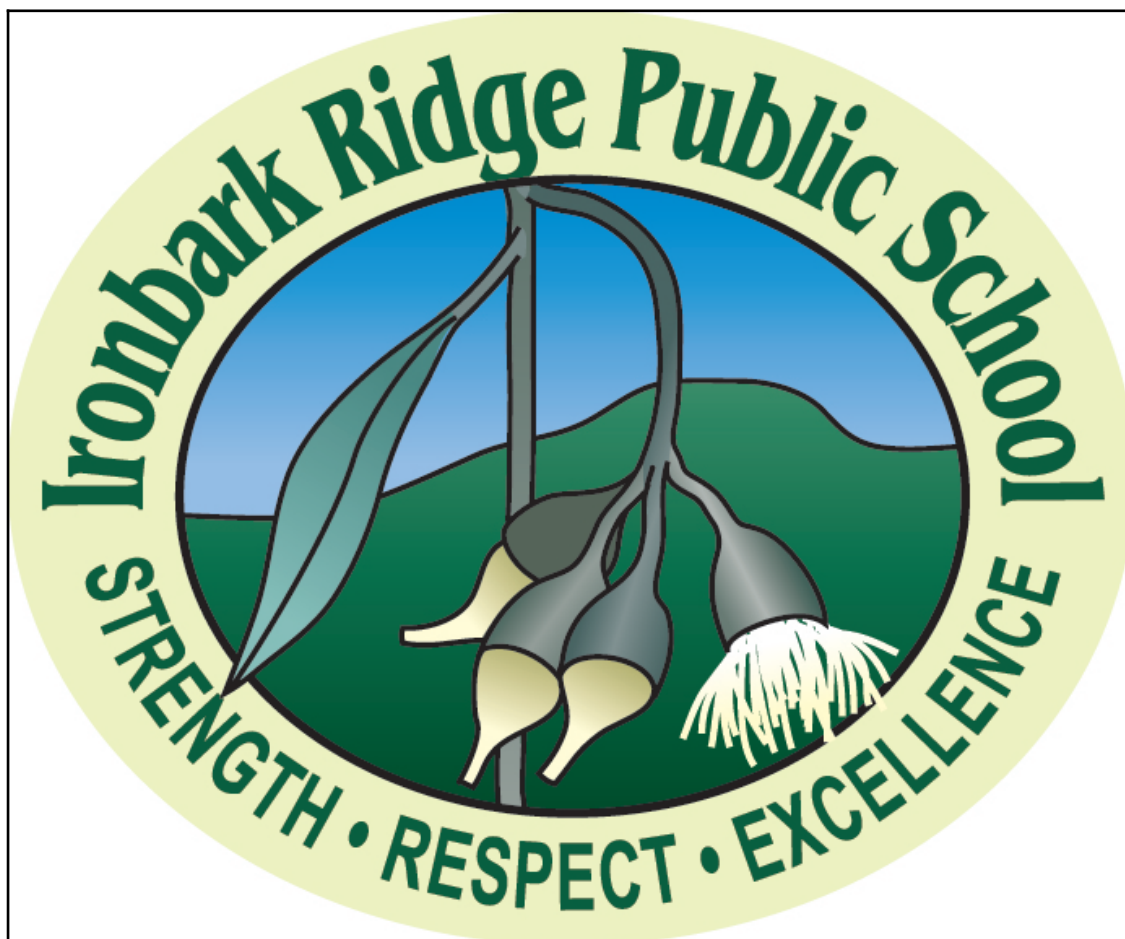


Ironbark Ridge Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Although a relatively young school community, Ironbark Ridge has established a reputation and tradition for a **strong** focus on learning and holistic growth, ongoing **respectful** relationships built on tolerance, generosity and gratitude, and **excellence** in extra-curricular activities, wellbeing and of course academic pursuits. Our students report a strong expectation of success in life and learning, and the task before us as the school and community is to guide them towards it, fostering and enabling their own individual initiative and resourcefulness to continually push their own limits and challenge themselves to achieve and grow.

Following extensive research, student consultation and a rigorous collaborative design process, the 12 Successful Learner Habits have been introduced in 2019 to all students and the learning community. Increasing student agency is the main driver behind the project, with engagement and student self-direction providing a crucial piece in the educational puzzle. At Ironbark Ridge we are desperate to guide and develop our learners towards becoming more assessment-capable, and thus in control of their learning journey.

