

Illaroo Road Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Illaroo Road 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.

School contact details

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School background

School vision statement

Mission Statement

Personal excellence through quality teaching and learning

Our Goals

- Strong foundations in literacy and numeracy
- Enriched learning experiences in all curriculum areas
- Developing positive relationships, confidence and independence
- Quality teaching through collaboration and professional learning
- Creative and productive users of technology

Our Values

Safety – Respect – Responsibility

Our Motto

'Reach For The Sky'

School context

Illaroo Road Public School, North Nowra, is a South Coast school situated on the northern side of the Shoalhaven River. We are well known for the excellence of our academic, extra-curricular and student focused welfare programs: achievements embodied in the motto "Reach for the Sky". This is the result of the outstanding work ethic of our staff, a strong focus on professional learning, and a long history of quality strategic planning.

The achievement of learning outcomes across the ability range in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, effective learning support, the provision of quality extra-curricular opportunities, and our commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students is a major commitment. To achieve these goals leadership development at all levels is an ongoing priority.

Special features of our school include the friendly, caring ethos, supportive community, 'OC' opportunity and autism class programs, technology based learning, healthy lifestyle focus, and excellent performing arts and sporting programs.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

2019 External Validation Executive Summary

In 2019, Illaroo Road Public School participated in the external validation process. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The executive summary synthesises the annotated information provided in the body of evidence.

Illaroo Road Public School has a current student population of 557 students. There are 19 mainstream classes, 2 Opportunity classes, and 3 Autism classes. There has been a significant shift in leadership with the appointment of a new Principal at the beginning of 2018, a new Assistant Principal at the beginning of 2019 and a leadership team with two outstanding classroom teachers relieving in a higher duties position. The school has an outstanding reputation in the community and actively seeks to provide opportunities for academic, social and emotional growth for all students.

At Illaroo Road we are at the beginning of building an evaluative approach to school evaluation. The vision is to embed

the concept of evaluative thinking to underpin our whole school approach to making evidence based decisions about student learning. In 2018, the staff began unpacking the School Excellence Framework through staff meetings and engagement in professional reading and dialogue. Professional learning around evaluative thinking and how it influences our analysis of data was explored by the leadership team with key people engaging in external professional development. *Evaluation is not an end in itself, it is a tool for continuous improvement.* (Duncan Rintoul, 2016). This is our vision.

To build value to the process of school evaluation to drive decision making within the school, the school evaluation team selected key aspects of the school to be evaluated for the external validation process. These were selected based on what the school wanted to find out in order to make future decisions about the success of programs, innovation and change and also where the school vision was leading the community. A range of data was evaluated against the School Excellence Framework and an on-balance judgement for each element of the SEF was made based on the evidence sets. A sample of the data is annotated and presented through the 5 evidence sets as represented in the Self Assessment Chart. The evidence sets evaluate systems and processes, wellbeing, collaboration and partnerships, school planning and extra-curricular activities offered at Illaroo Road Public School.

Student learning will always be our core business at Illaroo Road. This body of evidence is aligned to our school improvement plan and is targeted to enable us to make informed choices so we continually improve what we do to positively impact the growth of our students. There are many elements of teaching and learning, relationships and school culture that we will continue to explore and evaluate as the school works collaboratively to deliver excellence to our students and school community. It is important to note that these evidence sets are not an exhaustive list of the quality work that impacts student learning and growth at our school. There are many exemplary programs that exist across the school and we ensure that celebration of learning for all of our students is evident in our school community.

Learning

The results of this process indicate that in the School Excellence Framework domain of Learning we are sustaining and growing in the elements of Learning Culture, Wellbeing and Curriculum and delivering in the elements of Assessment, Reporting and Student Performance Measures.

There is a strong commitment by school staff to ensure students are known, valued and cared for as learners and active members of our school community. The staff are committed to developing their skills as teachers through effective collaboration with the school based Mentor, Numeracy and Literacy Leaders and the school executive. As a school, we are a team who put our students first.

Developing an understanding of "What Works Best – Evidence-based practices to help improve NSW student performance" synthesise the elements of the learning domain. The idea that the greatest impact on student learning is delivered through the understanding and quality delivery of the seven themes: High Expectations; Explicit Teaching; Effective Feedback; Use of Data to Inform Practice; Classroom Management; Wellbeing and Collaboration is one that is growing as we move through our improvement plan. The seven themes of What Works Best weave throughout the evidence sets. It is through these themes that learning for the whole child is focused and developed consciously by staff.

