

# Ironbark Ridge Public School

## Annual Report



2018



4638

## Introduction

The Annual Report for **2018** is provided to the community of Ironbark Ridge 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.

Nick Thomson

Principal

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### Message from the Principal

2018 has been another year of growth and achievement for Ironbark Ridge Public School. With our school community's vision of '*Nurturing personal growth through inspired learning*' we understand the need to continue relentlessly in our search for a new challenge or a higher bar to jump, as described by our school aspirations –Strength, Respect, Excellence. Teachers strive to know each student as an individual and challenge them in their own 'Goldilocks Zone' of learning... "Not too hard, not too easy, but just right!" Developing a growth mindset is required and has become a major focus for all staff members and our students.

At Ironbark Ridge we have a highly dedicated and knowledgeable staff who collaborate effectively and are constantly engaged in professional dialogue about their search for effective and engaging learning experiences. This collaborative excellence has been lifted to new heights, affirming the many wonderful initiatives and projects currently underway at Ironbark Ridge with the aim of developing *confident, successful, inspired learners through expert teaching and visionary leading*.

Learning, and hence growth, comes when we take responsible risks, make mistakes, challenge ourselves and ask constantly if there is a better way. Students at Ironbark Ridge are encouraged to discuss their learning, to evaluate their own performance and to set themselves new and challenging goals – to be assessment capable. As a school we want to do the same.

Together with the support of our learning community we have had an amazingly positive and successful 2018, however our future lies in continued growth and we hope you will all join us on this journey.

Nick Thomson

Principal

## School background

### School vision statement

To be a primary school of excellence demonstrating best practice in expert, evidence-based teaching and visionary leadership achieving outstanding learning growth in confident, successful, inspired learners.

### School context

Ironbark Ridge Public School opened in 2005 and had a current enrolment of 934 students at the commencement of 2018, including 62% 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). The school has Opportunity Classes for Years 5 and 6. School priorities are directed towards the continual improvement of evidence-based, differentiated Literacy and Numeracy instruction, collaborative teaching practices and differentiation, a focus on the measurement and recognition of individual student growth, and the establishment of professional development pathways through mentoring and distributed instructional leadership.

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. The school motto: Strength, Respect, Excellence provides further core virtues and personal capabilities for students to strive to uphold.

# 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

In the element of Learning Culture we are *Excelling*. 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. Individual student learning needs are assessed and planned for using a 'case-management' team approach that positively impacts on learning.

In the Learning element of Curriculum, we are *Sustaining and Growing*. Our ongoing work in cyclical curriculum review has begun to 'storehouse' engaging, inclusive, impactful teaching and learning programs for implementation in every classroom. Staff continue to ensure differentiated learning experiences in every classroom.

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 (LISC), as well as goal setting to enable students to reflect on their assessment and accept feedback for future learning. A systematic and reliable school-wide system of assessments has been developed and is currently in implementation phase, with further development planned for 2019–20.

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. An ongoing invitation to partner with classroom teachers is encouraged for all students and their families.

In the area of Student Performance Measures, we are *Sustaining and Growing*. Value-add graphs from K–3, Yr3–5 and Yr5–7 all demonstrate that the school is now delivering appropriate levels of student growth, however further work remains in this space. NAPLAN achievement band results show that most students achieve at high levels, and the performance of equity groups is consistent with the performance of all students in the school. Our target for 2018 – to achieve growth across all value-add graphs was achieved thanks to the dedication and professionalism of teaching staff, identifying personal areas for development and improvement and implementing high impact teaching strategies.

### Teaching

In the element of Effective Classroom Practice, Ironbark Ridge is *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 develop expert use of feedback as one of the highly effective strategies to ensure students take responsibility for their own learning journey. Further exploration of explicit teaching strategies in English and Maths with develop shared beliefs and a consistent, high impact evidence-based approach.

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 where required, students are referred to the Learning & Support Team for support and program design advice. Ironbark Ridge school achievements are communicated to the wider school community through our Annual 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 staff lead networks supporting Beginning Teachers and Community of Schools' Executive teams. Three teachers are now actively seeking accreditation at the Highly Accomplished level, and all staff use the Australian Professional Standards for

Teachers to identify and monitor specific areas for development through the Performance and Development 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 the early years of their career, as well as a specific classroom teaching observations program 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 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 in 2018, 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 Five 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, direct instruction tables and interactive teaching boards for all 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 our school is *Excelling*. 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, social media, communication apps, 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 our local community.

Our ongoing and cyclical self-assessment process will assist the school to continue 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

Confident, successful, inspired learning

### Purpose

To nurture a culture of learning and commitment to personal growth.