Staff at Ironbark Ridge demonstrate a level of excellence, professionalism, dedication, and commitment to the growth of all individual students that is simply outstanding. The collaborative and collegial culture that has been developed over time within and across teaching teams at Ironbark Ridge PS is widely acknowledged. It is due to the diligence, initiative and innovation of this team of teachers and support staff that our school operates so effectively for the benefit of our students and the community. This relentless pursuit of *Strength, Respect and Excellence*, our school motto, ensures the growth achieved each year by our learners will continue and expand.

The Ironbark Ridge community proves time and again to be a productive partner in the growth and development of all students who are fortunate to attend the school. Parents and carers are attentive and supportive of the achievements of ALL students. They have high expectations of growth balanced with generous support for all learning initiatives the school employs, confident in the care and instruction delivered to all students in all classrooms.

During 2019 we have begun to unpack the concept of The Ironbark Way, a narrative-based set of expectations and aspirations that describe a pathway our students can navigate to achieve success in school, and more importantly in life. Cultural and contextual norms can be woven by the storytellers (our leaders, teachers, parents and carers) into the mythological journey of the Ironbark Ridge student, providing young Ironbarkers with advice and guidance along The Ironbark Way. The school mascot, Ridgy The Frog, provides a protagonist and hero whose feats of learning Excellence can be emulated by all, no matter the starting point, as long as thought, planning and effort are applied, with a helping hand from the adults around. This narrative has begun to be told and woven around all that we do at Ironbark Ridge in the interests of...

Nurturing personal growth through inspired learning!

School background

School vision statement

NURTURING PERSONAL GROWTH THROUGH INSPIRED LEARNING!

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 973 students at the commencement of 2019, 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, and sport. 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

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 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.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Confident, successful, inspired learning

Purpose

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

Improvement Measures

Students

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.

Teachers

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.

Leaders

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.

Parents and Community

Survey data indicates growth in parent confidence in, and understanding of student growth.

Overall summary of progress

Innovative, effective, research-based teaching practices are constantly being trialed and identified at Ironbark Ridge PS, with evidence of impact collected and analysed before classroom implementation through the Collaborative Planning Conference approach to professional learning and curriculum planning. Continual professional development has occurred through examination of educational research, collective *case management* of student progress, classroom inquiry and collaborative reflection on practice. Differentiated Instruction techniques and implementation of the Release of Responsibility model of teaching are important, engaging learners in the assessment process, collecting evidence to verify their own growth with the view to developing assessment-capable learners.

The 12 Successful Learner Habits (SLHs) have been developed collaboratively by staff, students and the learning community and were implemented across all classrooms in 2019.

Progress towards achieving improvement measures

Process 1: Evidence-Based Teaching Strategies

Developing a collective shared vision and understanding of the research, strategies and professional knowledge to implement, embed and drive the sustained explicit use of evidenced-based improvement strategies and professional practice activities with the ultimate aim to produce assessment-capable learners.

Evaluation	Funds Expended (Resources)
Teaching practices across the school are becoming more consistent and incorporating key elements in effective pedagogies such as LI & SC, delivery of quality feedback, and use of the Release of Responsibility model.	School Executive release to facilitate Instructional Coaching and professional support to all staff as required and desired. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$105000.00)

Progress towards achieving improvement measures

Process 2: Successful Learner Habits

A new system where student learner and leadership qualities within specific domains will be defined, taught and tracked. Explicit learning experiences around personal growth both academically and socially, setting and achieving goals, developing learner qualities and managing personal behaviour will be conceptually and individually integrated as a focus of the new system.

Evaluation	Funds Expended (Resources)
12 Successful Learner Habits have been taught and developed in all classrooms using a supported delivery model. Posters and lesson ideas have been integrated into all classrooms, with a weekly focus enabling consistency across the school to promote and facilitate collegial and community discussion and learning. Surface knowledge of the 12 Successful Learner Habits is developing at a remarkably rapid rate, with student language to describe their learning demonstrating encouraging complexity, deeper understanding and consistency as a result.	Posters, narratives and props for whole-school use.

Process 3: Collaborative Planning Conferences

Formalised professional learning team conferences, inquiry and peer teaching observation process which develops learning, teaching and leading capability.

