

# Ironbark Ridge Public School

## Annual Report



2017



4638

## Introduction

The Annual Report for **2017** is provided to the community of **Ironbark Ridge** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Nick Thomson

Principal

## School contact details

Ironbark Ridge Public School

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8814 5687

## School background

### School vision statement

***Nurturing personal growth through inspired learning.***

### School context

Ironbark Ridge Public School opened in 2005 and has a current enrolment of 749 students (2017), including 52% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North Western Sydney.

The school has developed a well-deserved reputation for the quality and variety of educational experiences on offer to students including public speaking and debating, music, dance, sport and LOTE (Chinese). School priorities are directed towards the continual improvement of individualised Literacy and Numeracy programs through the development of future focused learning. The school has Opportunity Classes for Years 5 and 6.

The core values of the school are proudly articulated through the school expectations: Be Safe, Be Responsible, Be Respectful, and are underpinned by the Positive Behaviour for Learning framework and supported by a range of initiatives aimed at building resilience and ensuring the wellbeing of all.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the element of Learning Culture we are Sustaining and Growing. Through our evidence, a consistent theme of school and community-wide collective responsibility for student learning is demonstrated. There is a demonstrated commitment from teachers, parents and members of the community to work together to ensure that all students achieve learning growth through consistent and supportive school processes.

In the area of Wellbeing we are Excelling. Our comprehensive Student Wellbeing and Engagement processes demonstrate an inclusive and supportive school culture, which supports the cognitive, physical, emotional, social and spiritual wellbeing of students. Our 2015–2017 target of ensuring quality differentiated learning experiences in every classroom provides evidence that Ironbark Ridge prioritises individual student learning needs when planning for and reflecting on teaching and learning.

In the Learning element of Curriculum, we are Sustaining and Growing. Our 2015–2017 target to conduct cyclical curriculum reviews demonstrates our commitment to ensuring dynamic, inclusive teaching and learning programs in every classroom. Our target of ensuring differentiated lessons in every classroom supporting all students will continue to be a focus in our 2018–2020 school plan.

In the area of Assessment, we are Sustaining and Growing. Student learning is analysed by teachers and used collegially to inform teaching and learning programs, and to plan for differentiation. Ongoing trends in learning data is analysed regularly to validate our school assessment practices. Teachers use learning intentions and success criteria, as well as goal setting to enable students to reflect on their assessment and accept feedback for future learning.

In the element of Reporting, we are Excelling. Our personalised student reports and use of systems for tracking learning data ensures whole-school decisions are aligned with student learning and wellbeing needs. The IRPS reporting and parent interview processes engage parents to support their understanding of the learning of their children and how they can actively support this.

In the area of Student Performance Measures, we are Delivering. SCOUT value-added graphs demonstrate that the school is working towards delivering when reporting on student growth. NAPLAN results show that most students achieve at high levels and the performance of equity groups is consistent with performance of all students. Our targets for 2018–2020 to identify growth targets for individual student needs and to achieve expected growth on internal and external measures will go some way to improving this area.

### Teaching

In the School Excellence Framework domain of Teaching:

In the element of Effective Classroom Practice, we are Sustaining and Growing. Teachers collaborate within and across stage teams to share curriculum knowledge, data and other information to share student progress. All classroom environments are well-managed and adhere to the school-wide expectations of being Safe, Respectful and Responsible. Our 2018–2020 school plan will continue our intention to use feedback as one of the highly-effective strategies to ensure students take responsibility for their own learning journey.

In the area of Data Skills and Use, we are Sustaining and Growing. Teachers actively utilise assessment for, as and of learning in their daily practice, and gaps in learning and areas for improvement are highlighted in grade teams and may be referred to the Learning & Support Team. IRPS school achievements are communicated to the wider school community through our Annual School Report, newsletters, P&C meetings and through parent forums.

In the element of Professional Standards, we are Sustaining and Growing. Teachers at Ironbark Ridge are recognised for their outstanding professional capacity, and have developed networks beyond the school gates. IRPS teachers are leading networks supporting Beginning Teachers, local Executive teams and those seeking accreditation at the higher levels. Two teachers are actively seeking accreditation at the Highly Accomplished level, and all staff actively use the Australian Professional Standards for Teachers to identify and monitor specific areas for development through the PDP process.

In Learning and Development, we are Excelling. Professional learning opportunities are organised within and across schools to cater for the diverse needs of our staff. Ironbark Ridge has a comprehensive mentoring program designed to support teachers in their early years of their career, as well as specific observation and team teaching opportunities to address school priorities, such as the teaching of mathematics. Teachers at Ironbark Ridge engage in regular and rich 'learning conversations' to improve their own practice and meet system and school targets.

