

A stylized soccer ball graphic composed of several irregular, rounded polygonal panels. The panels are arranged in a roughly spherical pattern. Most panels are light blue or greyish-blue, while one panel on the right side is a distinct yellowish-gold color. The panels are separated by thin white lines.

Annual Report

2014

International Football School

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## **2. Message from Key School Bodies**

### **PRINCIPAL Laura Roberts**

International Football School is establishing itself as a great example of an innovative Independent School. Our School provides opportunities and challenges to enable our students to grow and develop academically, socially, emotionally and creatively. We have experienced tremendous growth this year in student numbers and successfully introduced Years 3/4 to our academic program.

I would like to acknowledge the outstanding professionalism, dedication and commitment of our teaching staff who have been implementing the new Australian English and Mathematics curriculum. Staff have committed to extra hours of professional learning, have written engaging teaching and learning programs and have demonstrated competency in using the BOSTES Program Builder.

This report reflects the work and achievements of our school, staff and students. I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

### **CEO Paul Chapman**

2014 saw our school complete its second year in a very exciting journey for all involved including our staff, students and school community. We successfully applied for HSC status for our school with our first group of HSC students sitting the first half of their year 11/12 course, continued growth on the site taking on leases of an additional two buildings to house our growing student body and a number of new staff to the IFS family. At the start of 2014 we also completed the upgrade of one of buildings to function as a proper science laboratory and we started work on retrofitting our classrooms with permanently installed projectors and screens to enhance course delivery. We also made a significant investment at the end of 2014 into our Café in readiness for 2015 so that we can continue to provide healthy lunches for our growing student body.

IFS took on the management of Gosford Tennis Centre to house the practical aspects of our Tennis Program, which saw a major renovation to the clubhouse at the site on Race Course Road. We are seeing a growing interest in our school due to these activities at the Tennis Centre.

Our school board continued to learn throughout the year the importance of keeping true to our vision, reflecting on our practice and identifying areas where improvement is needed. Some of the things we have learnt during 2014 was a need to look at how we refine our football program and also how we continue to strive for excellence in our classroom practice. The school board has continued work on the Master Plan of the site with the intention of seeking a long-term lease renewal in 2015 to ensure the long-term home of IFS on the current site in Kariong.

**DIRECTOR OF SPORT Julie Dolan**

2014 saw the International Football School consolidate on the foundations set in the first year of operation. With student numbers continuing to increase it was a very positive year with many successes.

Mr Danny Abboud was appointed Technical Director of Football, enabling a dedicated focus for the direction of this program. With Mr Greg Brownlow as Technical Director of the Tennis Program, the development of our students across both sports is professionally managed.

The Director of Sport role that I have taken on enables me to closely liaise with both Technical Directors to ensure the quality and completeness of our programs and to constantly strive for betterment.

Many football milestones were achieved with Kanga Cup success, Bill Turner Cup participation, our entry into the State Futsal League and noteworthy representation at school zone events in a variety of different sports.

An exceptional achievement for one of our tennis players who secured an ITF Junior World ranking, and another who competed for the first time in the ITF World Junior

event. There was also representation in the Nationals Draw in Melbourne for girls 12 and under, first place in several Tennis Australia Junior Tour events and representation in the Champion of Champions for the Northumberland Region.

We continue to refine and strive to develop the best football and tennis programs in Australia.

### **3. Contextual Information About the School**

International Football School combines student's passion for their sport with an engaging education program.

Some unique features of our school include

- Students participate in a 2 hour training development program in either football (soccer) or tennis every day.
- Students participate in 4 hours of teaching and learning every day.
- Students learn in stage groups in open learning spaces.
- Skills are developed in collaboration, communication, critical thinking and creativity.
- The creation of a unique school culture where students have a shared passion and like minded attitude towards their learning and training.

The mandatory Curriculum as outlined by the NSW Board of Studies is taught in years 3 -10. In year 11/12 students complete the HSC via the compressed model, which means student complete 3 subjects per year.

As the school continues to grow, strategies to improve literacy and numeracy skills have been developed and implemented including

- Tailoring Project Base Learning so that the delivery of content and skills is unique to the needs of our students, resulting in high student engagement across the school and quality work.
- A focus on using real world examples, issues and problems in literacy and numeracy has resulted in an improvement of quality of work and student achievement across Key Learning Areas.