Evaluation	Funds Expended (Resources)
Collaborative Planning Conferences have been in operation for the full 2019 calendar year with extremely positive effect on teaching consistency, knowledge of curriculum and effective teaching practices, confidence in content knowledge, team management of student learning progress challenges, and teacher collective efficacy. Initial student outcome assessment is encouraging and NAPLAN growth Yr3–5 has risen despite the short timeframe.	Extra 40 minutes of RFF provided per fulltime teacher per week to provide non-teaching time for Collaborative Planning Conferences. $48.5 \text{ teachers} \times 40\text{mins/week} = 32.5\text{hrs} = 1.3\text{FTE} = \text{approx. } \$130\,000$

Next Steps

Descriptive narratives and symbolic 'tools' to aid learners in understanding and application of the strategies will be added to each Successful Learner Habit, 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, further fostering a reflective Growth Mindset in all learners.



Strategic Direction 2

Expert Teaching

Purpose

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

Improvement Measures

Students

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.

Teachers

Staff report an increased number of PDP goals being achieved from 2018–2020 and self-assess their growth according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.

Leaders

School leadership self-assess their effectiveness according to Australian Professional Standards for Teachers in at least 3 Standard Descriptors per year.

Parents and Community

Tell Them From Me survey data indicates growth in parent engagement and confidence in school leadership and teaching practice.

Overall summary of progress

Implementation of current specific, systematic teaching strategies and resources has continued to deepen teacher expertise and whole-school consistency of learning. As the practice of *Cyclical Curriculum Review* has been implemented across the school, teaching and learning programs now reflect this evidence of revisions based on feedback from teaching staff and students. With the goal of developing 'Collective Teacher Efficacy', staff have been resourced with extra release from face-to-face teaching in 2019 for Collaborative Planning Conferences, an evidence-based improvement and differentiated professional learning practice. These planning meetings were initially highly structured to ensure the development of consistency and fidelity of evidence-based processes for professional learning and planning. They have quickly 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 has been greatly enhanced through the development of consistent and reliable student assessments and continuous tracking of student progress and achievement, particularly in the area of Reading in 2019. Instructional coaching, mentoring, and the PL Partners program has continued to operate in response to a diverse range of teacher learning needs. Building a culture of professional growth through reflection on practice has remained at the core of these developments at Ironbark Ridge.

Progress towards achieving improvement measures

Process 1: English

Evaluation of current school practice in the teaching of English. Development of a set of principle statements about the way learners best acquire literacy skills... to develop consistency and inform future directions.

Agreed, effective, evidence-based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case-management approach and use of student learning data to inform ongoing teaching and learning. Collaborative practice is emphasised and developed through initial peer observations and inquiry partnerships, then leading to team conferencing,

Progress towards achieving improvement measures

Process 1: review and planning, with the aim being to develop collective teacher efficacy.

Evaluation	Funds Expended (Resources)
Case–Management approach to grade–based student tracking and differentiated planning and teaching has been achieved in teaching Reading through the Collaborative Planning Conferences model of PL implemented in 2019. Collaborative practice is emphasised and developed through initial peer observations and inquiry partnerships, then leading to team conferencing, review and planning, with evidence at year's end of deeply improved collective teacher efficacy (staff anecdotal discussions and attitudinal survey results). Extensive and deep professional learning about the practice of Guided Reading and explicit teaching of specific reading strategies (including eg. decoding, predicting and inferring and critiquing) has been evidenced.	Deputy Principals as Instructional Leaders Enabling conditions for IL means removing administrative burden through employment of a School Business Manager above establishment = \$65 000 (0.6FTE)

Process 2: Mathematics

Agreed, effective, evidence–based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case–management approach and use of data to inform ongoing teaching and learning.

Evaluation	Funds Expended (Resources)
Staff across all teaching teams have developed effective teaching programs for mathematics and engage in ongoing lesson and unit development through collaborative planning. Scope and sequence development across all grades has enabled effective planning and concept development from K–6.	

Process 3: Curriculum Review

Current teaching and learning programs in all Key Learning Areas are evaluated, streamlined and improved K–6 through a rigorous curriculum review process.

Evaluation	Funds Expended (Resources)
An ongoing program of curriculum design, review and development is in place across all teaching teams. and all Key Learning Areas (KLAs). Consistency of skill development from K–6 is ensured through deliberate sharing and effective implementation of NSW syllabus documents.	

Next Steps

Five Strategic Practices will continue to provide the foundation to ongoing pedagogical development and expertise at Ironbark Ridge PS:

- Collaborative Practice
- Evaluative and Reflective Thinking
- Differentiated Instruction
- Distributed Leadership
- Agile Mindsets

English teaching and learning development will focus on Writing and the development of an integrated model of English teaching based on the Release of Responsibility framework. Mathematics instruction will become a heavier focus with several initiatives and trials being introduced to build contextually relevant data for reflection and to form an evidence base for future pedagogical refinement in the teaching of Numeracy.

