

A stylized soccer ball background composed of various colored panels. The majority of the panels are light blue, while one panel on the right side is a light yellow. The panels are arranged in a hexagonal pattern, typical of a soccer ball.

Annual Report

2016

International Football School

Table of Contents

1. MESSAGE FROM KEY SCHOOL BODIES	3
2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL	4
3. STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING	6
4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)	7
5. TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	12
6. WORKFORCE COMPOSITION 2016	13
7. STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS IN SECONDARY SCHOOLS	14
8. ENROLMENT POLICY	16
9. OTHER SCHOOL POLICIES	20
10. SCHOOL DETERMINED AREAS FOR IMPROVEMENT	36
11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	36
12. PARENT, STUDENT AND TEACHER SATISFACTION	37
13. SUMMARY FINANCIAL INFORMATION	38
14. PUBLICATION REQUIREMENTS	39

1. Message from Key School Bodies

PRINCIPAL Paul Chapman

In 2016 International Football School went through a serious of changes which in an attempt to solidify and create a sustainable platform for future growth. We had several new staff join the school and some staff move on to other opportunities. Laura Roberts resigned as Principal of the school during 2016 and Paul Chapman moved into the dual role of CEO/Principal.

2016 saw the graduation of our second first Year 12 class who successfully finished their academic program at our school achieving the Higher School Certificate qualification. This was a major achievement for the 18 students who completed Year 12. 2016 also saw the start of our first Kindergarten class who took part in our inaugural physical literacy program. Feedback from the parents has been fantastic and our Kindergarten class grew from 12 initial enrolments to 15 by the end of the year.

In 2016 the school continued to deliver our innovative educational approach in the classroom and towards the end of the year we completed a full review which lead to some capital works in the classroom spaces to create more effective learning spaces for the new academic year.

Several staff participated in a variety of professional learning throughout the year which continues to help inform our staff about how to bring world's best practice to our students daily.

On the sporting front the school continued to push the boundaries and challenge traditionally approaches in how to meet the needs of budding athletes on the football field and on the tennis court. The school ended our lease of Gosford Tennis Centre with the longer term intention of creating our own facility onsite to minimize travel time for our students.

Other highlights include: -

- A record 22 IFS teams attending Kanga Cup with both our senior female and males cup teams winning the grand final at Kanga Cup.
- In 2016 Year 12 student Trent Buhagiar signed a full time contract with the Central Coast Mariners. Cooper Buswell one of our year 11 students signed a National Youth League contract towards the end of 2016.
- Our IFS Futsal Club had a successfully season in the Football NSW State League competition finishing in third place.
- Towards the end of 2016 we received word that we had been accepted as a new club into the local Central Coast Football Competition.
- We signed an agreement with the University of Newcastle to complete a longitudinal study researching the impact of our physical literacy program on our students academic performance.
- Rhys Searant (Tennis) qualified to represent NSW in the Australian School Boys championships and won the national title.
- Primary School (Tennis) won the national primary school games in Tamworth.
- The end of year Celebration Evening held at the club Mingara.

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.

2. Contextual Information About the School

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

Unique features of our school include

- Students participation in a 2-hour training development program in either football (soccer) or tennis (with our Kindy students participating in a variety of physical activities up to 2 hours a day) every day.
- Students participating in 4 hours of teaching and learning every day.
- Students learn in stage groups in flexible and open learning spaces.
- Skills are developed in collaboration, communication, critical thinking and cr

- 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 Kindergarten, years 3 -10. In year 11/12 students complete the HSC via the compressed model, which means student complete 3 subjects per year. In 2017 years 1 and 2 will be added to our program.

With continued student growth, strategies to improve literacy and numeracy skills continues to be a focus. Strategies in 2016 included:

- Continuation of 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.
- A full review of the academic program in Term 4 to inform some changes in 2017.

Composition of Students	2013	2014	2015	2016
Female	15	32	39	48
Male	99	256	289	291
Total	114	288	328	339
Indigenous Students	5	16	20	21

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>

3. Student Outcomes in Standardised Literacy and Numeracy Testing

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

2016 Percentage of student's participating versus withdrawn in NAPLAN Tests

	Participated	Withdrawn/Absent
Year 3 (Average across all tests)	61%	39%
Year 5 (Average across all tests)	67%	31%/2%
Year 7 (Average across all tests)	74.2%	0.8%
Year 9 (Average across all tests)	59.6%	40.4%

The 2016 NAPLAN results demonstrate student improvement in many areas. The below table demonstrates the progress.

Year	Test	Average Achievement	
		2015	2016
3	Reading	Low Band 4	Mid Band 4
3	Writing	Mid Band 4	Low Band 6
3	Spelling	Mid Band 4	High Band 4
3	Grammar & Punctuation	Mid Band 4	High Band 4
3	Numeracy	Mid Band 4	Low Band 4
5	Reading	Mid Band 6	Mid to High Band 6
5	Writing	Mid to High Band 5	Mid Band 5
5	Spelling	Mid Band 6	Low Band 6
5	Grammar & Punctuation	High Band 5	Mid Band 6
5	Numeracy	Mid to High Band 6	Mid Band 6

7	Reading	Low Band 7	High Band 6
7	Writing	Low to Mid Band 6	Mid Band 6
7	Spelling	Low Band 7	Low Band 7
7	Grammar & Punctuation	Mid Band 6	Mid to High Band 6
7	Numeracy	Low Band 7	High Band 6
9	Reading	Mid Band 7	High Band 7
9	Writing	Low Band 7	High Band 6
9	Spelling	Low Band 8	High Band 7
9	Grammar & Punctuation	Mid Band 7	Mid to High Band 7
9	Numeracy	High Band 7	Low Band 8

The areas in green are areas that we have improved or similar results. The non-highlighted areas are areas that require further focus.

Strategies will be put in place in 2017 as we move to need based groupings of students from K-10 in our academic program for numeracy and literacy lessons.

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>

4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

In 2016 the school issued the Record of School Achievement to 30 students.

In 2016, our School offered the third year of study in the Compressed Model of the HSC.

Students studied the following subjects in the contiguous years:

2016 English Standard, PDHPE TAFE vet courses, Sport Lifestyle and Recreation and Biology.

2017 Business Studies, Earth and Environmental Science, Sport and Recreation Certificate II, Sport Coaching Certificate II, TAFE vet courses and Mathematics General.

