

# Ingleburn Public School

## Annual Report



2018



2206

## Introduction

The Annual Report for 2018 is provided to the community of Ingleburn Public School 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.

Graeme Green

Principal

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# School background

## School vision statement

An innovative and collaborative learning environment that empowers all of us to become future focused global citizens.

## School context

Ingleburn Public School is part of the Glenfield Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 610 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 56% of its students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation as evidenced in 2015–2017 School Plan to bring about a cultural change that ensures our students are best equipped for life in the 21st century. This ongoing transformation is at the heart of our plan for the coming years.

Ingleburn Public School is a future focused school with a particular emphasis on teacher professional learning to support student outcomes.

The school has a wonderful mix of early career to more experienced staff who are actively engaged in their profession.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 Culture: Excelling

Our whole school community is committed to the pursuit of excellence, demonstrated through our ongoing performance across our community and the continual building of educational aspiration within our school. Flexible learning spaces that have been created to promote differentiated learning to meet the needs of all students are consistently evaluated and updated.

### Wellbeing: Excelling

Our school has a strategic, planned approach to support cognitive, emotional, social, physical and spiritual wellbeing. The introduction of growth mindset and mindfulness practices across the school were also evident.

### Curriculum and Learning: Sustaining and Growing

To meet the needs of students at Ingleburn public School teachers differentiate curriculum delivery utilising Universal Design for Learning (UDL). This creates opportunities for students to demonstrate their learning and understanding in a variety of ways. Students engage in self evaluative practices to direct future learning and meet with teachers to enable continuous support or extension.

### Assessment and Reporting: Sustaining and Growing

Our school utilises formative and summative assessment to provide students with opportunities to receive feedback on their learning and to support learning across the school. Implementing technologies such as Google forms, Google classroom, and See-Saw has assisted in the presentation and engagement of students and their understanding of what they are learning. See saw has continued to provide our parents with clear information on what and how well their children are learning and receiving regular information. Learning is documented and is referred to when assessing and reporting on student growth.

### Student Performances Measures: Sustaining and Growing

Annual data has shown that most students are above the expected growth level in their learning outcomes. Student progress and achievement in external measures shows consistency with data collected from internal assessments. Ingleburn Public School achieved excellent value-added results showing growth from last year and demonstrating achievement above the value added by the average school.

### **Effective Classroom Practice: Sustaining and Growing**

Multi-stage collaborative practices allowed Teachers to create quality teaching programs to meet the needs of students through differentiation while sharing information about student progress and achievement. Teachers utilised technology, Universal design for learning and Entrepreneurship to deliver a range of quality learning experiences that allowed students to access the curriculum in a way that best suits their needs.

### **Data Skills and Use: Sustaining and Growing**

Universal Design for Learning – Multiple Means of Representation pedagogical practices are reflected in assessments that are developed and assisted to monitor student learning progress and the diversity of all learners.

### **Learning and Development: Sustaining and Growing**

All teachers conducted at least two classroom observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Staff who requested it or were identified as requiring support received coaching and mentoring. The development of a multimedia recording system was implemented to demonstrate teaching and learning practices in the Four Pillars of Innovation, Collaboration, Empowerment and Global Citizenship. Teachers collaborated and published iBooks available download from the Apple iStore.

### **Professional Standards: Sustaining and Growing**

A coordinated whole school approach to developing professional practice supported Teacher Professional Development Plans. All teacher development plans had a focus on Entrepreneurship and the development of the Four Pillars of our school vision.

### **Leadership: Excelling**

Ingleburn Public School distributed leadership to allow executive staff members to lead and show excellence in areas of Innovation, Collaboration, Empowerment, Global Citizenship and Entrepreneurship. This sustained a culture of effective, evidence-based teaching and enhanced student growth in areas of interest allowing for exceeded expected growth in learning.

### **School Planning, Implementation and Reporting – Sustaining and Growing**

Effective feedback is given by the leadership team about the impact of change to facilitate improvement and to support school planning, implementation and reporting practices. The implementation of the school vision and four pillars is demonstrated across the school through the effective practice of collaboration.

### **School Resources: Excelling**

The diversity of skills and expertise in teaching and non-teaching staff are utilised to create a quality learning environment that is flexible and suitable to all students needs. Flexible learning spaces have been designed to enable all staff to deliver innovative, learning experiences using a variety of methods and practices.

### **Management Practices:**

Ingleburn public School regularly reviews administrative practices and systems and makes informed choices to ensure they effectively meet the needs of the school reflecting the school budget, local context and the vision of the school. Outstanding customer service is at the forefront of all administrative interactions.

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

### Innovative Learning Design

#### Purpose

Authentic learning provides for the diversity of learners in our globalised and highly digital society. Innovative learning design will explore creativity in all its aspects encompassing holistic wellbeing practices empowering collaborative, future focused global citizens.

#### Overall summary of progress

Learning design in 2018 has been shaped by creative expression through entrepreneurial projects. Whole classes and (where appropriate) groups of students working together, transformed learning spaces to meet the needs of their project. The Film Studio was created to service the 15–20 films produced for the 'Film by the Future' Festival. While spaces such as the 'Fab Lab' were originally designed as a Maker Space for the school, the entrepreneurial projects in each class saw classes creating Maker Spaces in their own rooms. Learning spaces were also changed to meet the needs of partnership learning class groups, where a pilot group of Stage 2 and 3 students (4 classes) mixed to form new, multi-aged grouped classes.

A change in learning design towards a more creative, problem-solving approach has seen a provision of authentic contexts for Literacy and Numeracy learning. Through a focus on design-thinking and Entrepreneurship students have been more engaged and experienced greater achievement in both literacy and numeracy results.

