

# 2020 Annual Report

## Ingleburn Public School



2206

## Introduction

The Annual Report for 2020 is provided to the community of Ingleburn Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

---

Ingleburn Public School  
Oxford Rd  
Ingleburn, 2565  
[www.ingleburn-p.schools.nsw.edu.au](http://www.ingleburn-p.schools.nsw.edu.au)  
[ingleburn-p.school@det.nsw.edu.au](mailto:ingleburn-p.school@det.nsw.edu.au)  
9605 1423

## School vision

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

## School context

Ingleburn Public School is part of the St. Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 590 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 56% of its students with a language background other than English and 25 Aboriginal students.

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

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

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

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Innovative Learning Design

#### Purpose

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

#### Improvement Measures

Increased proportion of students demonstrating active engagement with their learning through the use of flexible learning spaces.

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

#### Overall summary of progress

Throughout 2020 a variety of programs have ensured students at Ingleburn Public School have actively engaged with their learning. Students have had the opportunity to engage in weekly cooking, gardening and sustainability lessons through the FEaST (Food, Education, and, Sustainability, Training )program which has seen students utilise the student kitchen and school garden. This program also supports our EaLD students with immersive, hands on learning experiences that support future life skills.

Collaboration with the Catalyst Innovation Lab enabled students to explore a range of concepts using the Applied Learning Model. This model allowed students to engage in activities and research around a sustainability topic that they were passionate about. They followed the model by using what they already **know**, **applying** it to real life scenarios in our local community and **reflecting** on the process. Learning was tailored to student interest which resulted in an increase in students' engagement and student led projects created around the school. Some of these included getting a chicken coop and a greenhouse, where groups research types of vegetables that would best grow and support healthy eating programs at Ingleburn Public School. Students were engaged with our local community by identifying an issue, surveying school and community members about this issue and creating a solution. This project based opportunity encouraged students to collaborate with each other, demonstrate higher order thinking skills and innovate with the peers.

Film by the Future has successfully run again this year, with two films being chosen as finalists in the film festival. Film By continues to be an exciting and engaging initiative that students and teachers look forward to every year.

Matific an online Mathematics resource was trialed throughout the school and has allowed teachers to provide students with an interactive engaging resource that supports learning within the classroom and was also utilised during home schooling due to COVID 19.

The school has been a part of the Effective Reading Professional Learning program with all staff participating in the professional learning and our Literacy team working with NSW Department of Education Literacy consultant to develop a K-2 phonics sequence to support the teaching and learning of Phonics in Kindergarten, Year 1 and Year 2.

2020 has continued to see our students and staff utilising our flexible learning spaces including our gazebo, synthetic turf, and the Fab Lab with existing flexible learning spaces such as Limestone Lair and Pebble Place continuing to be used by students and staff alike.

Due to COVID-19 not all programs, or spaces could be used to their entirety, however, staff were still able to provide students with some opportunities to be involved in a variety of engaging learning programs and utilise our flexible learning spaces.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to support students development of literacy and numeracy skills through **Universal Design for Learning**.

Create a framework for planning literacy and numeracy with **Universal Design for Learning** that is consistent throughout the school

