

# 2020 Annual Report

## Illaroo Road Public School



4246

# Introduction

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

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

## School contact details

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## School vision

### Mission Statement

Personal excellence through quality teaching and learning

### Our Goals

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

### Our Values

Safety - Respect - Responsibility

### Our Motto

'Reach For The Sky'

## School context

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Excellence in Teaching and Learning

#### Purpose

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

#### Improvement Measures

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

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

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

#### Overall summary of progress

The situational analysis empowered the school to identify areas of success in achieving improvement measures and areas that needed further development to achieve positive attainment and growth for every student.

Excellence in teaching and learning with a focus on improvement for all students continued to drive the work in strategic direction one.

When we analyse our NAPLAN data demonstrating our percentage of students in the top 2 bands in both Reading and Numeracy over the last five years, our results indicate that we are consistently above the State in our percentage of students achieving this band level. Our focus for analysis shifted to growth, as there are more obvious areas of need for improvement when we consider the available data.

Although our growth in Reading exceeds the State and SSSG, we have evidence, that corresponds with our internal growth measures, that our growth is edging closer to State and SSSG percentages. Essentially, our significant gap is starting to narrow down.

Considering the data set for growth in numeracy, we have a very inconsistent trend in our relationship with the State and SSSG schools, sometimes we are well above and at other times well below their growth. It is promising to note that 25% of students were only 10% away from achieving expected growth between 2016 and 2019. Our internal data suggests that we are still working towards developing consistent internal data tracking measures, as well as bringing our scopes and sequences into line. We could potentially draw a correlating line between these internal and external data findings.

Our Value Added 3-5 graphs demonstrate a downward trend. Our school average growth was sitting above the average value for growth across all schools in the State in 2013, we slip down to well below the State average in 2019.

The impact of the COVID 19 pandemic and the learning from home cycle challenged staff to find alternate ways to deliver excellence in teaching and learning. The challenge was met and teachers worked in dynamic and innovative ways to support our students.

#### Progress towards achieving improvement measures

##### Process 1: Delivering Evidence Based Pedagogy

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

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

An evaluation of teacher planning and programming and their impact in the classroom indicated that we need to focus on:

Developing a checklist of components such as evidence of using syllabus, consistent overviews, responsive teaching to data, 5 week cycles, evidence of data used to inform practice.

The evaluation of our school systems that support strong curriculum provision indicate an improvement focus to:

Review and adapt scope and sequence for better clarity and implementation of emerging syllabus change, shared language from syllabus, clear expectations to teachers and from teachers. Clear line of development therefore clear line of growth.

### Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$108837.00)

## Process 2: Strengthening Literacy and Numeracy

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

Evaluation	Funds Expended (Resources)
Two Numeracy and Literacy mentors supported all staff in 2020. The impact of COVID 19 on their collaborative with staff, individual professional support and small group work in a face to face environment meant a shift in thinking on how staff could be well supported.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$108837.00)</li><li>• Literacy and numeracy (\$68912.00)</li></ul>
The situational analysis identified a key focus on evidence informed teaching practices to optimise learning progress for all students.	

## Process 3: Collaborative and Reflective Practice

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

Evaluation	Funds Expended (Resources)
Analysing student responses from Tell Them From Me indicated that many students have engaged in similar learning activities from year to year. For example, writing animal information reports.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li><li>• A team of teachers to collect, analyse and act on data. (\$10000.00)</li></ul>
Linking this with the knowledge that many of our students attend the school from Kindergarten to Year 6, we see an opportunity to improve whole-school scopes and sequences. This directly affects the engagement in and challenge of all learners.	

## Next Steps

As a result of our situational analysis and Department of Education generated targets, the School Plan 2021-2024 :

Strategic Direction One - Student Growth and Attainment

Purpose:

To maximise student growth outcomes and ensure learning 3-6 builds on strong foundations in reading and numeracy K-2. We will further develop and refine our data-driven and evidence-informed practices and strengthen our shared understanding of high expectations for all students.

## Strategic Direction 2

### Strengthening Engaging and Authentic Partnerships

#### Purpose

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

#### Improvement Measures

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

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

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

#### Overall summary of progress

Staff continued to work to build and strengthen positive connections between school and home. Student and staff wellbeing became a strong focus due to the ongoing impact of COVID 19 on all students, staff and the wider community.

Nurturing a whole school culture where strategies to support cognitive wellbeing, will build on the work completed in this planning cycle and should positively impact our partnerships within the school and the wider community.