The achievement of all staff in completing Apple Teacher certification has given them the skills to use technology creatively for literacy and numeracy learning and allowed technology to become a vehicle for Universal Design for Learning (UDL) principles.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating active engagement with their learning through the use of flexible learning spaces.	<p>\$50 000</p> <p>Specialist staff for specific areas of expertise.</p> <p>Community liaison staff.</p> <p>Fit out film room with specialist film equipment</p> <p>Yoga/soft furnishings</p> <p>Classroom resources to make spaces that facilitate entrepreneurial projects at a classroom level.</p>	<p>Building on the focus of 2017 where the school converted rooms into flexible learning centres, our goal for 2018 was to make better use of the spaces created through organisational strategies, for example, timetables and a check in/check out system.</p> <p>As each class developed their entrepreneurial projects the spaces and the use of spaces changed with the needs of the project. For example, the Film Studio was created in response to the 15 – 20 films produced by our students, actively engaging 40% of our student population and resulting in the 'Film by the Future' Festival.</p> <p>In 2018, a pilot group of Stage 2 and 3 students (4 classes) formed a partnership in learning. Mixing students at different ages was socially and academically advantageous. This principle fostered the ideals of UDL as it enabled our students to have a wider range of resources for their learning, these included changes in the learning spaces to inspire and stimulate creativity and inquiry.</p> <p>In addition, other classes within the school brought maker spaces into their own classrooms and used them to facilitate entrepreneurial projects, for example Year 2 classes had maker stations with equipment to make dream catchers.</p> <p>All of these changes and student engagement have</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating active engagement with their learning through the use of flexible learning spaces.		<p>been detailed as an element in the documentation of individual teacher observations.</p> <p>A redefining of space that engages not only more students but other members of our community. This particularly facilitates our global citizenship pillar, for example, the 'Fab Lab' had originally been designed as a maker space, but last year evolved to meet the needs of the community by providing a regular meeting space for the Mothers as Mentors program, the Yarn Up Group consisting of Indigenous parents and community members, homework club for indigenous students and hub of the mindfulness programs for teachers.</p>
Increased proportion of students achieving expected growth in literacy.	<p>\$15 000</p> <ul style="list-style-type: none"> <li>– Apple Teacher workshop fee</li> <li>– Specialised RFF teaching staff.</li> <li>– Discovery Centre staff to facilitate groups for special programs, such as the Quiet Achievers group.</li> <li>– Apple Teacher workshops</li> </ul>	<p>In 2018, student literacy skills extended reading and writing to the areas of creative, dramatic and visual literacy. The engagement in entrepreneurial projects throughout the school provided authentic literacy learning experiences particularly in the areas of persuasive texts, script writing and oral literacy through projects such as 'Film By the Future'.</p> <p>All entrepreneurial projects followed the school framework for design thinking, that embed English objectives, including Writing and Representing and Responding and Composing as well as Thinking Imaginatively and Creatively.</p> <p>These learning opportunities along with a focus on UDL and collaboration have shown an increase in students thinking processes, and research indicates that an increase in thinking processes, aligns with an increase in literacy skills.</p> <p>As a direct facilitation of UDL principles, the quiet achievers group created IPS Rocks TV, resulting in a huge improvement in their oral literacy and presentation skills. Additionally, the school newsletter, website and a regular radio program was taken on by the 'Mediawrites' made up of student with high literacy, extending and developing their skills.</p> <p>The implementation of See-Saw throughout the school has provided an avenue for students to write regularly to their parents and others. By the end of 2018, at least 80% of our teachers are See-Saw ambassadors and See-Saw is now used by our students as part of our regular lesson reflection and celebration.</p> <p>All teachers completed the Apple Teacher Program and achieved the Apple Teacher certification, where they have learned how to use Apple technologies to better enhance literacy skills and provide students with creative tools for communication and expression.</p> <p>In 2018, digital literacy lessons were adopted as an RFF program so that at least 50% of the school had access to a weekly lesson on digital literacy in the</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy.		<p>area of coding.</p> <p>This focus in a range of literacy skills has resulted in a steady improvement in NAPLAN results for 2018.</p>
Increased proportion of students achieving expected growth in numeracy.	<p>\$20 000</p> <p>APSMO fee</p> <p>Cost of outdoor paint</p> <p>Apple teacher workshop fee</p> <p>Apple teacher workshops</p> <p>Discovery Centre Staff</p> <p>APSMO coordinator</p> <p>Transformation of playground to include maths based games and resources.</p>	<p>The focus for 2018 has been the use of teachers and resources in the Discovery Centre to support students and teachers in implementing UDL throughout the school, particularly in the area of numeracy. Classes throughout the year accessed the Discovery Centre and it's staff to enable specific numeracy programs relating to the needs of their students. In addition to this, the rolling stones student group which targeted students disengaged in numeracy, were supported in developing playground games and maths resources. This has resulted in an increased focus on numeracy throughout the school. This has resulted in all students having the opportunity to engage in numeracy based activities and games during break times.</p> <p>Class entrepreneurial projects provided an authentic context for numeracy skills, for example, in the areas of profit and loss, margins, and other business associated costs. All entrepreneurial projects are built around the school based design thinking process and incorporate all aspects of Mathematics outcomes, especially Working Mathematically. This focus on problem-solving saw many of our senior students involved in Australian Problem-Solving Maths Olympiad, Math Games. This involved students participating in a preparation session and competing in five Math problem-solving tournaments over a period of two terms. Every students demonstrated progress in their problem-solving skills.</p> <p>All staff completed the Apple Teacher certification and have learned how to use technology to creatively facilitate numeracy outcomes.</p> <p>This has resulted in a steady increase in NAPLAN results.</p>

## Next Steps

Further creation of specialised learning spaces to facilitate authentic learning, for example, the kitchen as a learning space.

After the success and learning of the entrepreneurial projects, teachers will embed design thinking into their learning programs and develop the skills of students to independently follow the process in various authentic learning settings.

To implement the 'Everyone Can Create' Apple program for teachers and students.