### Overall summary of progress

*Differentiated Instruction* (incorporating a Three-Tiered Logic) has been developed well in 2018 across all classrooms and teachers report greatly increased confidence in providing this varied challenge to target student needs in their class. As a strategic practice this will remain a focus in future.

Evaluation of current school practice in the teaching of English has been completed in 2018, with findings of the review to inform future directions. Ironbark Ridge has a number of expert practitioners of different English teaching pedagogies, and this expertise will be employed to provide instructional coaching and guidance in developing a school-wide position and teaching model for maximum impact on student growth.

Teachers continue to be supported in the teaching of English and Mathematics with quality scope and sequences of content and skills, based on NSW syllabi, and now cyclically reviewed and improved on a bi-annual basis. The ongoing procurement of resources to support these learning experiences further enhances their engagement and impact.

The continued development of *Evaluative Thinking* as a Strategic Practice for teachers in 2018 has resulted in the compilation of more consistent and comprehensive data on every student in every class across a range of subject areas, providing the opportunity for much improved longitudinal analysis of student growth, both individual and cohort-based. Case-management by teaching teams has been greatly enhanced due to this current and rigorous data on phonics, reading, writing, mathematics skills, and even fundamental movement skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Students</b>  Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN above average, and 75% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.  School based English and Mathematics data reflect student growth as measured by results over the year.		<p>Student progress data reflected by national testing (NAPLAN) shows improved 'Value Added' scores for the school. Although not yet at average for similar schools, this trend is very positive.</p> <p>The percentage of students achieving in the top two bands has grown from 50.7% to 56.4%, again a positive trend that reflects well on the impact of current improvement measures.</p>
<b>Teachers</b>  Provide high expectations and appropriate levels of challenge to ensure each student makes at least 12 months growth within a school year, regardless of their starting point.	Professional Learning in 2018 focused on the development of competence in delivering <i>High Impact Teaching Strategies</i> (HITS)	Implementation of teaching strategies from the DoE 'What Works Best' document (and other <i>High Impact Teaching Strategies</i> – HITS), eg. <i>Learning Intentions</i> , <i>Success Criteria</i> (LISC) and <i>Explicit Teaching</i> during 2018 has ensured continued development in all classrooms of differentiated instruction. Internal student assessment data indicates improved granularity of teacher knowledge of student competencies and areas for focus and future teaching, coupled with confidence of teaching staff to target learning activities and explicit instruction at individual and group challenge level.
<b>Leaders</b>	School Leaders traveled to	Teaching staff have self-assessed their



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Model learning and growth by actively self-assessing their effectiveness according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.	Melbourne to visit Keilor Views PS to observe: implementation of <i>High Impact Teaching Strategies</i> , collaborative planning processes, student agency and engagement as assessment partners.	competencies against the <i>Australian Professional Standards for Teachers</i> (APSfT). The collection of this baseline data will improve understanding and use of the APSfT and guide future performance and development for individual teachers.
<b>Parents and Community</b>  Survey data indicates growth in parent confidence in, and understanding of student growth.		TTFM survey data from 2018 highlights parent satisfaction with the school's focus on learner growth rather than achievement.

## Next Steps

Progressions describing the normative development of *Successful Learner Habits* (SLHs) in students will be developed collaboratively by staff, students and the learning community. Consistent and effective assessment tools to determine growth in the SLHs will also be designed to facilitate self-assessment and verification of capability. Personal growth against this system of Habits will be encouraged, developing internal motivation, responsibility and self-management of progress.

Innovative, effective, research-based teaching practices will be trialed and identified, with evidence of impact collected and analysed before classroom implementation through a collaborative approach to professional learning and planning. Continual professional development will occur through examination of educational research, classroom inquiry and reflection on practice.

Further exploration of *Differentiated Instruction* techniques and fostering a reflective *Growth Mindset* in all learners will remain important, focused on engaging learners in the assessment process, collecting evidence to verify their own growth... developing assessment capable learners.

## Strategic Direction 2

### Expert Teaching

#### Purpose

To ensure highly effective, evidence-based teaching and instruction is happening in every classroom every day.

#### Overall summary of progress

Teaching Early Numeracy (TEN) professional learning was completed by all K–2 staff in 2018, with some pre-trained teachers contributing to instructional leadership roles across all classrooms. All other teaching staff (Yr3–6) completed similar professional learning exercises with expert staff in instructional coaching roles and all engaged in ongoing reflection on research and evidence-based learning materials. All staff have reported increased levels of confidence and ability to target learning at student growth needs in maths as a result.

