

The background features a collection of overlapping, rounded geometric shapes in various shades of blue and a single yellow shape. The shapes are arranged in a way that they appear to be part of a larger, abstract composition. The text is centered over this background.

Annual Report

2015

International Football School

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1. Message from Key School Bodies

PRINCIPAL Laura Roberts

International Football School continues to establish itself as a great example of an innovative Independent School. Students are provided with opportunities and challenges that encourage them to grow and develop academically, socially, physically, emotionally and creatively.

Our first Year 12 successfully finished their academic program attaining the Higher School Certificate qualification. This was a major achievement for the 15 students who completed Year 12.

In October of 2015, 16 students from Years 7 and 8 travelled to Japan. This cultural trip was organised by Japanese teacher Suzanne Jeffree. Representing the city of Gosford, the group was welcomed by Gosford's sister city, Edogawa. As well as experiencing unique Japanese culture, football coach Will Piriz led the students as they played football games with a local high school from Edogawa and a local football club in Tokyo. This trip was highly successful and we look forward to making this a biennial event.

Other highlights include:

- The continued development of our Outdoor Education - all students participated in one camp and/or trek.
- Madeline Bowron and Dominic Johns represented the school for the first time in the NSW Legacy Junior Public Speaking Award at Newcastle High School.
- Students in Year 8 participated in the Central Coast Mental Health Forum.
- Brainstorms Productions visited the school to perform.
- Attending performances at NAISDA.
- Hosting practicum students from the University of Newcastle, University of Armidale and Avondale College.
- Outdoor Education Program for Years 3 – 12
- The end of year Celebration Evening held at the Impact Centre, Erina

I would like to acknowledge the continued professionalism, dedication and commitment of our teaching staff. Team teaching requires an adherence to accountability in all aspects of teaching and learning. Our teaching staff continue to write engaging teaching and learning programs that demonstrate a deep understanding of the BOSTES requirements.

I would also like to acknowledge the Football Development Program led by Daniel Barrett and the Tennis Development Program led by Greg Brownlow. The coaching staff from both programs strive to consistently challenge our students with a

syllabus that delivers a variety of outcomes.

Finally, I would like to acknowledge the work of the administration team who have worked tirelessly to streamline many administrative aspects of the school. In many instances members of this team are the first port of call. They are integral to ensuring the smooth daily running of the school and their support is appreciated in all areas of the school.

This report reflects the work and achievements of our school, staff and students. I certify that the information herein 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

2015 has seen International Football School continue to grow and mature. From the inception of our school we have set out to create an environment where our students and staff are nurtured and inspired every day. We consistently and resolutely challenge each other to be the best that we can be and will continue following this maxim as we move into 2016 and into the future.

During 2015 our strategic focus was to refine our football program, strongly establish the tennis program in our new location at Gosford Tennis Centre and continue to drive world's best practice in the classroom. Our teaching staff and students were challenged as to how to utilise the philosophy behind Project-based learning to create an environment that enabled them to be the best they can be. We saw some great improvements in our learning spaces with our teaching staff continuing to enhance the physical spaces.

One of the school's visions since inception was to take part in a number of community outreach programs ensuring that members of the community, whose children attend other schools, could gain access to high quality programs and also take part in professionally run, fun and enjoyable sporting programs. Two of these initiatives, namely the IFS Futsal Club and Gosford Tennis Centre continued to grow in numbers during 2015 and the feedback has been overwhelmingly positive. Our IFS Futsal club grew to successfully operate out of both Niagara Park Stadium and Woy Woy Peninsula Leisure Centre, which saw more than 200 young local aspiring futsal players take part in a weekly futsal competition. Our futsal club also participated in the Football NSW Futsal State League competitions that ran over the 2015-16 summer period. Gosford Tennis Centre grew from just over 200 members in January 2015 to more than 400 members by the end of that year.

The school, through its unique offering, continues to demonstrate how sport and

education can work together to deliver great outcomes for our students. Our teaching, coaching and admin staff work closely together to provide these outcomes for our students and we feel very blessed to look back and observe another successful year.

DIRECTOR OF SPORT Julie Dolan

The developments in the football and tennis programs in 2015 have matched the exponential growth in the school's student numbers. The International Tennis School celebrated its first year operating out of the Gosford Tennis Centre in September 2015 with numbers gradually building, community programs being initiated and hosting of national tournaments.

The football program placed IFS squads in the Central Coast, Newcastle and Sydney winter competitions under the Kariong, Kahibah and Berowra Club banners.

Kanga Cup, an event that has been on our tournament calendar since the inception of the school, saw a record fifteen teams attend and three teams secure third place in their age groups.

We also established a presence on the international stage with four of our under 12 Kanga Cup players selected to take part in a prestigious 'invitation only' tournament in South Korea. The International Challenge Cup between Australia and New Zealand is in its second year now and was hosted by the All Stars in Zealand in December 2015. We had a contingent of students travel to Japan for a cultural tour. This included some games against local Japanese football teams.

Management undertook a reconnaissance tour of the UK and Europe, where the leading professional academies we visited confirmed that the model of our school is at the forefront of youth development.

Daniel Barrett was appointed to the position of Head of Football in 2015 and has begun to make strides forward with the football program.

Damien Brown has built what began as a futsal training program at Niagara Park Stadium in Term 3, 2013 into our first futsal competition with over 70 players in Term 4 of the same year. 2015 saw this grow to two local competitions operating all year round with over 160 players taking part.

The IFS Futsal Club competed in its second year of the FNSW Futsal State League and the role of Futsal Co-ordinator was handed over to Andrew Peachey with a view to furthering its growth.

IFS introduced a trainee program with three of our Year 12 graduating class taking on positions at the school in 2016. Their skills in coaching and many other

associated fields will be developed over a two-year period.

2015 allowed for much reflection in the football and tennis development programs and we look forward to continuing to deliver programs that enable our students to continue to grow.

2. Contextual Information About the School

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

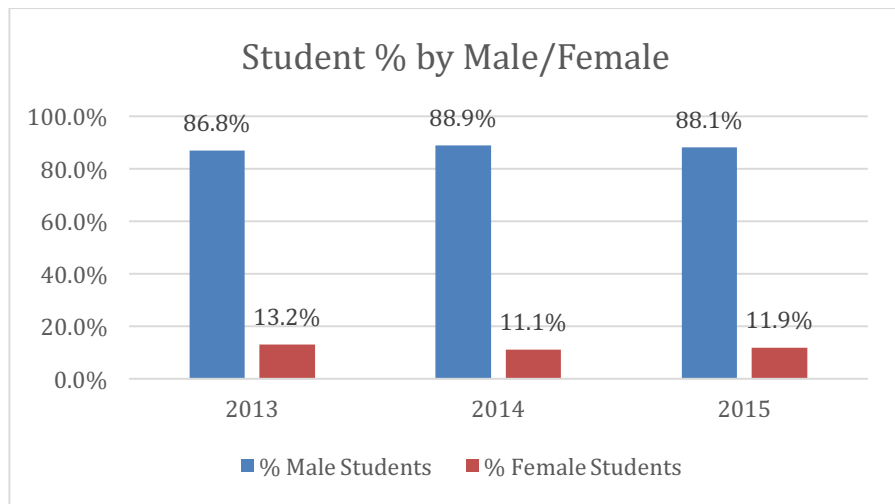
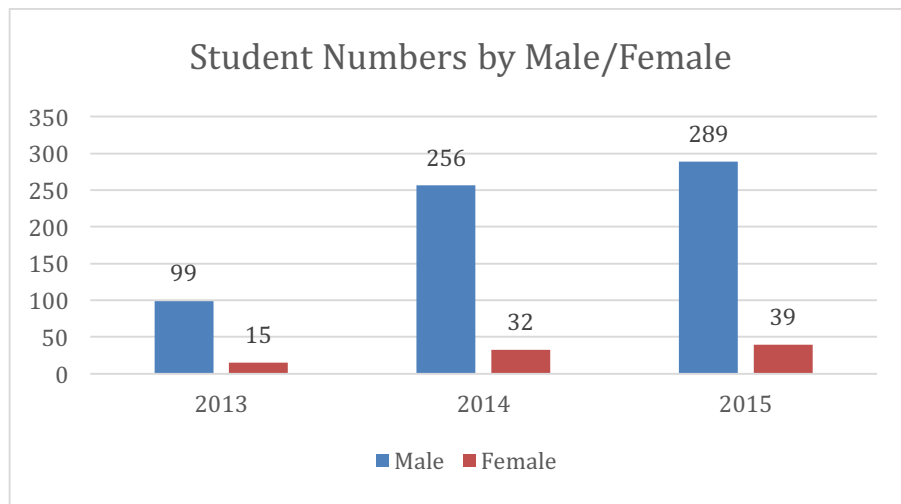
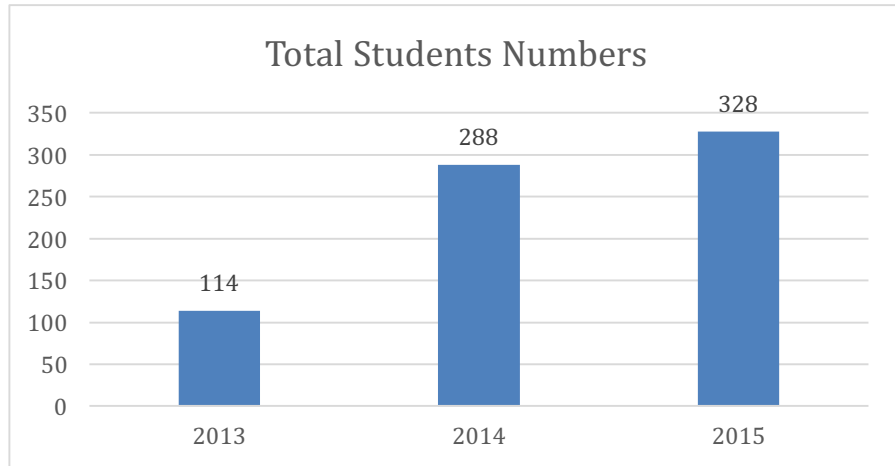
Unique features of our school include