Student Performance Measures is the most objective and difficult element to effectively represent through the terminology of delivering, sustaining and growing or excelling. As a school, our average NAPLAN are consistently above state and like school averages in both Literacy and Numeracy. Our internal school results based largely on summative assessments indicate our students are achieving their learning targets. However, as a school we have identified that our growth is below state norms and this is an area we are working towards improving. We are also addressing our assessment strategy and are working to strengthen the use of using assessment data for formative purposes. It is for these reasons the evaluation team has made an on balance judgement for the element of student performance measures. We are focussing on growth vs achievement as our improvement measure.

Teaching

The results of this process indicate that in the School Excellence Framework domain of Teaching we are sustaining and growing in the elements of Effective Classroom Practice, Professional Standards and Learning and Development. In Data Skills and Use we are delivering.

Illaroo has a strong focus on strengthening collaborative learning by engaging staff in their teaching, not through delivering must dos. This approach has been developed through eliciting teacher feedback, valuing voice and developing a shared vision between students, staff and the community. Building an evaluative mindset will continue to strengthen how we are identifying areas of improvement and ensuring we are focusing on the positive impact of our work on student learning rather than on what we are doing.

A strong example of this is how the LST review has enabled the school to adapt the delivery of support to students requiring additional assistance by building staff capacity, improving practices around IEP development and ensuring collaboration between teachers identifies learning goals that are relevant and informed by the analysis of data. From this,

we have created a culture where teacher voice is valued and a growth mindset has opened us to the possibility that change for purpose is a valuable commodity.

Strong collaboration between teachers and across stages is building a culture of quality collegial dialogue, reflection and action. Using data to inform practice continues to be a focus and the leadership team is committed to supporting staff in their work. Learning is layered; do we just accept the result or do we move to think of a different way of doing when what we are doing is not impacting the child in front of us?

Evaluating the impact of our school improvement plan is ongoing. As a school, we are looking to strengthen how we assess and track student growth through the school year for students K–6 and how this data will be used to identify areas for individual, class and school development.

Leading

The results of this evaluation indicate that in the School Excellence Framework domain of Leading we are delivering in the element of Educational Leadership and sustaining and growing in the elements of School Planning, Implementation and Reporting, School Resources and Management Practices and Processes

The word leadership in a school is often viewed as being the school's executive. At Illaroo Road the word leadership has much greater depth. Our students are leaders in their learning, classroom, the playground and in their extra-curricular pursuits. Our teachers are leaders through their teaching as evidenced in the way they collaborate and readily mentor, coach and support each other as colleagues. Highly accomplished teachers have been identified and supported through strategic financial management as instructional leaders in the school to strengthen our literacy and numeracy strategy across curriculum areas. The school executive comprising the principal, deputy principal and 5 assistant principals works together to ensure the administrative processes and systems are strong so staff can deliver their key accountability: positive student learning and development.

The evidence set of School Planning for Shared Vision is an evaluation that focuses on the importance of collaborating between all stakeholders so we could ensure the vision would be owned and actioned on by all. From the initial planning phase, it has been a challenge to ensure strategic management, resourcing and further planning has been visible in an environment where teachers are able to engage critically but proactively when giving feedback to the leadership team regarding how they feel supported in their teaching and delivery of quality programs.

As a new leadership team, we are working together to excel in our work. The evaluation team's evaluative thinking in the element of Educational Leadership concluded we are delivering and we know that this is a sound representation. The team is moving towards a sustaining and growing culture and it is our belief that given time, the school's leadership will excel in terms of the School Excellence Framework.

Future Directions

- A collaborative review of planning, programming, assessment and reporting has begun in the 2019 school year. This work builds on the journey into embedding formative assessment, evaluative thinking and data triangulation. Ongoing evaluation of evidence is completed throughout the process to ensure changes are responsive and reflect the need of the system, process and impact on student learning.
- Stage 3 is trialling an inquiry based model of curriculum delivery and will be reporting differently to the rest of the school this semester. Feedback on this report format will be sought from teachers, parents/caregivers and students to refine for implementation over the next two years K–6.
- The general capabilities have been unpacked by the school based mentor and a small team of staff. A part of the work we are doing around developing the curriculum and assessment strategies, is to review how the general capabilities and cross curriculum priorities are embedded in our teaching.
- Review of and rewrite of the scope and sequence of learning.
- Intended outcome: a shift from content delivery to capacity building.
- Evaluate communication, consultation and engagement between school and home.