As UDL has become part of the lifeblood of the school, a focus for teacher observations is tracking how well UDL is being implemented and teachers self evaluating to determine areas for self improvement.

To build on and better integrate groups such as the 'Rolling Stones' and 'Quiet Achievers' we have designed an updated Positive Behaviour for Learning (PBL) system that is inclusive of all students and focused on as a whole school.

The focus for the Discovery Centre is to explore creativity in a variety of aspects. The program builds on the traditional buddy program by extending social and emotional wellbeing to include a focus on learning. There will be an implicit focus on literacy and numeracy, not necessarily through the subject specific activities but using literacy and numeracy authentically.



## Strategic Direction 2

### Empowered Learning

#### Purpose

Learning is owned by the learner and learners are empowered to use technology, space and a variety of equipment to demonstrate learning.

All learning opportunities allow the learner to recognise growth in themselves and learning is celebrated and approached with confidence and enthusiasm.

Learning opportunities connect learners globally, developing an understanding of the impact they have on others and their world.

#### Overall summary of progress

Learner empowerment has been evident in both teachers and students in 2018. Teachers extended their own understanding of inquiry learning approaches to design-thinking methodologies and learnt about entrepreneurial skills for students. An understanding of growth mindset and how it applies in a learning context has been critical in creating an environment where all learners are empowered with choices in how they learn, how they demonstrate their learning and what tools they need to achieve this.

Sharing successes has been built into the school's design-thinking framework and resulted in performances, market day and sharing days with parents where students shared their learning and its results. Teachers continue to share their own learning successes with their colleagues in their Teacher Inquiry Projects (TIPS) night presentations and extended this through the publication of iBooks on each project which will be shared publicly in the iBooks Store.

2018 has seen the establishment of a school-based teacher observation tool which is a means by which teachers can observe how they are achieving the school vision in their context. Students have been using the Growth Mindset tool to gain an understanding of their own progress towards a growth mindset.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of learners demonstrating a growth mindset.	\$20 000  Resilience conference speakers fee  Cost of PL sessions  LYNDA.com online training – Universal Design for Learning (UDL) self paced learning course.  Discovery Centre Staff  Resilience conference speakers.	<p>The start of 2018 was focused on helping staff and then students share in a collective understanding of the concept of growth mindset. Staff participated in professional learning workshops and then took that learning to their classrooms.</p> <p>Teachers conducted specific lessons, the focus was displayed in environmental print that has extended beyond the classroom walls and become part of the whole school value system.</p> <p>Teachers are reflecting on their own growth mindset through the use of the teacher observation tool. Through entrepreneurial projects and the continued implementation of UDL teachers are providing students with choices in their learning and students are beginning to make choices based on a learning style that is best suited to their strengths and needs.</p> <p>As part of the design thinking process, students have engaged in giving and receiving constructive feedback and growing as a result of accepting and valuing the opinions of others with the purpose of improving quality of work.</p> <p>A whole school focus on resilience resulted in</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of learners demonstrating a growth mindset.		students being a part of a school resilience conference where they learned about the importance of bouncing back through shared stories from others.
Increased proportion of learners regularly engaging in sharing their successes.	\$10 000  Fees to book film festival  Fee to cover film making PL  Provision of specialised film equipment  Suitably qualified staff to coordinate the film festival  Consultancy on iBooks creation  Film studio	<p>We have always been good at sharing our successes through school events and this has continued through 2018 with our participation in the innovation tour. Furthermore, school participation in Film by the Future Film Festival, TIPS night and iBooks publications celebrated the culmination of project based learning.</p> <p>2018 has seen an increase of more than 50% of teachers regularly using twitter to celebrate classroom success. Teachers and students use see-saw to share and celebrate success with parents.</p> <p>To enable sharing of success to occur on a regular basis amongst staff, Teachers take turns to host a communication meeting in their classrooms to share their learning environments with colleagues. The 'Ignite' group who meet regularly to connect current successes with future projections.</p>
Increased proportion of learners using age appropriate self-evaluation tools.	\$1 000  Teacher Observation Tool Consultancy Fee	<p>2018 saw the development of our won school-based teacher observation tool, with criteria developed around the Four Pillars. Teachers used this tool to observe each others lessons and analyse these observations for self-evaluation. This information is linked with each teachers Professional Development Plans (PDP) to improve teacher practice in an ongoing way.</p> <p>The Growth Mindset tool is used by students to gain an understanding of the progress of their own growth mindset. This was further developed upon during the Resilience Conference, during which all students were given the opportunity to use reflection and self-evaluation tools that were appropriate for their particular age.</p> <p>Throughout the year as part of entrepreneurial projects, the design thinking process allowed for the creation of class-based rubrics and the use of technology to facilitate student reflection and self-evaluation.</p>

## Next Steps

The PBL system will be updated to reflect the change in ideals at Ingleburn Public school and reflect the four pillars of learning.

Growth mindset will be further facilitated through student partnerships in learning, supported through the Discovery Centre programs.

Ignite team participates in regular meetings to act as a catalyst for continued innovation throughout the school.

Continue to implement, evaluate and improve the observation tool and consider modifications necessary to make it appropriate for student use.



## Strategic Direction 3

### Entrepreneurship

#### Purpose

All learners are recognised as global architects of the future. They are empowered to develop a spirit of innovation and ethical leadership, valuing teamwork that recognises individual strengths.

Entrepreneurial projects are meaningful and authentic focusing on developing solutions to community problems and addressing global issues.

Entrepreneurial mindsets are optimistic and built around the notion that there are no limits on what can be achieved. Learners are empowered to connect with the world, fostering empathy and the consideration of ethical implications.

#### Overall summary of progress

2018 saw 100% of students engage in Entrepreneurial Projects lasting one or two terms. These projects developed solutions to home, school, community or world-wide problems and evidence of empathy, optimism and the ability to consider ethical implications was clearly visible throughout the school. Students developed entrepreneurial skills through a design-thinking process that has seen them working together to share and value their capabilities and strengths.