- Professional coaching staff delivering the training development programs has resulted in high student engagement and commitment to the school.

<b>Composition of Students</b>	<b>2013</b>	<b>2014</b>
<b>Female</b>	15	32
<b>Male</b>	99	256
<b>Total</b>	114	288
<b>Indigenous Students</b>	5	16

Further information about the International Football School can be found:

On the school's website: <http://www.internationalfootballschool.com.au>

By visiting International Football School at the My School website: <http://www.myschool.edu.au>

#### 4. Student Outcomes in Standardised Literacy and Numeracy Testing

Student numbers are growing in sitting NAPLAN, however the low number of participants in the tests is a reflection of the decisions made by parents to withdraw their children from them.

NAPLAN Summary Report			
Year Level	Test Type	Class #	Participants
3	LC/Writing	28	17
	Numeracy	28	17
	Reading	28	18
5	LC/Writing	22	13
	Numeracy	22	13
	Reading	22	13
7	LC/Writing	25	19
	Numeracy	25	17
	Reading	25	18
9	LC/Writing	38	15
	Numeracy	38	14
	Reading	38	12



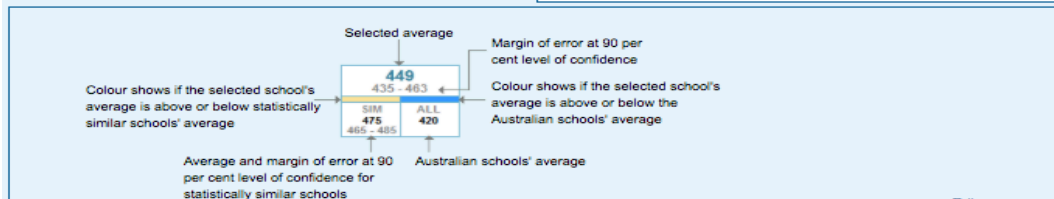
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	451 418 - 484		409 382 - 435		421 392 - 451		445 411 - 480		438 411 - 465	
	SIM 419 410 - 428	ALL 418	SIM 401 393 - 409	ALL 402	SIM 408 400 - 417	ALL 412	SIM 424 414 - 434	ALL 426	SIM 402 394 - 411	ALL 402
	461 428 - 493		425 395 - 455		431 401 - 461		456 421 - 491		477 449 - 504	
Year 5	501 492 - 509		467 458 - 475		494 486 - 502		501 492 - 511		486 478 - 494	
	SIM 501 492 - 509	ALL 501	SIM 467 458 - 475	ALL 468	SIM 494 486 - 502	ALL 498	SIM 501 492 - 511	ALL 504	SIM 486 478 - 494	ALL 488
	530 503 - 557		462 431 - 492		511 483 - 540		524 493 - 555		531 506 - 557	
Year 7	543 536 - 550		509 501 - 518		540 532 - 547		540 532 - 549		541 534 - 549	
	SIM 543 536 - 550	ALL 546	SIM 509 501 - 518	ALL 512	SIM 540 532 - 547	ALL 545	SIM 540 532 - 549	ALL 543	SIM 541 534 - 549	ALL 546
	557 527 - 587		490 455 - 526		542 512 - 571		508 478 - 539		583 558 - 607	
Year 9	580 573 - 587		550 540 - 559		580 572 - 588		572 564 - 581		584 576 - 591	
	SIM 580 573 - 587	ALL 580	SIM 550 540 - 559	ALL 550	SIM 580 572 - 588	ALL 582	SIM 572 564 - 581	ALL 574	SIM 584 576 - 591	ALL 588
	557 527 - 587		490 455 - 526		542 512 - 571		508 478 - 539		583 558 - 607	

**How to interpret this chart**

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

- Selected school's average is
- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



Further information about NAPLAN and International Football School can be found:  
By visiting International Football School at the My School website: <http://www.myschool.edu.au>

In 2014, The ACER Progressive Achievement (PAT) Tests were introduced. The PAT tests are an Australian, nationally normed series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. At the centre of each PAT test is a described proficiency scale, providing both quantitative and qualitative data on student performance, making the PAT tests ideal for understanding students' current strengths and weaknesses, informing teaching and learning, and monitoring progress over time. Students in Year 3-9 participate in PAT Testing twice a year in both Reading and Mathematics. In 2015, PAT Testing in Spelling, Punctuation and Grammar as well as Science will be introduced.