Cyclical Curriculum Review processes and systems of resource sharing and storage will be developed to next stages in the coming years, with continued emphasis on the design of inspirational and curiosity–building learning programs across the spectrum of K–6 Key Learning Areas..

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

Improvement Measures

Students

All students K–6 have increased access to opportunities for leadership learning and practical application of leadership skills.

Staff

Staff report improved understanding and commitment to school directions and priorities, and improved satisfaction and confidence in their own professional development pathway.

Leaders

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.

Parents & Community

Parents rate the school as excellent because it uses best practice to embed a culture of high expectations and communicates a clear vision.

Overall summary of progress

Professional development of the school leadership team, aspiring and natural leaders has continued to be a focus throughout 2019, 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 on track for implementation by the end of this school planning cycle in 2020. Staff have been more strategically engaged in Instructional Coaching, mentoring and transformational team leadership to maximise each individual's impact on the school's learning culture.

As part of the ongoing development of the school's Student Leadership program, whole-school student leadership learning programs have begun to extend learners in their knowledge and capacity for using extra levels and layers of Successful Learner Habits, even in Kindergarten. Alignment with an agile and growth mindset and social & emotional learning has further ensured student engagement. The Year 5 Student Leadership program, an opt-in and high-demand learning activity extra-to-curriculum approach, continues to be extremely successful in preparing the next cohort of Student Leaders. Candidates for the team were again tested through a rigorous and transparent procedure, with 20 students selected for the Leadership Team in 2020.

Employment of a school Business Manager has both enabled focus by school teaching leaders (especially both Deputy Principals) on Educational Leadership, and has also improved efficiency in administrative and management systems and processes through closer alignment of non-teaching staff with tasks of expertise.

Progress towards achieving improvement measures

Process 1: PD Pathways Framework

Beginning Teacher Induction and Early Career Teacher professional development prioritised through targeted mentoring and instructional coaching program.

PDP process includes 'FeedForward' and coaching practice techniques to enhance the quality of professional learning conversions.

Progress towards achieving improvement measures

Process 1:

Recognition of high-performing teachers and leaders through accreditation process at HAT & LT.

Structured and strategic opportunities for all staff to engage in leadership positions across all aspects of the school.

Evaluation	Funds Expended (Resources)
There are structured and strategic opportunities for all staff to engage in leadership positions across all aspects of the school. The school leadership team is constantly and strategically aligning expertise and commitment from teaching staff with new initiatives and leadership tasks to benefit student outcomes.	Beginning Teacher support funding, QTSS release for executive staff, and school-based funding for Instructional Leadership from expert staff according to data-identified areas for individualised professional learning, support and development.

Process 2: Student Leadership Project

Increased opportunities for leadership skill development across all student ages.

Student Leadership team selection process re-design and implementation to place emphasis on character, competence & commitment.

Evaluation	Funds Expended (Resources)
The inaugural Student Leadership team successfully led their Year 6 cohort to develop a plan for a tangible item and several <i>culture creation</i> goals across the year. The design and installation of large school mural to showcase future positive character traits and aspirational behaviours for students to see in playground was achieved by year's end.	

Next Steps

2020 will see continued development of whole-school leadership learning aligned with the school's Successful Learner Habits. The Year 5 *Leaders in Training* program will continue and further student leadership curriculum development will again reflect feedback from the current Student Leadership Team. The selection process has proven successful and will continue to replace traditional 'election' of leaders at Ironbark Ridge PS.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 750 to assist in facilitation of partnership in learning meetings and learning resources K–6	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 or have special interest in improvement and further development. Whole school events are organised to ensure a regular focus on Aboriginal and Torres Strait Islander history and perspectives.
English language proficiency	\$32 500 in flexible staffing costs	EAL/D teachers worked in classrooms and taught 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. Growth by EAL/D students is significantly above average in standardised assessment scores.
Low level adjustment for disability	\$128 500 spent in 2019 on flexible staffing costs supporting students with disability or specific learning needs and adjustments.	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, Fun Club continued to support students in experiencing success in social interactions. Students accessing support programs are demonstrating greater engagement and growth in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	\$165 000 approx.	QTSS funds released executive staff and identified teachers for the purpose of instructional coaching in a range of areas across the year. QTSS funding has supported teachers and school leaders in the achievement of professional learning goals and to facilitate collaborative meeting practices.
Support for beginning teachers	Instructional leader, mentor and team leader support in all aspects of the role. Funding Sources: • Support for beginning teachers (\$32 000.00)	Beginning Teachers have received significant support through a systematic induction program delivered in co-operation between their Assistant Principal and an experienced and expert instructional leader. Beginning Teachers report a sense of collegial guidance and effective introduction to their role in the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	340	406	512	494
Girls	315	377	469	484