Students' collaboration skills have improved in the implementation of Positive Behaviour for Learning (PBL) and a focus on the Four Pillars. This has resulted in the revision of our current PBL system to fully embed the Four Pillars.

Parent and community engagement increased both organically (through Entrepreneurial Projects), and more formally. Entrepreneurial Projects saw groups of students and classes engage with local businesses to support student learning, charities (both local and world-wide) and with parents to share learning and successes. Formal partnerships were formed with Campbelltown Golf Club, TAFE, UNSW, local Aboriginal Elders, the School Photographers and Event Cinemas. These partnerships enabled new school events for students, programs for parents and avenues for fundraising.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of staff implementing Positive Behaviour for Learning with a focus on the four pillars of the school vision.	\$5000	<p>The Four Pillars have been a focus in 2018 throughout the school, most obviously by being linked with the launch of the updated house group crests. The Four Pillars have also been embedded in the new teacher observation tool which means they are a focus of teachers self assessment and observation throughout the year.</p> <p>At the end of Semester One, we identified the need to update our PBL system, a draft of this was created and will be implemented and finalised as part of the new PBL strategy for 2019.</p>
Increased proportion of students engaging in entrepreneurial projects.	<p>\$5 000</p> <p>Cost of hiring TIPS space</p> <p>Cost associated with showcase events.</p> <p>Consultancy cost associated with PD</p>	<p>At the beginning of 2018 the knowledge of entrepreneurial skills and projects throughout the school was minimal. Teachers began the year learning about entrepreneurial skills and their value to education and how authentic learning experiences can be facilitated through a design thinking process. As a school we developed a design thinking process that is graduated throughout the school and linked to stage based syllabus outcomes. All teachers and students engaged in entrepreneurial projects over 1–2 terms. The projects culminated in showcase events, including: Film by The Future festival, RSPCA Cupcake Day, Fun Day, Year 6 Mindfulness</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students engaging in entrepreneurial projects.		Workshop and other stage based showcases. As part of the Teacher Inquiry Projects (TIPS), teachers also documented their classes entrepreneurial projects in a published iBook.
Increased parent and community engagement in a range of projects and opportunities.	<p>\$8 000</p> <p>Cost of hiring cinema</p> <p>Cost of businesses for Fete and Fun Day</p> <p>Cost of Mothers as Mentors program</p> <p>Key staff to link with projects, such as yarning circle, silver coin project etc.</p>	<p>A key element of the entrepreneurial projects has been increased engagement with parents and the local community. Classes across the school engaged parents in learning around entrepreneurial projects around learning to research and also in the celebration of that learning, for example in Kindergarten, Year One and across the school on Fun Day.</p> <p>2018 saw the new event of the school fete, which was attended by our local counsellor. We had hoped it would be an occasion to bring the community together, but low attendance made it less financially successful than expected. Maybe combining the Fete with an event such as Fun Day might produce more favourable results.</p> <p>In 2018, Ingleburn Public School created links with Campbelltown Golf Club, with an aim to provide an opportunity for parents and children to learn together. Two afternoons in Term 3 saw the engagement of around 20 families.</p> <p>Opportunities for parents to increase their knowledge are evident in the Mothers as Mentors program, particularly the TAFE led, work force skills sessions.</p> <p>A partnership with the local indigenous community established the Yarning Circle, which is comprised of a group of Aboriginal elders, parents and teachers. Their work has resulted in projects such as the school mural and Indigenous Literacy Day.</p> <p>2018 has seen a focus on connecting with the wider community, entrepreneurial projects such as the Year 5 businesses, formed a partnership with Woolworths to support student learning around businesses. Film by the Future engaged sponsors such as The School Photographer and Event Cinemas.</p> <p>In 2018, we were selected as the beneficiary of the Silver Coin Project scholarship, which saw one of our students receive a scholarship to assist them in transitioning into high school. We would like to further engage and support this charity.</p> <p>Through entrepreneurial projects, the students identified charities beyond their local surrounds such as World Wildlife Fund and RSPCA. This wider link with charities is something to be built on.</p>

## Next Steps

To continue to forge links with the local community to support student learning, both with businesses and local charities.

The establishment of a Parent Child Interaction Therapy clinic and a link with university of NSW staff.

Build on and continue implementation of learning with the design thinking process, through Discovery Centre Program.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$22 144	<p>Aboriginal and Torres Strait Islander(ATSI) education initiatives have been implemented.</p> <p>Our ATSI students have participated in Collaboration Club, a program that assisted our ATSI students with their learning needs in Literacy and Numeracy. Student data was utilised to determine learning needs and additional support was offered to these students. Students also participated in Aboriginal culture lessons as a part of Collaboration Club. In collaboration with our local Aboriginal Educational Consultative Group (AECG), ATSI students and the ATSI committee designed and implemented the development of a Bush Tucker Garden. ATSI students have also participated in Aboriginal heritage and cultural lessons with Old days New ways to develop their understanding of their culture.</p>
<b>English language proficiency</b>	\$213 463	<p>EAL/D students and teachers with students identified as EAL/D received support from our EAL/D teachers, the program consisted of our EAL/D assisting in class and also withdrawing students to support their learning needs.</p> <p>To increase EAL/D parent and community member participation at school the introduction and partnership with Tafe NSW has allowed for the development of the group 'Mothers as Mentors'. Our EAL/D mothers discussed social inequality issues, where to seek help if needed and more in depth personal issues they might be experiencing at home, they also completed a 12 week TAFE course at our school and began mentoring mothers outside the group by sharing what they had learnt in the course. The mothers took part in a variety of activities at our school including participating in school events. This has resulted in a stronger connection between our EAL/D families and the school.</p>
<b>Low level adjustment for disability</b>	\$252 318	<p>To improve wellbeing in our school, staff utilised the school pillars Collaboration and Empowerment along with the wellbeing framework to develop a successful resilience and wellbeing program.</p> <p>As a part of the program initiatives such as the 'Rolling Stones' and 'The Quiet Achievers' were developed to engage students in learning, resilience and leadership across the school.</p> <p>Students engaged in the 'Rolling Stones' group developed their skills in collaboration. Students were tasked with creating play areas for younger students within the school. The group designed, planned and worked together as a group to achieve a common goal.</p> <p>The 'Quiet Achievers' group included our</p>

