

2020 Annual Report

Ironbark Ridge Public School



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Introduction

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

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

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Message from the principal

2020 brought challenges and opportunities for everyone at Ironbark Ridge Public School. During March, late in first term, the teaching staff met the challenge of the COVID-19 pandemic through switching their teaching to an online mode within 48 hours to make sure every child was accessing learning from home. This was a mammoth task that the staff were able to achieve through their dedication to the students to make sure the continuation of their varied learning programs were not interrupted. The uncertainty of the year continued with no organised sport, dance, singing and other creative arts performances allowed. This challenge gave us the opportunity to focus on other aspects of the curriculum and wellbeing, and think creatively about how we could incorporate many of these across the school day.

I thank the parents of our school for respecting and supporting us with the challenges and different restrictions and changes that were made regarding COVID- 19 so that all children and staff at Ironbark Ridge Public School remained safe and healthy.

2020 was the last year of our school's 3-year plan: *Nurturing personal growth through inspired learning*. In this report aspects of the school's progress measures are mapped against the School Excellence Framework. During the latter part of the year a deep reflection of the school position and progress was conducted through a Situational analysis. From this the new school plan 2021- 2024 has been developed and will be implemented in 2021.

As Principal of Ironbark Ridge Public School, I am honoured to lead such an outstanding school. I commend and thank our students, dedicated teaching, support and administrative staff, families and the wider community for their commitment, support and care of the school throughout 2020.

School vision

NURTURING PERSONAL GROWTH THROUGH INSPIRED LEARNING!

To be a primary school of excellence demonstrating best practice in expert, evidence-based teaching and visionary leadership achieving outstanding learning growth in confident, successful, inspired learners.

School context

Ironbark Ridge Public School opened in 2005 and had a current enrolment of 973 students at the commencement of 2019, including 62% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North Western Sydney.

The school has developed a well-deserved reputation for the quality and variety of educational experiences on offer to students including public speaking and debating, music, dance, and sport. The school has Opportunity Classes for Years 5 and 6. School priorities are directed towards the continual improvement of evidence-based, differentiated Literacy and Numeracy instruction, collaborative teaching practices and differentiation, a focus on the measurement and recognition of individual student growth, and the establishment of professional development pathways through mentoring and distributed instructional leadership.

The core values of the school are proudly articulated through the school expectations: Be Safe, Be Responsible, Be Respectful, and are underpinned by the Positive Behaviour for Learning framework and supported by a range of initiatives aimed at building resilience and ensuring the wellbeing of all. The school motto: Strength, Respect, Excellence provides further core virtues and personal capabilities for students to strive to uphold.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

Confident, successful, inspired learning

Purpose

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

Improvement Measures

Students

Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN (K-3, 3-5 and 5-7) all above average, and 60% of students achieving in the top two bands for NAPLAN.

Teachers

Provide high expectations and appropriate levels of challenge and engagement to ensure each student makes at least 12 months growth within a school year, regardless of their starting point.

Leaders

Model learning and growth by actively self-assessing their effectiveness according to Australian Professional Standards for Teachers.

Parents and Community

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

Overall summary of progress

Initial foundations for a culture of high expectations and commitment to lifelong learning has been laid at Ironbark Ridge through implementation of several important initiatives. Further work will continue in 2021.

Progress towards achieving improvement measures

Process 1: Evidence-Based Teaching Strategies

Developing a collective shared vision and understanding of the research, strategies and professional knowledge to implement, embed and drive the sustained explicit use of evidenced-based improvement strategies and professional practices.

Evaluation	Funds Expended (Resources)
<p>Much professional learning during 2020 focused on the examination of the evidence-based 'What Works Best' research paper. Each of the eight strategies were unpacked and sequentially reviewed by teaching teams to trial in their classrooms. The Explicit Teaching model incorporates much of the Visible Learning strategies promoted by the educational researcher and data analyst, John Hattie, with Learning Intentions and Success Criteria now an integral part of all teaching and learning programs across all grades and aspirationally included in all KLA programs.</p> <p>An outcome of this Professional Learning has been the development of a collective shared vision and understanding of the research, strategies and professional knowledge to implement, embed and drive the sustained explicit use of evidenced-based improvement strategies in every classroom.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$30000.00)

Process 2: Successful Learner Habits & Student Engagement

A new system where student learner and leadership qualities within specific domains will be defined, taught and tracked. Explicit learning experiences around personal growth both academically and

Progress towards achieving improvement measures

Process 2: socially, setting and achieving goals, developing learner qualities and managing personal behaviour will be conceptually and individually integrated as a focus of the new system.