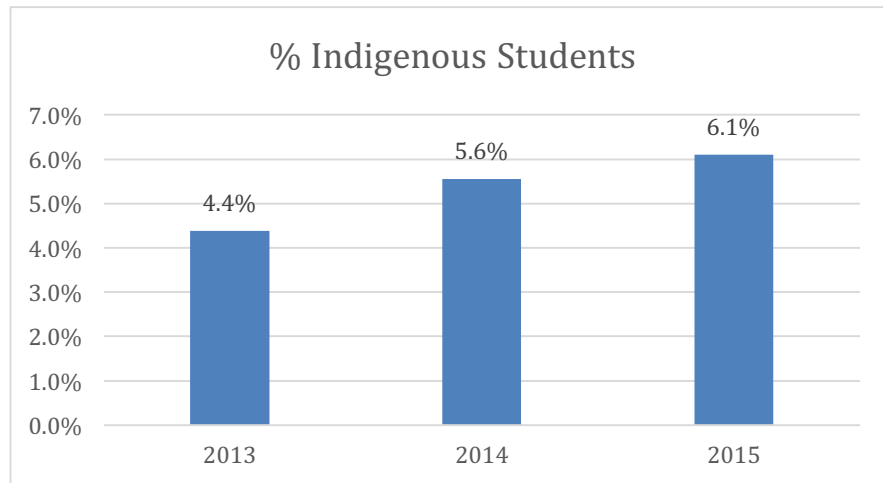
- Student participation in a two-hour training development program in either football (soccer) or tennis every day.
- Student participation in four hours of teaching learning every day.
- Students learn in stage groups in flexible and open learning spaces.
- Skills are developed in collaboration, communication, 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 students complete three subjects per year. We are excited at the inception of kindergarten in 2016.

With continued student growth, strategies to improve literacy and numeracy skills continue to be a focus. Strategies in 2015 included:

- Creating Stage Teams to ensure consistency in the delivery of content and skills.
- Every teacher is responsible for literacy and numeracy across all key learning areas.
- Increasing specialist teachers in English, Mathematics and Science in the high school.





Further information about the International Football School can be found:

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

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

2. Student Outcomes in Standardised Literacy and Numeracy Testing

Although student numbers are growing in sitting NAPLAN, IFS parents continue to choose to withdraw their children from NAPLAN testing, confident in the school's ability to deliver a solid academic program.

NAPLAN Summary Report				
Year Level	Test Type	Class #	Participants	Participant %
3	Writing	18	7	39%
	Language Conventions	18	8	44%
	Numeracy	18	7	39%
	Reading	18	8	44%
5	Writing	28	13	46%
	Language Conventions	28	13	46%
	Numeracy	28	13	46%
	Reading	28	13	46%
	Writing	48	24	50%

7	Language Conventions	48	24	50%
	Numeracy Calculator	48	23	48%
	Numeracy Non-Calculator	48	23	48%
	Reading	48	22	46%
9	Writing	31	17	55%
	Language Conventions	31	17	55%
	Numeracy Calculator	31	14	45%
	Numeracy Non-Calculator	31	14	45%
	Reading	31	15	48%

The 2015 NAPLAN results demonstrate student improvement in Years 5, 7 and 9 in Reading, Persuasive Writing and Spelling. Strategies will be put in place to improve grammar and punctuation across the whole school. Strategies include:

- Ensuring students in the high school submit a balance of hand written and word-processed work.
- Structured workshops that focus on a variety of writing skills.

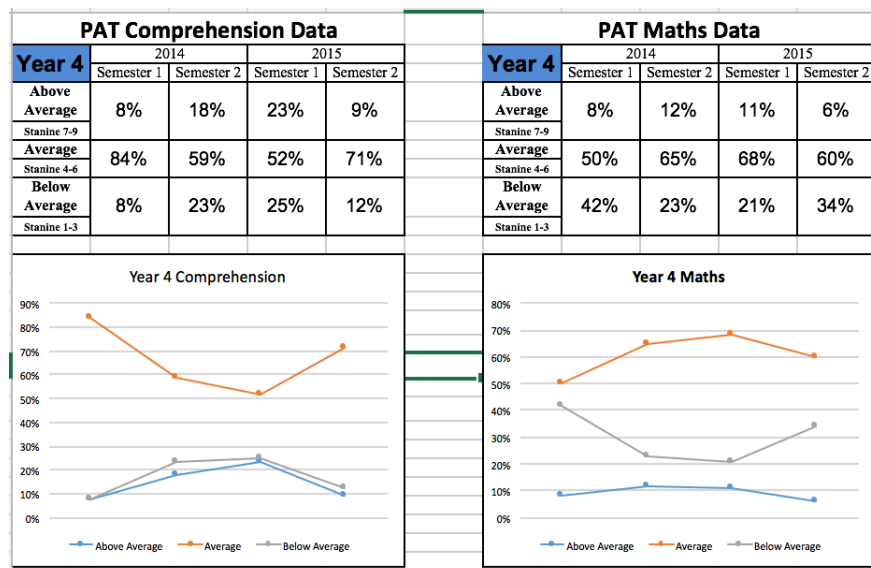
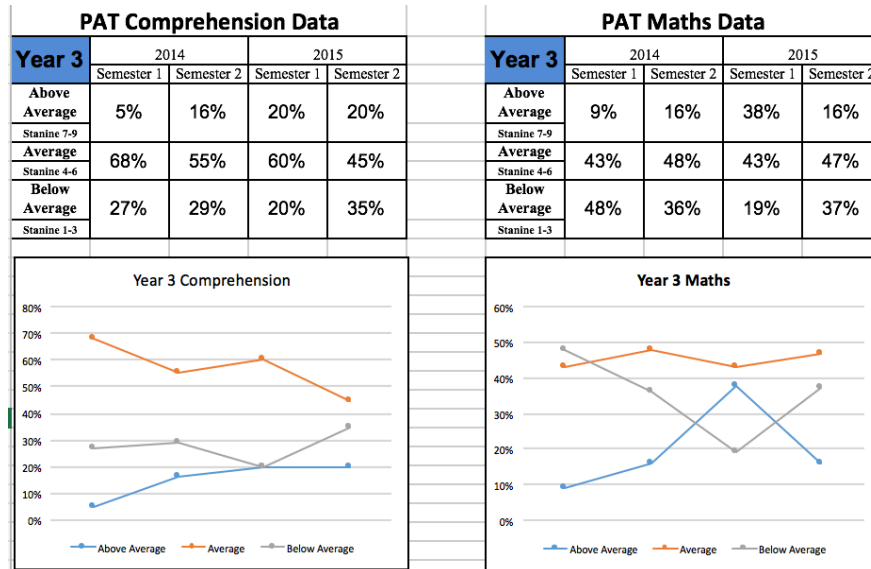
Numeracy results are consistent across the board and reflect the positive engagement in numeracy programs across the school.

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 2015, students in Years 3 – 10 sat the ACER Progressive Achievement (PAT) Tests. 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 our teachers in regards to their teaching and learning programs and monitoring progress over time. Students sit these tests once in Semester 1 and again in Semester 2.