<b>Low level adjustment for disability</b>	\$252 318	<p>school based tv show Rocks TV, filming and school improvement projects and focused on developing resilience and leadership.</p> <p>Students from both groups are now often leading others and initiating many activities of their own as confident, young leaders of our school.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$110 000	<p>Staff participated in professional learning about Universal Design for Learning (UDL) and the Design Thinking process. Teachers were supported in the implantation of UDL practice within their classrooms as well as developing entrepreneurship programs that developed student and staff understanding of the Design Thinking process.</p>
<b>Socio-economic background</b>	\$126 609	<p>Students participated in social, emotional and growth mindset lessons as a part of the Seasons of Growth program led by teachers in Stage 2 and 3.</p> <p>The 'Quiet Achievers' group participated in opportunities to develop their resilience and leadership skills and engage them in their learning.</p> <p>School Parliament is a K–6 initiative led by Stage 3 teachers and students. This program has enabled our students to have a voice and establish and lead school initiatives.</p>
<b>Support for beginning teachers</b>	\$79 819	<p>All staff underwent training on the design thinking principals to develop a whole school approach to Entrepreneurship.</p> <p>Design thinking principals were embedded in self reflective practice.</p> <p>Beginning teachers also received Beginning Teacher Support, where they worked with a mentoring teacher to develop their classroom management and teaching and programming skills. Beginning teachers also participated in Professional Learning around their needs/goals identified in their Professional Development Plans (PDPs)</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	296	306	308	312
Girls	267	299	283	290

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.9	90.6	91	91.9
1	89.6	90.7	92.5	90.4
2	92.3	92.6	91	93.9
3	91.4	92.9	92.6	92.3
4	91.6	92.4	93.5	92.5
5	93.8	92.8	92.7	92.5
6	92.1	92.7	91.4	91.1
All Years	91.3	92	92.1	92.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is monitored by class teachers on a daily basis. Ingleburn Public School has implemented specific programs to achieve positive student attendance and has a dedicated Executive teacher to oversee programs and initiatives and works closely with the Home School Liaison Officer to enhance positive attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.07
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	4.06

\*Full Time Equivalent

3% of staff are of an Indigenous background.

### 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	15

### Professional learning and teacher accreditation

Ingleburn Public School staff participated in ongoing professional learning in 2018.

Professional learning experiences focused on Universal Design for Learning (UDL), the Design Thinking Model, Entrepreneurship programs, the Four Pillar's of the school vision, strategic directions, and individual teachers' Performance and Development Plan (PDP) goals.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,025,937
<b>Revenue</b>	5,394,975
Appropriation	5,101,455
Sale of Goods and Services	5,894
Grants and Contributions	278,545
Gain and Loss	0
Other Revenue	4,319
Investment Income	4,762
<b>Expenses</b>	-5,115,215
Recurrent Expenses	-5,115,215
Employee Related	-4,536,601
Operating Expenses	-578,615
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	279,760
<b>Balance Carried Forward</b>	1,305,697

The financial management of the school is in full compliance with DoE requirements. The school's finances are managed under LMBR.

Savings planned for capital expenditure for future grounds improvements – installation of artificial turf to develop additional outdoor flexible learning spaces.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,955,723
Base Per Capita	114,281
Base Location	0
Other Base	3,841,442
<b>Equity Total</b>	614,534
Equity Aboriginal	22,144
Equity Socio economic	126,609
Equity Language	213,463
Equity Disability	252,318
<b>Targeted Total</b>	47,594
<b>Other Total</b>	156,597
<b>Grand Total</b>	4,774,447

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.

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

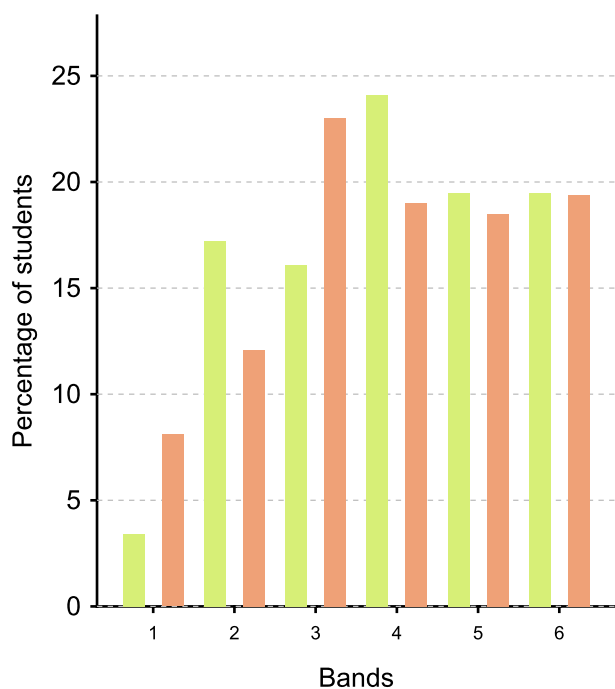
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Ingleburn Public School continues to evaluate NAPLAN data in the area of Literacy. In 2018, a thorough evaluation of school performance in the area of Literacy was conducted by Stage 2 and Stage 3 staff.