Positive Behaviour for Learning forms a foundation for all student engagement across the school and is maintained and developed each year.

Evaluation	Funds Expended (Resources)
2020 was the second year of implementation of Successful Learner Habits across all classes. Students and teachers are consistently using the language of SLHs, and staff report increased competence from their class in key skill areas.	

Process 3: Cyclical Curriculum Review & Development

Current teaching and learning programs in all Key Learning Areas are evaluated, streamlined and improved K-6 through a rigorous curriculum review process. Aboriginal and Multicultural perspectives are integrated across all KLAs, and curiosity is fostered through inspiring, engaging learning opportunities.

Evaluation	Funds Expended (Resources)
Systems for online plans, programming, registration and evaluations is now fully operational and has been utilised by all teaching staff across K-6 for a full 2-year cycle.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12000.00)

Next Steps

Developing self-assessment and reflection as regular practices is crucial as part of this important school development. Staff, students and the community will need to forge close links and supportive communication to ensure success.

Strategic Direction 2

Expert Teaching

Purpose

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

Improvement Measures

Students

Make 12 months growth within a school year, regardless of their starting point, with school 'Value Added' NAPLAN above average; and 60% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

School based data reflects 50% of students achieving above expected 'benchmark' growth in Reading .

Teachers

Staff report an increased number of PDP goals being achieved from 2018-2020 and prepare to self-assess their practice according to Australian Professional Standards for Teachers.

Leaders

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

Parents and Community

Tell Them From Me survey data indicates strong parent engagement in promoting the importance of learning at home, and a feeling of being welcome at school.

Overall summary of progress

Across both 2019 and 2020 the introduction and development of Collaborative Planning Conferences has been extremely influential in supporting improved teaching and learning in reading, numeracy and initial impact on writing. Professional learning through this format facilitates differentiated support for all teachers at all levels of experience and competence.

Progress towards achieving improvement measures

Process 1: English

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

Agreed, effective, evidence-based practices are identified, promoted and modelled in teaching and learning experiences with an increased focus on a case-management approach and use of student learning data to inform ongoing teaching and learning focus. Collaborative practice is emphasised and developed through **Collaborative Planning Conferences** for professional learning, review and planning, with the aim being to develop collective teacher efficacy.

Evaluation	Funds Expended (Resources)
<p>Current school practice in the teaching of Reading has been reviewed and analysed. Significant professional learning and collaborative inquiry into evidence-based practices for teaching reading was carried out across 2019-20, with student reading benchmark data showing significant improvement as a result of this initiative. The average achievement of students in grades 3-6 increased by almost 25%.</p> <p>These agreed, effective, evidence-based practices have been promoted and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$43833.00)

Progress towards achieving improvement measures

modelled in teaching and learning experiences, and together with an increased focus on a case-management approach and use of student learning data to inform ongoing teaching and learning focus through the newly established weekly **Collaborative Planning Conferences** for professional learning, review and planning. CPCs are proving extremely effective in beginning to develop collective teacher efficacy across all classroom teaching teams.

Process 2: Mathematics

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

Evaluation	Funds Expended (Resources)
Increased teacher attention on assessment in mathematics in 2020 has formed the basis for the desired collaborative case-management approach. This work has shown deficiencies in consistency of assessments used across grades and stages at the school. At the completion of the year many Ironbark Ridge teachers began trialling a new online dynamic assessment tool that may provide the flexible and efficient means to collect and analyse student data regularly, empowering effective planning for differentiated instruction - the desired outcome. This will form the next steps in the development of mathematics teaching and learning at Ironbark Ridge.	

Process 3:

Evaluation	Funds Expended (Resources)
Template malfunction...	None

Next Steps

Collaborative Planning Conferences (CPCs) will continue to be an important vehicle for the delivery of professional learning, consistent teacher judgement and dynamic, responsive learning programs across the school into the future.