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	95.5	94.7	94.5
1	95.2	93.5	94.2	94.9
2	94.5	95.1	94.7	94.4
3	95.3	94	95	95
4	95.7	94.3	94.1	94.9
5	95.7	95.1	95.1	95
6	94.5	94	94	94
All Years	95.2	94.5	94.6	94.7
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

The attendance rate of students at Ironbark Ridge Public School continues to exceed state levels, however data shows current student attendance across the school to be lower than in previous years. When concerns about student attendance are held, a Deputy Principal makes contact with a parent or 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 basis, with parents able to submit reasoning through the Parent Portal for school admin approval. The school has recently set ambitious future attendance targets in the best interests of students achieving academically and also connecting more with the school to build a sense of belonging at Ironbark Ridge.

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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.83
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	5.87

*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	904,668
Revenue	8,145,249
Appropriation	7,284,109
Sale of Goods and Services	203,455
Grants and contributions	644,395
Investment income	12,790
Other revenue	500
Expenses	-7,885,237
Employee related	-6,811,382
Operating expenses	-1,073,856
Surplus / deficit for the year	260,012

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	77,990
Equity Total	341,152
Equity - Aboriginal	4,751
Equity - Socio-economic	17,198
Equity - Language	181,976
Equity - Disability	137,227
Base Total	6,165,973
Base - Per Capita	230,180
Base - Location	0
Base - Other	5,935,793
Other Total	525,918
Grand Total	7,111,034

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.

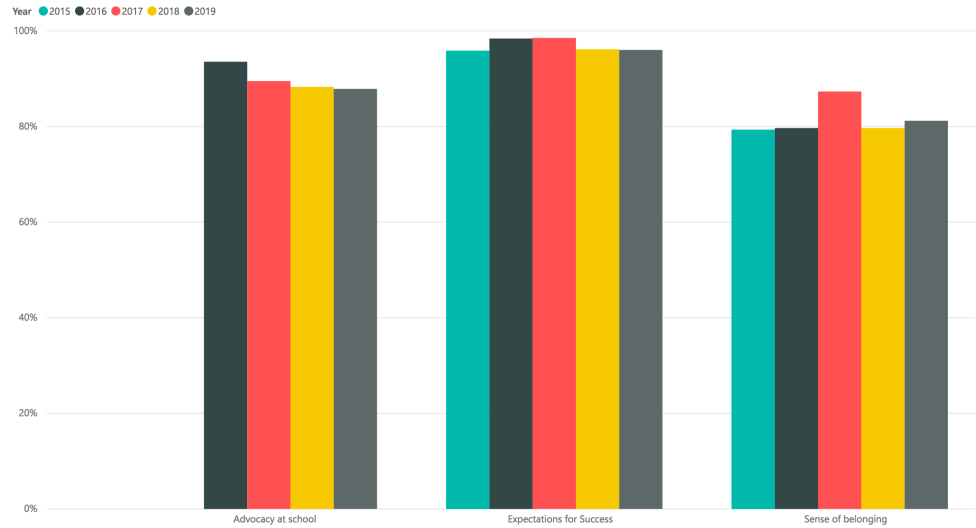
NAPLAN Online

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

Each year the school seeks the opinions, ideas and concerns of the Ironbark Ridge learning community – students, parents and carers, staff – in order to develop and adjust ongoing plans, priorities and school directions. In 2019 our investigations centred around student attitudes towards *Advocacy* and *Sense of Belonging* at the school.

Ironbark Ridge students exhibit extremely high *Expectations for Success* in their schooling, and the work of parents, staff and school systems to support and enhance this is evident through the school's strong focus on academic achievement. Conversely, a gradual decrease in perceived opportunities and support for student *advocacy* over the past four years (from 94% positive to 88% in 2019) is of concern, and the continued low level of students reporting a positive *Sense of Belonging* at the school (approximately 80% over the past five years) highlights a second area of focus for the next school planning cycle (2021–2024).



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.