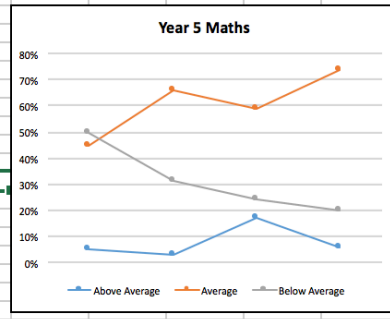
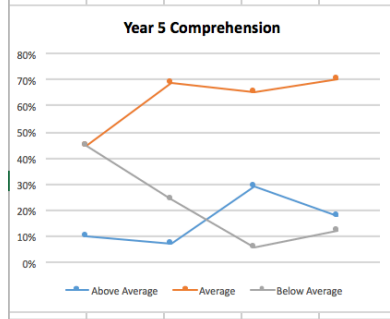
The following data has been summarised for each grade from Semester 1, 2014 to Semester 2, 2015. When looking at the data over time we should be hoping to see:

- the grey line (below average students) on a steady downward decline
- the orange line (average students) on a steady upward incline
- the blue line (above average students) on a steady upward incline



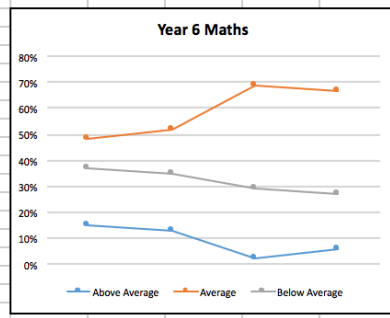
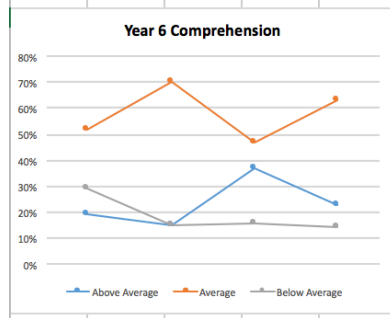
PAT Comprehension Data				
Year 5	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	10%	7%	29%	18%
Stanine 7-9				
Average	45%	69%	65%	70%
Stanine 4-6				
Below Average	45%	24%	6%	12%
Stanine 1-3				

PAT Maths Data				
Year 5	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	5%	3%	17%	6%
Stanine 7-9				
Average	45%	66%	59%	74%
Stanine 4-6				
Below Average	50%	31%	24%	20%
Stanine 1-3				



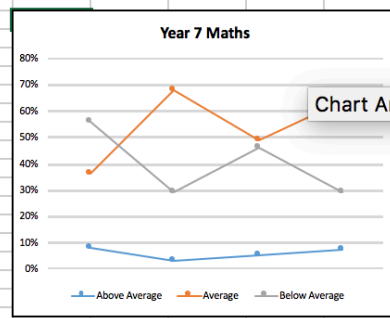
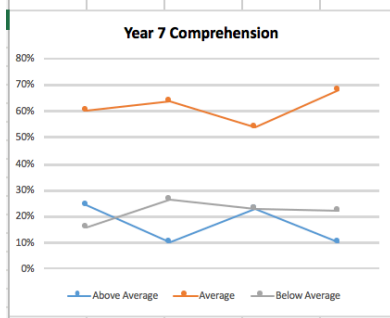
PAT Comprehension Data				
Year 6	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	19%	15%	37%	23%
Stanine 7-9				
Average	52%	70%	47%	63%
Stanine 4-6				
Below Average	29%	15%	16%	14%
Stanine 1-3				

PAT Maths Data				
Year 6	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	15%	13%	2%	6%
Stanine 7-9				
Average	48%	52%	69%	67%
Stanine 4-6				
Below Average	37%	35%	29%	27%
Stanine 1-3				



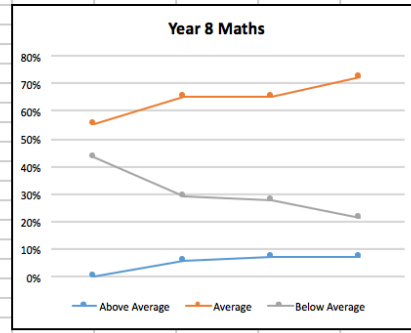
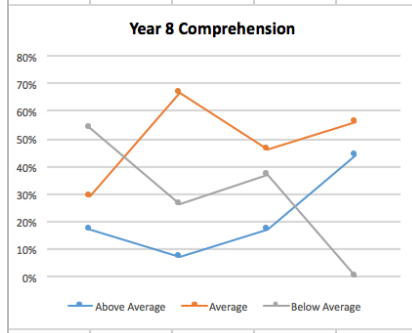
PAT Comprehension Data				
Year 7	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	24%	10%	23%	10%
Stanine 7-9				
Average	60%	64%	54%	68%
Stanine 4-6				
Below Average	16%	26%	23%	22%
Stanine 1-3				

PAT Maths Data				
Year 7	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	8%	3%	5%	7%
Stanine 7-9				
Average	36%	68%	49%	64%
Stanine 4-6				
Below Average	56%	29%	46%	29%
Stanine 1-3				



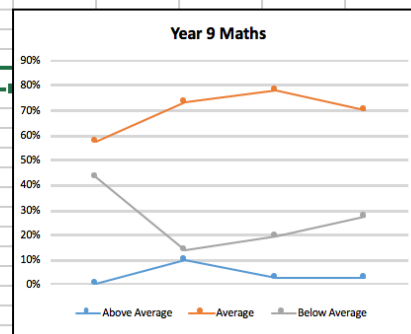
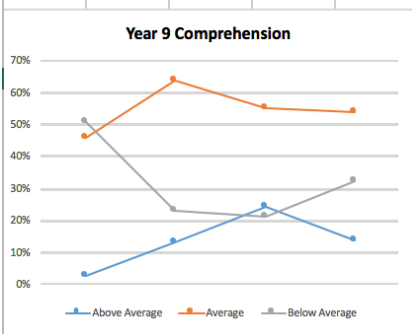
PAT Comprehension Data				
Year 8	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	17%	7%	17%	44%
Stanine 7-9				
Average	29%	67%	46%	56%
Stanine 4-6				
Below Average	54%	26%	37%	0%
Stanine 1-3				

PAT Maths Data				
Year 8	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	0%	6%	7%	7%
Stanine 7-9				
Average	55%	65%	65%	72%
Stanine 4-6				
Below Average	43%	29%	28%	21%
Stanine 1-3				



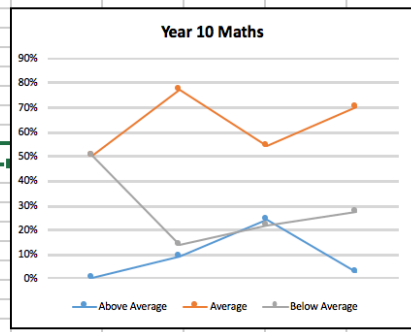
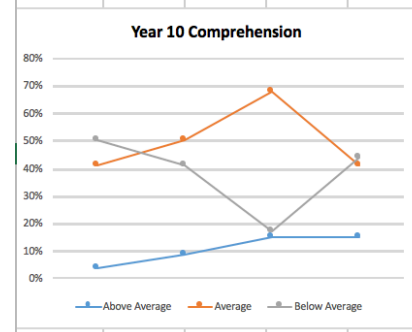
PAT Comprehension Data				
Year 9	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	3%	13%	24%	14%
Stanine 7-9				
Average	46%	64%	55%	54%
Stanine 4-6				
Below Average	51%	23%	21%	32%
Stanine 1-3				

PAT Maths Data				
Year 9	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	0%	10%	3%	3%
Stanine 7-9				
Average	57%	73%	78%	70%
Stanine 4-6				
Below Average	43%	14%	19%	27%
Stanine 1-3				



PAT Comprehension Data				
Year 10	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	4%	9%	15%	15%
Stanine 7-9				
Average	41%	50%	68%	41%
Stanine 4-6				
Below Average	50%	41%	17%	44%
Stanine 1-3				

PAT Maths Data				
Year 10	2014		2015	
	Semester 1	Semester 2	Semester 1	Semester 2
Above Average	0%	9%	24%	3%
Stanine 7-9				
Average	50%	77%	54%	70%
Stanine 4-6				
Below Average	50%	14%	22%	27%
Stanine 1-3				



4. Senior Secondary Outcomes (Student Achievement)

In 2015 the school issued the Record of School Achievement to 36 students.

In 2015, our school offered the second year of study in the Compressed Model of the HSC.

Students studied the following subjects in the following years:

2014 English Standard, PDHPE and Biology.

2015 Business Studies, Earth and Environmental Science or Sport, Life and Recreation, Mathematics or Mathematics General.