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Teachers have continued to utilise Ingleburn Public School Design Thinking Process (research and design, ideate and organise, create, experiment and demonstrate) to continue to explore entrepreneurial projects in every class.</p> <p>Universal Design Learning (UDL) is a continuing feature of learning at our school. The Stephanie Alexander Garden Program allows the extension of UDL principles to students who prefer to learn by doing. Students learn practical skills that result in real life visible achievements that they can be proud of. The produce grown is used in the school canteen, in cooking classes and in the Love your Lunch initiative. A key achievement of the Stephanie Alexander program, is that students can see tangible growth of their learning through the growth of plants, and classroom teachers can translate this understanding to other learning areas.</p> <p>Stage Two and Three teachers embedded Literacy and Numeracy skills in projects that captured students' interests such as the Catalyst Lab Sustainability Project and the FEAST program. Across the whole school, the Film By initiative continued to embed the learning of literacy skills through multimodal texts and visual literacy.</p> <p>To support Numeracy achievement and acknowledging student interest in technology games, the school invested in 'Matific' - an online mathematics resource for schools that easily tracks students' progress with real-time performance reports showing current status of individual students and their needs.</p> <p>Our school participated in the NSW Department of Education Reading Project. The aim of the program is to increase teacher knowledge, shared-beliefs about reading practices, resulting in a shared responsibility to improve student achievement in reading throughout the school. This was implemented with a core focus on Universal Design for Learning. By doing so, we have implemented change in school structure for 2021. The IPS Learning Hive empowers global collaboration and inspires teachers and students to work as a cohesive community of learners. This concept also highlights the core focus, that students are not restricted or identified by age or stage and ability. this will be further explored in 2021.</p> <p>The school is in its third year of Universal Design for Learning (UDL) implementation. 2020 has seen a focus on embedding UDL practice throughout all learning areas giving all students an equal opportunity to succeed. 2020 provided a unique opportunity to see the implementation of UDL strategies to best facilitate student learning during COVID-19. In line with the UDL framework, teachers REPRESENTED information for students via online platforms through videos, audio and multimodal texts. This online learning material gave all students opportunities to ENGAGE in the material that was best suited to their learning strengths. This also provided choice and the opportunity for students to practise self-regulation. During COVID-19 teachers continued to provide a variety of opportunities for students to demonstrate their ACTION and EXPRESSION of their learning. Given that students were not physically in the same space as their teachers, they were able to employ online communication and collaboration tools. Learning from Home required students to take ownership and responsibility for their learning and their learning habits. This UDL focus has seen a transfer of these skills to classroom learning.</p> | <p>Socio-economic Background - \$15,000</p> <p>English Language Proficiency - \$7,500</p> |

**Process 2:** Implement a whole school integrated approach to using of Apple Technologies and Maker Technologies to develop students literacy skills

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Students and teachers worked together as a part of the Universal Discovery | QTSS - \$10,000            |

## Progress towards achieving improvement measures

Centre Program to enhance understanding of the Apple Education and maker programs to enhance learning experiences. Teacher workshops were created for teachers to share their skills on embedding technology use into their program, including sharing knowledge gained from the Apple Teacher Program.

In addition, 2020 saw a change in location of the Discovery Centre and the renaming of it to 'Universal Discovery Centre' (UDC) to facilitate the increase in student interest in technology with a focus on Universal Design for Learning (UDL). Within the UDC, learning is owned by the learner who is empowered to use the space and a variety of technology resources to demonstrate learning and understanding. The new UDC enables the LEGO robotics groups and Game Changers, design thinking and Maker challenges which all build on students interest in technology whilst also providing them with a variety of challenges that engages their creativity, empathy and collaboration.

Professional learning continues to focus on UDL training for all staff. Additional topics caters to teachers needs both at stage level and individual levels, for example the UDC Techy Brekky was run for teachers to empower teacher learning in technology. This learning continued through a new UDC timetable where the UDC expert teachers supported classroom teachers in their implementation. Further extending on this, The global pandemic saw an increased need for technology skills as learning went quickly online. Staff in the UDC responded by creating a program to upskill teachers in their use of technology to engage students and this has continued beyond the lockdown. The Techy Brekky have introduced teachers to new skills and UDC staff have supported teachers in embedding these skills into classroom programs.

English Language Proficiency - \$3,000

Socio-economic Background - \$15,000

**Process 3:** Implement a whole school approach to the effective use of flexible learning environments to enhance the implementation of Universal Design for Learning pedagogical practice.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Learning spaces is a key focus for IPS. In 2020 this has been extended to outdoor areas. This links to new strategies in the Positive Behaviour for Learning program and decisions have been driven by an increase in 2019 behavioural incidences in the playground. New outdoor areas include the Gazebo which is a space used as a reward for students who are taking pride in their school uniform and classroom environment; musical instruments which provides students with creative and purposeful tools for musical creation; a new sensory room which allows students to explore different sensory experiences; and a new running track and soccer posts which allows for collaborative sports. To plan the next phase of outdoor area development, the school will develop strategies to capture how often outdoor areas are being used, by whom, and for what purpose.</p> <p>Flexible learning spaces and outdoor learning spaces are continuing to facilitate UDL principles throughout the school. For example , Gazebo, Synthetic Turf, Fab Lab, Limestone Lair, Student Kitchen, Pebble Place, UDC and the Music Room, all provide opportunities for students to both discover and express new learnings in ways that reflect their interests and abilities.</p> <p>2020 has seen a redesign of the Bush Tucker Garden, with a greater focus on indigenous students, giving them a voice and space to share their culture with the entire school community. This has resulted in the non Indigenous community learning more about the local connection to land, stories and culture. This learning is displayed through signage, artwork and design of the garden and is another example of embedded UDL principles in our school environment.</p> <p>2020 has seen the exploration of open classrooms for Kindergarten, one class of year 2 and 3, and 4 stage 3 classes. Open classrooms are not new to IPS, and have been part of our vision of student-centred learning for many</p> | <p>Lower Level Adjustment for Disability - \$40,000</p> <p>Aboriginal Background - \$10,000</p> <p>English Language Proficiency - \$10,000</p> |