#### Progress towards achieving improvement measures

##### Process 1: Positive Wellbeing Model

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

Evaluation	Funds Expended (Resources)
Our evaluation indicated that by analysing SENTRAL data on student behaviour in the playground, the whole school could address an identified need at the same time. Following explicit teaching, the identified negative behaviour decreased in the playground and positive interactions between staff and students when addressing negative behaviour increased.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Team meetings, staff meetings and LST meetings. (\$0.00)</li><li>• Explicit lesson delivery. (\$0.00)</li></ul>

##### Process 2: Develop a Strong Community of Schools

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

Evaluation	Funds Expended (Resources)
Due to COVID 19, the Term 3 Community of School staff development day was postponed to 2020.	

##### Process 3: Strengthening Aboriginal Education

## Progress towards achieving improvement measures

- Process 3:**
- In partnership with the local Aboriginal community, government and non-government agencies, create and promote a school environment that respects and values Aboriginal education for Aboriginal and non Aboriginal students
  - Ensure teachers know their Aboriginal students and understand the importance of their identity and extended family connections.
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Evaluation	Funds Expended (Resources)
<p>Academic success and excellence in attendance was recognised and celebrated.</p> <p>During the learning from home cycle, teachers ensured they stayed connected to families and provided additional support as and when required to support continued connection to the school.</p> <p>The planned 2020 community of schools staff development day on Aboriginal Education was postponed due to the restrictions on staff gatherings for professional learning. Work continued between the community of schools and the AECG to ensure the event would proceed in 2021.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$3000.00)</li><li>• Operational Funding : to contribute to planning of staff development day (\$5000.00)</li></ul>

## Next Steps

As a result of our situational analysis and Department of Education generated targets, the School Plan 2021-2024 :

Strategic Direction Two - Embedding engagement, challenge for success

Purpose:

To develop a learning culture where there is a shared understanding and appreciation for high expectations, authentic engagement and challenge in learning. We will strengthen a sense of belonging for all students, and be responsive and respectful of learners as individuals with varied and changing needs.



## Strategic Direction 3

### Future Focused Learning

#### Purpose

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

#### Improvement Measures

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

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

#### Overall summary of progress

2020 if nothing else challenged our thinking on a learning landscape in a way we would never have imagined. These purpose statements reflect strongly the actions taken by staff to change their teaching approach to support students during the learning from home cycle. Following this, using technology as a teaching tool in the classroom and as a way of connecting school and home continued to grow.

The staff continued to build on these capacities developed by students during the learning from home cycle and the lessons learned have influenced our 2021-2024 school plan.

#### Progress towards achieving improvement measures

##### Process 1: Critical and Creative Thinking

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

Evaluation	Funds Expended (Resources)
Staff and students upskilled in delivery of online learning.  Home learning was delivered in different formats to support all learners.  The school reviewed curriculum provision to ensure it was able to support learning from home and face to face learning simultaneously.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

##### Process 2: Exploring Issues through a Dynamic and Responsive Curriculum

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

Evaluation	Funds Expended (Resources)
As a result of the learning from home cycle, teachers and students have used technology with greater effectiveness as a tool for learning.  Classes have a 1-3 ratio of a device to support learning in the classroom. All	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>

### Progress towards achieving improvement measures

support classes have a 1 to 1 device ratio.

Connecting with families through technology has been greatly strengthened.

### Process 3: Innovative Teaching Practice

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

Evaluation	Funds Expended (Resources)
Our situational analysis has identified a need to strengthen our school systems to strengthen our implementation of a high expectations curriculum.	

### Next Steps

As a result of our situational analysis and Department of Education generated targets, the School Plan 2021-2024 :

Strategic Direction Three - Quality processes, authentic delivery

Purpose:

To embed a clear line of vision K-6 through strong collaboration between students, staff and parents. There is a school wide collective responsibility for student learning and success. Whole school procedures, expectations and practices are clear and well defined. Student learning is planned and monitored longitudinally K-6.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$69 280.00)	<ul style="list-style-type: none"> <li>• At risk students have connected and made social and academic gains</li> <li>• Sense of pride in the display of the Aboriginal and Torres Strait Islander flags</li> <li>• Aboriginal students similar to attainment and growth levels of non Aboriginal students</li> <li>• The SLSO reading and numeracy support program</li> </ul>
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$7 846.00)	<ul style="list-style-type: none"> <li>• All EALD students supported in class.</li> <li>• One day per week - teacher. Supported language development K-6 with a strong focus K-2</li> <li>• Early intervention for new EALD students ensured improved English language skills to access the curriculum</li> <li>• Review of EALD information to more accurately reflect specific need</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$46 893.00)	<ul style="list-style-type: none"> <li>• Improvement in student literacy and numeracy skills</li> <li>• Focus on early intervention for expressive and receptive language difficulties with support of a speech therapist.</li> <li>• Funding used to increase LaST time from 0.7 to 0.9</li> <li>• Review of LST support structures to impact learning in classrooms, based on data</li> <li>• SLSO's funded to support student academic growth in classrooms</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$108 837.00)	<ul style="list-style-type: none"> <li>• Executive released to mentor and support teacher development through collaboration, observation and feedback on classroom practice and shared professional learning.</li> <li>• Funds were used to support engaging two teacher mentors in literacy and numeracy to support teacher learning, data literacy and evaluating scope and sequences</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$83 147.00)	<ul style="list-style-type: none"> <li>• Chromebooks purchased to ensure equitable access to technology</li> <li>• Student support provided for uniforms, learning materials and access to excursions</li> <li>• Additional teacher professional learning to support vulnerable students including understanding how trauma impacts development</li> </ul>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$28 962.00)	<ul style="list-style-type: none"> <li>• Beginning teachers supported with additional RFF and worked with a mentor of their choice</li> <li>• Two teachers were successful in gaining accreditation at proficient</li> <li>• Improved classroom practice and impact on student learning the primary focus</li> </ul>
<b>Integration funding support</b>	<b>Funding Sources:</b> • Integration funding support (\$115 889.00)	<ul style="list-style-type: none"> <li>• Development of IEP's</li> <li>• Two review meetings to set and then evaluate learning goals</li> <li>• SLSO's engaged to support students with disability accessing the curriculum on the same basis as their peers</li> <li>• Professional learning to support teachers and SLSO's</li> </ul>