2014 HSC: 19 students in Year 11

2015 HSC: 35 students in Year 11

15 students completed the qualification for the Higher School Certificate

SUBJECT	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Total Number of students
Biology	6	9	4				19
Business Studies	2	15	11	7			15
English Standard		4	12	3			19
PDHPE	1	2	13	3			19
Mathematics	4						4
Mathematics General	3	6	2				11
Earth & Environmental Science		2	2	3			7
Sport, Life and Recreation	Passed						8

5. 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	16
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 2015 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 external training they wish to take part in with management to ensure it is aligned with the school's vision. Professional development programs can impact the school by staff taking extended time away from the school to complete courses. Some of the external professional development our staff took part in included:

Courses delivered by the AIS NSW

Child Protection – Staff Presentation
Fostering Student Engagement: game mechanics and game-based learning
Teacher Accreditation Authority Briefing
Maker Spaces in Libraries
Teaching with Quality Literature
Promoting Reconciliation Through Curriculum
Area of Study Webinar: Life of Pi
CRICOS Briefing
HSC Area of Study: Discovery
Changing Environmental and Human Geographies
Business Managers Program
AIS Governance Symposium 2015
Familiarisation NSW History Syllabus K-6

Course delivered by ACER

PAT Test Data and Analysis

Course delivered by BOSTES

Consistent Teacher Judgement Workshop Yrs. 1-11

English Teachers Association NSW

2015 State Conference: Curiouser and Curiouser

Course delivered by PD4MaTHS

Alternative Assessment Ideas

Course delivered by ITC Publications

Lesson Observation and Feedback Seminar

6. Workforce Composition 2015

CEO: 1

Principal: 1

Director of Sport: 1

Business Manager: 1

Sport Technical Directors: 2

Male Teachers: 8 Female Teachers: 8

Administration/Support Staff: 4

Part Time Administration/Support Staff: 1

Football Staff Full Time: 8

Tennis Staff Full Time: 6

Football Staff Part Time: 8

Tennis Staff Part Time: 9

7. Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

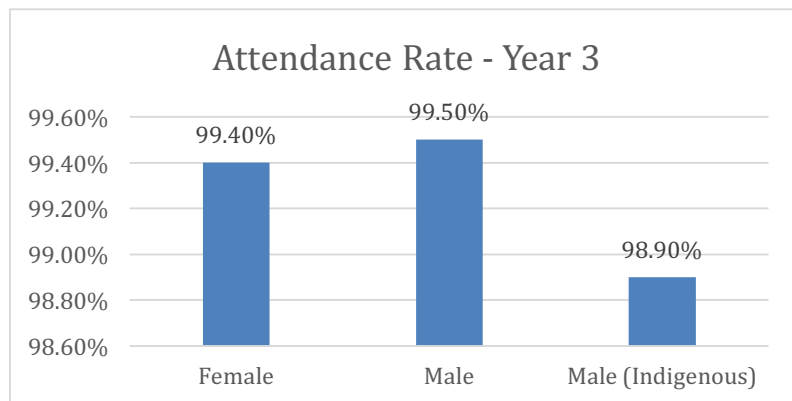
Student Retention Rates

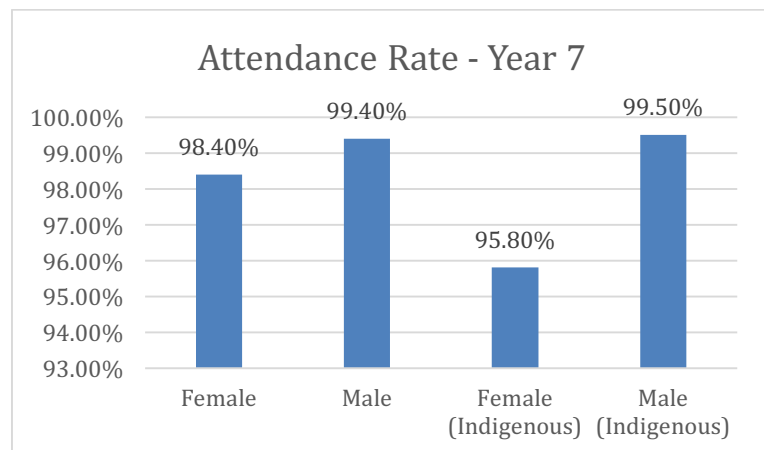
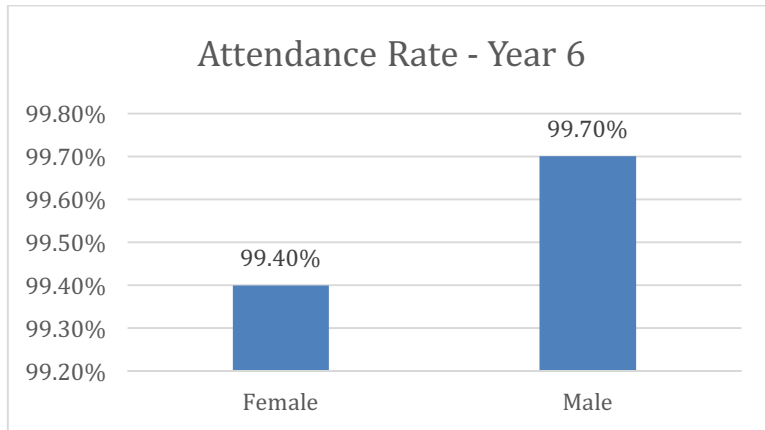
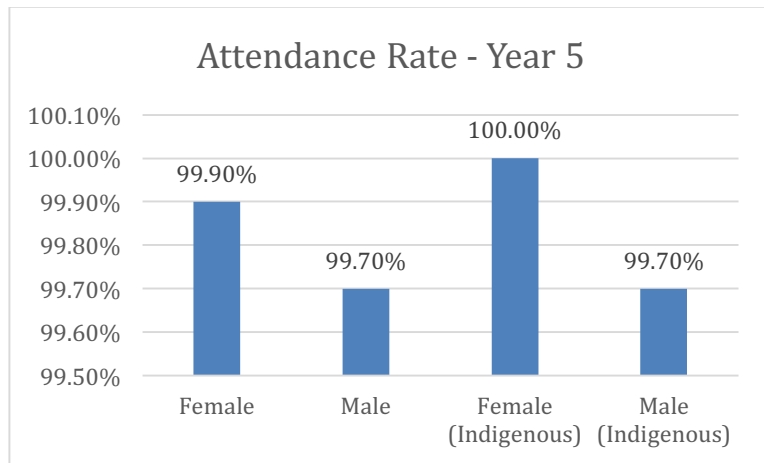
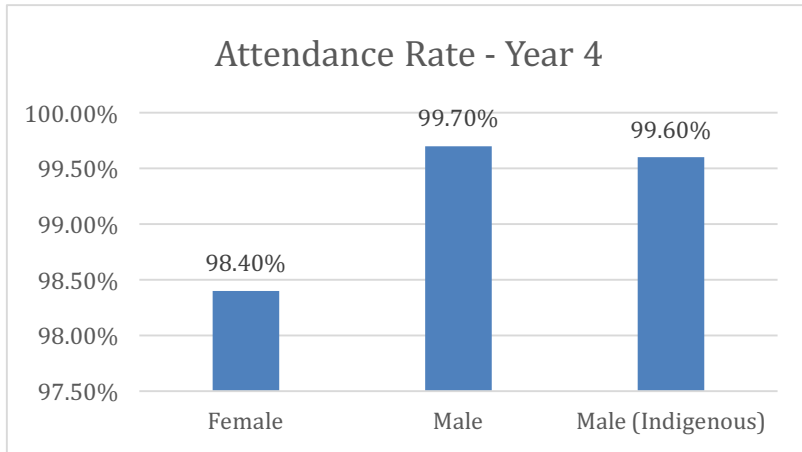
Retention rates of students moving into the senior years of schooling is fluid due to a range of personal circumstances which resulted in some students either leaving school due to the travel distance or completing their secondary education elsewhere. The reasons included family movement, students seeking traineeships, employment and also the students seeking a school that has a greater choice in HSC subjects.