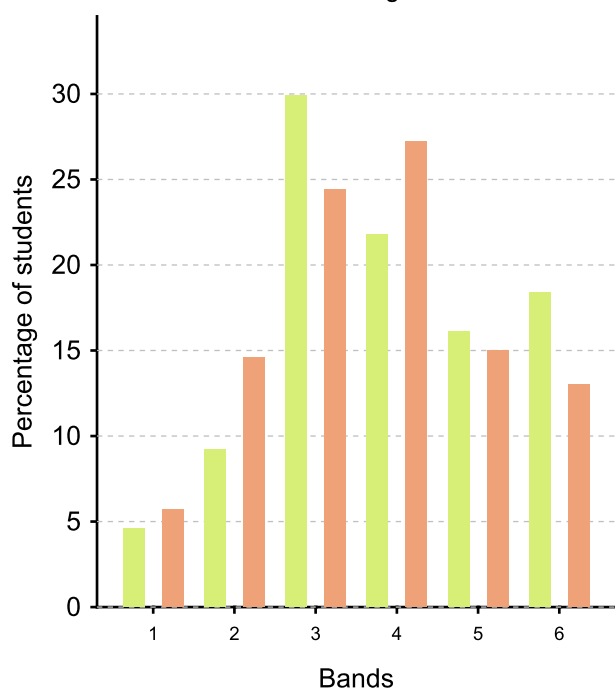
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.4	17.2	16.1	24.1	19.5	19.5
School avg 2016-2018	8.1	12.1	23	19	18.5	19.4

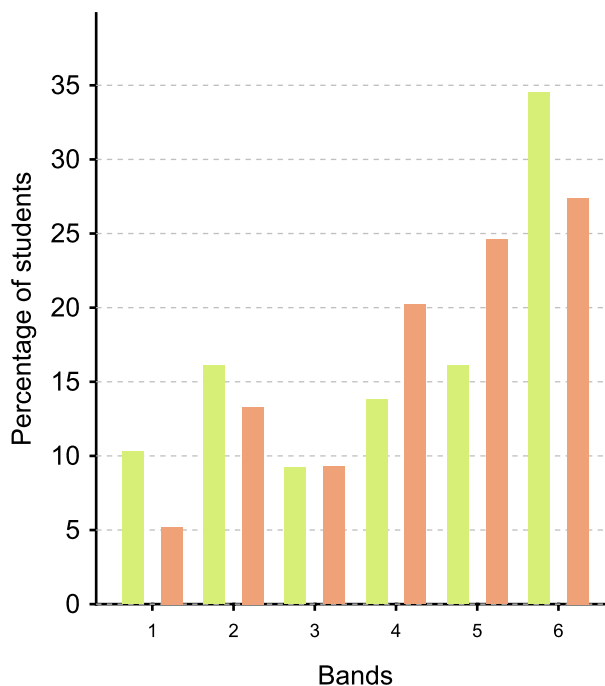
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.6	9.2	29.9	21.8	16.1	18.4
School avg 2016-2018	5.7	14.6	24.4	27.2	15	13

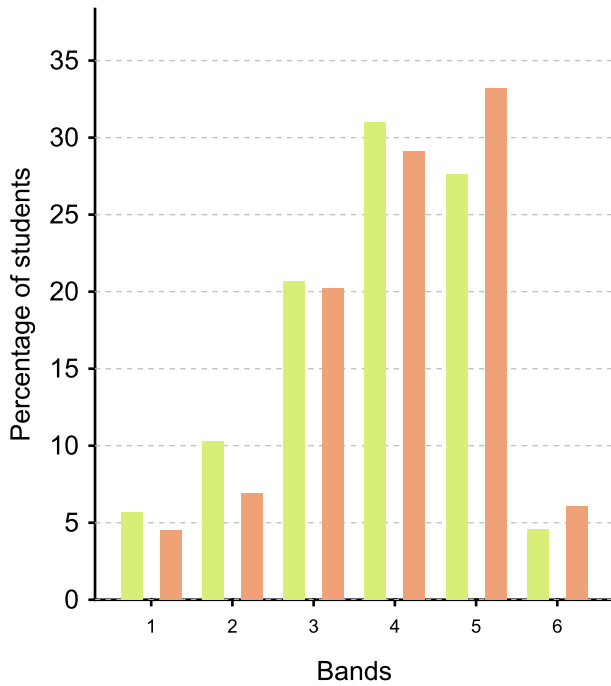
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	10.3	16.1	9.2	13.8	16.1	34.5
School avg 2016-2018	5.2	13.3	9.3	20.2	24.6	27.4

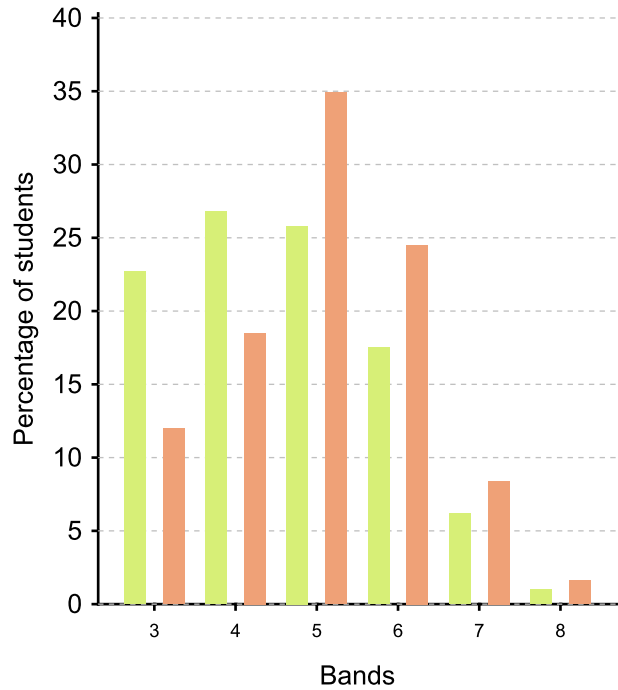
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.7	10.3	20.7	31.0	27.6	4.6
School avg 2016-2018	4.5	6.9	20.2	29.1	33.2	6.1