## Progress towards achieving improvement measures

years. This year, these particular classes have been chosen for the open classroom initiative due to a firm belief by teachers in the benefits for student collaboration and social development. This is especially seen at the kindergarten level where students are exploring and developing social skills and again at stage 3, as students prepare for life beyond primary school and develop more sophisticated collaboration skills. The year 2 and 3 class is working within a space in the school that facilitates open classrooms and learning within a wider group. Open classrooms have provided the flexibility for teachers to teach in different ways and provide innovative learning design exploring collaborative, future focused global citizens.

The vegetable garden has proven a great success with produce being used as a part of the FEAST program and also within the school canteen. As a part of the Catalyst program students petitioned the school principal to have a chicken coop at the school. The coop arrived at the end of the year, with chickens to be purchased at the beginning of Term 1 2021

## Next Steps

\*\* - Continue to utilise all outdoor learning areas during teaching and learning time. Further explore improvements and use of other areas in the school

\*\* - Grounds of Ingleburn - development of project team to ensure development of this teaching and learning area

\*\* - Staff to continue to participate in professional learning around the use of technology within the classroom and embedding it to enhance and increase student engagement.

\*\* - Teachers and students engaging in entrepreneurship programs utilising the design thinking process tool, professional learning for new staff, identifying new connections and opportunities to link to the school through entrepreneurship.

## Strategic Direction 2

### Empowered Learning

#### Purpose

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

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

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

#### Improvement Measures

Increased proportion of learners demonstrating a growth mindset.

Increased proportion of learners regularly engaging in sharing their successes.

Increased proportion of learners using age appropriate self-evaluation tools.

#### Overall summary of progress

2020 has seen a focus on enabling student voice and input into innovative learning design around spaces within the school as well as activities in that take place in the school.

The Staff Hub redesign has empowered teacher learning and collaboration, even though COVID 19 restrictions have not allowed for the full use of this space.

The staff at Ingleburn Public School have a variety of experience and expertise that have been utilised to drive teaching and learning practices and a number of initiatives have been born out of this such as Cooking, Art, Music. Mindfulness and PD/H/PE programs.

Our UDL journey has continued in 2020. UDL implementation has become embedded throughout all learning areas, giving all students an equal opportunity to succeed and provides our students with an opportunity to have choice in their learning and a voice. In 2020 IPS has continued to draw on the knowledge of expert advisors to further our development and understanding of various aspects of school improvement. The School Planning Team has continued to work with L'Enfant Learning on a weekly basis throughout the year to ensure school projects align with the annual school plan and determine a strategy for the implementation of milestones. Professional learning is provided for specific staff project groups as needed, and support for the school planning team in the reflection documentation is ongoing. To support the adoption of the reading program, NSW Department of Education Literacy and Numeracy Advisor has provided whole staff professional learning, and small group support with the focus on improving shared knowledge of teaching reading resulting in improved teacher confidence. The school continues to engage in professional learning opportunities for staff to improve teacher expertise in areas of need and continuously connect these new learnings to foundation principles such as UDL.

Mindfulness has been a program that has been adopted across the school, with staff running mindfulness sessions at lunchtimes. All staff have participated in Smiling Minds mindfulness training and have utilised the Smiling Minds program within their classrooms. This has been a very positive initiative for both staff and students and will continue next year in 2021. Growth mindset continues to be embedded into classroom practice providing opportunities for all learners to see growth in themselves and learning is celebrated and approached with enthusiasm and confidence.