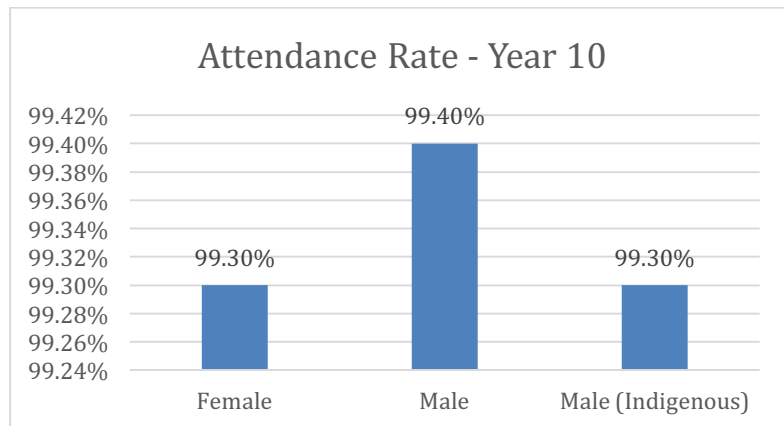
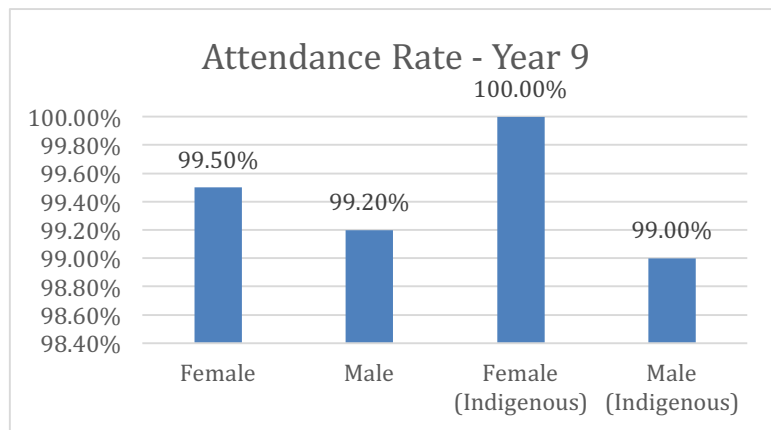
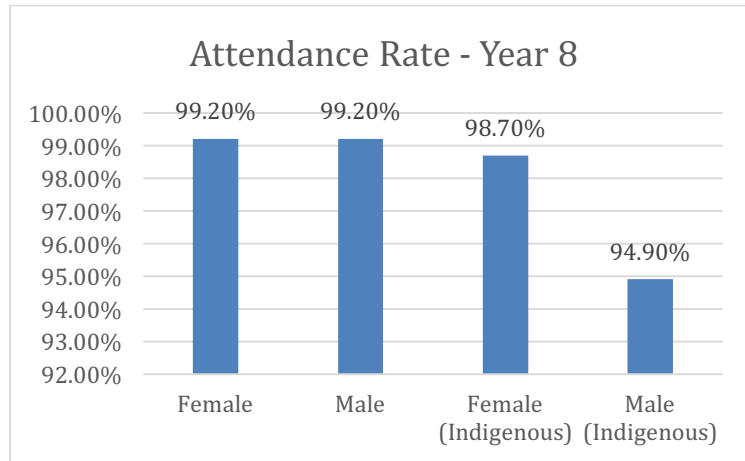
Post-School Destinations.

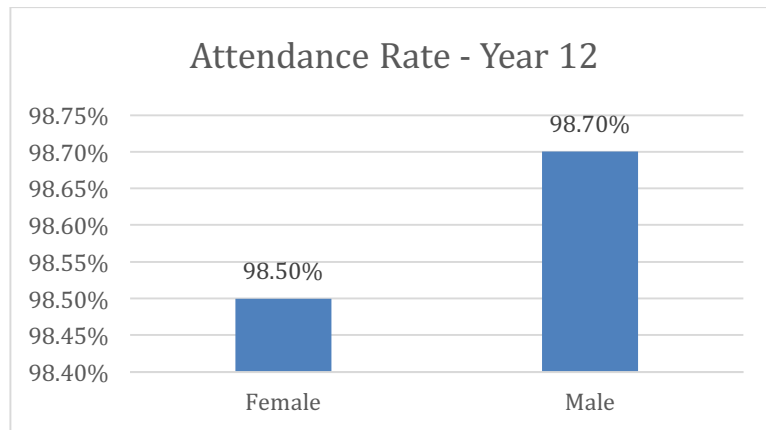
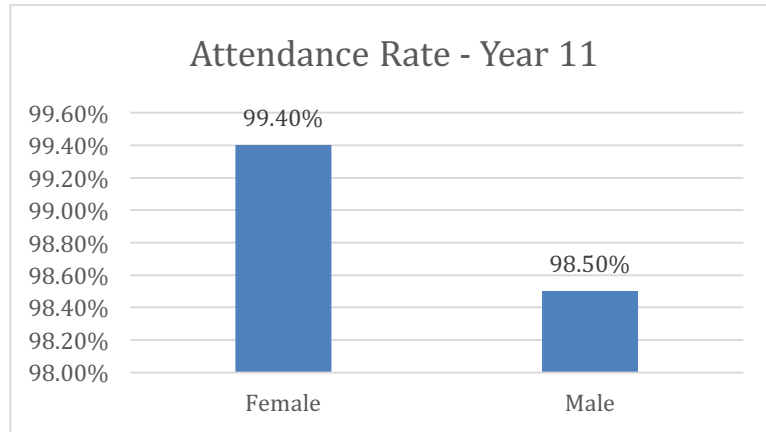
Number of students in Years 9-12 who moved to other study (TAFE) or a different local school: 34

Student Attendance









How The School Manages Student Non-Attendance

Parents of students who are absent receive an SMS notifying them about their child'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 absenteeism is reported by the class teacher to the Principal and Co-ordinators. The office administration staff will contact parents of children who are absent for three consecutive days to seek an explanation of the absence.

8. 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 their 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 Manager 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
- Behaviour, 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 known 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).

Upon enrolment to our school, parents must sign an agreement to our Conditions of Enrolment – Terms and Conditions of Trade

1. Definitions

1.1 "School" means International Football School Limited, its successors and assigns or any person acting on behalf of and with the authority of International Football School Limited.

1.2 "Parent" shall mean the Parent (or Legal Guardian) of any Student of the School, or any person/s acting on behalf of and with the authority of the Parent, requesting the School to provide the Services as specified in any invoice, application, enrolment

form, etc. If there more than one person requesting enrolment with the School, it is a reference to each person jointly and severally.

1.3 “Student” shall mean the individual currently enrolled, or applying for enrolment, with the School.

1.4 “Materials” means any goods (including, but not limited to, iPads and textbooks) supplied on loan to the Student.

1.5 “Fees” means the Fees payable as agreed between the School and the Parent in accordance with clause 4 of this agreement.

2. Acceptance

2.1 The Parent acknowledges that the School will not hold any enrolment place indefinitely, and that if an offer of enrolment made to the Parent must be acknowledged within thirty (30) days. Failure to comply with this clause may mean the enrolment position may be offered to another party.

2.2 The Parent is taken to have exclusively accepted and is immediately bound, jointly and severally, by these terms and conditions if the Parent makes an application to enrol the Student with the School.

2.3 These terms and conditions may only be amended with the School’s consent in writing and shall prevail to the extent of any inconsistency with any other document or agreement between the Parent and the School.

2.4 None of the School’s staff are authorised to make any representations, statements, conditions or agreements not expressed by the School’s management in writing, nor is the School bound by any such unauthorised statements.

3. Parent’s Obligations

3.1 The Parent shall notify the School immediately should there be any change in circumstances from the details as outlined in the Enrolment Form, including (but not limited to) medical history of the Student, or the living arrangements of the Student and/or Parent. The Parent shall be liable for any loss incurred by the School as a result of the Parent’s failure to comply with this clause.

3.2 The Parent must inform the School of any medical, physiological or learning issues that the Student has that may interfere with their ability to participate fully at the School, and to forward to the School any reports or information from other professionals that may help the School in supporting the Student. The School may suggest at times that the Parent seek external support and the Parent agrees to consider this suggestion at their own cost.

3.3 The Parent:

(a) agrees:

(i) to abide by the School’s policies, guidelines and rules. These policies, guidelines and rules cover areas such as appropriate behaviour, conduct within and outside the School’s premises, and are subject to change without notice. These policies, guidelines and rules have been decided upon by the School’s Board of Directors, and it is the Principal who will publish updates at their discretion;

(ii) to support the School’s ethos and agree to work with the School to support the Student in working towards the School’s aims and aspirations;

(iii) to first discuss any concerns with the School and agree not to undermine the School’s authority over the Student;

(iv) that the School may discipline the Student for any breach of the School’s policies, rules or guidelines. The Principal and/or staff may at their discretion enforce the disciplinary process which may include suspension or expulsion. The Student will be afforded procedural fairness in all instances, including the right to be heard. If the

Board of Directors, the Principal or Director of Sport feels that the relationship between the School and the Parent has deteriorated to a point where the relationship is untenable, the School may require the removal of the Student. No refund of Fees will apply.

(v) that the School has a responsibility to provide a safe environment for the Student. The Parent gives permission to this end that the School has the right to search the Student's property (which may include their school bag, electronic devices and other personal property the Student may have brought onto the School's premises).

(vi) to pay all Fees due to the School on or before their due date as per the Fees Schedule at the time of enrolment. The Parent acknowledges that the Fees Schedule may be changed at times, and one (1) terms notice will be given in regards to these changes. A current copy of the Fees Schedule can be found on the School's website.

3.4 The Parent understands that the School's intention is to facilitate in the academic and sport development and progress of the Student. To this end, the Parent agrees that if the Principal, at their discretion, believes that the Student has failed to progress satisfactorily, that the Parent may be asked to remove the Student from the School.

3.5 In the event the Parent needs to contact the Student during the Schools hours, the Parent will contact/go to the School's office to seek permission to remove them.

4. Fees and Payment

4.1 At the School's sole discretion, the Fees shall be the School's current Fees as at the date of enrolment according to the School's current Fees Schedule, accessible via the School's website or information pack.