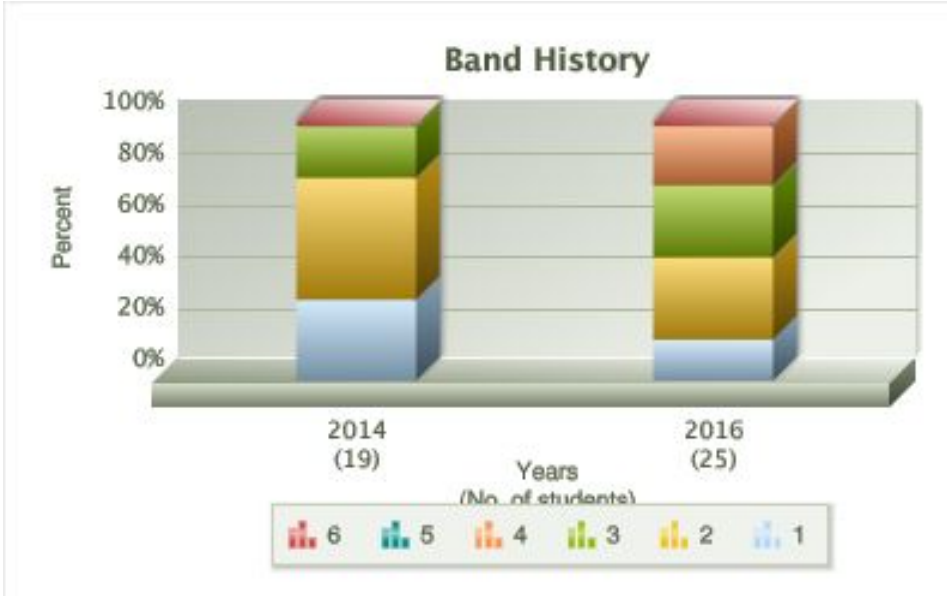
18 students in Year 12 and 18 completed their HSC.

Results for students sitting the HSC exams in 2016

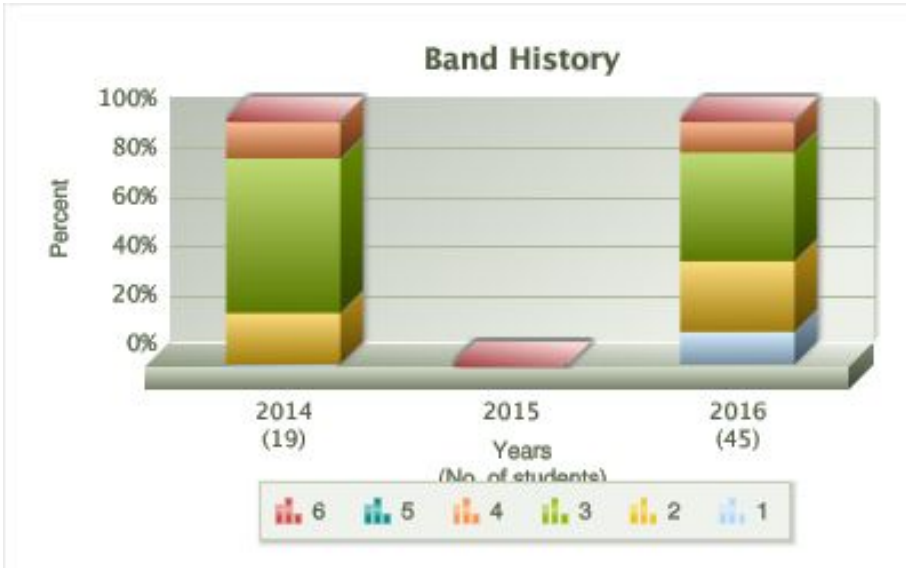
SUBJECT	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Total Number of students
Biology	4	8	7	6			19
English Standard	7	9	15	11	3		45
PDHPE	6	13	20	6			45

COMPARATIVE PERFORMANCE 2014/2016

BIOLOGY



ENGLISH STANDARD

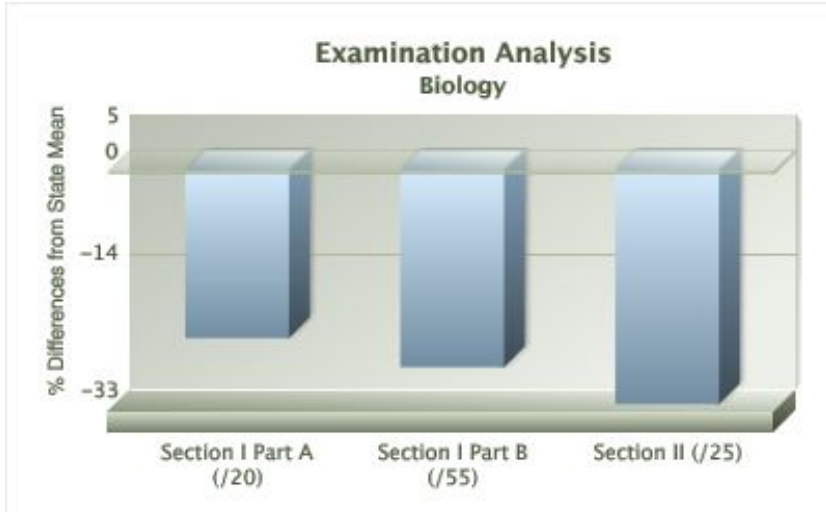


PDHPE

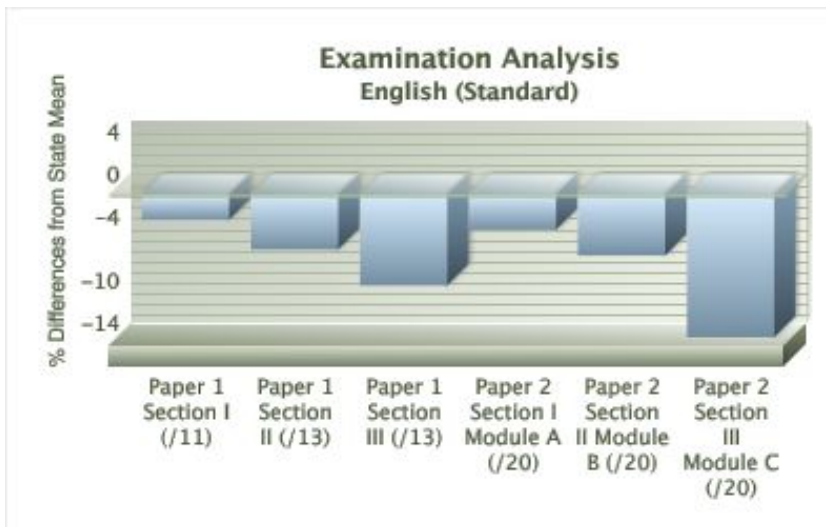


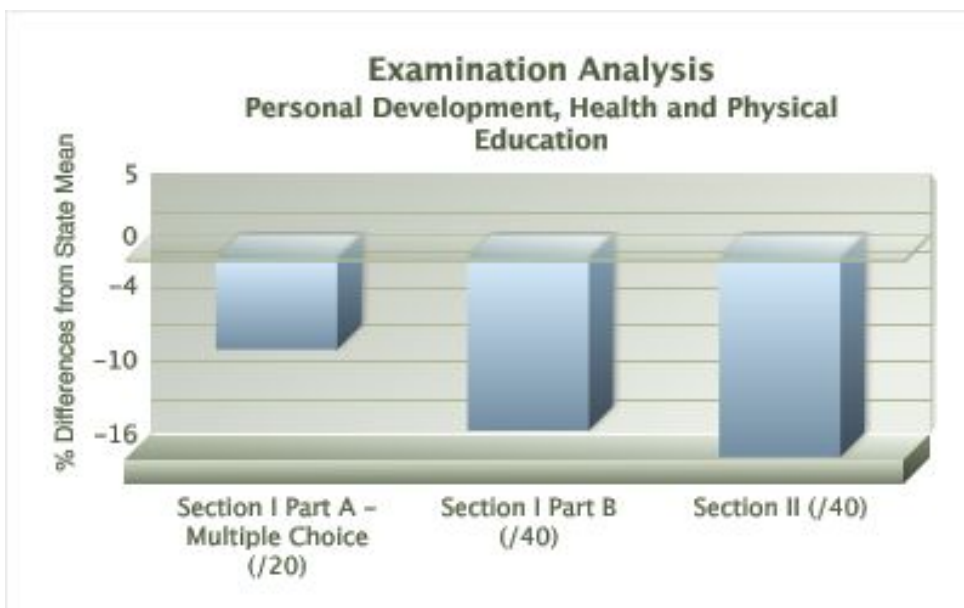
COMPARATIVE STATEWIDE PERFORMANCE

BIOLOGY



ENGLISH STANDARD





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	19
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 2016 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 school’s 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: -