The following results show a growth in student achievement using the stanine data. Stanines divide the total student distribution of abilities into nine categories, with



stanine 1 the lowest, stanine 5 the midpoint and stanine 9 the highest.

### Reading Results Semester 1, 2014

Stanines	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Above Average 7-9</b>	5%	8%	10%	19%	24%	17%	3%	4%
	1/22	1/12	2/22	5/27	6/25	4/24	1/35	1/27
<b>Average 4-6</b>	68%	84%	45%	52%	60%	29%	46%	41%
	15/22	10/12	10/22	14/27	15/25	7/24	16/35	11/27
<b>Below Average 1-3</b>	27%	8%	45%	29%	16%	54%	51%	55%
	6/22	1/12	10/22	8/27	4/25	13/24	18/35	15/27

### Reading Results Semester 2, 2014

Stanines	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Above Average 7-9</b>	16%	18%	7%	15%	10%	7%	13%	9%
	5/31	3/17	2/29	5/33	3/31	2/30	5/39	2/22
<b>Average 4-6</b>	55%	59%	69%	70%	64%	67%	64%	50%
	17/31	10/17	20/29	23/33	20/31	20/30	25/39	11/22
<b>Below Average 1-3</b>	29%	23%	24%	15%	26%	26%	23%	41%
	9/31	4/17	7/29	5/33	8/31	8/30	9/39	9/22



**Maths Results Semester 1, 2014**

<b>Stanines</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<b>Above Average 7-9</b>	9%	8%	5%	15%	8%	0%	0%	0%
	2/23	1/12	1/23	4/27	2/25	0/20	0/35	0/26
<b>Average 4-6</b>	43%	50%	45%	48%	36%	55%	57%	50%
	10/23	6/12	10/22	13/27	9/25	11/20	20/35	13/26
<b>Below Average 1-3</b>	48%	42%	50%	37%	56%	45%	43%	50%
	11/23	5/12	11/22	10/27	14/25	9/20	15/35	13/26

**Maths Results Semester 2, 2014**

<b>Stanines</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<b>Above Average 7-9</b>	16%	12%	3%	13%	3%	6%	10%	9%
	5/31	2/17	1/32	4/31	1/31	2/31	4/40	2/22
<b>Average 4-6</b>	48%	65%	66%	52%	68%	65%	73%	77%
	15/31	11/17	21/32	16/31	21/31	20/31	29/40	17/22
<b>Below Average 1-3</b>	36%	23%	31%	35%	29%	29%	17%	14%
	11/31	4/17	10/32	11/31	9/31	9/31	7/40	3/22

## 5. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

During 2014 the school did not have any students that required the issuance of a Record of School Achievement.

In 2014, our School offered the first year of study in the Compressed Model of the HSC. Students studied Biology, English Standard and Personal Development, Health and Physical Education

2014 HSC: 16 Candidates

## 6. TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

### *Teaching Qualifications*

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	14
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

In 2014 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.

### *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:-

***Courses delivered by the AIS NSW***

- Business Manager Course delivered by the AIS NSW
- Beginning Principal's Foundation Program
- What Works? Building Better Learning Spaces
- Payroll Intensive Day: Salary Packaging - AIS / CPA Day 5
- Beginning the Stage 6 PDHPE Journey (Part A & B)
- Work Health and Safety Consultation

***Courses delivered by Centre of Deeper Learning Parramatta Marist Brothers***

- 21<sup>st</sup> Century Competencies 28<sup>th</sup> October 2014
- Engaging Groups
- Build Your Own Project
- Showcase
- Flipping the Classroom

***Course Delivered by the Buck Institute of Education***

- PBL World Conference Napa California

***Course Delivered by Central Coast Area Health***

- Anaphylaxis Training

***Courses delivered by PD4MaTHS***

- Think therefore iPad: Day 1 Basics
- Making Mathematics (2 Unit) Meaningful and Memorable

## **7. Workforce Composition 2014**

CEO: 1

Principal: 1

Director of Sport: 1

Business Manager: 1

Sport Technical Directors: 2

Male Teachers: 7      Female Teachers: 7

Administration/Support Staff: 4

Part Time Administration/Support Staff: 1

Football Coaching Staff Full Time: 8      Tennis Coaching Staff Full Time: 3

Football Coaching Staff Part Time: 8      Tennis Coaching Staff Part Time: 0

## **8. Student Attendance, Retention Rates and Post School Destinations in Secondary Schools**

### *Students Retention Rates*

In 2014, the school continued to experience rapid growth in all grades across the school.