4.2 At the School's sole discretion:

(a) an entrance fee of one thousand six hundred dollars (\$1,600.00) shall be required after the student has been accepted via a successful Trial Day, following the application is accepted by, and prior to entry to, the School.

4.3 Time for payment of the Fees (being of the essence), will be payable by the Parent on the date/s determined by the School, which may be:

(a) annually, prior to commencement of the school year on invoice;

(b) per term, payable quarterly on 5th January, 5th April, 5th July and 5th October via the School's direct debit supplier which is prior to the start of each term;

(c) weekly installments via the School's direct debit supplier which is prior to the start of each term; Weekly installment commence on 5th January (or thereabouts) each school year and operate for 50 weeks.

(d) the date specified on any fees payment agreement that being direct debit for term or weekly fees payment option or on invoice for the annual fees option, or other form as being the date for payment;

(e) failing any notice to the contrary, the date which is seven (7) days following the date of any invoice given to the Parent by the School.

4.4 Payment may be made by direct debit for term or weekly payment plans options via bank account or credit card (Visa or MasterCard only). Payment on invoice for the annual fees option can be via electronic/on-line banking, credit card, or by any other method as agreed to between the Parent and the School.

4.5 Unless otherwise stated the Fees does not include GST. In addition to the Fees the Parent must pay to the School an amount equal to any GST the School must pay for in relation to the Fees under this or any other agreement. The Parent must pay GST, without deduction or set off of any other amounts, at the same time and on the same

basis as the Parent pays the Fees. In addition, the Parent must pay any other taxes and duties that may be applicable in addition to the Fees except where they are expressly included in the Fees.

4.6 The Parent shall not be eligible for any refunds or discounts if the Student is sick, is absent for unexplained reasons, is on extended leave or has been suspended.

4.7 In the event of the Student's expulsion, dismissal or voluntary withdrawal, the School shall not be obligated to refund Fees paid, and the Student shall be liable for the payment of any outstanding Fees for the remaining current term.

4.8 Continual or habitual lateness in payment of Fees could jeopardise the Student's place at the School.

5. Attendance and Punctuality

5.1 Attendance of all classes is compulsory unless the Student is genuinely ill or otherwise indisposed due to a major trauma or event such as the death of a close family member. Written evidence of the illness or event, such as a doctor's certificate or funeral notice, must be provided to the School office on the Student's return, and the Student shall not be asked or reminded to provide such. The Principal may, at their sole discretion, disregard the validity of the written evidence provided by the Student. The failure of the Student to provide satisfactory written evidence will automatically result in the absence being recorded as unexplained.

5.2 The School shall, at their sole discretion, issue a formal written warning where the Student has acquired numerous unexplained absences in any one term. Any excessive unexplained absences in the same term shall result in the Student's immediate expulsion from the course.

6. Absences and Illness

6.1 It is the responsibility of the Parent to advise the School (in writing or via electronic means) if the Student is to be absent as soon as possible, and the estimated length of absence. Extended leave will require confirmation with the Principal prior to the extended absence.

6.2 The Student will not be able to attend the School for any period of time during which:

- (a) the Student is suffering from a disease or condition which is contagious through normal social contact; or
- (b) a medical practitioner has recommended the Student not attend; or
- (c) the Principal of the School requests that the sick Student be kept away from the School because the Student requires care which the School staff resources do not permit.

7. Emergency Contacts

7.1 The Parent must provide the School with the names and addresses of two responsible persons over the age of eighteen (18) who can collect the Student in case of an emergency or illness. When contacted by the School's staff, the Parent (or a responsible person authorised by the Parent) must go immediately to the School to collect the sick or injured Student.

8. Accident or Emergency

8.1 All injuries, accidents and near misses must be reported to the School, and recorded in the accident and injury log book. All incidents will be investigated, and action taken to prevent their re-occurrence. A first aid box and manual will be available for use by the Student. Any action by the Student that jeopardises the health, safety or welfare of others may result in expulsion.

8.2 Whilst every reasonable effort shall be made by the School to contact the Parent

in the event of an accident or emergency, the Parent hereby gives authority to the Principal or their delegate to, on behalf of the Parent, authorise the administration of medication, transportation to hospital and administration of treatment as is recommended by the School's doctor, any attending doctor, ambulance officer, police or State Government Officer.

8.3 The Parent will be responsible for any costs incurred as a result of transportation or treatment.

9. Medication

9.1 The Parent agrees to the School's staff administering one (1) dosage of paracetamol in the event the Student has a temperature of over thirty-eight and a half degrees (38.5°C).

9.2 Where the Student requires the administration of medication, the Parent will:

- (a) complete the appropriate form at the School; and
- (b) provide the correct medication in its original container; and
- (c) provide written instructions from a medical practitioner for the administration of non-prescription medication; and
- (d) provide the School's staff with the name and contact phone number of the Student's doctor.

9.3 The School staff are authorised to administer medication only in accordance with the Parents written authority, and in doing so are to be regarded as acting as the Parent's agent. The School Staff are not liable for any allergic reaction or injury caused to the Student by the administration of the medication in accordance with the Parent's written authority. Nor will they be responsible for any error contained in the written permission, or the supply of incorrect medication by the Parent.

10. Meals

10.1 The Parent gives permission for the School to provide the Student nutritional meals, and acknowledges that if the Student rejects the provided meal, the Centre shall not be responsible for the daily nutritional needs of the Student.

10.2 The Parent acknowledges that:

- (a) the School will provide the Student with nutritional meals, and shall not be responsible for the daily nutritional needs of the Student where the provided meal(s) is rejected;
- (b) any special dietary requirements of the Student must be advised to the School in advance. The School will use all reasonable endeavours to accommodate such requirements and, where this is not possible, inform the Parent of the same;
- (c) some foods may cause an allergic reaction in certain people due to intolerance of some ingredients. If the Student has any known allergies, or is intolerant of any food, it is the Parent's responsibility to report this to the School upon enrolment, and certainly before consuming any food prepared by the School. The School shall not be liable where the Parent, or the Student, have failed to notify the School of an allergy or food intolerance and becomes ill as a result of eating foods which they are allergic or intolerant to. Furthermore, and irrespective of any notification provided to the School of any food allergies or intolerances, it remains the Parent's, and/or the Student's, decision as to whether or not to consume any particular food items, and do so at their own risk.

11. Extra-curricular Activities

11.1 The School may, at their sole discretion, determine the compulsory nature of activities at the School. Activities such as camps, excursions, performances and other activities are compulsory and the Parent agrees to support the School in ensuring

the Student participates in these events; this may mean at times that the Student will be required to attend events on weekends or on week nights.

12. Personal Property

12.1 The Parent acknowledges that any personal property (including, but not limited to, laptops, mobile phones, electronic devices) brought on the premises by the Student is done at their sole risk, and the School accepts no responsibility for any loss, theft or damage to the personal property.

13. Materials

13.1 The Materials is and will at all times remain the absolute property of the School (and the Parent must return the Materials to the School upon request to do so), nonetheless all risk for the Material passes to the Parent on delivery.

13.2 The Parent accepts full responsibility for the safekeeping of the Materials and indemnifies the School for all loss, theft, or damage to the Materials howsoever caused and without limiting the generality of the foregoing whether or not such loss, theft, or damage is attributable to any negligence, failure, or omission of the Parent.

13.3 The Parent will insure, or self-insure, the School's interest in the Materials against physical loss or damage including, but not limited to, the perils of accident, fire, theft and burglary and all other usual risks. The Parent will not use the Materials nor permit it to be used in such a manner as would permit an insurer to decline any claim.

13.4 If the Parent fails to return the Materials to the School as is required under this agreement or when requested to do so, then the School or the School's agent may (as the invitee of the Parent) enter upon and into any land and premises owned, occupied or used by the Parent, or any premises where the Materials is situated and take possession of the Materials, without being responsible for any damage thereby caused. Any costs incurred by the School as a result of the School so repossessing the Materials shall be charged to the Parent.

13.5 The Parent is not authorised to pledge the School's credit for repairs to the Materials or to create a lien over the Materials in respect of any repairs.

14. Quality Assurance

14.1 Unless expressly requested otherwise in writing, the Parent permits the School to use appropriate images or video footage of the Student on the school website or other publications, in either printed or electronic form for quality assurance, promotional or marketing purposes and for the purpose of school observations and local, state and national newspaper stories. The School will not intentionally identify the Student (by the publishing of their full name) in publicly available forums.

15. Withdrawal or Termination of Enrolment

15.1 Notification of withdrawal of enrolment from the School must be made in writing with at least one (1) full term's advance notice. If less than one (1) terms notice is given, the Parent will be liable for a minimum of one Term's Full Fees .

15.2 The School may cancel these terms and conditions or terminate the Student's enrolment at any time by giving written notice to the Parent. The School shall not be liable for any loss (including, but not limited to, loss of income) arising from such termination.