## Leading

In the School Excellence Framework domain of Leading:

In the element of Educational Leadership, Ironbark Ridge is Excelling. The school solicits feedback through Tell Them From Me surveys, online surveys, parent meetings and through the SRC. This feedback is addressed in Executive meetings and is used to help inform the strategic directions for the following year. Whole school events such as Open Day, Kindergarten Welcome Breakfast, Book Character Parade and Sport Carnivals were extremely well attended by our school community, demonstrating an ongoing interest and engagement in school processes. Leadership development is promoted in every aspect of the school community from teachers in the classroom and aspiring executives leading teams and projects, through to our comprehensive student leadership programs.

In the area of School Planning, Implementation and Reporting, we are Sustaining and Growing. Teachers actively engage in the school self-assessment process and develop milestones and evaluate improvement measures for our school plan. The Ironbark Ridge six strategic practices are clearly communicated to staff, parents and broader community, creating opportunities for rich discussions about our impact and ongoing improvement.

In the element of School Resources, we are Sustaining and Growing. Ironbark Ridge retains high quality staff through our commitment to ongoing professional learning, creating opportunities for teacher mentoring and observations, teacher induction programs and active participation in local networks of schools. The Strong Start Great Teachers program ensures that beginning teachers are actively supported by more experienced teacher mentors. Executive staff are supported to impact improvement on their grade teams through the use of Quality Teaching Successful Students funds. A large financial investment by both the P&C and school has ensured that a range of digital learning resources are readily available to all teachers and students, such as iPad and laptop devices, a range of quality educational apps, and new interactive projectors for classrooms. Physical learning spaces are used flexibly to cater for the wide variety of extra-curricular opportunities the school provides, such as coding clubs, choir, dance groups, playground programs and band. The school also provides spaces for local community use after hours, including after school programs, Chinese classes, Lego robotics, Physical Culture, martial arts and community churches.

In Management Practices and Processes we are Sustaining and Growing. Feedback is sought regarding school practices and procedures, and parent forums are held regarding the teaching of literacy and numeracy. Ironbark Ridge utilises various forms of communication including the school website, email, Facebook page, school app, online newsletters and paper notes to provide explicit information about the services at the school to enhance our engagement with the school community. Students directly benefit from the school's planned and proactive engagement with the community. Ironbark Ridge Public School has a reputation of excellence and is seen as a focal point of pride in the community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Expert teachers and visionary leaders

### Purpose

To maximise student outcomes through a culture of collaboration and continual growth, evidence gathering and action-learning, providing pathways for professional development and leadership as well as support and organisational effectiveness.

### Overall summary of progress

In 2017, professional learning centred around the highly differentiated teaching of mathematics, through our involvement in the Targeted Early Numeracy (TEN) and Mathematics Building Blocks for Numeracy (MBB4N) programs. As well as face-to-face module completion, all teachers participated in ongoing lesson observations, mentoring and team teaching in mathematics. Furthermore, teachers increasingly adopted a 'case management' approach, utilising student learning data in grade teams to inform specific teaching and learning activities to cater for individual needs in classrooms.

2017 also saw further development in the use of Visible Learning strategies to demonstrate maximum student learning growth in classrooms. 2 staff members visited Keilor Views Primary School in Victoria to see Visible Learning strategies in action, specifically Learner Qualities. Teachers identified as using 'best practice' methodologies mentored early career teachers and supported them in the use of Visible Learning strategies.

Teachers use their Performance and Development Plans to identify their professional and personal goals for the year, and align them to school and system priorities. Teachers increasingly refer to the Australian Professional Standards for Teachers to map their progress towards their goals, and to identify areas of growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff deliver highly assessment-driven, <b>differentiated learning</b> programs to cater for the needs of all students in their classrooms.	\$61 782 in professional learning and release for mentoring programs	All stage teams have clear assessment processes communicated to staff, embedded in learning programs.  All staff completed the TEN or MBB4N professional learning programs.  Professional learning in utilising assessment information in Fountas and Pinnell Reading Benchmark kits to guide ongoing teaching and learning for all grades K–6.  All staff participated in the demonstration / team teaching process for TEN (K–2) or MBB4N (3–6).  Student assessment data collected and tracked using SENTRAL software.  Stage teams began a 'case management' approach to differentiation, supporting teachers on teams to target specific learning needs.
Teachers all expertly employ evidence-based high-impact strategies (from <i>Visible Learning</i> research) to maximise student growth in their classrooms.	Beginning Teacher support funding	2 teachers attend a professional learning day at Keilor Views Primary School.  Identified teachers mentored early career teachers in Visible Learning strategies.
All staff have personalised performance & development plans which are reflective of school priorities and individual	QTSS funding	All staff provided with professional learning about curriculum knowledge, how students learn and how to differentiate learning.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
goals, with their ongoing annual progress mapped against the Australian Teaching Standards.		All staff completed PDPs and actively participated in at least 2 observations of teaching practice.  APSTs referred to in Professional Learning schedules and in Stage meetings.