### *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.

Students in Year 10 and 11 who moved to other study (TAFE) or a different local school: 21

### *Student Attendance*

<b>Year Level</b>	<b>Attendance Rate</b>
3 F	98.89%
3 M	94.46%
3 M (Indigenous)	96.78%
4 Male	97.76%
4 M (Indigenous)	97.78%
5 M	95.68%
6 F	98.87%
6 M	95.10%
6 M (Indigenous)	98.60%
7 F	98.61%
7 M	93.68%
7 M (Indigenous)	98.72%
8 F	97.67%
8 F (Indigenous)	98.29%
8 M	94.27%
8 M (Indigenous)	96.31%
9 F	82.24%
9 M	92.97%
9 M (Indigenous)	94.93%
10 F	91.89%
10 M	90.35%
10 M (Indigenous)	97.28%
11 F	99.32%
11 M	97.38%

\* M = Male F = Female

### *How the school manages student non-attendance*

Parents of students who are absent receive a SMS notifying them about their children's absence from school. This is an automated service provided by the school on a daily basis.

Parents are required to notify the school if their child is absent for three or more consecutive days.

A student who is absent for three consecutive days or, displays a pattern of regular absence, is reported by the class teacher to the Principal and Coordinators.

The Office Administration staff will contact parents of children who are absent for three consecutive days to seek explanation of absence.

## 9. Enrolment Policy

**This policy addresses issues in relation to:  
Safe and supportive environment: Student Welfare – 3.6.2  
Attendance – 3.8**

*The School's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the Board of Studies, Teaching and Educational Standards.*

### PURPOSE

International Football School is a co-educational 3-12 independent School operating within the policies of the Board of Studies. Teaching and Educational Standards (BOSTES). All students at International Football School play either football or tennis. This is a compulsory requirement and must be undertaken satisfactorily.

All students seeking enrolment at IFS and their parents are expected to support the academic and sporting goals of the School.

Students are expected to act consistently with the School's ethos and comply with the School rules and expectations as specified in the IFS Handbook.

### Enrolment PROCEDURE

#### 1. Enquiry Form

Parents are required to fill an "Enquiry Form" online. The School Administration staff will organise a suitable time for students to attend a Trial Day, an academic assessment day. At the Trial Day the following documentation is required:

- Copy of children's Birth Certificate, passport or Australian Citizenship
- 2 most recent school reports
- Copy of children's Immunisation History Statement
- Additional medical reports / health care plans (if applicable)
- Guardianship and Custody Order (if applicable)

**The "Enquiry Form" does not guarantee a place in the school.**

Siblings of children already attending the School who have demonstrated ongoing support for the ethos and values of the School will need to participate in a trial day.

#### 2. Trial Day

All potential students participate in a Trial Day. On this day, students participate in a training session. The purpose of the training session is to assess skills and student's ability to respond to coaching and feedback. Following this session, all students complete an age appropriate PAT TEST for Numeracy and Literacy. Students are also requested to complete a persuasive writing task. Students in Years 5 – 10 also sit an

abstract reasoning test.

**PAT TESTING:** Students who score 3 or below in their Pat Testing are assessed case by case. A meeting with the student's parents/carers is recommended in these instances so an informed decision can be made in terms of offering a student a place at the School.

### **3. Offers and Waiting List**

Parents are notified if their children have been offered a place by the School Enrolment Officer.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List until a position becomes available for the current academic year.

Applicants who do not gain a place may re-apply another "Enquiry Form" for the following year.

### **4. Acceptance of Offer and Enrolment Contract**

On accepting the offer of a place at the School, parents must fill an "Enrolment Contract", which includes the Schools "Terms and Conditions of Trade" (policies are subject to change) and pay the non-refundable "Entrance Fee" tuition.