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Courses delivered by the AIS NSW

Building a Growth Mindset Blended Learning Module
Governance Online Modules
Planning & Programming for NSW Syllabus for the Australia Curriculum History K-6
Road Aware Stage 3
Teaching so all Students can Learn Blended Learning Module
The Bigger Picture and STEM Symposium 2016
Wellbeing and Resilience for Leaders
Shared Purpose, Different Journeys – Focusing on Impact
The AIS Governance Symposium
Thinking of a Leadership Role?
What is Working Well in Wellbeing? Online Module
Familiarisation: NSW Syllabus for the Australian Curriculum History K-6
Taking it to the Next Level
Middle Leaders
Independent Schools Finance and Accounting Forum
Stay Connected to Learning
Aboriginal and Torres Strait Islander Histories and Cultures K-6
2016 BGA Capital Grants Application Briefing
Women in Leadership
Enhancing Your Child Protection Investigation Skills
Connecting Curriculum, Community and Culture

6. Workforce Composition 2016

CEO/Principal: 1

Chief Operating Officer: 1

Chief Financial Officer: 1

Heads of Sports/Technical Directors: 3

Male Teachers: 8 Female Teachers: 11

Administration/Support Staff: 13

Part Time Administration/Support Staff: 2

Football Staff Full Time: 9

Tennis Staff Full Time: 4

Football Staff Part Time: 5

Tennis Staff Part Time: 3

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

Student Retention Rates

This 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 for these included family movement, students seeking traineeships, employment and also the students seeking a school that has a greater choice in HSC subjects.

PostSchoolDestinations.

Number of students in Years 9-12 who moved to other study (TAFE) or a different local school: 20

Student Attendance

Year Level	Attendance Rate
K Female	100%
K Male	99.7%
K Male Indigenous	100%
3 Female	99.30%
3 Male	99.80%
3 Female (Indigenous)	98.90%
4 Female	99.50%
4 Male	99.00%
4 Male (Indigenous)	99.70%
5 Female	99.40%
5 Male	99.70%
5 Male (Indigenous)	100%
6 Female	99.20%
6 Male	99.60%
6 Female (Indigenous)	98.70%

6 Male (Indigenous)	99.50%
7 Female	99.10%
7 Male	99.40%
7 Male (Indigenous)	99.50%
8 Female	98.50%
8 Male	98.80%
8 Female (Indigenous)	96.40%
8 Male (Indigenous)	98.70%
9 Female	99.30%
9 Male	98.20%
9 Female (Indigenous)	98.70%
9 Male (Indigenous)	97.40%
10 Female	99.20%
10 Male	98.70%
10 Male (Indigenous)	98.60%
10 Female (Indigenous)	100.00%
11 Female	99.50%
11 Male	98.40%
11 Male (Indigenous)	99.10%
12 Female	98.50%
12 Male	97.90%

* M = Male F = Female

TOTAL SCHOOL ATTENDANCE AVERAGE 98.8 %

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.

www.internationalfootballschool.com

A student who is absent for three consecutive days or, displays a pattern of regular absence, is reported by the admin team to the Principal and teaching staff.

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

8. Enrolment Policy

POLICY		
 INTERNATIONAL FOOTBALL SCHOOL	<i>Safe and Supportive Environment: Compliance</i> ENROLMENT	 INTERNATIONAL TENNIS SCHOOL
<p>This policy addresses issues in relation to: Safe and supportive environment: Student Welfare – 3.6.2 Attendance – 3.8</p> <p><i>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.</i></p>		

PURPOSE
<p>International Football School is a co-educational 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.</p> <p>All students seeking enrolment at IFS and their parents are expected to support the academic and sporting goals of the School as outlined in the Conditions of Enrolment – Terms and Conditions of Trade. These are published on the school website and a hard copy given to parents to sign upon enrolling their child to our School.</p> <p>Students are expected to act consistently with the School's ethos and comply with the Student Code of Conduct.</p>

PROCEDURE
<p>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:</p>

- Copy of children's Birth Certificate, passport or Australian Citizenship
- Two 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 Days /Assessment Meetings

A) Trial Day for Students entering Years 3-11

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.

B) Assessment Meeting for Students entering K-2

All potential Early Stage 1 and *Proposed Stage 1 (2017)* students participate in an assessment meeting. During this meeting, students participate in a series of numeracy, literacy and physical assessments. The purpose of the assessment meeting is to assess school readiness, literacy and numeracy skills and student's ability to respond to basic physical literacy coaching and feedback.

As appropriate, the student may complete an age appropriate PAT TEST for Numeracy and Literacy or persuasive writing task.

After the initial assessment meeting, a meeting with the student's parents/carers is recommended.

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 School's "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 of 30 days, may result in the position being offered to another party. 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 in writing to the School's Finance Department.
- 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 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 student's best interest to repeat a year.

9. Parent Decision: 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 will be offered to the family.

10. School Decision: Withdrawal of Enrolment

The Terms and Conditions of Trade are signed by Parents/Guardians upon enrolment and are a binding agreement with the school. The School reserves the right to withdraw an enrolment where the Parents/Guardians are in breach of the School's Terms and Conditions of Trade. Further copies can be downloaded from the school website.

11. Parent Information

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

RELATED DOCUMENTS

Attendance
Safe and Supportive Environment – Child Protection Documents
Medical Care

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
2.0	Jan 2015	L.Roberts	Changed to reflect policy in practice
3.0	June 2016	L. Roberts	Feedback from BOSTES Feedback from internal stakeholders applied including Board
3.1	Oct 2016	M. Trew	Formatting Updates

Upon enrolment to our school, parents must sign an agreement to our Conditions of Enrolment, a current copy of this can be found on the school website. (<https://www.internationalfootballschool.com/enrolment-contract/>)

Characteristics of the Student Body

Our student body comes from a vast area of difference with students travelling as far away as Nelsons Bay through to the base of the Blue Mountains in Sydney. We have a large percentage of families from a low socio economic background. A high percentage of family's value sport highly and is a core driver to enroll at our school.