## Next Steps

Developing a collective shared vision and understanding of the research, strategies and professional knowledge to implement, embed and drive the sustained explicit use of evidenced-based improvement strategies and professional practice activities. There is a culture of ongoing improvement that extends to all learners.

Ongoing reporting of progress against milestones and annual self-assessment of progress against the School Excellence Framework.

Analysis and tracking of student learning data and community feedback using SCOUT, PLAN, PAT, TTFM surveys and school based data each term, semester and year.

Embedded whole school practices for the evaluation of impact.



## Strategic Direction 2

Confident, successful, inspired learners

### Purpose

To ensure students become successful learners, confident and creative individuals, active and informed citizens and future leaders through the provision of innovative educational programs, engaging classroom environments and the strategic support of wellbeing.

### Overall summary of progress

In 2017, executive staff developed practice around evaluative thinking, conducting the process of a cyclical curriculum review. The process evaluated current teaching practice, student learning achievement, and identified Quality Teaching practices that show evident of high effect on learning. NSW The review ensured that teaching programs continued to reflect pedagogy to engage, inspire and motivate students in order to become lifelong learners.

The student awards team continued to work towards the development of a transparent and equitable system designed to recognise growth in all students. This is a work in progress and will continue to be developed in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual <b>Cyclical Curriculum Review</b> process is developed to ensure all NSW syllabus document implementation at the school is engaging, effective, consistent, innovative and inspiring.		Assessment data is collected and analysed regularly at class, stage, and whole school levels. Teachers actively participated in team planning and consistent teacher judgement discussions to facilitate student growth tracking.  An initial evaluation of English teaching programs reveal a need for an aligned scope and sequence of modelled texts and English teaching units from K–6.
A <b>Student Awards system</b> is designed to recognise <b>growth</b> in all students. Teachers, students and parents implement the system consistently, differentiating expectations and measuring student progress against a framework that values growth in a wide range of capabilities, values and efforts.	\$2000 for teacher release.	The student awards team continued to work towards the development of a transparent and equitable system designed to recognise growth in all students. This is a work in progress and will continue to be developed in 2018.

### Next Steps

Evaluation of current school practice in the teaching of English and mathematics to inform future directions. Agreed, effective, evidence-based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case-management approach and use of student learning data to inform ongoing teaching and learning. Teachers are supported in the teaching of English and maths with quality scope and sequences of content and skills, based on NSW syllabi.

A new system of recognition of student growth and leadership within specific domains will be designed and implemented. Personal growth both academically and socially, setting and achieving goals, developing learner qualities and managing personal behaviour will be conceptually and individually be integrated as a focus of the new system.



### Strategic Direction 3

A connected community

#### Purpose

To develop and increase community engagement, trust and strategic support to ensure maximised student outcomes and to strengthen education across the wider public system.

#### Overall summary of progress

Establishing and fostering meaningful partnerships with parents and the wider school community enables the school to work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals. Parents and carers have had opportunities to participate in school activities through whole school events, information sessions, individual student conferences and program reviews. Ironbark Ridge Public School is proactive in the Kellyville Community of Schools and in various teacher and executive networks across The Hills Network and Macquarie Park.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent participation in school activities and event attendance rates grows by 10% over currently recorded 2014 levels.		Whole school events are extremely well-attended, with often 'standing room only' at events such as Open Days, Celebration Day and Book Character and Easter Hat Parades. Tell Them From Me survey results from the parent community show 98% of parents surveyed attended meetings at least once in the year, with 78% attending at least twice. 31% of parents surveyed provide voluntary work or assistance at the school in the canteen, classroom or during sport or fundraising activities.
Satisfaction with school communication methods, effectiveness and timeliness increases by 15% over 2014 levels.		100% of parents surveyed believe that school reports, informal meetings and newsletters are useful communication methods at school. Digital information about school is also shared on Facebook and via the school app. The school also began sending home term invoices via email. 96% of parents surveyed find email useful as a method of communication.