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

- Create a learning environment to engage and challenge all learners through a differentiated and dynamic approach.
- Foster teacher capacity to engage in evidence based pedagogy that delivers high impact literacy and numeracy programs to enhance student learning.

Improvement Measures

School data shows that student growth in literacy and numeracy is greater than or equal to statistically similar schools on external measures and is consistent with strong growth on internal measures.

Students have a minimum year's growth for a year of learning.

The PDP and mentor process drives teaching and learning programs that are dynamic, showing evidence of revisions based on feedback on teaching practice and student learning.

Overall summary of progress

Excellence in teaching and learning continues to underpin the school strategic plan. The focus is on improvement for all students.

Engaging deeply with syllabus, general capabilities and aligning the progressions has been a focus for the schoolmentor and the Literacy and Numeracy Leaders.

Progress towards achieving improvement measures

Process 1: Delivering Evidence Based Pedagogy

Strengthen classroom planning and programming to ensure teaching is data driven, differentiated and based on best practice.

Evaluation	Funds Expended (Resources)
Engagement in student learning increased in response to delivery of content through an inquiry focus. Teachers engaging in professional dialogue in wider circles than stage teams building a K–6 focus.	Staff/Stage Meetings Mentor Program – Funded from QTSS allocation Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$102127.00)

Process 2: Strengthening Literacy and Numeracy

Deliver a high impact, engaging curriculum that is underpinned by evidence based progressions in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Identify and plan for Literacy and Numeracy Leaders to be supporting staff 5 days / week in 2020. An instructional leadership model to be implemented to support all staff in best practice and students to achieve one year's growth for one year's	Literacy / Numeracy Funding Operational Staffing Staff /Stage Meetings

Progress towards achieving improvement measures

learning.

Funding Sources:

- (\$50000.00)

Process 3: Collaborative and Reflective Practice

Develop and strengthen school based structures and resources to strongly support authentic collaboration, teacher professional learning and reflective practices that positively impact student learning.

Evaluation	Funds Expended (Resources)
<p>The focus on number sense talks has impacted student learning in a positive way. 2020 NAPLAN should shift in a positive achievement direction for students moving the middle to the top.</p> <p>All staff value the Literacy and Numeracy Leader time and work and to support this 2020 will see implementation of two teachers in a full time role. This can be staffed from a combinational of operational funds– staffing and equity loadings</p>	<p>Staff/Stage Meetings</p> <p>One to one interviews with executive staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$0.00)

Next Steps

- We are working towards empowering staff to critically analyse the programs and structures that support teaching in the classroom and their impact on student learning.
- Focus on developing the program to embed peer observations of quality practice rather than the school executive being viewed as the 'observer'.
- Evaluate staff goals specifically based on how they will impact student learning and develop the next learning intention for staff.
- An updated whole school approach to spelling, locally developed using evidence-based practices that work for Illaroo students.
- Use the mentor sessions to unpack the general capabilities and cross curriculum priorities to support teaching programs, student learning and the implementation of the NSW syllabus.
- Enable the leadership team to have more rigorous discussion around student growth in response to the teaching and learning programs being delivered in classrooms. Be prepared to challenge the status quo when evidence indicates the desired positive impact is not being achieved.

Strategic Direction 2

Strengthening Engaging and Authentic Partnerships

Purpose

- Develop and strengthen partnerships that build a positive organisation at all levels.
- Develop and strengthen Community of Schools (CoS) partnerships for professional learning and a strong middle school culture.
- Enable students and staff to engage and thrive in a culture of change.
- Work in partnership with Aboriginal and non-Aboriginal communities to enhance the wellbeing of all our students with mutual respect.

Improvement Measures

There is a school wide, collective responsibility for student wellbeing, learning and success which is shared by students, families and the community.

Students feel connected to the school and feel supported to succeed and thrive in an inclusive environment.

A measurable increase in community engagement with survey tools as a means of assessing student, staff and community perspectives.

Overall summary of progress

Engaging and authentic partnerships within the local school community ensures students and families have the opportunity to connect in education. The PBL program continues to provide a framework for a consistent approach to student wellbeing.

The community of schools engaged in a shared staff development day that gave teachers the opportunity to work with and learn from colleagues while strengthening school transitions.

