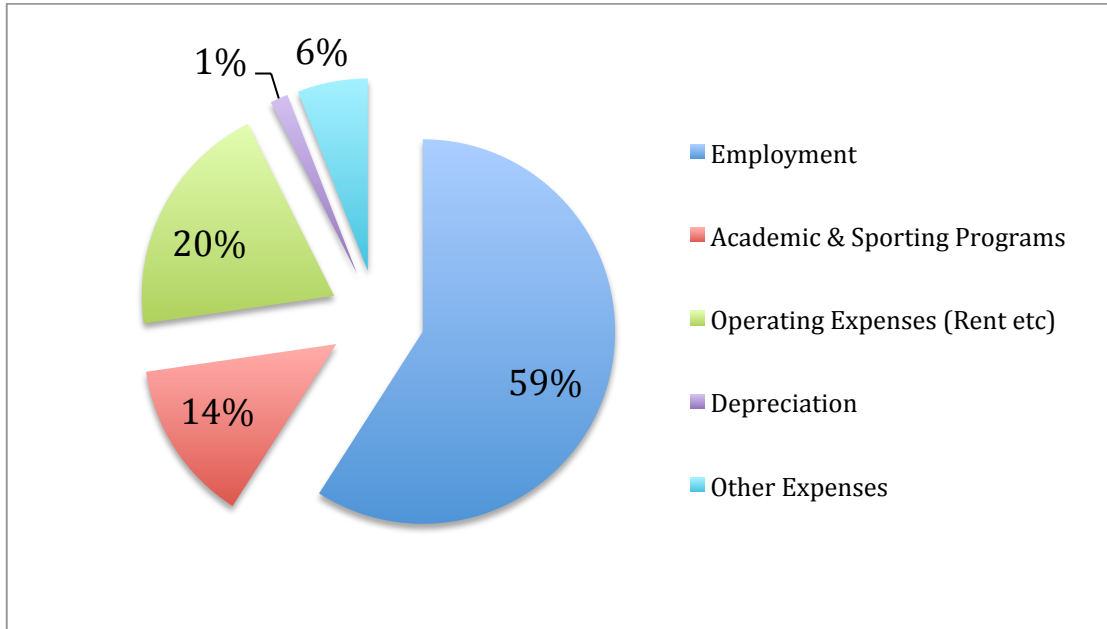
Your staff are amazing people and educators and have made my son feel supported and at home. The IFS system really works and I can't thank you enough for all your hard work in creating a school that is really making a difference in children's lives.

Enjoy your break and we will see you next term.

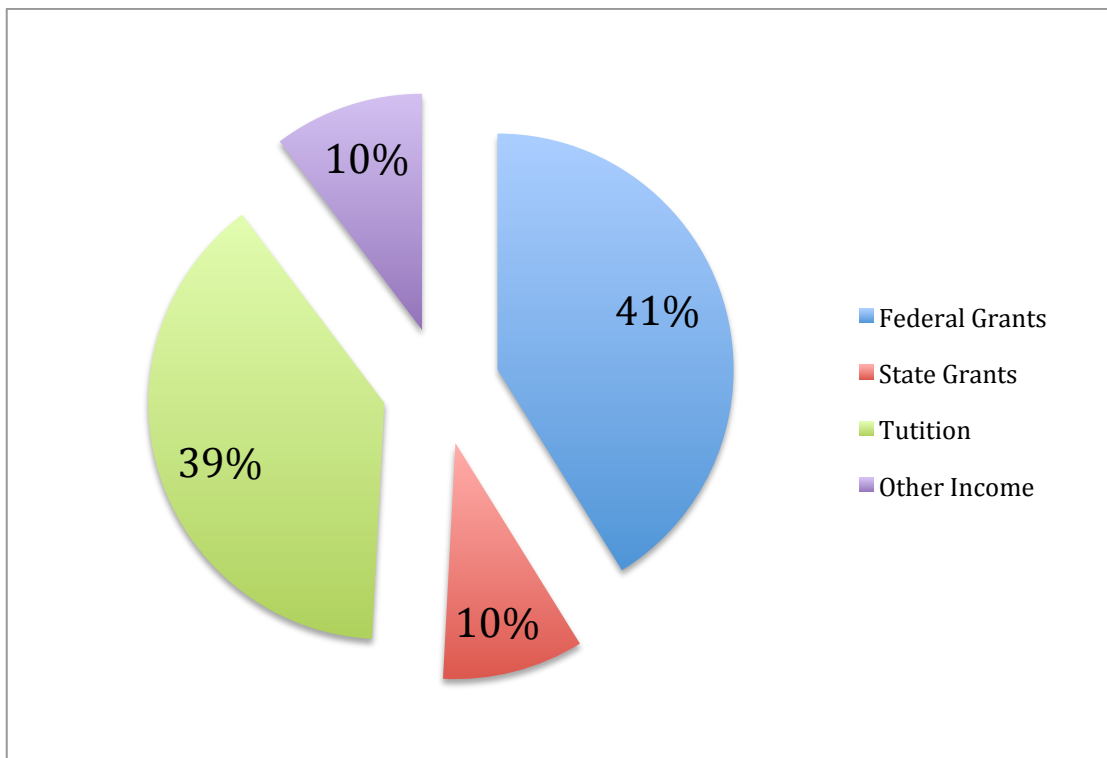
Sara - Mother of a Year 5 Student.”

14. Summary Financial Information

Expenses 2013



Income 2013



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