English teaching practices across the school were evaluated and reviewed. In parallel with the continued implementation of the strategies outlined in the DoE / CESE research review into 'What Works Best', explicit teaching and feedback during English learning activities has improved. Further development in 2018 of the schools' teaching teams' case-management approach has also resulted in the improved capacity of teachers to provide adjustments and interventions to accelerate student learning. The ongoing use of holistic English teaching resources, particularly in the formative assessment and teaching of specific reading skills, has strengthened teacher capacity and expertise significantly in 2018.

Teachers continue to share the planning and review of learning programs across all KLAs. The use of explicit teaching methodology has been adopted enthusiastically by all staff and all continue to deepen their skills and understandings of the use of LISC and Feedback in their classrooms. Students are encouraged by many teachers to set personal learning goals and these are reviewed on a regular basis. Data is collected and examined with the students to assist them in gaining a clear understanding of how they can improve. Further development of these trials across all classes – developing students who are 'assessment capable' is planned for 2019–20.

All classrooms and other learning environments are well managed with a consistent, school-wide approach to student engagement due to the comprehensive and highly effective refresh in 2018 of the Positive Behaviour for Learning program. Cyclical re-establishment of these school-wide systems is an important practice resulting in sustainability and ongoing effect.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Students</b>  Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN above average as compared to SSSG and local area schools; and 75% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.  School based English and Mathematics data reflect student growth as measured by results over the year.		Student progress data reflected by national testing (NAPLAN) shows improved 'Value Added' scores for the school. Although not yet at average for similar schools, this trend is very positive.  The percentage of students achieving in the top two bands has grown from 50.7% to 56.4%, again a positive trend that reflects well on the impact of current improvement measures.
<b>Teachers</b>  Staff report an increased number of PDP goals being achieved from 2018–2020 and self-assess their growth according to		Teaching staff have self-assessed their competencies against the <i>Australian Professional Standards for Teachers</i> (APSfT). All teachers continue to develop and work through Performance and Development Plans, reporting the need to focus more frequently and less formally on these



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.		goals... as a part of ongoing discussion and practice in teams, making the PDPs working documents.
<b>Leaders</b>  School leadership self-assess their effectiveness according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.	Members of the school's Mentoring Team were given professional learning in Growth Coaching.	School Leaders have self-assessed their capabilities against the APSfT and developed goals as part of their PDPs. This data will be used as the baseline for future growth measurement and analysis.
<b>Parents and Community</b>  Tell Them From Me survey data indicates growth in parent engagement and confidence in school leadership and teaching practice.		Parent satisfaction and confidence in school leadership remained strong and constant in 2018. Community satisfaction with the quality of teaching and learning remains very high.

## Next Steps

Further implementation of current specific, systematic teaching strategies and resources will continue to deepen teacher expertise and whole-school consistency of learning throughout the coming years of this plan. As the practice of *Cyclical Curriculum Review* is in place, school teaching and learning programs will begin to reflect this evidence of revisions based on feedback from teaching staff and students.

With the goal of developing 'Collective Teacher Efficacy', staff will be resourced with extra release from face-to-face teaching in 2019 for *Collaborative Planning Conferences*, an evidence-based practice observed at another high performing primary school. These planning meetings will initially be highly structured to ensure the development of evidence-based processes for professional learning and planning. They will become the main professional learning vehicle for teaching staff, devoting time to developing deep knowledge of educational research, effective assessment techniques, expert teaching strategies and collaborative design of inspiring learning experiences. Whole school continuity of learning through scope and sequences will be enhanced through the development of consistent and reliable student assessments and continuous tracking of student progress and achievement.

Instructional coaching, mentoring, and the *PL Partners* program will continue to operate in response to a diverse range of teacher learning needs. Building a culture of professional growth through reflection on practice remains at the core of these developments at Ironbark Ridge.

## Strategic Direction 3

### Visionary Leading

#### Purpose

To maximise collective efficacy through the development of a purposeful, supportive, professional teaching culture with students remaining at the core of decision-making.

To develop leadership development practices, professional learning and pathways that ensure 'a pipeline' of visionary leaders.

#### Overall summary of progress

During 2018 the decision was taken to adjust the intent of weekly communication meetings away from administrative and organisational matters, now focused on discussion of school vision, ongoing progress towards targets, strategic practice implementation, and the provision of educational professional learning. Administrative and organisational matters are now conducted through school online platforms and email – more functional given the typical workflow of staff and the wider community. The new format has enabled enhanced connection to school priorities and the development of a deep professional learning culture.