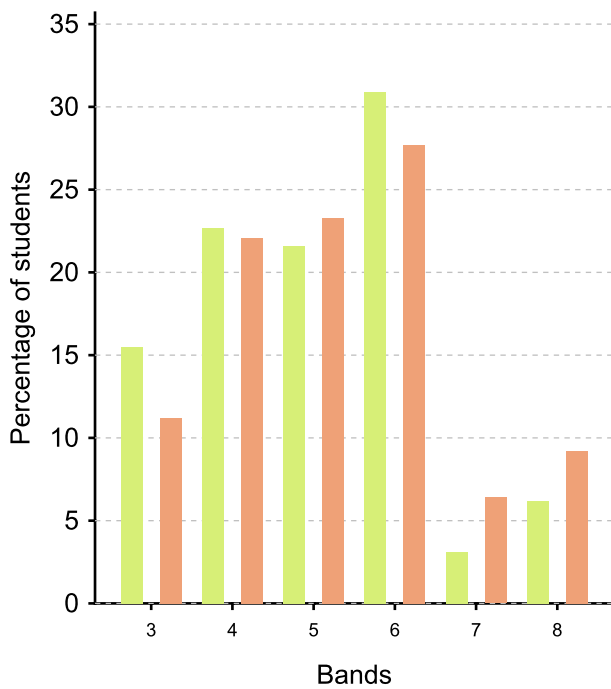
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

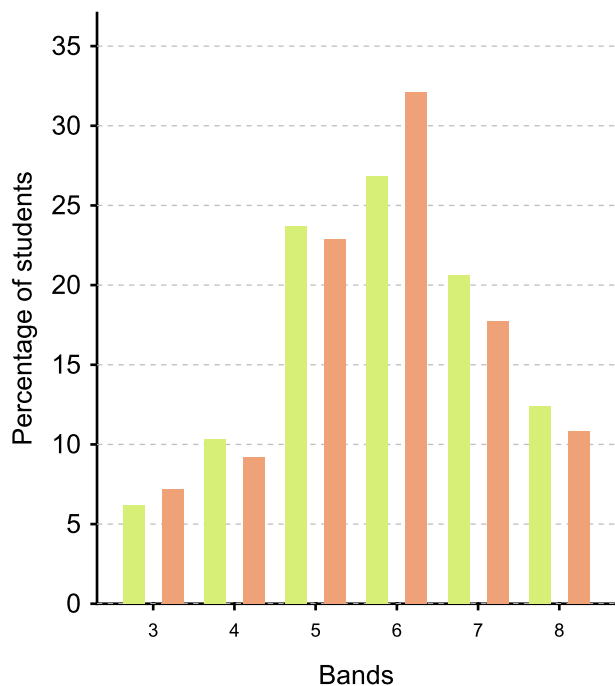
Band	3	4	5	6	7	8
Percentage of students	22.7	26.8	25.8	17.5	6.2	1.0
School avg 2016-2018	12	18.5	34.9	24.5	8.4	1.6

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

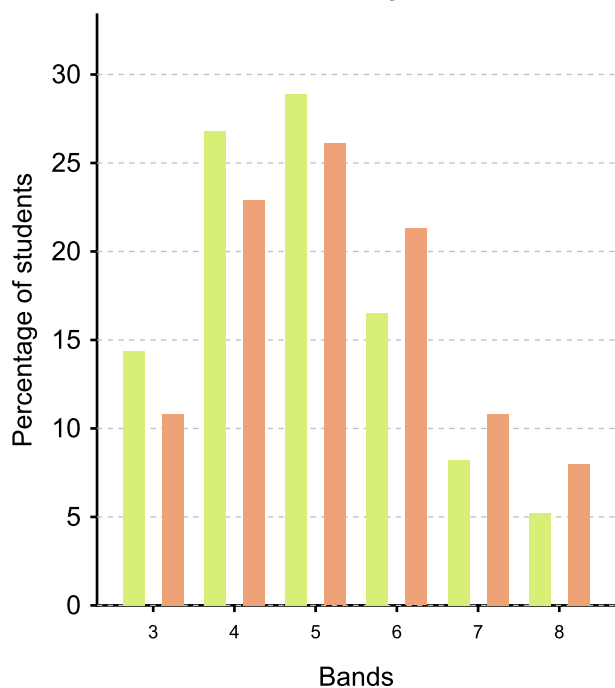
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.2	10.3	23.7	26.8	20.6	12.4
School avg 2016-2018	7.2	9.2	22.9	32.1	17.7	10.8

**Percentage in bands:**  
Year 5 Reading

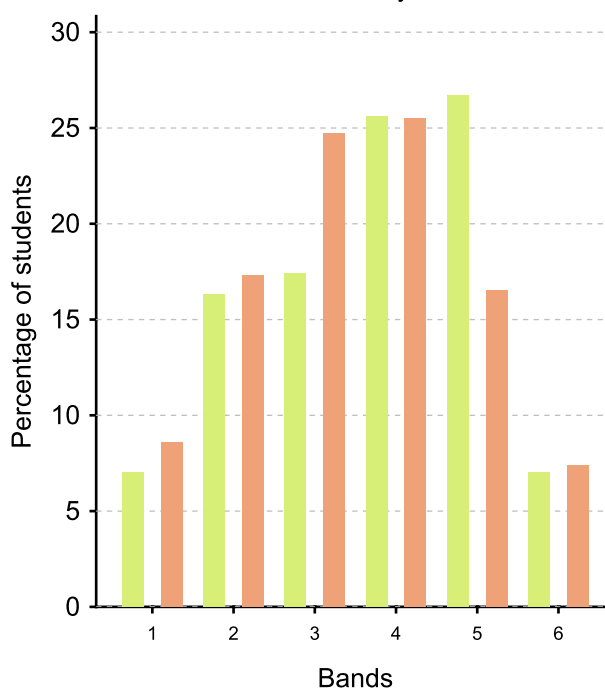


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	14.4	26.8	28.9	16.5	8.2	5.2
School avg 2016-2018	10.8	22.9	26.1	21.3	10.8	8

Ingleburn Public School continues to evaluate NAPLAN data in the area of Numeracy. In 2018, a thorough evaluation of school performance in the area of Numeracy was conducted by Stage 2 and Stage 3 staff.