#### Next Steps

Ironbark Ridge will foster relationships with parents and carers to improve their knowledge/awareness of school initiatives to build leadership skills, and ability to support and enhance these programs at home. Parents will actively support school initiatives through participation in parent forums, and engage in learning conversations about 'What Works Best' in teaching and learning. We will strive to ensure that parents understand current assessment practices. Parents will increasingly support student-centred growth approach and have knowledge of progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$107 324	EAL/D teachers worked in classrooms and withdrawal groups to assist students to achieve stage appropriate outcomes. NAPLAN results for EAL/D students were at or above similar levels to grade cohorts.
<b>Low level adjustment for disability</b>	\$169 950	At IRPS, we employ an Assistant Principal, Learning & Support above establishment to co-ordinate the comprehensive support programs operating in our school. Additionally, we received funding for early literacy programs, which was used to provide support kindergarten classrooms in their use of innovative literacy programs. Student Learning Support Officers (SLSOs) are employed to implement programs in K-6 in phonics, reading comprehension, number and social skills. Our playground support program, 'Fun Club' continued to support students experience success in social interactions. Students accessing support programs are demonstrating greater engagement and growth in literacy and numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$89 131	QTSS funds released executive staff and identified teachers for the purpose of demonstration lessons and mentoring in the Targeted Early Numeracy (TEN) program for K-2 and Mathematics Building Blocks for Numeracy (MBB4N) program for 3-6. Tell Them From Me survey results, student work samples and student engagement levels were used to evaluate the impact of these funds. QTSS funds have shown impact in the level of differentiation in mathematical learning classrooms. QTSS funding has supported teachers in the achievement of their professional goals, as evidenced by feedback through TTFM surveys.
<b>Support for beginning teachers</b>	\$84 763	Beginning teachers used additional RFF to meet with mentors and strengthen their teaching skills. Coupled with the draft Ironbark Ridge PS Beginning Teachers Induction Program, beginning teachers have demonstrated growing strengths in all aspects of teaching. Classroom observations, student success in achieving learning outcomes and teacher feedback support this statement.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	278	323	340	406
Girls	280	288	315	377

Ironbark Ridge Public School had a student enrolment in 2017 of 783 students. This enrolment represents a year of significant growth, due to the development and release of housing estates within our school catchment. 2018 student enrolments are anticipated to be 940.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	95.8	95.6	95.5
1	95.5	94.7	95.2	93.5
2	96	95.9	94.5	95.1
3	96.2	95.7	95.3	94
4	96.7	95.3	95.7	94.3
5	97.1	95.5	95.7	95.1
6	95.3	94.5	94.5	94
All Years	96.1	95.4	95.2	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The attendance rate of students at Ironbark Ridge Public School continues to exceed state levels, however are shown to be lower than in previous years. This is partly due to updated record keeping protocols which require schools to include students taking extended travel as 'absent' rather than 'exempt'.

Non-attendance requires caregivers to provide a

written explanation. Absences for illness and injury are recorded as 'sick' while absence for reasons such as domestic necessities and attendance at special events are recorded as 'leave'.

When concerns about student attendance are held, the Deputy Principal makes contact with the caregiver and discusses strategies the school can employ to assist improve the student's attendance. Continued non-attendance results in a referral to the Department of Education's Home School Liaison Officer.

The school recognises that regular attendance at school is essential for all students to reach their potential, and therefore places a priority on working with families to meet this need.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	27.99
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

\*Full Time Equivalent

None of the school's staff identify as being of Aboriginal background. As a strategic staffing direction the school leadership team, supported by the school community through the P&C Association, chose to employ an additional 'Above Centrally Identified Position' (ACIP) Assistant Principal, Learning & Support at the conclusion of 2016. This position is the school's fifth permanent Assistant Principal and allocates further expertise and emphasis onto the school's already outstanding Learning and Support programs. Under the school strategic direction of developing *confident, successful, inspired learners* the leadership team has approved the allocation of ongoing funding towards this initiative, however the current 0.7 FTE entitlement to a Learning & Support Teacher comprises part of this position.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

The teaching staff at Ironbark Ridge Public School actively participate in professional learning and collaborative stage planning every week. Staff participated in a number of professional learning activities, designed to build the capability of staff to achieve some of our priority areas as set out in the School Plan. Ironbark Ridge Public School had two early career teachers submit documentation to NESA seeking accreditation at proficient teacher level and two teachers maintaining their accreditation at proficient teacher level. Two teachers are also in the process of actively seeking accreditation at Highly Accomplished level. Highlights of Professional Learning for Teachers in 2017 include;

- All Early Stage 1 and Stage 1 teaching staff were trained in Targeted Early Numeracy (TEN), an early numeracy program for students in Kindergarten to Year 2. This professional learning course included teacher collaboration and ongoing classroom observation and feedback on teaching practice.
- All Stage 2 and 3 teaching staff were trained in Mathematics Building Blocks for Numeracy (MBB4N), a professional learning course aimed at extending the pedagogical practices of teaching Mathematics in the upper grades. This professional learning course included ongoing teacher mentoring and classroom observation and feedback opportunities.
- All teaching staff attended the inaugural combined Staff Development Day with the Kellyville Community of Schools. On this day, all staff participated in a joint session on 'Learning Sprints' with Simon Breakspear, and then workshops on Visible Learning, Bump it Up Walls, Formative Assessment, Seven Steps to Writing Success and Differentiating in Numeracy.
- All staff attended a session by Live Life Well @ School, run by NSW Health, on increasing opportunities for physical activity in schools.
- All teaching staff continued to build their knowledge and understanding of Student Wellbeing and Learning and Support, and refined their use of Sentral Wellbeing and Profiles modules for tracking individualised support given to students.
- All staff completed updated training on Fountas and Pinnell benchmarking systems, and correlating administrative and assessment tasks.
- 2 teachers attended the Leadership Development Initiative – Highly Accomplished (LDI-HA), with 1

teacher mentor.