The school leadership team has maintained a focus on distributed instructional leadership, strategically deploying teaching staff to make best use of available expertise to meet the needs of students. Beginning Teachers (BTs) are given a structured induction to the profession, and work closely with mentoring support from an expert teacher for their first two years of teaching. Early Career Teachers (ECTs) are also supported by a member of the school's mentoring team as they develop their knowledge and skills in contributing to their teams and complete Accreditation at Proficient level.

In 2018, for the first time, the school's team of Student Leaders was chosen through a rigorous selection process introduced to replace the out-dated and less targeted 'election' process. Following training in a range of leadership skills and competencies during the first half of the year, students were assessed against a detailed set of criteria by staff, community members, peers and school leaders. The further refinement of this process is planned for 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Students</b>  All students K–6 have increased access to opportunities for leadership learning and practical application of leadership skills.		Student leadership learning is now integrated across all Stage 3 classes, with opportunity to train in leadership skills. The SRC offers opportunities to students from all classes K–6, however development of whole-school leadership skill learning remains a future focus.
<b>Staff</b>  Staff report improved understanding and commitment to school directions and priorities, and improved satisfaction and confidence in their own professional development pathway.		85% of staff comment that the professional culture at Ironbark Ridge is both supportive and collaborative in nature. Knowledge of school directions and strategic practices has improved in 2018.
<b>Leaders</b>  School leadership team maintains a clear focus on distributed instructional leadership and there is a 30% increase in the number of contributing teachers to facilitate whole school improvement.		Development of leadership pathways continues to evolve and more staff are contributing through leadership roles at the end of 2018.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Parents &amp; Community</b>  Parents rate the school as excellent because it uses best practice to embed a culture of high expectations and communicates a clear vision.		Parents report satisfaction with the priorities and focus of the school, noting that high expectations of teachers is balanced effectively with care for all students and nurturing of individual differences.

## Next Steps

Professional development of the school leadership team, aspiring and natural leaders will continue to be a focus throughout 2019–20, with the aim to "build a strong pipeline of leaders" (SEF p.12) and to develop a clear set of Professional Development Pathways for staff to navigate. Staff will continue to be strategically engaged in Instructional coaching, mentoring and transformational team leadership to maximise impact on the school's learning culture.

As part of the ongoing development of the school's Student Leadership program, progressions will be further developed to assess and chart growth across the twelve Successful Learner Habits (SLHs). A set of Leadership Habits will correlate and extend the school's SLHs. Whole–School leadership learning programs will extend students in knowledge and capacity for using extra levels and layers of Successful Learner Habits even in Kindergarten if students demonstrate capacity. Alignment with growth mindset and social & emotional learning will further ensure student engagement.

Employment of a school Business Manager, planned for 2019, will both enable focus by school teaching leaders on Educational Leadership and also improve efficiency in administrative and management systems and processes through closer alignment of non–teaching staff with tasks of expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		<p>Acknowledgement of Country is a feature of school assemblies and major school events and is regularly delivered by our student leaders.</p> <p>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.</p> <p>Whole school events are organised to ensure a regular focus on Aboriginal and Torres Strait Islander history and perspectives.</p>
<b>English language proficiency</b>		<p>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.</p>
<b>Low level adjustment for disability</b>		<p>Student Learning Support Officers (SLSOs) are employed to implement programs across K–6 in phonics, reading comprehension, number and social skills. Our playground support program, <i>Fun Club</i> continued to support students experience success in social interactions. Students accessing support programs are demonstrating greater engagement and growth in literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>QTSS funds released executive staff and identified teachers for the purpose of instructional coaching in the Targeted Early Numeracy (TEN) program for K–2 and Numeracy PL 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 in classrooms. QTSS funding has supported teachers in the achievement of their professional goals, as evidenced by feedback from staff.</p>
<b>Support for beginning teachers</b>		<p>Beginning Teachers used additional RFF to meet with mentors and strengthen their teaching skills. Coupled with the 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 positive impact, and the continued development and implementation of this program.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	323	340	406	512
Girls	288	315	377	469

Ironbark Ridge Public School had a total student enrolment at the end of 2018 of 1007 students. This enrolment continues the significant growth experienced by the school over the past four years, due to the development and release of housing estates within our school catchment. As the local area catchment will be divided between Ironbark Ridge and the newly opening school North Kellyville Public School from the commencement of 2019 we expect student enrolments to fall gradually as each new intake of Kindergarten students will be accepted only from within the newly reduced local area boundaries. This will ease pressure on current infrastructure.

