

The background features a large, abstract geometric pattern composed of several irregular, rounded shapes. Most shapes are in shades of blue, ranging from light to medium. One prominent shape on the right side is a bright yellow. The shapes are separated by thin white lines, creating a mosaic-like effect.

Annual Report

2016

International Football School

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1. Message from Key School Bodies

PRINCIPAL Paul Chapman

In 2016 International Football School went through a series 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 led 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

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: -

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.

Post School Destinations.

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

How the school manages student non-attendance



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

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

A student who is absent for three consecutive days or, displays a pattern of regular absence, is reported by the 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</p> <p>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> <ul style="list-style-type: none"> • 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) <p>The “Enquiry Form” does not guarantee a place in the school.</p>

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

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

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.
- Promote 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.

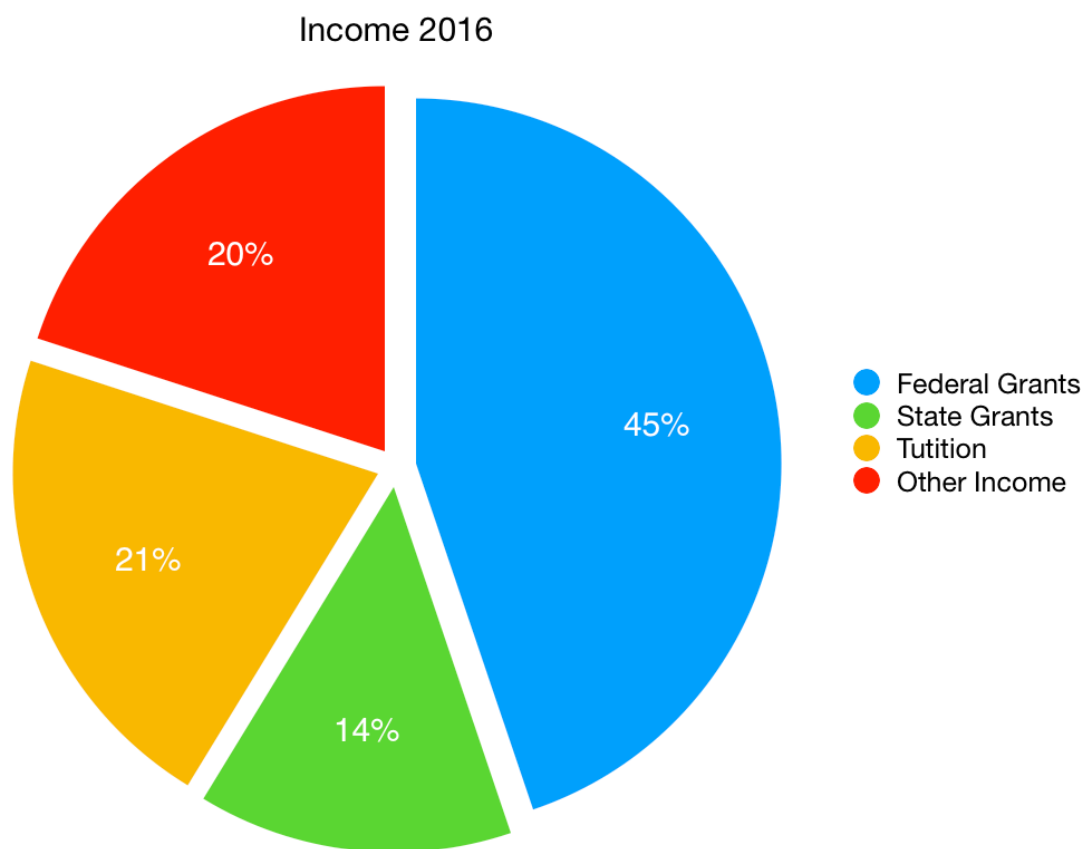
Student feedback about coming to school was positive. An overwhelming number of students would like to see better training pitches and futsal courts onsite rather than leaving the site.

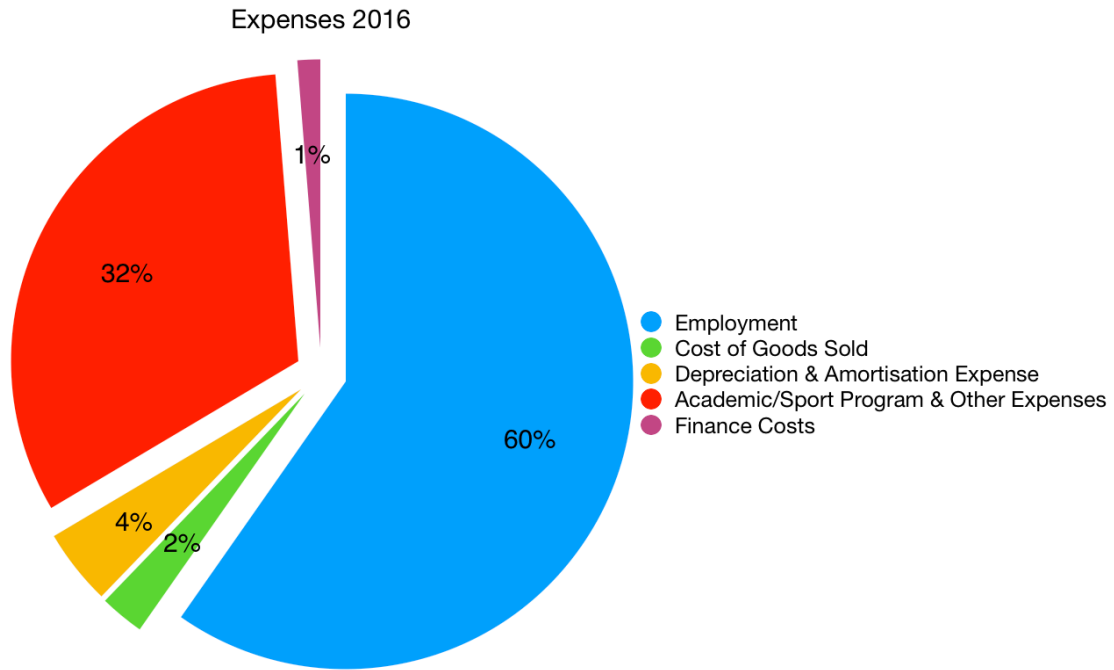
Teacher Satisfaction

- 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.

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