Progress towards achieving improvement measures

Process 1: Positive Wellbeing Model

- There is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn
- Strengthen positive and respectful relationships among students and staff that underpin a productive learning environment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• End of 2019, evaluate via surveys with staff, students and parents the new bronze, silver, gold award model.• From evaluation – new delivery of Bronze, Silver Gold awards and star cards initiatives – student driven• Identifying a central teach eg RFF to deliver key explicit lessons so it is consistent and done	<p>Teacher time and allocation of finances to support awards purchased</p> <p>Lesson time – Adding time to explicitly teach lessons in classrooms</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Develop a Strong Community of Schools

- Focus on developing and strengthening learning opportunities for students and teachers 5–8 to empower the delivery of engaging and high quality curriculum initiatives to all students
- Engage with all schools in our learning community to share resources, and professional knowledge to strengthen classroom practice

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
The shared staff development day provided the opportunity for further sharing amongst teachers across schools. The numeracy leader made important links with other staff to share quality practice.	5 teacher days Staff to present of collegial day Funding Sources: <ul style="list-style-type: none">• (\$2500.00)

Process 3: Strengthening Aboriginal Education

- In partnership with the local Aboriginal community, government and non-government agencies, create and promote a school environment that respects and values Aboriginal education for Aboriginal and non Aboriginal students
- Ensure teachers know their Aboriginal students and understand the importance of their identity and extended family connections.
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Evaluation	Funds Expended (Resources)
Engaging our Aboriginal families continues to be a long term goal. Better in class resources have been purchased and the AECG meetings regularly attended. Understanding the local Aboriginal area is of utmost importance so we are engaging well for all of our Aboriginal families. Academic success continues to be celebrated.	PAT assessments Quality Aboriginal readers and texts, approved by the AECG Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)

Next Steps

- 2020 shared staff development day with the community of schools on Aboriginal Education – strong collaboration with the AECG to ensure professional learning is relevant and of a high quality
- Review non local enrolment policy and continue to focus on strengthening transitions to high school particularly for at risk students.

Strategic Direction 3

Future Focused Learning

Purpose

- Challenge students with complex learning opportunities while fostering a growth mindset to become self regulated and resilient learners.
- Develop critical and creative thinking skills to analyse, explain and solve complex problems.
- Support learners to recognise that they have a stake in the future and a role and responsibility as citizens to take action to help shape that future.

Improvement Measures

Students demonstrate the capacity to apply critical and creative thinking skills across a variety of learning areas in a variety of problem solving contexts.

Learning environments inspire students to be leaders of their own learning where collaboration builds mindful, global citizens.

Overall summary of progress

This strategic direction became more embedded in the work being done in strategic direction one.

Progress towards achieving improvement measures

Process 1: Critical and Creative Thinking

- There is strategic approach to develop teaching and learning environments that engage students to ask questions and seek solutions in a flexible and diverse learning space
- Consider the type of education that students need to receive in school to enable them to deal with the challenges of living in the 21st century

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• General capabilities have been identified and discussion around how to plan and program for delivery at an executive level.• Stage Three trialled inquiry units of work with students reflecting on the critical and creative thinking aspects of units of work	Staff Meetings Professional learning opportunities Teacher observations Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 2: Exploring Issues through a Dynamic and Responsive Curriculum

- Collaborate with staff and students to mobilise technology as a priority for engaging students in rigorous and challenging learning at school and in the home.
- Engage in developing an understanding of the influence of technology including social media and how it shapes our understanding of the world

Evaluation	Funds Expended (Resources)
Technology has been made available in classrooms. Teachers will focus in 2020 on ways to utilise such things as SeeSaw and google classrooms to further engage students in learning.	Technology Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100000.00)

Process 3: Innovative Teaching Practice

Progress towards achieving improvement measures

Process 3: • Develop students through a rigorous and inclusive curriculum that provides opportunities to explore different ways of learning in an engaging, student centred environment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Reports have been updated to reflect changes• A consistent inquiry model needs to be developed so it can be implemented in Stage Two as well	Stage meetings