The attendance rate of students at Ironbark Ridge Public School continues to exceed state levels, however recent data shows current student attendance across the school 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, a Deputy Principal makes contact with a caregiver and discusses strategies the school can employ to assist in improving 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. School communication and data recording tools allow automatic reminders to be sent to families to acknowledge and explain student absences on a daily and weekly basis.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.6	95.5	94.7
1	94.7	95.2	93.5	94.2
2	95.9	94.5	95.1	94.7
3	95.7	95.3	94	95
4	95.3	95.7	94.3	94.1
5	95.5	95.7	95.1	95.1
6	94.5	94.5	94	94
All Years	95.4	95.2	94.5	94.6
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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	0.8
School Administration and Support Staff	5.87

\*Full Time Equivalent

A second Deputy Principal was appointed by Merit Selection to the school from the commencement of 2018, reflected in the table above. Given the current student enrolment population this position is vital in providing senior leadership and support to teaching and learning across almost 40 classes. As a further strategic staffing direction, the school leadership team, supported by the school community through the P&C Association, chose to employ an additional Assistant Principal, Learning & Support. This school leader is the school's fifth permanent Assistant Principal and allocates significant 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 allocated ongoing funding towards this initiative in 2018, with an additional 0.4 of the current 0.7 FTE entitlement to a Learning & Support Teacher now filled in a temporary engagement to work intensely with students in early intervention programs for Literacy and Numeracy. An increase in teaching allocation to support the learning of students for whom English is an Additional Language or Dialect (EAL/D) has led to the temporary engagement and training of several new staff, ably led by the school's current specialist teacher.

No staff members identify as Aboriginal in 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	0

### Professional learning and teacher accreditation

The teaching staff at Ironbark Ridge Public School actively participate in professional learning and shared planning every week. Staff participated in a number of professional learning activities, designed to build the capability of staff to achieve school priority areas as set out in the School Plan. Ironbark Ridge Public School had five early career teachers successfully submit documentation to NESA for accreditation at proficient teacher level and three teachers maintain their accreditation at proficient teacher level. Three teachers are now in the process of actively seeking accreditation at Highly Accomplished level.

Highlights of Professional Learning for Teachers in 2018 include;

\*All Early Stage 1 and Stage 1 teaching staff continued training 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 engaged in workshops on Visible Learning, Bump it Up Walls, Formative Assessment, and Differentiating in Numeracy.

\*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.

\*Implementation of revised Positive Behaviour for Learning systems, in response to an identified need and the growing nature of our school.

\*All teaching staff continued to build their knowledge and understanding of Student Engagement 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.



\*One teacher attended the Leadership Development Initiative – Highly Accomplished (LDI–HA), with one teacher mentor.

\*Maintenance and compliance training, such as Anaphylaxis, CPR, Code of Conduct 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 reform and Strong Start, Great Teachers resource. In addition, early career teachers are matched with teacher mentors each year and work on personal, stage and school goals to enable them to learn and develop from experienced teachers. Each beginning teacher regularly participates in team teaching, demonstration and observation lessons with their mentor teachers and school instructional coaches.

## 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>	495,170
<b>Revenue</b>	7,761,236
Appropriation	6,905,812
Sale of Goods and Services	190,746
Grants and Contributions	650,030
Gain and Loss	0
Other Revenue	1,500
Investment Income	13,148
<b>Expenses</b>	-7,351,738
Recurrent Expenses	-7,351,738
Employee Related	-6,169,385
Operating Expenses	-1,182,353
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	409,498
<b>Balance Carried Forward</b>	904,668

Staffing allocations increased significantly during 2018 due to school enrolment growth of over 100 students more than originally budgeted for. This additional funding will be absorbed during 2019 through allocation of additional staffing to support early intervention and learning programs across the school.

### 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>	5,869,501
Base Per Capita	151,408
Base Location	0
Other Base	5,718,093
<b>Equity Total</b>	249,873
Equity Aboriginal	3,299
Equity Socio economic	13,696
Equity Language	112,488
Equity Disability	120,389
<b>Targeted Total</b>	93,503
<b>Other Total</b>	181,139
<b>Grand Total</b>	6,394,015

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.