9. Other School Policies

The school has a series of policies which covers the general operations of the school and informs both the school community and staff on how situations should be dealt with. A copy of policy documents that are important for our school community to access can be found on our school website

(<https://www.internationalfootballschool.com/parent-resources/policy-documents/>). A list of these published policies are:

- a) Enrolment Policy
- b) Acceptable use of Technology Agreement
- c) Complaints and Grievance Policy
- d) Anti-Bullying Policy
- e) Code of Conduct for Parents and Visitors
- f) Homework Policy
- g) Medical Care Policy
- h) Privacy Policy
- i) Behaviour Management Policy
- j) Cyber Safety Policy
- k) Student Code of Conduct
- l) Emergency Management Plan
- m) Student Care Welfare Policy
- n) Sport Representation Policy
- o) Suspension and Expulsion Policy
- p) Withdrawal of Enrolment Policy
- q) Supervision Policy

ANTI BULLYING HARASSMENT AND DISCRIMINATION POLICY

POLICY		
 INTERNATIONAL FOOTBALL SCHOOL	<p><i>Safe and Supportive Environment: Behaviour</i></p> <p><i>ANTI BULLYING, HARASSMENT and DISCRIMINATION</i></p>	 INTERNATIONAL TENNIS SCHOOL
<p>This policy addresses issues in relation to: Safe and Supportive Environment – Student Welfare 3.6.2</p> <p><i>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.</i></p>		

PURPOSE
<p>The development of the International Football School's Anti Bullying, Harassment and Discrimination policy has come from the concern for the welfare of the students and teachers within the school, therefore forming an integral part of the school's student welfare and management policies.</p> <p>All members of our School have the right:</p> <ul style="list-style-type: none"> ● to a safe school environment ● to a peaceful environment ● to be treated with respect and politeness ● to a school environment free of harassment, bullying and discrimination of any kind. <p>Aims of the Policy</p> <ol style="list-style-type: none"> 1. To implement and maintain a whole school approach to address bullying/harassment 2. To aid students in being able to identify the difference between bullying and harassment 3. To increase self esteem and to build self-efficacy 4. To empower students to be proactive in problem solving associated with bullying/harassment 5. To heighten awareness at a whole school level <p>Definition of Bullying</p> <p>Whilst there is no universally accepted definition of bullying, there is general consensus that bullying behaviour has the following elements:</p> <p style="padding-left: 40px;">A desire to hurt; the perpetration of hurtful behaviour (physical, verbal or relational) in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable. (<i>Ken Rigby, 2002</i>)</p> <p>Bullying takes many forms, all of which will cause distress. Examples of bullying include:</p> <p><i>Physical:</i> hitting, pushing, tripping, kicking, spitting on others</p>

<i>Verbal:</i>	teasing, using offensive names, ridiculing, spreading rumours
<i>Non-Verbal:</i>	writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures
<i>Exclusion:</i>	deliberately excluding others from group, refusing to sit next to someone
<i>Extortion:</i>	threatening to take someone's possessions, food or money
<i>Property:</i>	stealing, hiding, damaging or destroying property
<i>Cyber:</i>	online comments using social media and other cyber networks

Definition of Harassment

Harassment is verbal, physical or sexual conduct which is unwelcome and uninvited. Good natured teasing amongst friends is not harassment.

1. Verbal Harassment

Verbal harassment may involve the following:

- Name calling
- Put downs
- "Knocking" achievers
- Spreading rumours
- Threatening remarks
- Unwanted written comments
- Racist remarks

2. Physical Harassment

Physical harassment may involve the following:

- Bullying
- Fighting
- Using dangerous weapons
- Spitting
- Pulling, pushing and damaging clothing
- Throwing objects at people
- Damaging or interfering with others' property
- Threatening behaviour
- Making offensive gestures or facial expressions

3. Sexual Harassment

Sexual harassment is any verbal or physical conduct of a sexual nature which is unwelcome or offensive. Sexual harassment does not refer to occasional compliments or common courtesies. It is not mutual attraction between people as such relationships are a private concern.

Sexual harassment is unlawful under the Commonwealth Sexual Discrimination Act and Crimes Act.

There are three basic categories of sexual harassment - subtle, explicit and criminal action. None is acceptable and none is too trivial to warrant complaint.

3.1. SUBTLE forms of sexual harassment tend to be the most common. They include:

- offensive staring and leering
- suggestive comments about a person's physical appearance or sexual preference
- offensive comments, jokes or gestures
- questions or comments about another's sexual morality
- physical contact e.g. brushing up against another's body
- offensive name calling

3.2. EXPLICIT forms of sexual harassment are easier to identify as they often involve offensive or intimidating behaviour. They include:

- pinching, patting, touching, embracing
- repeated requests to go out with someone, especially after prior refusal
- offensive jokes, comments or gestures
- sexually provocative remarks
- displays of sexually graphic material
- requests for sexual favours

3.3. CRIMINAL ACTION may include some of the above but also:

- indecent exposure
- sexual assault
- attempted and actual rape
- physically molesting a person
- sending obscene letters, emails, texts or making obscene telephone calls.

Definition of Discrimination

Discrimination is treating someone differently based on race, ethnicity, gender, ability, disability, sexuality or religion.

PROCEDURE

Strategies to prevent bullying, harassment and discrimination

Strategies will fall within the following broad categories:

- 'moral education' in the context of assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged 'across the curriculum' values teaching (eg looking at the problem of prejudice within the context of a novel or a history lesson)
- clear statements from staff about the nature and unacceptability of bullying/harassment
- teaching specifically related to bullying/harassment in the PDHPE curriculum
- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground
- staff and students as role models, particularly those in leadership roles such as house captains
- measures for vigilant classroom and playground supervision, especially of "high risk" areas
- provision of safe and structured playground spaces and structured activities at break times
- provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion
- appropriate provision of counselling or other support services
- provision of support for parents through information seminars, support networks
- ensure that all groups who are affected by decision-making outcomes are consulted, their input will be treated fairly, and decision-making processes and outcomes will be meritorious and free from discrimination or racism. The rights and sensitivities of all individuals will be protected.
- All decision-making processes will be open to scrutiny, with process for appealing decisions and for regularly reviewing processes to be adopted.
- All claims of discrimination and racism will be treated confidentially, documented, and promptly and constructively addressed. This may involve consultation with AIS NSW.
- Curriculum content will be free of discriminatory and racist content, but will analyse the effects of discrimination and assist students to develop attitudes and skills that discourage, challenge and report discriminatory practices

School response to bullying/harassment/discrimination

Bullying and Harassment is viewed as a breach of the school's behaviour code. Any reports of bullying or harassment will be investigated and appropriate action will be taken. The response to bullying will provide:

- guidance and other support for the recipient
- appropriate and consistent sanctions and support for the student who bullied

Staff will be encouraged to report suspected incidents of bullying to the Welfare Coordinator (Cameron Moon) and the Head of School in the High School and the Head of School in the primary School. If an incident of bullying is established, they should first take steps to protect the recipient and witnesses.

All staff are expected to pass on information about any bullying for further action.