The Kitchen Garden Program at Ingleburn Public School engages students in learning experiences focused on healthy eating, cooking and gardening. It incorporates fundamentals of the Stephanie Alexander Kitchen Garden Foundation and OzHarvest programs to deliver pleasurable and sustainable food education. Through regular engagement in gardening and cooking, students are encouraged to taste and learn about nutritious, delicious foods. Students will grow to embrace fresh, seasonal flavours and understand more about the natural world. This in turn will provide students with more knowledge and skills for a healthy future.

Food education requires regular physical energy in the garden, specific skills to work safely in the kitchen, engages all the senses, promotes sustainability and requires cooperative group behaviour. The program also offers rich links across the curriculum, with authentic learning experiences in science, literacy, numeracy, geography, history and visual arts.

## Progress towards achieving improvement measures

**Process 1:** Teachers will engage in professional learning that is self-directed, future-focused, reflective, differentiated and collegial.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>In line with Strategic Direction 2 - Empowered Learning, there has been a focus this year on highlighting staff expertise and providing avenues for this to be shared with all staff. This has resulted in Stage Professional Learning sessions where staff have shared their knowledge and expertise in a specific area with their team and provided insight and resources that can be transferred into classroom practice. The content of these sessions is shaped by feedback from the team to ensure relevance and the meeting of needs.</p> <p>Utilising the Teacher Observation Tool staff observed their Partner Teacher in Learning (PiL). This presented the opportunity for stage teams to work more closely together and observe, and analyse teaching and learning cycles.</p> <p>Professional learning continues to focus on UDL training for all staff. Additional topics caters to teachers' needs both at stage level and individual levels, for example the UDC Techy Brekky was run for teachers to empower teacher learning in technology. This learning continued through a new UDC timetable where the UDC expert teachers supported classroom teachers in their implementation. Whole school initiatives such as the reading program have been implemented as a response to identify students needs and improve teacher confidence.</p> <p>COVID-19 has presented the opportunity to extend teachers online learning through the provision of otherwise face to face online learning sessions in the new online learning format for example Effective Reading, CESE What Works Best, and other curriculum focus areas.</p> <p>2020 saw a need to focus on empowering teacher learning between and from each other. One of the ways this has been achieved is through a focus on assessment. This was identified by staff in a collaborative process by working through the CESE What Works Best indicators. Teachers collaborate between classes in investigating the data to discover answers to key questions such as:</p> <p>Does the data indicate that students in other classes seem to understand particular topics more than in my class?</p> <p>What particular teaching strategies are being used effectively, and can I replicate that for my students?</p> <p>How can I report effectively to parents about the learning progress that has been made by their child</p> <p>What potential future areas of focus might there be?</p> <p>A focus on assessment strategies has resulted in a deeper understanding of formative and summative assessment types. Whilst formative assessments fit well within UDL structures, staff had to interrogate a variety of summative assessment strategies through the lens of UDL practices. This means that the school has developed summative assessment strategies that align with UDL and enable teachers skills in analysing, interpreting and using that data.</p> | <p>QTSS - \$9,000</p> <p>Socio-economic Background - \$10,000</p> |

**Process 2:** Provide opportunities for inclusive education through the establishment of parent and community forums.

| Evaluation  | Funds Expended (Resources)          |
|---|-------------------------------------|
| The Global Pandemic restrictions gave Ingleburn Public School the | Socio-economic Background - \$2,000 |

## Progress towards achieving improvement measures

opportunity to extend quality learning and teaching beyond the school gates. Learning from home provided students with opportunities for rich and authentic engagement with content, through contextual application. Activating different learning modes for our students was developed through the use of contemporary strategies such as online videos, technology and choice grids. This encouraged our learners to interact with content and develop meaningful links with the real world. The transition from face to face teaching at school to online learning from home, allowed for a consistent progression of learning where teachers were still able to tailor the content to individual learning needs. Online learning facilitated positive communication between teachers and parents through weekly welfare check in phone calls, and daily communication via online platforms such as SeeSaw, Google Classroom and Dojo. This created a cohesive culture between home and school with a priority of continuing to improve outcomes for students during these unforeseen circumstances. This has improved teacher confidence to work more closely with parents and teachers are already building on these relationships as restrictions have eased.