Failure to reply or accept an offer of place, within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

Please note that if families supply incorrect information on the Enquiry Form or Enrolment Contract, their application may be declined or an offer may be withdrawn.

### **5. Student Medical Records / Health Care Plan**

Parents must inform the School on the Enrolment Contract about their children's medical condition. The School may request additional medical reports, e.g. speech therapist, diabetes, asthma reports etc. to ensure that students are supported in there Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes etc.).

### **6. Immunisation**

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary school must request and record immunization status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunization status for enrolment at school under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence.

If a student is not immunized, the School may request parents to keep their children home if there is an outbreak of a vaccine-preventable disease in the School.

### **7. School Fees**

- School fees are non-refundable
- Must be paid prior to the beginning of the next School term
- Any extension of payment time must be requested from the Business Manger in writing
- Where there are repeated instances of late payment, the School has the right to require fees to be paid in advance prior to the beginning of the School term. If



not so paid, the School may require the student to be withdrawn.

## **8. Continued Enrolment**

It is assumed that students at IFS/T will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment includes satisfactory:

- Payment of School fees by due date
- Behavior, appearance, uniform, attendance and use of School facilities and resources
- Performance (class work, homework, assessments and football program) in all Key Learning areas
- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs or repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply

Parents will be notified, if the school believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year.

## **9. Probationary Enrolment, Suspension and Termination of Enrolment**

The School reserves the right to terminate an enrolment where the parents have not declared or have withheld know information pertaining to their child.

Failure to meet the above-mentioned expectations or breach of rules may lead to probationary enrolment, suspension or termination of enrolment.

If the school believes a mutually beneficial relationship of trust and co-operation between parents and School has broken down, the School may require the student to be withdrawn.

## **10. Withdrawal from School**

One term's notice in writing to the Principal is required before withdrawal of a student from the School. Notice of withdrawal for the following year must be received before the commencement of Term 4.

An Exit form must be completed, giving reasons for exit and notifying the International Football School of the school the student will be enrolled in.

An exit meeting with the Principal/Director of Sport/Business Manager will be offered to the family.

## **11. Parent Information**

It is a parent's responsibility to notify the School promptly of a change of address, status or medical condition(s).



## 10. Other School Policies

Policy	Changes in 2014	Access to full text
<p><b>Behaviour Management</b></p> <p><i>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</i></p> <p><i>All behavior management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</i></p>	<p>This policy was implemented in 2013. The policy implemented in 2014 includes revised processes for disciplinary action that are based on procedural fairness.</p>	
<p><b>Complaints and Grievances</b></p> <p><i>The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</i></p>	<p>No changes were made in 2014.</p>	<p><b><i>The full text of the school's policies can be accessed by request from the school Principal and from the school website.</i></b></p>
<p><b>Child Protection</b></p> <p><i>The policies relating to Child Protection use appropriate procedures dealing with child protection issues and includes processes for raising and responding to matters of concern identified by parents/staff for students. These processes incorporate how issues can be raised, investigated and how the school will respond.</i></p>	<p>All Child Protection policies were implemented in 2013. The policy implemented in 2014 includes revised and updated amendments in accordance to changes in legislation. Child Protection policies were submitted to the</p>	