The School seeks to promote a culture in which students will be encouraged to:

- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

Recipients of bullying will be encouraged to:

- initially ignore the bullying and not show that it is upsetting. Many students who bully will stop if they do not elicit a response.
- confront the student who bullied and let him/her know that his/her behaviour is unwanted and unjustified. This should be undertaken with a staff member. This step should be taken if initial tactic is unsuccessful.
- discuss the problem with friends and parents, who may be able to assist with strategies to deal with the problem
- notify their teacher/or teacher on duty.

Witnesses of bullying will be encouraged to:

- ask for teacher support
- discuss problem with friends and parents

Bystanders of bullying will be encouraged to:

- ask for teacher support
- discuss problem with friends and parents

In Action

Student Program:

1. All students will be made aware that bullying is unacceptable behavior and that there are procedures in place for dealing with this problem
2. All students will adhere to school rules about bullying
3. All students will participate in surveys on the occurrences of and opinions about bullying

Staff Program:

1. Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, during training, in the classroom, at venues outside of the school that students attend as part of the school program.
2. Teachers should report suspected victims of bullies to Student Mentor for early intervention and monitoring.
3. Teachers should support and participate, where possible, in welfare programs designed to assist the elimination of bullying [eg. Peer mediation, peer support, peer tuition/mentoring,

etc]

4. Staff will be encouraged to participate in PD on anti-bullying policy and become aware of different strategies for combating bullying

WHOLE SCHOOL

Each year, the school will participate in the National Day of Action Against Bullying and Violence. Students across the school will sign a pledge of action against bullying and violence and participate in stage assemblies where information is shared with students.

Staff Procedure:

- Teachers respond to all incidents of bullying/harassment
- All incidents to be reported on Edumate
- Perpetrators and victims to be reported to Welfare Coordinator (Cameron Moon) and the Head of School in the High School and the Head of School in the primary School for follow up/monitoring.
- Behaviour Management Guidelines to be consulted.
- Perpetrators will receive an Anti-Social Behaviour Warning Letter
- Welfare Coordinator (Cameron Moon) and the Head of School in the primary School to arrange for Counsellor invention for all major concerns.
- If a pattern of bullying emerges through Edumate parents are interviewed and a plan of action implemented
- All physical forms of bullying will result in suspension.

Student Procedure

The following options are available for student victims and witnesses –

- Report the incident of bullying to your class teacher, teacher on playground duty, Class Teacher, Welfare Coordinator (Cameron Moon) and the Head of School in the High School and the Head of School in the primary School or Principal for further investigation
- Mediation is an alternative if preferred. Students can request a mediation through the Welfare Coordinator (Cameron Moon) and the Head of School in the High School and the Head of School in the primary School or Principal. The incident is not reported on the Edumate system and remains confidential. Mediation can be lead by a nominated staff member or counsellor
- Report via email to bullying@internationalfootballschool.com

Procedures for Parents

- Contact your child's teacher, Welfare Coordinator (Cameron Moon) and the Head of School in the High School and the Head of School in the primary School to arrange for a counsellor to address your concerns
- Parents can also contact the Principal directly to arrange an appointment with the school counsellor
- The school will liaise with parents on a regular basis until your child feels safe
- Report via email to bullying@internationalfootballschool.com
- In extreme cases, call the Police

Contact Information for the School Community when advice or support is needed outside of school hours:

- School Liaison Police: Senior Constable Rebecca Armitage
Phone: 02 43235530
Email: armi1reb@police.nsw.gov.au
- School Liaison Police Youth Command: Senior Constable Denise Lynch
Phone: 43235530

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-
- Email: lyncliden@police.nsw.gov.au
- Kids Helpline on 1800 55 1800
For Access to counsellor, online safety or cyberbullying
Kids Helpline also offer counselling via email and web counselling
<http://www.kidshelp.com.au>
- Bullying: No Way
www.bullyingnoway.gov.au
A website based resources for parents, students, schools and the community
- CyberSmart
http://www.cybersmart.gov.au/About%20Cybersmart/Online%20help%20and%20reporting.aspx?sc_device=default
Information on dealing with cyberbullying.

Other Services that are available include:

- Relationship Advice: 1800 695 463
- Relationship Violence: 1800 737 732
- Beyond Blue 1300 22 4636
- Crisis Support, Suicide and Mental Health Call Lifeline: 13 11 14
- Headspace www.headspace.org.au
- The Black Dog Institute www.blackdoginstitute.org.au
- Young Carers www.youngcarers.net.au or 1800 242 636



RELATED DOCUMENTS

Behaviour Management Guidelines
Cyber Bullying
Student Care

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
2.0	Jan 2015	L. Roberts	Merging of Anti-Bullying, Harassment and Discrimination Policy.
2.1	Sept 2016	M. Trew	Formatting Updates
2.2	Feb 2017	U. Grassano	Minor changes to reflect changes in leadership
2.3	July 2017	U. Grassano	Changes to reflect changes in organisation of School

WELFARE POLICY

POLICY		
 INTERNATIONAL FOOTBALL SCHOOL	<i>Safe and Supportive Environment: Student Welfare</i> STUDENT CARE (WELFARE)	 INTERNATIONAL TENNIS SCHOOL
<p>These guidelines addresses issues in relation to: Safe and Supportive Environment – Student Welfare 3.6.2 Discipline – 3.7.1</p> <p><i>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.</i></p>		

PURPOSE
<p>Student Care is the unifying focus for the academic, social and emotional aspects of school life.</p> <p>Student Care is the school expression of its concern for the development and the sustainment of the whole person.</p> <p>International Football School is committed to developing a climate, which fosters mutual trust and respect designed to assist students and parents. The Student Care Guidelines embraces the diversity of all people and cultures, and promotes collaborative practice, which will encourage students and staff to strive for personal growth.</p> <p>We are deeply concerned about each and every student in our care. We believe strongly that education is based on sound relationships and our Student Care Guidelines aim to nurture this relationship. At our School, it is expressed through;</p> <ul style="list-style-type: none"> ● The development of quality relationships ● The provision of satisfying learning experiences ● The establishment of an effective care network ● The effective implementation of the Behaviour Management Policy

PROCEDURE
<p>Duty of Care</p> <p>The School owes a duty of care to its staff and students. It is expected that all staff contribute towards the fulfilment of this legal duty. Staff will exercise with diligence, the duty of care that they owe to the students. In addition to this, staff are expected to take all reasonable steps to protect students from risk of harm. This may require making formal notifications/reports to government agencies as well as referring matters of concern to relevant personnel.</p> <p>Staff are also expected to cooperate with the school to maintain a workplace environment that is positive, open and healthy for members of the school community. Each staff member has a significant role to play in achieving and maintaining this objective. It is expected that any matters that threaten the fulfilment of this objective are reported to the School Management Team.</p>

Teaching and Learning in the Academic and Coaching Program

In both an educational and sporting context, an essential requirement for Student Care is effective teaching and coaching. This is reflected in the relationship between the Football and Tennis Development Program and the Academic program.

- Lessons/Sessions should be well-prepared, innovative, challenging, interesting and student-centered
- Feedback should be given in a reasonable time so students can action and adjust.
- Work produced by students should be checked and monitored regularly and every opportunity taken to give credit for effort made. Students should be continually challenged to reach their potential and positive intrinsic motivation nurtured.