16. Notification of Abuse

16.1 Under the Children and Young Persons (Care and Protection) Act 1998, reporting physical or sexual abuse, or suspected physical or sexual abuse, is mandatory for all staff members; and as such are obliged to report any suspected incidents to the licensing body. The School has not obligation to inform the Parent

that a report has been made.

17. Court Action

17.1 Should the Student be the subject of any court action, particularly custody or access issues, being heard before the Family Law Court, the School shall not allow staff to issue statements or provide reports regarding the Student, except where instructed to do so by the Court itself.

18. Intellectual Property

18.1 Where the School has designed, drawn, written, or created educational systems, techniques and curriculum in relation to the Student, then the copyright in those designs, drawings, documents, systems, techniques and curriculum shall remain vested in the School, and shall only be used by the Parent at the School's discretion.

19. Complaints and Grievance Procedure

19.1 The School is committed to the early resolution of complaints and grievances. The Parent shall be entitled to report any concern they may have in relation to any matters of safety, care or quality of education, or where the Parent wishes to make a suggestion. These shall be addressed with the Director of the Centre, where in most incidences the issue can be rectified. For continued complaints or escalations parents can follow the complaints and grievance process as described on the school's website.

20. Disciplinary Procedures

20.1 The Student is required to display a high level of personal responsibility for their learning process, and for their interaction with other students and staff members.

20.2 Where the Student displays inappropriate or dangerous behaviour (including, but not limited to, disruptive behaviour in class, refusal to adhere to occupational health and safety procedures, and irregular attendance), the Parent and Student shall be required to attend a disciplinary meeting with the School to discuss the necessary changes the Student needs to make. The participants of the meeting will negotiate an agreed plan of action and time scale for reviewing the necessary behaviour changes. If the agreed changes are not implemented by the Student, the School may (at their sole discretion) suspend and/or expel the Student.

21. Default and Consequences of Default

21.1 Interest on overdue invoices shall accrue daily from the date when payment becomes due, until the date of payment, at a rate of two and a half percent (2.5%) per calendar month (and at the School's sole discretion such interest shall compound monthly at such a rate) after as well as before any judgment.

21.2 If the Parent owes the School any money the Parent shall indemnify the School from and against all costs and disbursements incurred by the School in recovering the debt (including but not limited to internal administration fees, legal costs on a solicitor and own client basis, the School's collection agency costs, and bank dishonour fees).

21.3 Without prejudice to any other remedies the School may have, if at any time the Parent is in breach of any obligation (including those relating to payment) under these terms and conditions the School may suspend or terminate the enrolment of Student at the School. The School will not be liable to the Parent for any loss or damage the Parent suffers because the School has exercised its rights under this clause.

21.4 Without prejudice to the School's other remedies at law the School shall be entitled to cancel all or any part of any order of the Parent which remains unfulfilled

and all amounts owing to the School shall, whether or not due for payment, become immediately payable if:

- (a) any money payable to the School becomes overdue, or in the School's opinion the Parent will be unable to make a payment when it falls due;
- (b) the Parent becomes insolvent, convenes a meeting with its creditors or proposes or enters into an arrangement with creditors, or makes an assignment for the benefit of its creditors; or
- (c) a receiver, manager, liquidator (provisional or otherwise) or similar person is appointed in respect of the Parent or any asset of the Parent.

22. Privacy Act 1988

22.1 The Parent agrees for the School to obtain from a credit reporting agency a credit report containing personal credit information about the Parent in relation to credit provided by the School.

22.2 The Parent agrees that the School may exchange information about the Parent with those credit providers either named as trade referees by the Parent or named in a consumer credit report issued by a credit reporting agency for the following purposes:

- (a) to assess an application by the Parent; and/or
- (b) to notify other credit providers of a default by the Parent; and/or
- (c) to exchange information with other credit providers as to the status of this credit account, where the Parent is in default with other credit providers; and/or
- (d) to assess the creditworthiness of the Parent.

The Parent understands that the information exchanged can include anything about the Parent's creditworthiness, credit standing, credit history or credit capacity that credit providers are allowed to exchange under the Privacy Act 1988.

22.3 The Parent consents to the School being given a consumer credit report to collect overdue payment on commercial credit (Section 18K(1)(h) Privacy Act 1988).

22.4 The Parent agrees that personal credit information provided may be used and retained by the School for the following purposes (and for other purposes as shall be agreed between the Parent and School or required by law from time to time):

- (a) the provision of educational services; and/or
- (b) the marketing of educational services by the School, its agents or distributors; and/or
- (c) analysing, verifying and/or checking the Parent's credit, payment and/or status in relation to the provision of educational services; and/or
- (d) processing of any payment instructions, direct debit facilities and/or credit facilities requested by the Parent; and/or
- (e) enabling the daily operation of Parent's account and/or the collection of amounts outstanding in the Parent's account in relation to the enrolment of the Student with the School.

22.5 The School may give information about the Parent to a credit reporting agency for the following purposes:

- (a) to obtain a consumer credit report about the Parent;
- (b) allow the credit reporting agency to create or maintain a credit information file containing information about the Parent.

22.6 The information given to the credit reporting agency may include:

- (a) personal particulars (the Parent's name, sex, address, previous addresses, date of birth, name of employer and driver's licence number);
- (b) details concerning the Parent's application for credit or commercial credit and

the amount requested;

(c) advice that the School is a current credit provider to the Parent;

(d) advice of any overdue accounts, loan repayments, and/or any outstanding monies owing which are overdue by more than sixty (60) days, and for which debt collection action has been started;

(e) that the Parent's overdue accounts, loan repayments and/or any outstanding monies are no longer overdue in respect of any default that has been listed;

(f) information that, in the opinion of the School, the Parent has committed a serious credit infringement (that is, fraudulently or shown an intention not to comply with the Parent's credit obligations);

(g) advice that cheques drawn by the Parent for one hundred dollars (\$100) or more, have been dishonoured more than once;

(h) that credit provided to the Parent by the School has been paid or otherwise discharged.

23. Competition and Consumer Act 2010 ("CCA") and Fair Trading Acts ("FTA")

23.1 Nothing in this agreement is intended to have the effect of contracting out of any applicable provisions of the CCA or the FTA in each of the States and Territories of Australia, except to the extent permitted by those Acts where applicable.

24. Personal Property Securities Act 2009 ("PPSA")

24.1 In this clause financing statement, financing change statement, security agreement, and security interest has the meaning given to it by the PPSA.

24.2 Upon assenting to these terms and conditions in writing the Parent acknowledges and agrees that these terms and conditions constitute a security agreement for the purposes of the PPSA and creates a security interest in all Materials that have previously been supplied and that will be supplied in the future by the School to the Parent.

24.3 The Parent undertakes to:

(a) promptly sign any further documents and/or provide any further information (such information to be complete, accurate and up-to-date in all respects) which the School may reasonably require to;

(i) register a financing statement or financing change statement in relation to a security interest on the Personal Property Securities Register;

(ii) register any other document required to be registered by the PPSA; or

(iii) correct a defect in a statement referred to in clause 24.3(a)(i) or 24.3(a)(ii);

(b) indemnify, and upon demand reimburse, the School for all expenses incurred in registering a financing statement or financing change statement on the Personal Property Securities Register established by the PPSA or releasing any Materials charged thereby;

(c) not register a financing change statement in respect of a security interest without the prior written consent of the School;

(d) not register, or permit to be registered, a financing statement or a financing change statement in relation to the Materials in favour of a third party without the prior written consent of the School.

24.4 The School and the Parent agree that sections 96, 115 and 125 of the PPSA do not apply to the security agreement created by these terms and conditions.

24.5 The Parent waives their rights to receive notices under sections 95, 118, 121(4), 130, 132(3)(d) and 132(4) of the PPSA.

24.6 The Parent waives their rights as a grantor and/or a debtor under sections 142 and 143 of the PPSA.

24.7 Unless otherwise agreed to in writing by the School, the Parent waives their right to receive a verification statement in accordance with section 157 of the PPSA.

24.8 The Parent must unconditionally ratify any actions taken by the School under clauses 24.3 to 24.5.

24.9 Subject to any express provisions to the contrary nothing in these terms and conditions is intended to have the effect of contracting out of any of the provisions of the PPSA.

25. Security and Charge

25.1 In consideration of the School accepting the enrolment of the Student, the Parent charges all of its rights, title and interest (whether joint or several) in any land, realty or other assets capable of being charged, owned by the Parent either now or in the future, to secure the performance by the Parent of its obligations under these terms and conditions (including, but not limited to, the payment of any money).

25.2 The Parent indemnifies the School from and against all the School's costs and disbursements including legal costs on a solicitor and own client basis incurred in exercising the School's rights under this clause.

25.3 The Parent irrevocably appoints the School and each director of the School as the Parent's true and lawful attorney/s to perform all necessary acts to give effect to the provisions of this clause 25 including, but not limited to, signing any document on the Parent's behalf.