<b>Literacy and numeracy</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Literacy and numeracy (\$13 592.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of decodable texts to support implementation of phonics program</li> <li>• Ongoing evaluation of texts to inform future directions critical in ensuring the resource is well supported by high impact professional learning</li> </ul>
<b>Professional learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Professional learning (\$40 880.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of technology to support learning</li> <li>• Staff collaboration for data skills and use</li> <li>• Professional learning to deliver the school plan improvement measures</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	263	257	271	261
Girls	275	269	283	283

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	96.2	96.2	94.1
1	95.9	95.5	96.3	95.1
2	96.1	94.5	96.4	94.9
3	95.7	95.5	94.3	93.9
4	95.4	94.9	94.8	92.7
5	95.4	94.5	94	94.1
6	95.9	93.4	94.5	94.2
All Years	95.9	94.9	95.2	94.1
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)	5
Classroom Teacher(s)	22.07
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	7.06

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	652,350
<b>Revenue</b>	5,361,553
Appropriation	5,191,509
Sale of Goods and Services	1,991
Grants and contributions	166,382
Investment income	970
Other revenue	700
<b>Expenses</b>	-5,373,467
Employee related	-4,898,980
Operating expenses	-474,487
<b>Surplus / deficit for the year</b>	-11,914
<b>Closing Balance</b>	640,436

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>	124,335
<b>Equity Total</b>	283,734
Equity - Aboriginal	69,280
Equity - Socio-economic	83,147
Equity - Language	7,846
Equity - Disability	123,461
<b>Base Total</b>	4,415,946
Base - Per Capita	137,376
Base - Location	3,019
Base - Other	4,275,551
<b>Other Total</b>	286,200
<b>Grand Total</b>	5,110,215

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

This summary provides results based on data from 219 students in this school who completed the survey between 3 June 2020 and 19 June 2020. The number of students by year level was Year 4- 76, Year 5- 78, Year 6- 65.

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

1. Students with a positive sense of belonging, 7.1, (8.1)
2. Students with positive behaviour at school, 9.0, (8.3)
3. Students who are interested and motivated, 6.7, (7.8)
4. Effective learning time, 8.1, (8.2)
5. Students who are victims of bullying, 2.9, (3.6)
6. Advocacy at school, 7.8, (7.7)
7. Expectations for success, 8.6, (8.7)

### PARENTS

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

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

This report provides results based on data from 46 respondents in this school who completed the Parent Survey between 23 Sept 2020 and 14 Oct 2020. Below is a summary of the seven measures against NSW Department of Education:

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Parents feel welcome, 7.3, (7.4)
2. Parents are informed, 7.1, (6.6)
3. Parents support learning at home, 7.6, (6.3)
4. School supports learning, 7.6, (7.3)
5. School supports positive behaviour, 8.0, (7.7)
6. Safety at school, 7.1, (7.4)
7. Inclusive school, 6.9, (6.7)

### TEACHERS

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

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

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

This report provides results based on data from 16 respondents ( less than half the school staff ) in this school who completed the Teacher Survey between 16 Oct 2020 and 21 Oct 2020. The results for the Eight Drivers of Student Learning are shown below. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Illaroo Road Public School. More detailed results for each measure follow.

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Leadership, 7.6 (7.1)
2. Collaboration, 8.1 (7.8)
3. Learning Culture, 8.2, (8.0)
4. Data Informs Practice, 8.4, (7.8)
5. Teaching Strategies, 8.5, (7.9)
6. Technology, 6.9, (6.7)
7. Inclusive School, 8.4, (8.2)
8. Parent Involvement, 7.2, (6.8)

# 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.