International Football School Family

A school that fosters a sense of belonging offers students some community and family spirit, which is welcoming and stable in a world of change.

School spirit and identity is a multi-faceted phenomenon and seems to rise from many sources e.g. information sessions for incoming students and parents, regular school assemblies, participation in public events together (such as cultural and sporting fixtures), the loyalty of teachers for the school, celebration of school events, school traditions and the development of parent and student loyalties to the school.

Bonding of students occurs when they experience an affinity for the school as a place where they are recognised as people and feel linked with others. Bonding offers support and affirmation for each person in the school community. They know that their presence in the school community is significant to the group and they have some real contribution to make to its growth.

In developing the whole person IFS extends itself in developing innovative and on-going programs to support and challenge students in attaining the best results possible.

Roles and Responsibilities

1. Principal/Head of School

- Oversees and responsible for the implementation of the Student Care guidelines
- Oversees and responsible for the development of policies and procedures that assist the Student Care Guidelines
- Oversees and responsible for the implementation and development of the Behaviour Management Policy
- Ensures that all procedures and policies are followed in line with School expectations and the policies

2. Teachers/Coaches

- To fulfill daily administration duties by marking the attendance roll accurately to identify patterns of absenteeism and lateness, which will be communicated to their Mentor in order to facilitate the cohesive operation of the school day.
- To develop a relationship with members of Stage Group in order to become the first contact point for students who need assistance with routine support at school.
- To communicate with students on issues raised in order to seek reasons for behavioural or work related issues and to develop simple strategies to overcome minor issues.
- To assist the Head of School and Welfare Coordinator in the implementation and monitoring of management strategies for students who consistently breach IFS

expectations

- To participate in group activities to develop the trust of students.

3. Welfare Coordinator

- To liaise with Teachers/Coaches on consistent or significant issues of concern for individual students to ensure the effective and consistent management of student issues.
- To communicate with individual students on issues raised in order to seek reasons for behavioural or work related issues and to develop simple strategies to overcome major issues.
- To assist Teachers/Coaches Head of School & Principal in the implementation and monitoring of management strategies for students who consistently breach IFS expectations
- To participate in group activities to develop the trust of students.

Access to a Counsellor

Students have access to a counsellor who visits the school 3 times a term.

Seeing the counsellor may also be included as part of a behavior management plan.

Parents may request for their child to see the counsellor, or a student may request to see the counsellor through a Teacher, Welfare Coordinator, head of School or Principal. This is communicated to the Stage Coordinators who will ensure the request is followed through.

Parental permission is required for students 14 years old and under to see the counsellor. If needed, the counsellor will come to school outside of agreed dates.

When a student needs to talk to someone and the counsellor is not available, students are encouraged to call Kids Helpline on **1800 55 1800**, 24 hours a day, 7 days a week.

Access to School Chaplain

From Term 3, 2016, Students have weekly access to the School Chaplain.



RELATED DOCUMENTS

*Anti-bullying and Harassment
Behaviour Management Guidelines
Child Protection
Duty of Care*

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
3.0	Jan 2015	L. Roberts	Document finalised in Jan 2015 due to feedback from BOSTES
3.1	June 2016	L. Roberts	Addition of Student access to Chaplain
3.2	Sept 2016	M. Trew	Formatting Updates
3.3	Feb 2017	U. Grassano	Updates to reflect leadership changes
3.4	July 2017	U. Grassano	Updates to reflect changes in School leadership

BEHAVIOUR MANAGEMENT POLICY

POLICY		
 INTERNATIONAL FOOTBALL SCHOOL	<i>Safe and Supportive Environment: Behaviour</i> BEHAVIOUR MANAGEMENT	 INTERNATIONAL TENNIS SCHOOL
<p>This policy addresses issues in relation to: Safe and Supportive Environment – Student Welfare 3.6.2 Discipline – 3.7.1, 3.7.2</p> <p><i>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.</i></p>		

PURPOSE
<p>International Football and Tennis School students’ well-being is considered to be of the highest priority. Positive self-esteem and confidence contribute to a student’s ability to develop and maintain appropriate behaviour. If our students are to live satisfying purposeful lives in which they are able to sustain authentic relationships, behaviours that may prevent this happening must be addressed. Such behaviours include those which:</p> <ul style="list-style-type: none"> ● Prevent the student or others from learning ● Are physically or emotionally destructive to self or others ● Are not conducive to good relationships and social acceptance/culture. ● Students are encouraged to take responsibility for their own and others welfare. <p>It is the School’s policy to address serious, persistent, inappropriate behaviour through a planned, systematic approach.</p> <p>The most effective intervention is that which is developed in collaboration with parents and carers.</p> <p>The School is committed to protecting the rights of all students and staff to a safe and educationally sound environment and to the creation of a harmonious, positively rewarding consistent approach, which, where possible, is implemented across school, home and inclusive environments. Staff are up-skilled in best practice based on current behaviour theory research.</p> <p>The focus of intervention is on a positive approach that aims to eliminate challenging behaviour while teaching the student new and effective ways of interacting with their social environment. Intervention is individualised with welfare and behaviour outcomes aligned.</p> <p>Comprehensive data record keeping informs decisions about intervention.</p> <p>Communication across stakeholders is vital in implementing and monitoring intervention. After all strategies available in the classroom have been exhausted, including temporary removal to a different learning space, the Welfare Coordinator (Cameron Moon) will get involved in order to organise a parental meeting and devise an overall strategy aimed at self reflection and behaviour modification on the part if the student.</p> <p>Further persistent, inappropriate behaviour will result in further parental meeting(s) where further</p>

intervention outcomes will be discussed

At no time is corporal punishment to be used to enforce school discipline.

The school does not sanction, explicitly or implicitly, the administration or threat of corporal punishment by a non-school person (including parents) to enforce school discipline.

RELATED DOCUMENTS

Suspension, Expulsion and Withdrawal of Enrolment
Anti-Bullying and Harassment
Student Care
Student Code of Conduct

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
3.0	Jan 2016	L. Roberts	Document has changed due to ongoing feedback from the BOSTES and Staff.
3.1	Sept 2016	M. Trew	Formatting Updates.
3.2	July 2017	U. Grassano	Updates due to changed school leadership structure

POLICY

COMPLAINTS AND GRIEVANCES: PARENTS, STUDENTS & STAFF

These guidelines address issues in relation to:
Safe and Supportive Environment – Student Welfare 3.6.2
Teacher Accreditation Authority 4.1

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 an organisation encompassing students, parents, and staff. The School values these people and believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive School community.

This grievance policy is aimed at providing a mechanism for resolving grievances in a

quick, simple, well defined manner in a supportive and cooperative environment with the utmost confidentiality and sensitivity.

Policy

The School is open to receiving grievances and approaches them in a positive manner.

The School has a commitment to the fair resolution of complaints at all levels.

The School has a commitment to transparency of process and impartiality in handling complaints.

The School has a commitment to ensuring that it has the appropriate resources to fully accommodate a procedure for handling complaints.