2020 has seen an establishment of community partnerships through initiatives such as OzHarvest, Catalyst Lab, and Bush Tucker Garden. OzHarvest delivers to IPS on a fortnightly basis with fresh nourishing foods for 30 families who are in need of relief and support during the global pandemic. The Catalyst Lab is the Department of Education's innovation and design-thinking hub. Students are required to identify and solve community problems through a design thinking methodology. The program has seen our students connect with local cafes, community organisations that teach recycling and up-cycling skills and local council support. Our Bush Tucker Garden has been refurbished to become a hub of learning, with the support of aboriginal elders and our local council. We have developed a space where students can learn dream time stories, connection to land and country, and make connections to our local indigenous community. This was originally developed to support our indigenous students and has become an avenue for them to share their culture with the entire school community.

The schools focus on building productive relationships through our PBL is being consistently shared with the local community through the installation of signage for example the four pillar flags, pole wraps, cafe banners, and gate signs that reflect the language of the four pillars and consistent imagery that demonstrate these positive behaviours. The intention of this is for families to embrace this language and support their child's journey.

English Language Proficiency - \$10,000

Aboriginal Background - \$5,000

**Process 3:** The development of a student/staff self-assessment tool (building on the school evaluation tool already in place).

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Teachers have further embedded the four pillars (Innovation, Collaboration, Empowerment and Global Citizenship) in classroom behaviour systems and these have been included in teaching programs. This is evident throughout the use of the teacher observation tool, which is built around the four pillars and the consistent use of the language with students which has seen a shared understanding of the four pillars and what they may look like in each class.</p> <p>This year, the idea around the teacher observation tool has been extended to students. The student observation tool focuses on having students capture positive behaviours in the classroom and identify elements of innovation, collaboration, empowerment and global citizenship. In Term 3, student leaders used this tool to observe classroom behaviours - taking photos, videos and anecdotal notes. This feedback allowed the class and teacher to reflect on their relationships and behaviours to celebrate and improve.</p> | <p>Socio-Economic Background \$5,000</p> <p>Quality Teaching, Successful Students - \$2,000</p> |

**Process 4:** Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

## Progress towards achieving improvement measures

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>The work that staff undertook in 2019 around Positive Behaviour for Learning (PBL) has resulted in a good collective understanding of expected behaviours, which has led to a decrease in the number of students requiring behaviour interventions. Continued strategies in PBL include Four Pillar awards, PBL Buddy lessons across K-6, virtual assemblies celebrating success and achievement, termly reward day and consistent use of House Points for positive reinforcement of desired behaviours. These strategies have focused on our high expectations of students to continually demonstrate expected behaviours. Providing opportunities of choice in the form of interest-based lunchtime groups both inside and outside the classroom such as Mindfulness, Dance and Art Club. As a result of the implementation of these groups, students are engaged in activities of their own interest, improving the overall wellbeing and engagement of students and therefore, the quality of their learning.</p> <p>The 2020 PBL program, encompasses wellbeing into classroom management strategies. An element of PBL is the mindfulness program which aims to equip young students with integral skills to thrive in life. These include self-regulation skills, emotional awareness, connectedness and collaboration strategies and the establishment of a safe environment for all. This mindfulness program began with a small group of interested students with the intention of extending these practices throughout the school in 2021.</p> <p>Creative and Performing Arts programs began successfully in Term 1 until COVID restrictions came in to place. Due to the restrictions many of the programs were unable to take place and as a result school based activities became the focus and were modified to align with the NSW Health Guidelines. Due to COVID- 19 restrictions the collection of short videos and photos celebrating CAPA Events throughout the year was incomplete. 2021 will see the continued development of this collection.</p> <p>FEAST- Specialised language support (EAL/D) better reflects student needs by deploying a variety of strategies including in class support and small group withdrawal and support for small groups from various year levels. The school cooking program (FEAST) was initially developed to support these students as it enables them to practice language in a different context. The success of this program has resulted in it being extended to become available to the whole school community.</p> <p>2020 has seen Ingleburn Public School implement changes to the existing format of PLASP to ensure a more consistent flow between classroom practice and identifying students' needs. The changes reflect adjustments to the template that link directly to the Nationally Consistent Collection of Data (NCCD). This has resulted in a more streamlined process for identifying, monitoring and reviewing students with specialised needs resulting in resources being adequately and equitably allocated across the school.</p> <p>Through our programs for students with additional needs, class teachers and specialist teachers collect and analyse data from work samples, observations against the new student referral format. Staff meet regularly to monitor progress. Learning Support Team (LST) meetings are conducted weekly and case meetings with external support services happen as required. A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses the whole school need, teacher need and student need.</p> <p>Ingleburn Public School and 5 other primary schools and a preschool from South-West Sydney have partnered to establish the world's first school-based clinic to provide Parent-Child Interaction Therapy (PCIT), a program for managing emotional, oppositional and defiant behaviour in young children. 2020 has seen an increase in the number of families involved and</p> | <p>English Language Proficiency - \$5,000</p> <p>Socio-Economic Background - \$15,000</p> <p>Low Level Adjustment for Disability - \$15,000</p> |