- Maintenance and compliance training, such as Anaphylaxis, CPR and Child Protection courses.

### Teacher Induction

New staff to Ironbark Ridge are supported through a comprehensive staff induction and orientation program, in line with the Department of Education's Great Teaching, Inspired Learning and Strong Start, Great Teachers reforms. In addition, early career teachers were matched with teacher mentors and worked on personal, stage and school goals to enable them to learn and develop from experienced teachers. Each beginning teacher regularly participated in team teaching, demonstration and observation lessons with mentor teachers.

### Teacher Accreditation

In 2017, Ironbark Ridge Public school had 3 permanent teachers working towards proficient accreditation, and employed 6 temporary teachers working towards their accreditation. 2 of these were successful in gaining permanent employment in the second half of the year. At the end of 2017, 2 teachers were successful in gaining accreditation at proficient level. 2 teachers were actively seeking accreditation at the Highly Accomplished level, with one more anticipated to begin the journey to HAT Accreditation in 2018.

Ironbark Ridge is planning for the need for all teachers to become part of the Accreditation system from the beginning of 2018.

### In 2018, professional learning will focus on:

- Continuing the implementation of Targeted Early Numeracy (TEN) for teachers new to Ironbark Ridge, and on Kindergarten, Year 1 or Year 2.
- The evaluation of the teaching of English, and implementing systems and team teaching opportunities to ensure whole school consistency in the teaching of quality English lessons.
- Implementing revised Positive Behaviour for Learning systems, in response to an identified need and the growing nature of our school.
- Revising our school awards system.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.



	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	407,063
<b>Revenue</b>	5,926,394
Appropriation	5,180,208
Sale of Goods and Services	187,593
Grants and Contributions	550,054
Gain and Loss	0
Other Revenue	0
Investment Income	8,539
<b>Expenses</b>	-5,838,288
Recurrent Expenses	-5,838,288
Employee Related	-4,845,575
Operating Expenses	-992,713
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	88,106
<b>Balance Carried Forward</b>	495,170

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

54% of Year 3 students achieved Band 5 or 6 in Reading. This is above the state average of 51%. 55% of Year 5 students achieved Bands 7 or 8 in Reading, compared to 40% of the state. 55% of Year 3 students achieved the top two bands in Writing, compared to 53% of the state. Year 5 students outperformed the state in Writing, with 37% achieving in the top two bands, compared with 18% of the state. 64.4% of Year 5 students achieved greater than expected growth in the area of Reading.

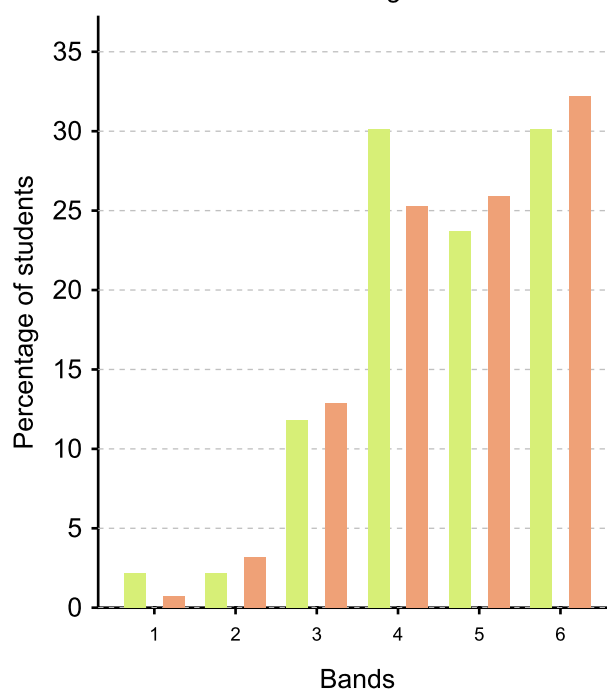
### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,557,272
Base Per Capita	100,101
Base Location	0
Other Base	4,457,171
<b>Equity Total</b>	230,094
Equity Aboriginal	1,267
Equity Socio economic	13,537
Equity Language	107,324
Equity Disability	107,966
<b>Targeted Total</b>	76,642
<b>Other Total</b>	94,767
<b>Grand Total</b>	4,958,774