Next Steps

The school environment and access to technology has been a focus of 2019. 2020 will see a focus on building technology into supporting teaching and learning rather than being the driver of it.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Equity funds • Staff • Community members Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$57 597.00) 	<ul style="list-style-type: none"> • At risk students have connected and made social and academic gains • Sense of pride in the display of the Aboriginal and Torres Strait Islander flags • Aboriginal students similar to achievement levels of non Aboriginal students • Excellence in attendance
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$18 744.00) 	<ul style="list-style-type: none"> • All EALD students supported in class. • One day per week – teacher. Supported language development K–6 with a strong focus K–2 • Early intervention for new EALD students ensured improved English language skills to access the curriculum • Review of EALD information to more accurately reflect specific need
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$48 189.00) 	<ul style="list-style-type: none"> • Improvement in student literacy and numeracy skills • Focus on early intervention for expressive and receptive language difficulties with support of a speech therapist. • Funding used to increase LaST time from 0.7 to 0.9 • Review of LST support structures to impact learning in classrooms, based on data • SLSO's funded to support student academic growth in classrooms
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$79 393.00) 	<ul style="list-style-type: none"> • Chromebooks purchased to ensure equitable access to technology • Student support provided for uniforms, learning materials and access to excursions • Additional teacher professional learning to support vulnerable students including understanding how trauma impacts development
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	<ul style="list-style-type: none"> • Two teachers supported through funds • A focus on student assessment • Additional time weekly to work on PDP goals • Funds set aside for attendance at professional learning conference 2020 for Gifted and Talented Education to support move into the Opportunity Class program

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	274	263	257	271
Girls	279	275	269	283

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.2	97.1	96.2	96.2
1	95.8	95.9	95.5	96.3
2	96.1	96.1	94.5	96.4
3	95.7	95.7	95.5	94.3
4	95.7	95.4	94.9	94.8
5	95.9	95.4	94.5	94
6	95.3	95.9	93.4	94.5
All Years	95.9	95.9	94.9	95.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.03
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	7.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	468,828
Revenue	5,223,753
Appropriation	5,020,176
Sale of Goods and Services	2,821
Grants and contributions	197,306
Investment income	2,851
Other revenue	600
Expenses	-5,040,231
Employee related	-4,629,993
Operating expenses	-410,238
Surplus / deficit for the year	183,522

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	665,794
Equity Total	278,624
Equity - Aboriginal	57,597
Equity - Socio-economic	79,393
Equity - Language	18,744
Equity - Disability	122,890
Base Total	3,713,815
Base - Per Capita	126,245
Base - Location	3,354
Base - Other	3,584,216
Other Total	307,381
Grand Total	4,965,614

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

STUDENTS

The TTFM Student Survey is designed to provide you with insight to guide your school planning and help you to identify school improvement initiatives. The One-Click Report highlights your results on survey measures that are based on the most recent research on school and classroom effectiveness. This summary provides results based on data from 216 students in this school who completed the survey between 07 April 2019 and 10 April 2019. The number of students by year level was Year 4– 61, Year 5– 68, Year 6– 86.

Domain, Illaroo Road Mean, (NSW GOVT norm over 3 years)

1. Students with a positive sense of belonging, 7.0, (8.1)
2. Students with positive behaviour at school, 8.9, (8.3)
3. Students who try hard to succeed in their learning, 8.9, (8.8)
4. Effective learning time, 8.2, (8.2)
5. Students who are victims of bullying, 3.6, (3.6)
6. Advocacy at school, 7.9, (7.7)
7. Expectations for success, 8.6, (8.7)

PARENTS

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

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 53 respondents in this school who completed the Parent Survey between 03 Sept 2019 and 02 Oct 2019. Below is a summary of the seven measures against NSW Department of Education:

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Parents feel welcome, 7.4, (7.4)
2. Parents are informed, 6.8, (6.6)
3. Parents support learning at home, 6.9, (6.3)
4. School supports learning, 7.4, (7.3)
5. School supports positive behaviour, 8.2, (7.7)
6. Safety at school, 7.4, (7.4)
7. Inclusive school, 7.2, (6.7)

TEACHERS

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

This report provides results based on data from 24 respondents (less than half the school staff) in this school who

completed the Teacher Survey between 02 Sept 2019 and 25 Sept 2019. The results for the Eight Drivers of Student Learning are shown below. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Illaroo Road Public School. More detailed results for each measure follow.

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Leadership, 7.0 (7.1)
2. Collaboration, 7.5 (7.8)
3. Learning Culture, 7.9, (8.0)
4. Data Informs Practice, 7.8, (7.8)
5. Teaching Strategies, 7.9, (7.9)
6. Technology, 5.2, (6.7)
7. Inclusive School, 8.2, (8.2)
8. Parent Involvement, 7.0, (6.8)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.