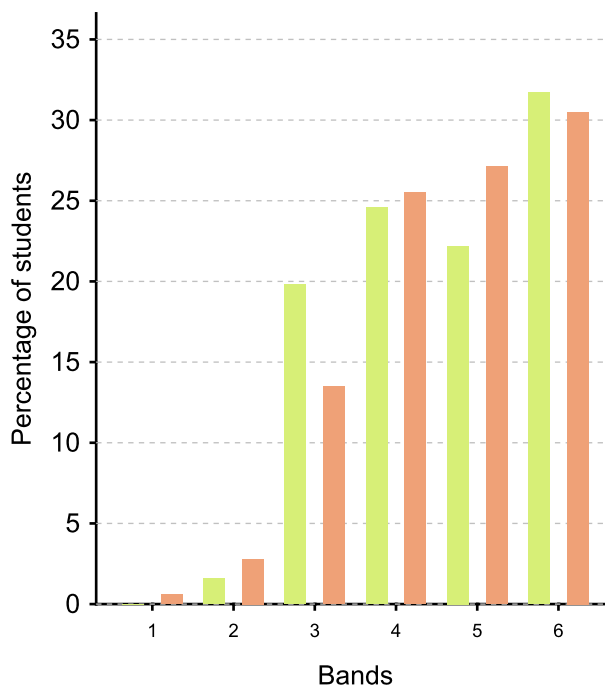
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

54% of Year 3 students achieved Band 5 or 6 in Reading. This is above the state average of 48%. 51% of Year 5 students achieved Bands 7 or 8 in Reading, compared to 34% of the state. 73% of Year 5 students achieved at or greater than expected growth in the area of Reading.

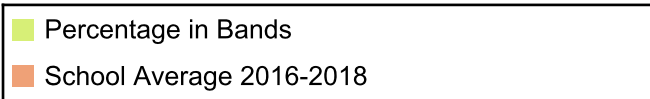
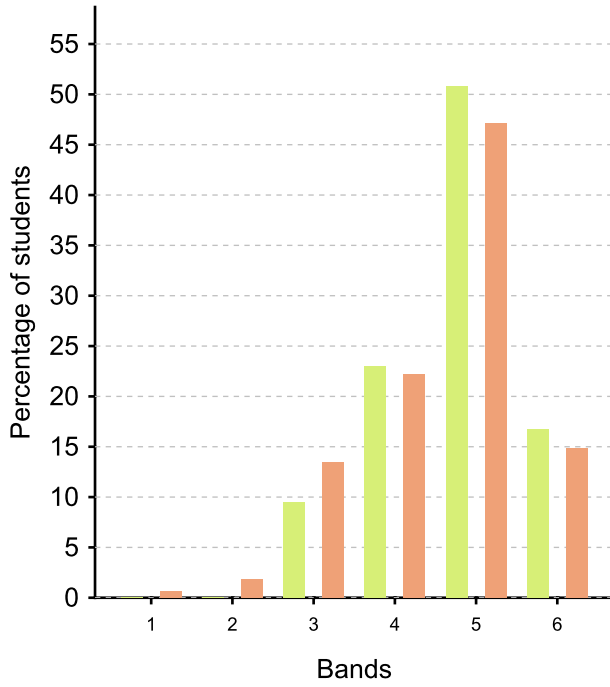
54% of Year 3 students achieved the top two bands in Writing, compared to 34% of the state. Year 5 students outperformed the state in Writing, with 51% achieving in the top three bands, compared with 39% of the state.

**Percentage in bands:**  
Year 3 Reading

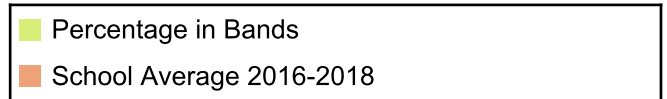
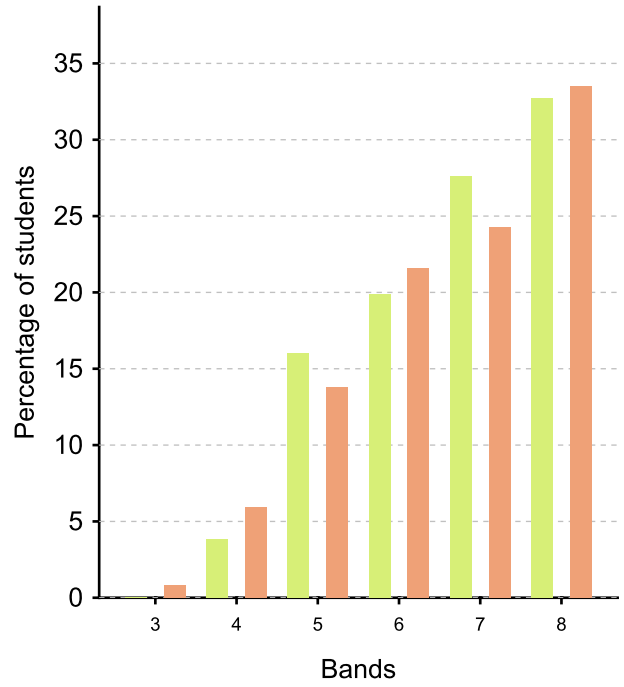