	AIS NSW for review.	
<p><b>Pastoral Care (Student Welfare)</b></p> <p><i>Pastoral Care Guidelines aim to</i></p> <ul style="list-style-type: none"> <li><i>*The development of quality relationships</i></li> <li><i>*The provision of satisfying learning experiences</i></li> <li><i>*The establishment of an effective care network</i></li> <li><i>* The effective implementation of the Behaviour Management Policy</i></li> </ul>	<p>These guidelines were implemented in 2013. The policy implemented in 2014 includes revised and updated amendments based on advice from BOSTES.</p>	<p><i>The full text of the school's policies can be accessed by request from the school Principal and from the school website.</i></p>
<p><b>Emergency Management Plan</b></p> <p><i>The Emergency Management Plan incorporates appropriate procedures regarding the following including staff roles and responsibilities:</i></p> <ul style="list-style-type: none"> <li><i>• Evacuation</i></li> <li><i>• Lockdown</i></li> <li><i>• Lockout</i></li> <li><i>• Crisis Management</i></li> <li><i>• Risk Management</i></li> </ul>	<p>The policy was implemented in 2013. The policy implemented in 2014 includes revised and updated amendments due to managing growth of school.</p>	
<p><b>Attendance</b></p> <p><i>The policy uses procedures as directed by the Minister. These processes incorporate</i></p> <ul style="list-style-type: none"> <li><i>* how staff record attendance and absence</i></li> <li><i>* use of codes as instructed by the Minister of Education</i></li> <li><i>* Minister's Exemption of Attendance</i></li> <li><i>* processes for non attendance</i></li> </ul>	<p>This policy was implemented in 2013. The policy implemented in 2014 includes revised and updated amendments based on advice from BOSTES.</p>	
<p><b>Anti Bullying, Harassment and Discrimination</b></p> <p><i>The policy uses appropriate procedural fairness in dealing with bullying, harassment and discrimination and includes processes for</i></p>	<p>This policy was</p>	

<p><i>raising and responding to matters of concern identified by parents/staff/students. These processes incorporate how issues may be raised and how the school will respond.</i></p>	<p>implemented in 2013. The policy implemented in 2014 includes revised and updated amendments based on advice from BOSTES.</p>	
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## **11.School Determined Areas for Improvement**

The school, through internal reviews, have determined the following are targets for improvement over the coming twelve months:

- Target of 350 students enrolled by the end of 2015.
- 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.
- Continue to improve efficiencies in the back office by increasing staffing, reviewing internal processes and delivering on these improvements.
- Develop a documented football/tennis curriculum that shows clear pathways from year 3 through to year 12.

## 12. Initiatives Promoting Respect and Responsibility

In 2014, the Student Code of Conduct was reviewed focusing on the key values of respect and responsibility.

International Football School believes that for the school to be effective, it should provide a safe and happy learning environment, which meets the needs of our students at all levels of their school life.

At the centre of ensuring a safe and happy learning environment, is the core value of respect. Respect is an attitude that begins at home, is reinforced in school and is applied throughout life.

### **STUDENT CODE OF CONDUCT**

The essence of good self discipline is respect -

- Respect for self
- Respect for the authority of parents, teachers and coaches
- Respect for the school
- Respect for others

#### **Respect for self is shown by.....**

Behaving safely

Keeping your word

Wearing appropriate clothing

Using appropriate and proper language

#### **Respect for authority is shown by.....**

Listening carefully and quietly

Being on time, prepared and ready to learn

Accepting personal responsibility for your actions

Accepting personal responsibility for your learning

#### **Respect for the school is shown by.....**

Following and knowing the policies and guidelines of our school

Considering the possible outcomes in making decisions

Realising that different situations create different expectations

#### **Respect for others is shown by.....**

Communicating in a polite, supportive and friendly manner

Taking into account the needs and feelings of others as well as your own

Allowing others to enjoy their personal space and property

*Our student Code of Conduct is inspired by and accredited to the Andre Agassi College Preparatory Academy.*

### **13. Parent, Student and Teacher Satisfaction**

Evaluations were conducted to determine overall satisfaction in the effective implementation of the establishment of the school. The process used was online satisfaction surveys using 10 questions that were similar but particular to each group

#### *Parent Satisfaction*

The school is very proud of its “open door policy” with parent involvement welcomed and encouraged. Discussions and information nights held throughout the year indicated that parent satisfaction is extremely positive.

Issues raised by some of the parents related to more parent engagement due to the lack of “pick up/drop off” culture and having a clearer understanding of what happens in the classroom due to the implementation of Project Based Learning and open plan classrooms.