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

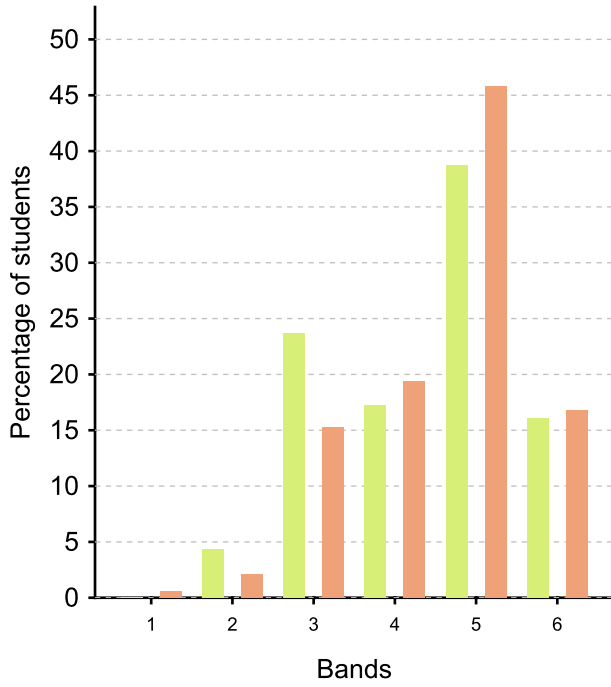
**Percentage in bands:**  
Year 3 Reading



■ Percentage in Bands  
■ School Average 2015-2017

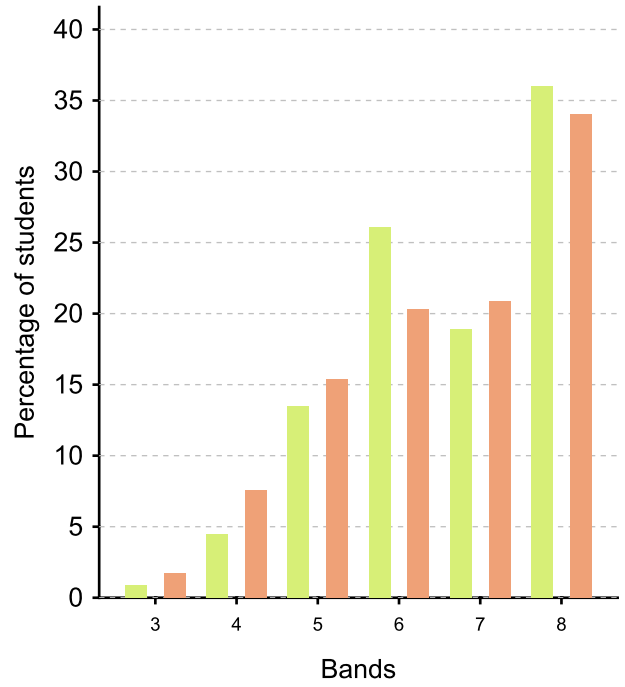


**Percentage in bands:**  
Year 3 Writing



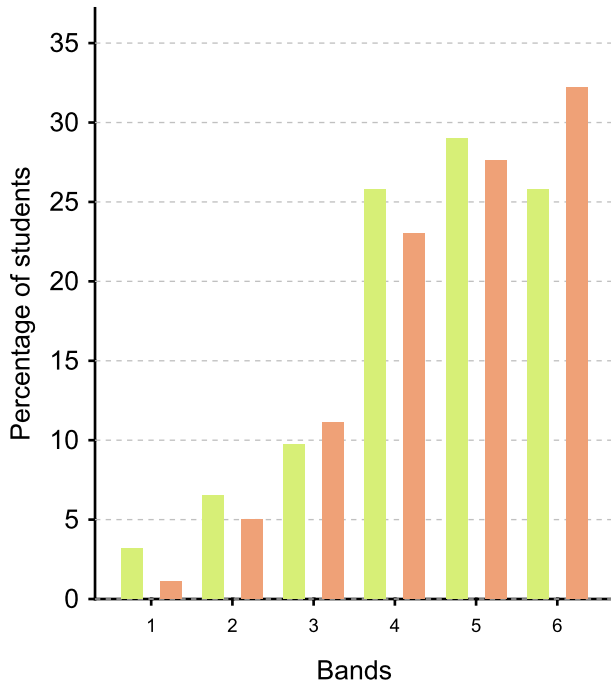
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