Percentage in Bands  
School Average 2016-2018

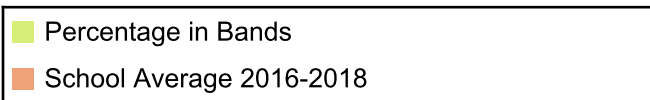
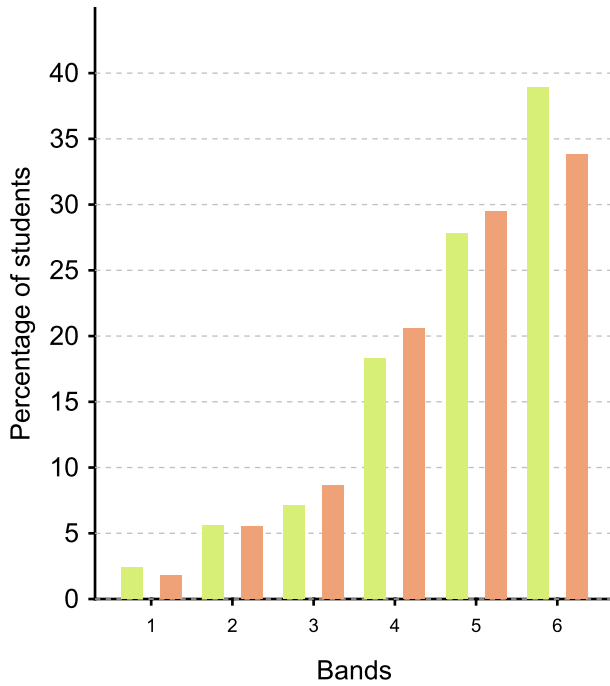
**Percentage in bands:**  
Year 3 Writing



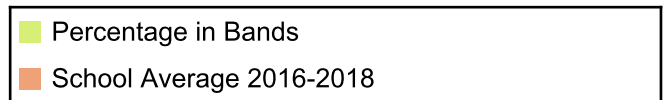
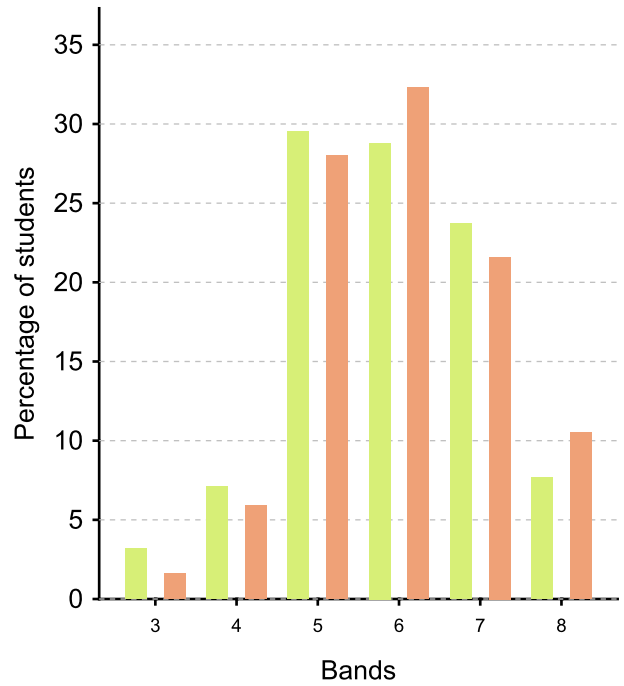
**Percentage in bands:**  
Year 5 Reading



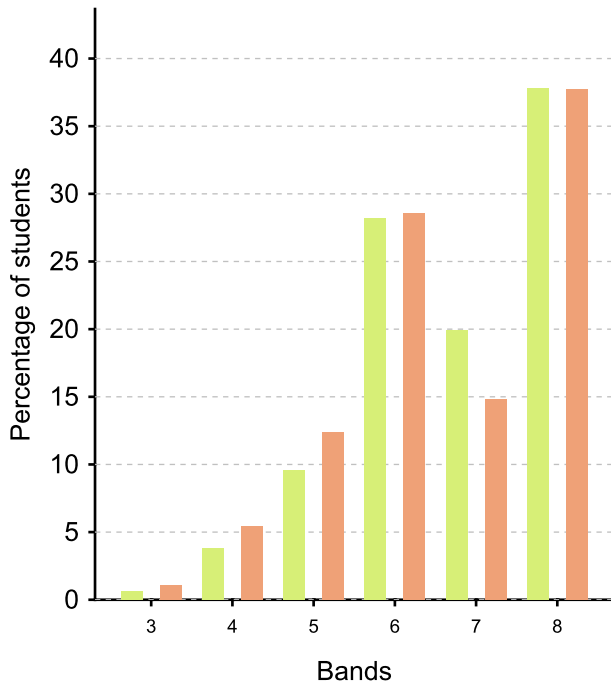
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Writing