### Progress towards achieving improvement measures

this has seen a reduction in disruptive classroom behaviours and an opportunity to explore further behaviour management strategies. Class teachers have been involved, learning new strategies for children in the program which reflect those used at home. The improved family relationships are beginning to show benefits in students' self-regulation skills at school.

### Next Steps

- \*\* - Deepen connections with outside agencies and foster new connections with community groups
- \*\* - Develop a catalogue of images and video to demonstrated the engaging programs taking place at IPS
- \*\* - Utilise the student assessment tool in classrooms to allow for student voice, self assessment and feedback.

### Strategic Direction 3

#### Entrepreneurship

#### Purpose

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

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

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

#### Improvement Measures

Increase in the proportion of staff implementing Positive Behaviour for Learning with a focus on the four pillars of the school vision.

Increased proportion of students engaging in entrepreneurial projects.

Increased parent and community engagement in a range of projects and opportunities.

#### Overall summary of progress

2020 saw a revamp of PBL and a roll out of expectations has seen an increase in positive behaviours in both the classroom and playground. The PBL team have developed a range of experiences for students from the PBL Four Pillars Awards, PBL buddy lessons, and Virtual celebrations due to COVID- 19.

The establishment of the United Student Council, which has increased the opportunity for student voice and has resulted in a variety of student led initiatives such as nude food Tuesday, bandana day.

Entrepreneurship projects have also continued in classes and students and teachers have worked around COVID-19 restrictions.

Our P & C continue to assist our school in a variety of ways, through supporting school initiatives as well as the continual collaboration with our School garden program that allows for produce from the garden to be used not only in our FEAST program but also in our school canteen menu.

#### Progress towards achieving improvement measures

**Process 1:** Identify and teach the skills necessary for entrepreneurship

| Evaluation   | Funds Expended (Resources)                  |
|--|---|
| <p>The global pandemic saw an increased need for technology skills as learning went quickly online. Staff in the UDC responded by creating a program to upskill teachers in their use of technology to engage students and this has continued beyond the lockdown. The Techy Brekky have introduced teachers to new skills and UDC staff have supported teachers in embedding these entrepreneurial skills into classroom programs.</p> <p>The continuation of Film By provides an opportunity for students who have an interest in filmmaking to participate in the annual event Film by The Future (Macarthur). Due to COVID-19 this project has been adapted to an online format. When involved in film making, students are empowered to become deeper engaged in their learning through problem solving, cooperation and practicing critical thinking skills. Film By celebrates every student's creativity and provides them with opportunity to practice their entrepreneurship skills. Students were still able to participate in the creation and watching of films in class groups. We were successful again this year with having two films</p> | <p>Socio-Economic Background - \$10,000</p> |

## Progress towards achieving improvement measures

chosen for the Film By invitation event.

The establishment of the United Student Council in 2019, has been consolidated and embedded into the life of the school this year. A key feature of the United Student Council is a voice for the whole student population. Students from each class are represented and the tasks of this group is to make changes for the school community in light of global issues. One of the first initiatives this group put in place was Nude Food Tuesdays (Wipe Out Waste) to help the school community consider the packaging of school lunches. As these initiatives are born out of student interest and facilitated by this group, it has been highly successful. Some initiatives have extended outside of our school community such as the Solar Light program where students assembled light packs which were sent to communities and schools in Papua New Guinea.

Overall a focus of 2020 has been in enabling student voice throughout the school. Students have been encouraged and assisted to share their own opinions around school processes and procedures. An example of this can be seen with a group of Stage 3 students who wanted a change in bell songs. These students undertook a process of surveying their fellow students and presenting their case to the principal incorporating the four pillars in their argument. The students were successful in bringing about the change and establishing a new routine for regular song changes to occur.

