

# 2020 Annual Report

## Ilford Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Ilford 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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Ilford Public School

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## School vision

Excellence through innovative, collaborative practice to develop outstanding global citizens.

## School context

Iford Public School is a small village school that has been providing quality education to the local area since 1868. Students attend from the local farming community and there is strong community support for the school. The school is set in a picturesque bush setting on the Castlereagh Highway.

The school operates two multigrade classes and has a separate library and office area. Teaching and learning is facilitated by a focus on technology.

## 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Learning

#### Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement

#### Improvement Measures

-An increase in % of students achieving a year's growth for a year's learning through a self-centred and self-directed approach.

-Improved levels of student well being and engagement.

-Increase in the % of students at or above start norms as measured against internal and external data.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and learning

Deliver quality student centred and self- regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year worth of learning.

Evaluation	Funds Expended (Resources)
All staff collaboratively designed whole school Scope & Sequences in all curriculum areas. These were then developed into student- centred teaching and learning programs to address whole school curriculum needs. After being trialled and implemented for K-6 throughout 2020 staff have identified aspects for further review in 2021.	\$1000.00 - teacher relief \$595.00 - PM Benchmarking Kit \$150.00 - 'School in a box' resources
Learning from Home at the end of Term 1 and into Term 2 saw teachers developing individual 'School in a Box' addressing specific needs for each child to ensure equity and continuity of learning. Upon returning to school all students were assessed to gain baseline data to inform future teaching and necessary interventions.	
By the end of 2020 a majority of students achieved at least a year's growth in a year's worth of learning.	

##### Process 2: Student Wellbeing

Implement a school wide integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Parent consultation resulted in a review of the behaviour management program. The staff collaboratively developed a more consistent approach to behaviour management and a policy that was more applicable to the students of Ilford PS. This included an award system which recognised positive behaviour and a reinforcement of the DoE Discipline Policy. The values of kindness, respect, tolerance and trust were co-designed with staff and students and ratified by the parent body to support whole school expectations. These were included in the explicit teaching of classroom and playground expectations and were reinforced at weekly assemblies and in weekly communication with the community. Following implementation students, staff and community were surveyed utilising the Be You wellbeing tool to ascertain the validity of what had already been implemented. Results of the surveys showed unanimous agreement for the program to be fully implemented K-6 in 2021.	\$253.00 - Dance Program

## Strategic Direction 2

### Teaching

#### Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidence based. We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

#### Improvement Measures

-An increased proportion of teachers using evidence informed teaching strategies.

#### Progress towards achieving improvement measures

##### Process 1: Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
By the end of 2020 all teachers were co-designing individual student learning goals for Literacy, Numeracy and Wellbeing (personal) with regular discussions with students as to their achievements and 'next steps'. The implementation of visible learning across the school saw all teachers working with their class to develop learning intentions that were syllabus based and differentiated according to student need. Teachers utilise formative and summative assessments to provide timely feedback to students regarding their progress and areas for improvement. The K-2 class introduced self and peer feedback in the second half of 2020. This proved to be an effective evaluation tool for students to reflect on their own learning along with teacher feedback.	Casual relief

##### Process 2: Data skills and use

Student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
At the beginning of 2020 all students were assessed and benchmarked in reading and comprehension. Analysis of data collected from these assessments was used to develop more relevant differentiated teaching and learning programs. Whole school database was developed and made accessible to all staff in order for relevant updates to be made throughout the year. This information was then used to create a data wall for all staff to identify students progress and to inform future teaching and learning or those needing adjustments and 1:1 support.	N/A

##### Process 3: Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
Staff participated in both face-to-face and online learning throughout all of 2020. During COVID19 Learning from Home, staff took up opportunities for professional learning through the DoE, PPA and outside agencies. Staff who	\$1000.00 - teacher relief

## Progress towards achieving improvement measures

participated in these activities then upskilled other staff to ensure quality teaching and improve teacher capacity. This also provided avenues for collaboration and whole school planning to sustain quality teaching practice. The Principal participated in Community of Practice forums to ensure currency of DoE policy and to further develop leadership capacity. Effective classroom practice is evident across the school as a result of staff putting into practice knowledge and skills acquired after engaging in professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$27 048.00	These funds are applied directly to staffing so that students requiring extra assistance and/or adjustments have consistent, quality teaching from highly experienced and passionate teachers and SLSO support in both classes.
<b>Socio-economic background</b>	\$38 554.00	These funds are applied directly to staffing so that students have consistent, quality teaching from highly experienced and passionate teachers in two classes.



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	14	14	14
Girls	16	15	12	11

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	89.7	90.4	89.4
1	93.5	89.5	81.7	97.1
2	92.1	92.3	78.2	93
3	82.8	89	88.3	94.2
4	95.1	90.2	82.1	92.1
5	94.3	93.7	95.3	94.8
6	96.9	92.2	86.5	90.7
All Years	93.6	91.3	86.1	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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
Classroom Teacher(s)	0.54
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.94

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	38,128
<b>Revenue</b>	602,791
Appropriation	597,634
Sale of Goods and Services	140
Grants and contributions	4,938
Investment income	80
<b>Expenses</b>	-517,386
Employee related	-475,915
Operating expenses	-41,471
<b>Surplus / deficit for the year</b>	85,405
<b>Closing Balance</b>	123,534

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	18,584
<b>Equity Total</b>	65,602
Equity - Aboriginal	0
Equity - Socio-economic	38,554
Equity - Language	0
Equity - Disability	27,048
<b>Base Total</b>	391,057
Base - Per Capita	6,253
Base - Location	13,856
Base - Other	370,948
<b>Other Total</b>	29,119
<b>Grand Total</b>	504,362

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

2020 presented many challenges for the Ilford community. The year began with us feeling the effects of years of drought, culminating in a summer like no other. Destructive bushfires destroyed many parts of our community, families were evacuated from their homes and others lost grazing land and stock. Thankfully no homes or precious lives were lost from the Ilford community. The rain came at the end of January, drenching the parched land and allowing new life to sprout. Our students were excited to come back to school and parents commented on how happy they were for the return of the routine and structure of school.

It was only two months later, however, that students would be sent home, uncertain of what the ramifications of the global pandemic (COVID19) would have on our little village, NSW, Australia and the world. Parents helped to shoulder the load of education. Teachers changed their entire approach to teaching, including strategies, overnight. Through excellent communication, flexibility and dedication to student learning, by both the staff and families, students continued with some form of learning during this time. Parents took the opportunity, through completing wellbeing surveys, to make positive comment on the dedication of the teachers at Ilford Public School and how resilient their children were becoming. We are continually buoyed by the ongoing support and positive input from the parents, families and the wider community of Ilford Public School.

The community has the opportunity to attend P&C Meetings each month. Parent Information Sessions and a Welcome BBQ allowed families to come together in support of their children's learning. Parents have expressed full satisfaction with the school, from the teaching and learning to extracurricular activities to supporting student growth and development. Positive comments have been happily received as student engagement has continued to grow through the opportunities and experiences offered by Ilford Public School. Wellbeing surveys indicate staff agree that the school has a high expectations culture and our renewed teaching and learning processes, now embedded within the school, has had a positive impact on student learning. Staff have actively supported students to achieve the best that they can and support wellbeing across all areas.

Whilst 2020 had many challenges the overall feedback from students, staff and the school community is that Ilford Public School is a school of excellence, with respectful relationships and quality learning for all.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.