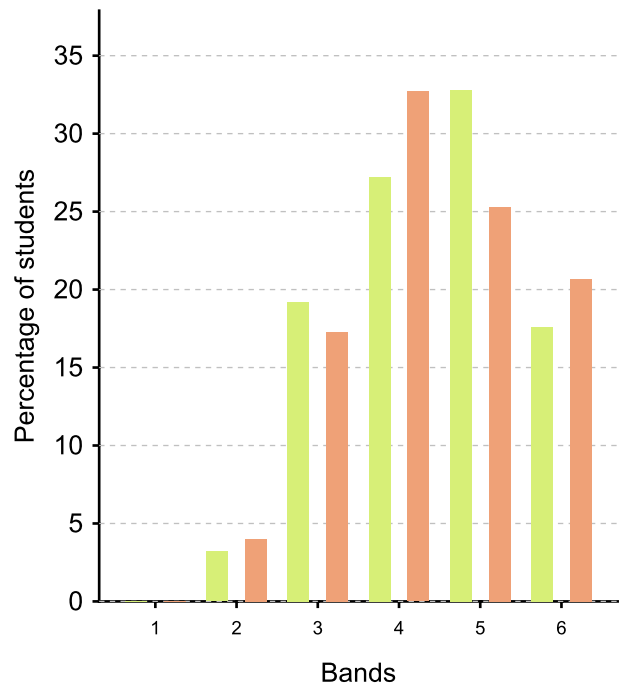
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

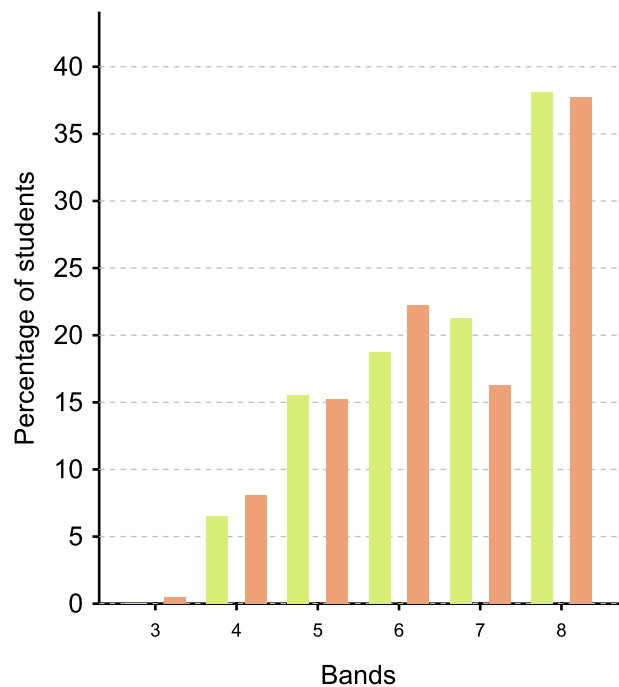
Year 3 students outperformed the state average in Numeracy, with 51% achieving in the top two bands. 59% of Year 5 students (including those in the OC class) achieved Bands 7 or 8 in Numeracy, compared to 29% of the state. Students not in the OC class outperformed the state average in the top band in Number, Patterns and Algebra. 66% of Ironbark Ridge mainstream students achieved at or greater than expected growth in the area of Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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 the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

*Improving Aboriginal education outcomes* for students – there were no students in Years 3 or 5 who identify as Aboriginal or Torres Strait Islanders in 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school once again sought the opinions of parents, students and teachers about the school. Parents were encouraged to participate in the Partners in Learning survey. The Partners in Learning Parent Survey is based on a questionnaire covering 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, 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 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

# 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 2018, five 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 is a multicultural school, with 64% of our students now 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 in 2018. 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 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. Ironbark Ridge always attempts to engage in a range of activities that promote cultural diversity and recognise the many important community celebrations throughout each year.