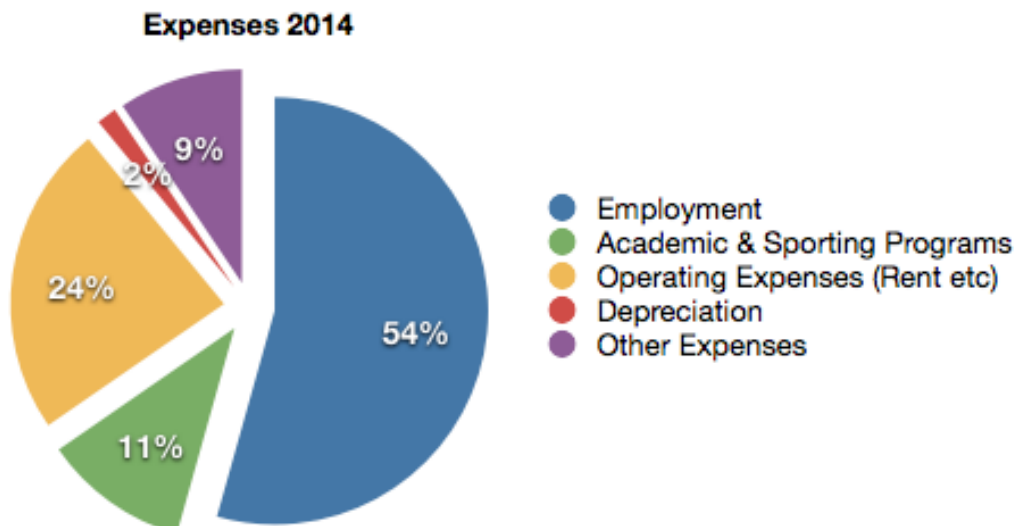
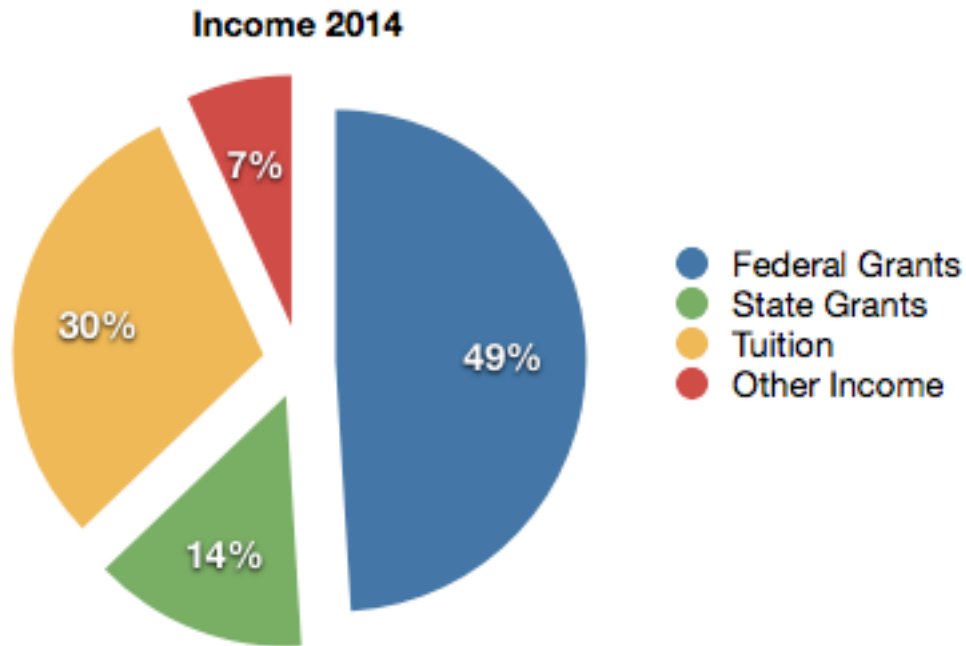
#### *Student Satisfaction*

The daily operation of both the training development and academic programs provide students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication risk taking and conflict resolution. During 2014, the school gathered data from students across the school. 98% of student respondents believed that staff expect students to do their best and 85% of student respondents believed that students are treated fairly. 60 % of student respondents believe they can talk to staff about their concerns.

#### *Teacher Satisfaction*

Teacher surveyed felt extremely satisfied in a majority of areas, particularly in terms of relationships, staff morale and school operations, One area in particular teachers identified as an area of focus is the school working with teachers to support them in areas they wish to develop in.

## 14. Summary Financial Information



## **15.Publication Requirements**

Current School Policy: Provision of Data for the Minister's Annual Report.

The requirement is for the 2014 annual report to be published by 30 June 2015.

The annual report has been made available to BOSTES online.

The International Football School Annual Report 2014 is published on the school website.

The school will provide a hard copy of the report to anyone requesting it.

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