**Process 2:** Use entrepreneurial projects as a context for STE(A)M and to build authenticity in literacy and numeracy programs.

| Evaluation  | Funds Expended (Resources)                 |
|---|--|
| <p>Teachers are successfully embedding entrepreneurship in their teaching and learning experiences. Students are provided with further entrepreneurship opportunities through our Universal Discovery Centre, external department of education programs such as Game changer and through our schools United Students Council initiatives.</p> <p>The UDL framework has been adopted by all teachers, particularly in Literacy and Numeracy planning to ensure consistency across the school. This means students know that their preferred ways of learning and understanding are valued and supported. A strategy such as choice grids are evident in Literacy across the school enabling all students to share a common language of choice.</p> <p>2020 saw students engage in Entrepreneurial based skills into daily classroom intructions. Rather than teaching these skills separately, teachers were consistently referring to them throughout all learning using the Design Thinking Framework to support student thinking. These projects developed solutions to home, school, community or world-wide problems and evidence of empathy, optimism and the ability to consider ethical implications was clearly visible throughout the school. Students developed entrepreneurial skills through a design-thinking process that has seen them working together to share and value their capabilities and strengths.</p> | <p>Socio-Economic Background - \$1,000</p> |

**Process 3:** Create and use *design thinking strategies entrepreneurial framework* and *Agile Sprints* that incorporate reflective practice.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>The school has continued to invest in technology, particularly for the UDC. Maker technology, Virtual Reality kits and 3D printers support the programs in the UDC, focusing on design thinking and entrepreneurial skills. In addition, the school has purchased more iPads, laptops, chromebooks and Maker kits that can be loaned out to individual classes or groups or students so these skills can be applied to class projects.</p> | <p>Low Level Adjustment for Disability - \$10,000</p> <p>Socio-Economic Background - \$10,000</p> |

## Progress towards achieving improvement measures

2020 has seen an establishment of entrepreneurial opportunities such as The Catalyst Lab. This program the Department of Education's innovation and design-thinking hub. Students are required to identify and solve community problems through a design thinking methodology. The program has seen our students connect with local cafes, community organisations that teach recycling and up-cycling skills and local council support.

English Language Proficiency - \$2,000

## Next Steps

\*\* -Provide new staff with training in the design thinking process and how it can be utilised to create authentic, real world learning experiences.

| Key Initiatives                                     | Resources (annual) | Impact achieved this year   |
|---|--------------------|---|
| <b>English language proficiency</b>                 | \$54,268           | <p>Students identified as having English as an Additional Language or Dialect (EAL/D), as well as teachers with these students in their classes, receive support from our EAL/D teacher. Programs are put in place to support the identified EAL/D students' learning needs. For EAL/D students, extra support is usually needed to develop literacy and numeracy skills in English as this is not their first language. Cultural differences, disruption to schooling and other factors can also influence the development of a student's literacy and numeracy development. These programs consist of small withdrawal groups of New Arrival students, in addition to students at a BLL (Beginner Limited Literacy Phase) and BSL (Beginner with Some Print Literacy Phase). Teachers at Ingleburn Public School continue to work collaboratively to provide support and ensure that all students have the same opportunities to achieve their best in English language proficiency.</p>  |
| <b>Low level adjustment for disability</b>          | \$98,348           | <p>Processes for identifying, monitoring and reviewing students with specialised needs have been refined.</p> <p>The Learning and Support Teacher (LaST) works closely with the classroom teachers and school learning support officers to discuss specific learning needs of our students requiring support.</p> <p>School Learning and Support Officers were employed and strategically used to meet the diverse needs of students.</p>   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$109,603          | <p>The role of the Universal Discovery Centre teachers has been to facilitate collaboration to critically reflect on and improve teaching and learning practices.</p> <p>Students have been able to immerse themselves in a range of exciting and engaging STEM and future focussed learning activities. Students participated in the Universal Robotics Challenge. School staff were recognised with a Women in STEM Award for their efforts and expertise in providing students at IPS with STEM learning opportunities. Students were awarded the Innovator's Award.</p> <p>Students across all classes participated in the Film By festival again this year. Students have developed an understanding of visual literacy components combined with film techniques to create a variety of films. This year saw two films selected to be screened at the Film By Invitation event.</p> <p>The UDC teachers have been working with classroom teachers to develop their understanding of utilising coding and 3D printing to enhance learning activities in a</p> |