26. General

26.1 The failure by the School to enforce any provision of these terms and conditions shall not be treated as a waiver of that provision, nor shall it affect the School's right to subsequently enforce that provision. If any provision of these terms and conditions shall be invalid, void, illegal or unenforceable the validity, existence, legality and enforceability of the remaining provisions shall not be affected, prejudiced or impaired.

26.2 These terms and conditions and any contract to which they apply shall be governed by the laws of New South Wales, the state in which the School has its principal place of business, and are subject to the jurisdiction of the Gosford Court in that state.

26.3 The School shall be under no liability whatsoever to the Parent for any indirect and/or consequential loss and/or expense (including loss of income) suffered by the Parent arising out of a breach by the School of these terms and conditions (alternatively the School's liability shall be limited to damages which under no circumstances shall exceed the annual Fees).

26.4 The Parent shall not be entitled to set off against, or deduct from the Fees, any sums owed or claimed to be owed to the Parent by the School nor to withhold payment of any invoice because part of that invoice is in dispute.

26.5 The School may license or sub-contract all or any part of its rights and obligations without the Parent's consent.

26.6 The School may change these terms and conditions from time to time. Any changes made shall be given to the Parent with at least one (1) terms notice and that the new conditions will be established at the beginning of the new academic term.

26.7 Neither party shall be liable for any default due to any act of God, war, terrorism, strike, lock-out, industrial action, fire, flood, storm or other event beyond the reasonable control of either party.

26.8 The Parent warrants that it has the power to enter into this agreement and has

obtained all necessary authorisations to allow it to do so, it is not insolvent and that this agreement creates binding and valid legal obligations on it.

I certify that the above information is true and correct. I have read and understand the TERMS AND CONDITIONS (overleaf or attached) of International Football School Limited which form part of, and are intended to be read in conjunction with this Enrolment Acceptance Form and agree to be bound by these conditions. I authorise the use of my personal information as detailed in the Privacy Act clause therein.

Guarantee

If I execute this agreement as the person responsible for payment on behalf of the Parent, I guarantee the due and punctual payment of all monies payable under this agreement. This Guarantee and Indemnity shall constitute an unconditional and continuing guarantee and indemnity and accordingly shall be irrevocable and remain in full force and effect until the whole of moneys owing to the School by the Parent and all obligations herein have been fully paid satisfied and performed

9. Other School Policies

Policy	Changes in 2015	Access to full text
<p>Behaviour Management</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 behaviour 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>The policy implemented in 2015 includes revised processes for disciplinary action that are based on procedural fairness and clarity of definitions.</p>	
<p>Complaints and Grievances</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>Changes made incorporate TAA.</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>Child Protection</p> <p><i>The policies relating to Child Protection use appropriate procedures dealing with child</i></p>	<p>All Child Protection</p>	

<p><i>protection issues and includes processes for raising and responding to matters of concern identified by parents/staff students. These processes incorporate how issues can be raised, investigated and how the school will respond.</i></p>	<p>policies implemented in 2015 include revised and updated amendments in accordance to changes in legislation.</p>	
<p>Pastoral Care (Student Welfare)</p> <p><i>Pastoral Care Guidelines aim to facilitate</i></p> <ul style="list-style-type: none"> <i>*The development of quality relationships</i> <i>*The provision of satisfying learning experiences</i> <i>*The establishment of an effective care network</i> <i>* The effective implementation of the Behaviour Management Policy</i> 	<p>The policy implemented in 2015 includes revised and updated amendments based on advice from BOSTES.</p>	
<p>Emergency Management Plan</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"> • <i>Evacuation</i> • <i>Lockdown</i> • <i>Lockout</i> • <i>Crisis Management</i> • <i>Risk Management</i> 	<p>The policy implemented in 2015 includes revised and updated amendments due to managing growth of school.</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>Attendance</p> <p><i>The policy uses procedures as directed by the Minister. These processes incorporate</i></p> <ul style="list-style-type: none"> <i>* how staff record attendance and absence</i> <i>* use of codes as instructed by the Minister of Education</i> <i>* Minister's Exemption of Attendance</i> <i>* processes for non-attendance</i> 	<p>The policy implemented in 2015 includes revised and updated amendments from the Minister of Education.</p>	
<p>Anti-Bullying, Harassment and Discrimination</p> <p><i>The policy uses appropriate procedural fairness in dealing with bullying, harassment and discrimination and includes processes for raising and responding to matters of concern</i></p>	<p>The policy implemented in 2015 includes revised and updated amendments</p>	

<i>identified by parents/staff/students. These processes incorporate how issues may be raised and how the school will respond.</i>	based on advice from BOSTES.	
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10. School Determined Areas for Improvement

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

- Target of 450 students enrolled by the end of 2016
- A substantial reduction in operating costs
- By the end of 2016, finalise the documented football/tennis curriculum that shows clear pathways from Year 3 through to Year 12
- Develop a physical literacy continuum for Early Stage 1 and Stage 1
- Review reporting and assessment for new format to be implemented in 2016.

11. Initiatives Promoting Respect and Responsibility

In 2015, the school undertook the following initiatives to promote respect and responsibility:

- The school flies the Aboriginal flag and the Australian flag every day
- Promote positive behaviours, with students having a clear understanding of choices and consequences
- Stage 6 participation in the Ryder Driver Education Program
- Stage 5 participation in the Love Bites Program promoting respectful relationships
- Stage 4 and 2 involved in a Buddy program focusing on literacy
- Stage 3 participation in the CARES Bike Safety Program

12. Parent, Student and Staff Satisfaction

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

Parent Satisfaction

A total of 49% of the parent body completed the survey. Of this 49%:

- 98% of parents felt the school provided a safe and supportive environment

- 99% of parents felt that all staff expect their child to do their best
- 88% of parents believed behaviour is well managed at the school

Parents would like more clarity around the delivery of the Football Development Program as well as education in using EDUMATE.

Student Satisfaction

A total of 45% of the student body completed the survey. Of this 45%:

- 99% of students felt safe at school
- 91% of students felt they are making good progress
- 75% of students felt that behaviour is managed well

Student feedback about coming to school was positive. An overwhelming number of students would like to see better training pitches and futsal courts onsite rather than leaving the site.

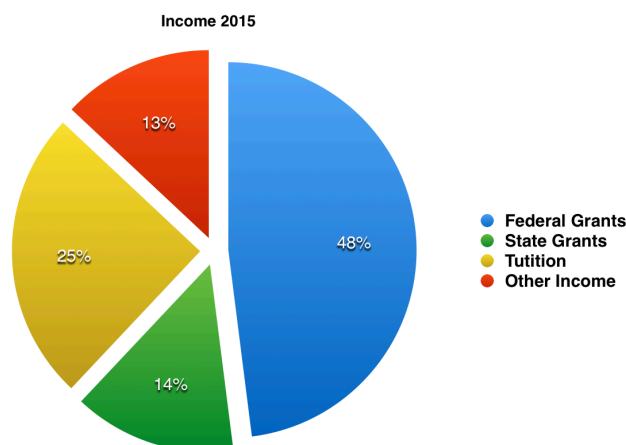
Staff Satisfaction

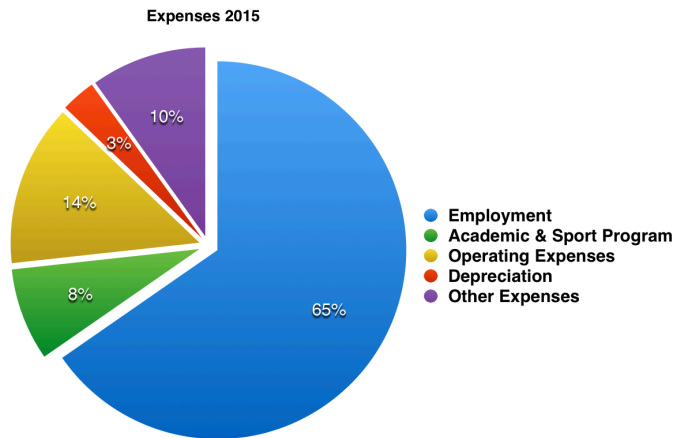
A total of 45% of the Staff completed the survey. Of this 45%:

- 93% of staff felt safe and supported in their workplace
- 88% of staff felt they are improving in either their teaching or coaching skills
- 92% of staff felt that behaviour is managed well

Teacher feedback focused on the perceived disconnect between management and certain areas of the school. Examples of this included the roll-out of revised policies, lack of management presence in classrooms/pitch/court and the need for a consistent approach across the academic and development programs.

13. Summary Financial Information





14. Publication Requirements

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

The requirement is for the 2015 annual report to be published by 30 June 2016.

The annual report has been made available to BOSTES online.

The International Football School Annual Report 2015 is published on the school website.

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

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