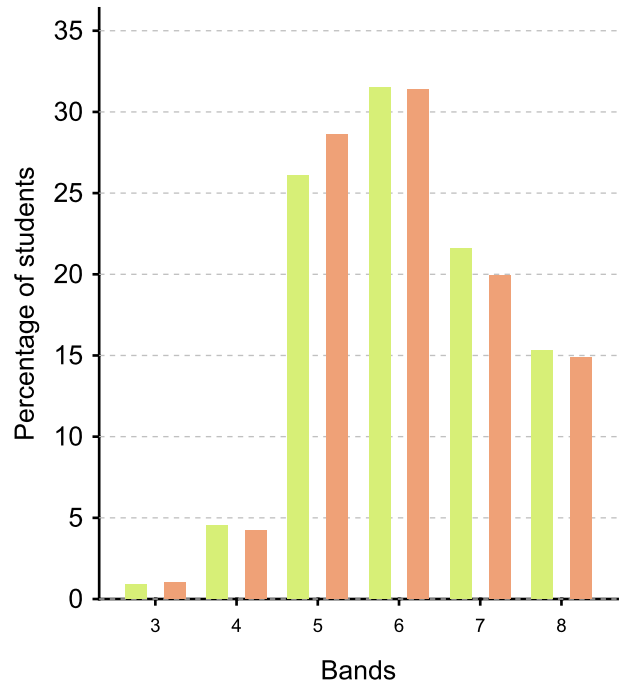
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



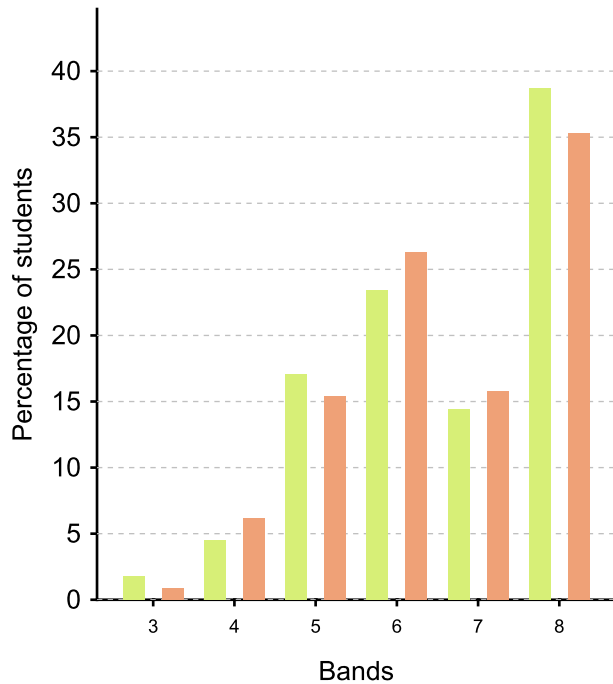
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

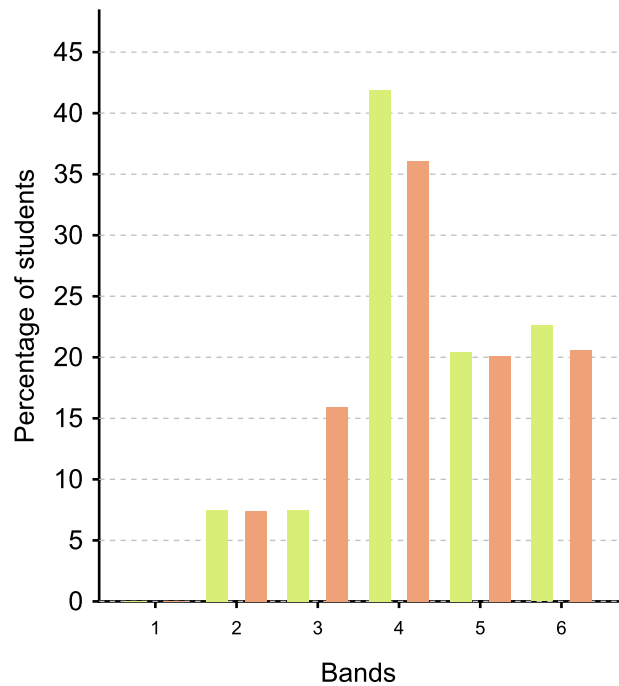
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

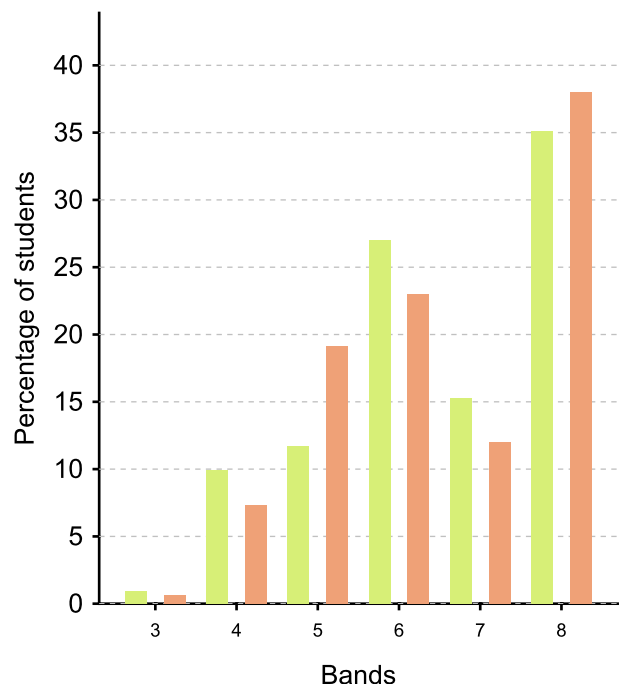
Year 3 students equalled the state average in Numeracy, with 43% achieving proficiency. 50% of Year 5 students (including those in the OC class) achieved Bands 7 or 8 in Numeracy, compared to 33% of the state. Students not in the OC class outperformed the state average in the top band in Number, Patterns and Algebra. 67.3% of our students achieved greater than expected growth in the area of Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with state priorities; Better services – improving Aboriginal Education Outcomes. The