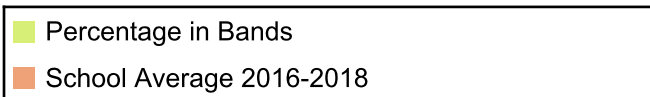
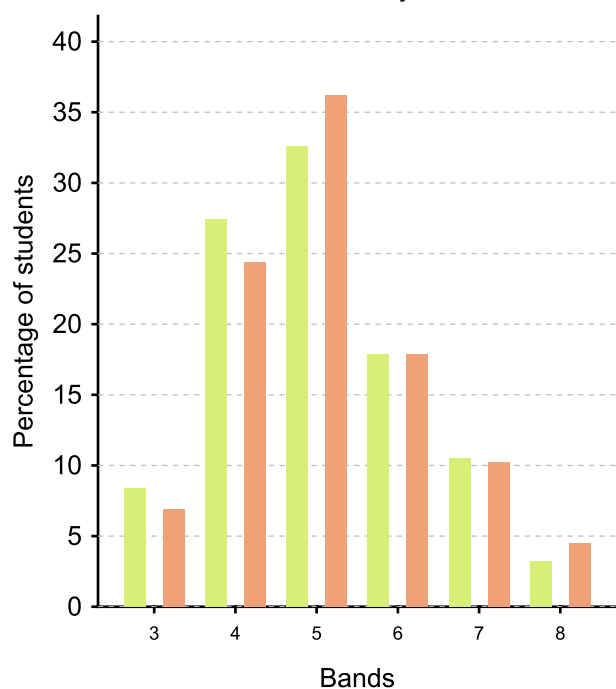
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	7.0	16.3	17.4	25.6	26.7	7.0
School avg 2016-2018	8.6	17.3	24.7	25.5	16.5	7.4

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	8.4	27.4	32.6	17.9	10.5	3.2
School avg 2016-2018	6.9	24.4	36.2	17.9	10.2	4.5

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.>

The Premier's Priority Goal is to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. In 2018, the school NAPLAN results continue to show a steady increase in Literacy and Numeracy.

## Parent/caregiver, student, teacher satisfaction

Student feedback has been taken throughout the year. Overall feedback for school programs and events has been reported to their teachers as positive. Students are engaged, a part of the school community, valued and cared for.

Parent engagement with the school has improved, parents are now interacting with staff through multiple platforms including, Skoolbag, Seesaw, Twitter and Class Dojo. Parent feedback around the use of these communication tools has been positive.

Professional learning opportunities have allowed for staff to provide critical feedback in the development of the school plan as well as the development of whole

school initiatives.

## Policy requirements

### Aboriginal education

During 2018, 23 students identified as Aboriginal and/or Torres Strait Islander (ATSI) at Ingleburn Public School. A Personal Learning Pathway (PLP) was devised and implemented using a three-way communication approach between the student, parents/carer and teacher in order to outline the student's current learning goals and future aspirations.

Our ATSI students have participated in a variety of programs throughout the year to develop their cultural understanding and self identity. Students participated in the program OldDaysNewWays. The aim of the program is to further develop knowledge of student's culture and then enable the students to share this knowledge with their peers.

In Term 3, our Year 5 and 6 Aboriginal and Torres Strait Islander students attended the Indigenous Camp Yarramundi. Students enjoyed opportunities that allowed them to learn from elders from all over Australia. They were immersed in hands on cultural learning experiences and participated in 8 ways of learning activities.

This year in consultation with our local AECG our Aboriginal and Torres strait Islander students designed and developed a bush tucker garden and aboriginal mural, this area also incorporated story poles designed by the students as well.

Collaboration club was also established and provided our ATSI students the opportunity to focus on learning goals and participate in further cultural experiences.

Ingleburn Public School ATSI students also participated in the community of schools NAIDOC event at Guise Public School, where students participated in a range of cultural activities such as art, traditional games and gained knowledge of artefacts for hunting and gathering.

In Term 3 we celebrated Indigenous Literacy week, students participated in The Great Book Swap to raise funds for the Indigenous Literacy Foundation to help close the gap in Literacy. We provided students with the opportunity to learn about Indigenous culture by providing a dream time story session, Indigenous Games and students designed story poles using Aboriginal symbols.

Our aim in 2019 is to continue to foster relationships between the school and the local Indigenous community members. We hope to this year increase the participation of ATSI student's, their family and community members in our Yarn Up group. We hope to continue to foster indigenous literacy and numeracy skills and focus on developing a cultural understanding of the whole school by utilising the indigenous learning spaces within the school such as the Bush Tucker

garden. Improving ATSI student attendance will also be a focus in partnership with the Aboriginal School Liaison Officer (ASLO) and the Home School Liaison Officer (HSLO).



### Multicultural and anti-racism education

During 2018 our school promoted multiculturalism in our community with students, staff and caregivers. We celebrated the diversity of cultures which comprises over 40 language groups and 56% of the student population come from a background where English is not the first language.

Teachers ensure they foster an inclusive school community and provide an inclusive environment for all our students and families. Students learn about a variety of cultural beliefs and customs and participate in cultural celebrations such as Harmony Day where students celebrate c

One staff member is trained as our Anti–Racism Contact Officer (ARCO), as per Departmental Guidelines.