Scope

The scope of this policy extends to grievances brought by any member of staff, parents or students.

Some grievances are better handled under other policies of the School. The School has specific policies in place for issues such as child protection, discrimination and codes of conduct amongst others.

Definitions

‘complainant’: any person who has a grievance. This may include any member of staff, employee, parent or student.

‘grievance’: any concern or complaint about any act, behaviour, omission, situation or decision that someone thinks is unfair or unjustified.

‘grievance policy’: The procedures and objectives set out in this document.

‘grievance procedure’: the procedures defined in this grievance policy.

‘respondent’: Any person against whom a grievance is brought.

‘The School’: International Football School Ltd.

Confidentiality

The School is committed to the confidentiality of all complaints, at all steps in the process of their resolution.

Only the School and persons directly involved in a grievance will have access to information the subject of the grievance. It is expected that parties involved will discuss the matter only with their support persons or the other parties involved.

Complainants and respondents have a duty to uphold strict confidentiality during the grievance procedure for the safety and consideration of others that may be involved. Complainants and respondents must not publicise the grievance or the progress of its resolution. The School considers any breach of confidentiality a serious issue worthy of disciplinary action if warranted.

Any documents created or dealt with during the course of the procedure will be marked “confidential” and put in a safe place. These documents may only be accessed by the parties involved in the grievance or by the School if the matter impacts upon the review of this policy.

Although the School is committed to the confidentiality of all complaints, there may be situations where it is not possible to uphold a person’s right to confidentiality. For example, a person’s health and safety may be at risk, or the grievance may involve criminal activity. In these circumstances, the School will always prioritise the safety of the students, staff and wider community.

PROCEDURE

If a parent or student has a complaint or grievance they would like heard the process is as follows:

1. Parent or student expresses their concern in writing, addressed to the child's Teacher/Coach.
2. If the complaint is about the Teacher/Coach, then the complaint should be addressed in writing to the Principal
3. If the complaint is from a member of staff, then the complaint should be addressed in writing to the Principal.

Delivered via email:

Principal Contact: paul.chapman@internationalfootballschool.com

Delivered in person (in writing):

*Administration Office
Building 27, The Avenue
Mt Penang Parklands
Kariong*

Delivered via post:

*International Football School
Attn: Principal
PO Box 7053
Kariong NSW 2250*

4. If the complaint is related to the TAA accreditation processes, and is made by the Teacher Seeking Accreditation (TSA), then the complaint should be addressed in writing to the TAA Authorised Delegate (TAAAD).

In cases where the TAAAD determines that a TSA does not meet the requirements for accreditation, the TSA must be advised of his/her access to the internal review process. Requests for an internal review of the decision not to accredit must be:

- Based on issues of procedure
- Made in writing
- Supported by documentary evidence
- Made within fourteen (14) days of the TSA being informed of the accreditation decision

Written notice of the outcome of the internal review must be provided to the TSA within twenty-one (21) days of the initial request, identifying the reasons for the decision.

5. If the complaint is related to the TAA accreditation processes and is made by a stakeholder other than the TSA, then the complaint should be addressed in writing to the TAAAD.
6. If the complaint is related to the TAAAD, then the complaint should be addressed in writing to the Board of Directors.
7. If the complaint is about the Principal, then the complaint should be addressed in

8. writing to the Chairperson of the Board of Directors.

8. If the complaint is about the CEO, then the complaint should be addressed in writing to the Chairperson of the Board of Directors.

Delivered via email:

CEO Contact: paul.chapman@internationalfootballschool.com

Chairperson Contact: ifsboard@internationalfootballschool.com

Delivered in person (in writing):

Administration Office

Attn: CEO or Chairperson of the Board of Directors

Building 27, The Avenue

Mt Penang Parklands

Kariong

Delivered via post:

International Football School

Attn: CEO or Chairperson of the Board of Directors

PO Box 7053

Kariong NSW 2250

The school will acknowledge the complaint in writing (via email or post) within seven (7) days of receipt of the complaint. The school will investigate the complaint and inform the parent, student or member of staff of their findings no later than thirty (30) days from the end of the investigation process.

The school adheres to the fundamental concept of procedural fairness and the party making the complaint will not be penalised in any way for making a complaint.

Rights and Responsibilities of the Complainant

The complainant has the right to:

- be heard and listened to
- have the complaint addressed with procedural fairness have the complaint dealt with quickly
- seek legal advice
- have a support person present at all meetings confidentiality and sensitivity in the resolution of the process

The complainant has the responsibility to:

- approach the process in good faith
- uphold strict confidentiality
- be courteous in dealing with the respondent, contact officer and investigator
- ensure that any support person understands their role in the process

Rights and responsibilities of the respondent

The respondent has the right to:

- present their version of events and reasoning
- be informed of a complaint against them within a reasonable time frame to seek legal advice
- advice and support
- have a support person present during all meetings
- confidentiality and sensitivity in the resolution of the process

The Respondent has the responsibility to:

- approach the process in good faith
- uphold strict confidentiality
- be courteous in dealing with the complainant, contact officer and investigator
- ensure that any support person understands their role in the process

Victimisation and repercussions of ill treatment as a result of bringing the complaint will not be tolerated.

Responsibility for the Maintenance of this Policy

- The CEO and the School Board in conjunction with the Principal are responsible for gauging how well the Grievance Procedure is working. The School Board will review the policy annually.
- The School Board reserves the right to amend this policy at any time.

RELATED DOCUMENTS

Code of Conduct: Staff
Code of Conduct: Students
Code of Conduct Parents & Visitors
TAA Teacher Accreditation Policy
TAA Structure and Governance Policy and Procedures

Date of Next Review: January 2018 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
3.0	Jan 2016	L. Roberts	Original document
3.1	July 2016	P. Chapman	Feedback from BOSTES Feedback from internal stakeholders
4.0	July 2016	P. Chapman	Approved by IFS Board
5.0	August 2016	P. Chapman	Formatting and new file location

CHANGES TO THE ABOVE POLICIES ARE LISTED IN THE DATE OF NEXT REVIEW. THE POLICIES ARE ACCESSIBLE ON THE SCHOOL'S WEBSITE/SCHOOL REPORTS

10. School Determined Areas for Improvement

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

- Enhance the learning spaces to cater for children who find the large and loud spaces distracting
- Upgrades to furniture in the classrooms
- Rollout of Google Chromebooks rather than iPads for Year 7-10
- Enhanced learning outcomes for our students by the implantation of needs based groups
- Introduction of a new learning framework internally referred to as Episodic Learning Framework

2015 SCHOOL DETERMINED AREAS FOR IMPROVEMENT

COMMENT/REPORT

- The target of 450 students enrolled by the end of 2016 has not been achieved. However there is considerable interest in enrolment and it is feasible that the target be achieved in term 1 2018.
- A reduction in operating costs has been achieved by rationalizing the use of casual staff, flexible KLA budgets and in house sport coaching development
- The Football and Tennis programs have completed their annual reviews during 2016 and drafted the complete pathway from years 3 to year 12. In 2017 we look forward to streamline the programs as we work towards creating more and more synergies between our sport offerings
- The physical literacy continuum is still under development. During 2016 we engaged the University of Newcastle to review and provide reflections on our physical literacy programs. This has been extended to include a 10 year longitudinal study of the impact of our physical literacy programs on our students academic progress with the study starting in full in 2017.- Develop a physical literacy continuum for Early Stage 1 and Stage 1
- Reporting and assessment formats are currently under review with a whole school target of a 'Canvas' platform system to be implemented by term 2 2018.