number of Aboriginal students enrolled at Ironbark Ridge Public School was too low to report, being less than 2 Aboriginal students sitting NAPLAN in both Year 3 and Year 5.



## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Parents participated in the Partners in Learning survey. The Partners in Learning Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (ie. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Their responses are presented below:

45 respondents participated in the survey

- Parents feel welcome at Ironbark Ridge scored 7.0 (NSW Govt norm 7.4)
- Parents are Informed scored 6.2 (NSW Govt norm 6.6)
- Parents support learning at home scored 7.2 (NSW Govt norm 6.3)
- School supports learning scored 6.8 (NSW Govt norm 7.7)
- School supports positive behaviour scored 7.8 (NSW Govt norm 7.7)
- Safety at school scored 6.9 (NSW Govt norm 7.4)
- Inclusive school scored 6.4 (NSW Govt norm 6.7)

Students in Years 4–6 participated in the 'Tell Them From Me' survey. The 'Tell Them From Me' survey includes nine measures of student engagement categorised as social, institutional and intellectual

engagement. Key findings included:

- 97% of students value schooling outcomes (NSW Govt norm 96%)
- 89% have positive school behaviour (NSW Govt norm 83%)
- 78% are interested and motivated in their learning (NSW Govt norm 78%)
- 91% try hard to succeed in their learning (NSW Govt norm 88%)

Teachers participated in the 'Focus on Learning' survey. Their responses are presented below:

- Leadership scored 6.3 (NSW Govt norm 7.1)
- Collaboration scored 7.8 (NSW Govt norm 7.8)
- Learning Culture scored 8.4 (NSW Govt norm 8.0)
- Data Informs Practice scored 8.2 (NSW Govt norm 7.8)
- Teaching Strategies scored 8.1 (NSW Govt norm 7.9)
- Inclusive School scored 8.1 (NSW Govt norm 8.2)

## Positive Feedback

Students:

- Feel teachers hold high expectations for all students to succeed
- Feel teachers are responsive to their needs and encourage independence

Teachers:

- Talk with other teachers about strategies to increase student engagement
- Monitor the progress of individual students
- Set high expectations for student learning

Parents:

- Feel that written information from the school is in clear, plain language
- Feel like their child is clear about the rules for school behaviour

## Feedback for Consideration

Students:

- Would like increased opportunities for school sport participation

Teachers:

- Would like useful feedback more regularly from school leaders about their teaching

Parents:

- Would like more information about their child's social and emotional development
- Feel that school activities are not scheduled at times they can attend



teachers used end-of-year assessment data to plot students against the EAL Progressions. Ironbark Ridge continues to develop initiatives to enhance and promote communication and participation of the local community. We again celebrated Harmony Day on 21st March, where students dressed in orange or in clothing that represented their cultural background and engaged in a range of activities that promoted cultural diversity. Additionally, we recognised cultural celebrations significant to our community, including Chinese New Year and Diwali.

## Policy requirements

### Aboriginal education

Educational programs at Ironbark Ridge Public School are designed to ensure that students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives.

In 2017, four students identified as being of Aboriginal and/or Torres Strait Islander descent.

Acknowledgement of Country is a feature of school assemblies and major school events and is regularly delivered by our student leaders.

Personalised Learning Plans are developed in conjunction with students, parents and teachers to target any areas where Aboriginal and/or Torres Strait Islander students may experience difficulty.



### Multicultural and anti-racism education

Ironbark Ridge Public School continues to become an increasingly multicultural school, with 56% of our students coming from language backgrounds other than English. Cultural diversity is a strength of our school and our teaching programs foster all students' understandings of culture, racism and active citizenship within a multicultural society. English as an Additional Language / Dialect (EAL/D) teachers worked closely with classroom teachers to support a high number of students from a language background other than English. Support was provided in various ways including in-class support or small withdrawal groups. Regular individual support was provided for some students as part of the New Arrivals Program. EAL/D