|   |           |   |
|---|-----------|---|
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$109,603 | variety of key learning areas. The UDC continues to focus on developing teachers and students understanding of how to utilise technology to enhance learning experiences.   |
| <b>Socio-economic background</b>                    | \$164,035 | <p>Student assistance was provided to families as required to ensure full participation of all students in school programs.</p> <p>Improvements and upgrades to school facilities and learning spaces have provided our students and staff with the opportunity to effectively engage in teaching and learning activities that achieve the greatest impact on outcomes for all our students.</p> <p>Our United Student Council is a K-6 initiative led by teachers and students. This program has enabled our students to have a voice and establish and lead school initiatives.</p>   |
| <b>Support for beginning teachers</b>               |           | <p>The extra support and teacher release and additional professional learning and mentoring time with an experienced Assistant Principal Mentor was beneficial in providing our beginning teachers consistent and timely feedback on their teaching.</p> <p>This program allowed beginning teachers to develop confidence in the creation of effective classroom teaching and learning experiences and assisted them in developing a deeper understanding of classroom management.</p> <p>Offsite professional learning was cancelled due to COVID- 19, however, as a part of the beginning teacher timeline, teachers engaged with online learning that was relevant to their PDP's and developmental needs.</p> <p>One of our beginning teachers was recognised as a Rising Star in the national magazine - The Educator magazine .</p> |

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2017       | 2018 | 2019 | 2020 |
| Boys     | 308        | 312  | 314  | 260  |
| Girls    | 283        | 290  | 286  | 284  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 91   | 91.9 | 91.3 | 86.3 |
| 1         | 92.5 | 90.4 | 90.5 | 84.4 |
| 2         | 91   | 93.9 | 91.1 | 82.7 |
| 3         | 92.6 | 92.3 | 93.4 | 86.7 |
| 4         | 93.5 | 92.5 | 92.6 | 89.3 |
| 5         | 92.7 | 92.5 | 89.9 | 87.1 |
| 6         | 91.4 | 91.1 | 92.7 | 86.5 |
| All Years | 92.1 | 92.1 | 91.7 | 86   |
| 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     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 20.91 |
| Literacy and Numeracy Intervention      | 0.42  |
| Learning and Support Teacher(s)         | 1.6   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 2.4   |
| School Administration and Support Staff | 4.06  |

\*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, 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 713,578                 |
| <b>Revenue</b>                        | 5,400,709               |
| Appropriation                         | 5,242,881               |
| Sale of Goods and Services            | 4,751                   |
| Grants and contributions              | 150,828                 |
| Investment income                     | 1,749                   |
| Other revenue                         | 500                     |
| <b>Expenses</b>                       | -5,414,925              |
| Employee related                      | -4,782,325              |
| Operating expenses                    | -632,601                |
| <b>Surplus / deficit for the year</b> | -14,216                 |
| <b>Closing Balance</b>                | 699,362                 |

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.

## Financial summary - Equity loadings

---

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>   | 112,642                       |
| <b>Equity Total</b>     | 772,599                       |
| Equity - Aboriginal     | 18,412                        |
| Equity - Socio-economic | 164,035                       |
| Equity - Language       | 316,790                       |
| Equity - Disability     | 273,362                       |
| <b>Base Total</b>       | 3,973,291                     |
| Base - Per Capita       | 144,303                       |
| Base - Location         | 0                             |
| Base - Other            | 3,828,988                     |
| <b>Other Total</b>      | 264,808                       |
| <b>Grand Total</b>      | 5,123,339                     |

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

---

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

Parent engagement with the school has continued to evolve and develop. Due to Covid -19 restrictions online communication played a vital role in our parents connecting with our staff across the already established platforms utilised at our school (Skoolbag, Seesaw, Goggle Classroom, Twitter and Class Dojo), allowing our parents to continue to feel connected to our school and their child's learning and as a result we have seen an increase in parents' engagement with these platforms.

Student voice continues to be monitored and as such, school events and opportunities have been tailored to students' interest and needs. 2020 also saw the establishment of our United Student Council, which has provided greater opportunities for students to be heard and express their ideas and lead initiatives across our school.

COVID-19 restrictions saw many of our programs cancelled, however, our teachers have met the challenge of COVID - 19 and have engaged in new ways, such as video conferencing, to continue to participate in exciting opportunities and have continued to be keen to engage in all school activities.

# 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.