11. Initiatives Promoting Respect and Responsibility

In 2016, the school undertook the following initiatives to promote respect and responsibility:

- The school flies the Aboriginal flag and the Australian flag every day.
- The School promotes positive behaviours, with students having a clear understanding of choices and consequences
- The school engaged an organization called "Leading Teams" during 2016. During this process the management team established a set of agreed behaviours which promote respect and responsibility.
- The Leading Teams program will continue to be rolled out in 2017

12. Parent, Student and Teacher Satisfaction

Surveys were conducted during late 2015 (the results are below). In 2017 the school will engage a company called Vennli to complete an extensive survey of the parent, student and staff body to determine their satisfaction of the school and our programs.

The process used for the 2015 survey was online satisfaction surveys using 10 questions that were similar but particular to each group

Parent Satisfaction

- 98% of parents felt the school provided a safe and supportive environment
- 99% of parents feel that all staff expect their child to do their best
- 88% of parents believe 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

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

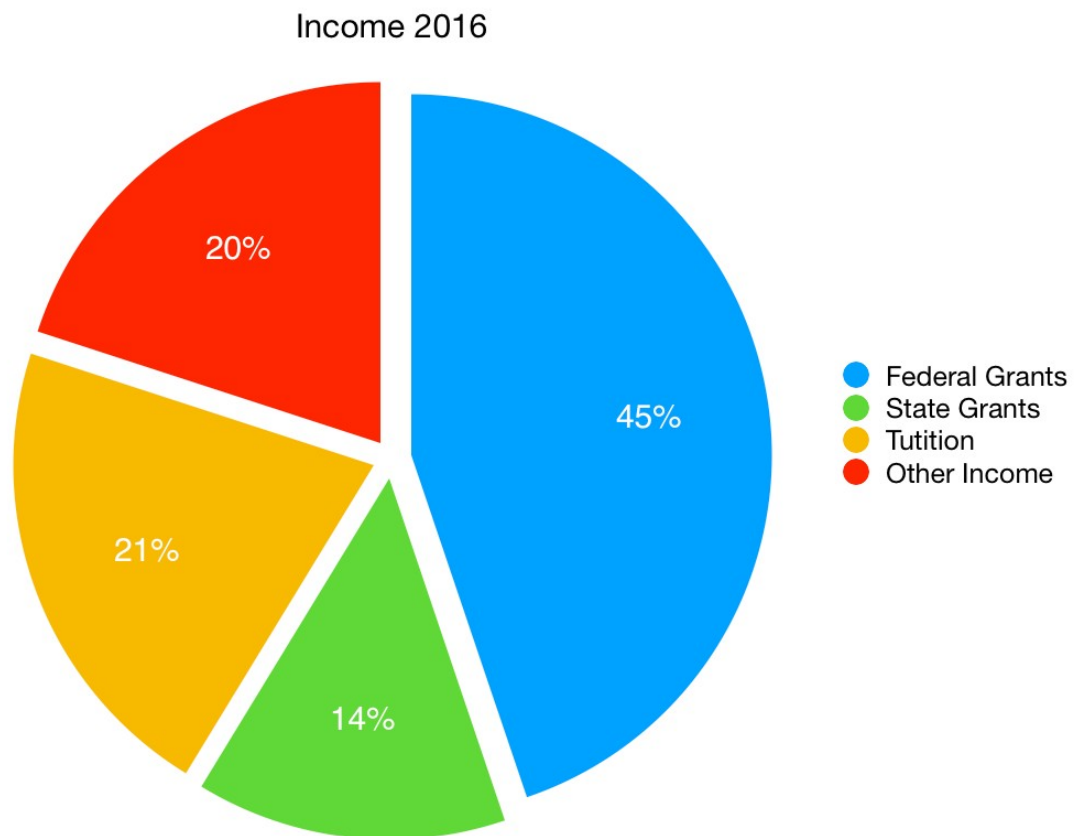
Student feedback about coming to school was positive. An overwhelming number of students would like to see better training pitches and futsal courts onsite rather than leaving the site.

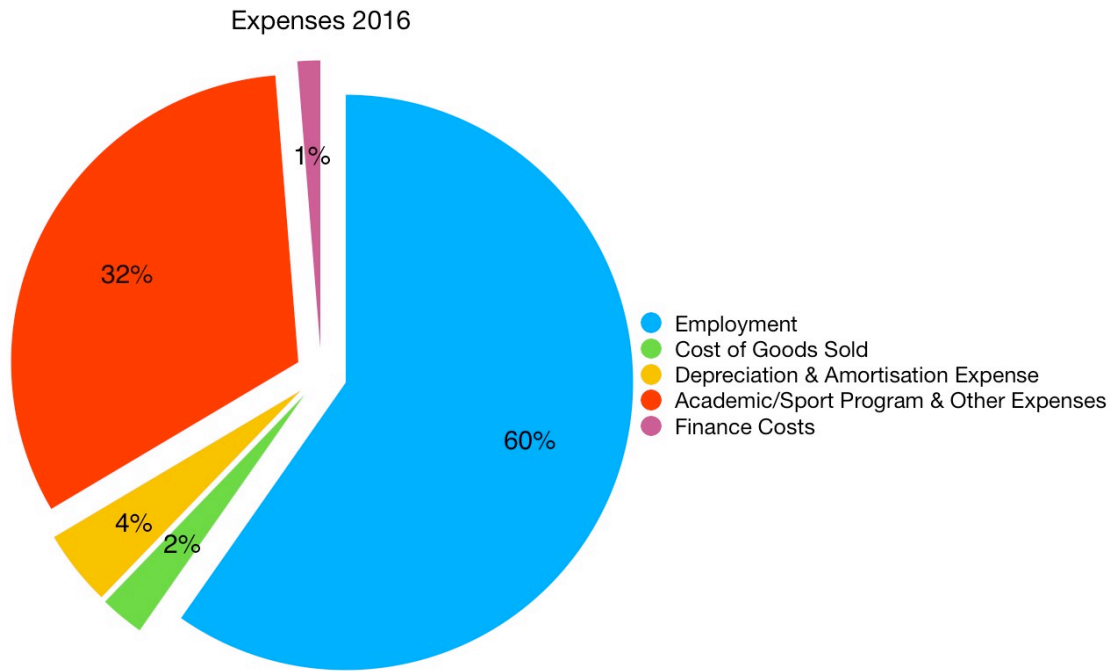
Teacher Satisfaction

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

Teacher feedback focused on the disconnect between management and certain areas of the school. Examples of this included the role 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 2016 annual report to be published by 30 June 2016.

The annual report has been made available to NESA online through their RANGS website.

The International Football School Annual Report 2016 is published on the school website.

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

International Football School

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