Strategic Direction 3

Visionary Leading

Purpose

To maximise collective efficacy through the development of a purposeful, supportive, professional teaching culture with students remaining at the core of decision-making.

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

Improvement Measures

Students

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

Staff

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

Leaders

School leadership team maintains a clear focus on distributed instructional leadership and there is an increase in the number of contributing teachers to facilitate whole school improvement.

Parents & Community

Parents rate the school as excellent because it uses best practice to embed a culture of high expectations and communicates a clear vision; *Nurturing personal growth through inspired learning.*

Overall summary of progress

A focus on distributing leadership across the school has produced a number of important improvements, and has also enabled numerous strategic developments in staffing at the school. The strength of collaborative effort and incorporation of the diverse range of expertise has lent richness to the school. Student leadership has continued to grow during 2020 with outstanding input from both formal and informal leadership programs.

Progress towards achieving improvement measures

Process 1: PD Pathways Framework

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

PDP process includes close alignment with APSfT to enhance the quality of professional learning conversations. Recognition of high-performing teachers and leaders through support with accreditation process at HAT & LT.

Strategic opportunities for engagement in leadership positions across all aspects of the school.

Evaluation	Funds Expended (Resources)
Numerous staff across all grades and from a range of career stages are regularly engaged in mentoring, instructional coaching, activity organisation and administration. The Performance and Development Planning process is moving steadily towards a more collegial and supportive model, with further development to come in the new school planning cycle.	Funding Sources: • Professional learning (\$51332.00)

Progress towards achieving improvement measures

Process 2: Student Leadership Project

Increased opportunities for leadership skill development across all student ages.

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

Evaluation	Funds Expended (Resources)
<p>Student Representative Council (SRC) remains the main focus for official leadership opportunities for students in years K-4. This will become a renewed focus in future school planning.</p> <p>House Spirit meetings (prior to schools shutdown due to COVID-19 were proving effective in distributing leadership opportunities across all Year 6 students, building connection, relationships across school grades, and identification with the House group and its aspirational character traits.</p> <p>The improved Student Leadership Team selection process was completed for the third time since initial trial back in late 2018 (for 2019 Year 6). The criteria for selection, rigour and engagement of activities and assessments, standard of the Year 5 Leadership Learning program, and involvement of staff, current student leaders and parents/carers have all expanded and become highly effective.</p>	

Next Steps

Deep and authentic opportunities for student voice and agency to influence school directions will continue be a priority in 2021, with further development of leadership pathways for staff also important.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional staffing to support development of PLPs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 324.00) 	Students identifying as Aboriginal and Torres Strait Islander have received additional support through development and implementation of Personalised Learning Plans (PLPs). These plans were all evaluated late in 2020.
English language proficiency	<p>EAL/D staffing - \$131 261</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$131 261.00) 	Ongoing support for students from non-English speaking backgrounds through a range of interventions designed to meet individual student needs.
Low level adjustment for disability	<p>Assistant Principal - Learning & Support programs (above centrally identified position)</p> <p>Learning & Support Teacher - \$76 569</p> <p>Student Learning Support Officers - \$65 804 + \$ 61 188</p> <p>Teaching & Learning resources - \$14 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$76 569.00) • Integration funding support (\$61 188.00) • Low level adjustment for disability (\$65 804.00) • Literacy and numeracy (\$35 000.00) 	School staff facilitate a wide range of Learning and Support programs to meet the needs of every student. In 2020 these programs have strategically focussed on early intervention in Literacy and Numeracy, with evidence of significant learning gains in these areas, as well as personal growth of students across all domains including social and emotional development. An cohesive team of dedicated staff, led expertly by the Assistant Principal - LaS, have delivered outstanding results for the students of Ironbark Ridge PS.
Quality Teaching, Successful Students (QTSS)	<p>Executive teaching staff release - \$176 874</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$176 874.00) 	With a focus on distributed leadership and enabling aspiring leadership opportunities, executive staff at Ironbark Ridge have developed professional learning, mentoring, coaching, and instructional leadership to colleagues.
Support for beginning teachers	<p>Beginning Teacher additional release, mentor release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$13 400.00) 	The ongoing support for Beginning Teachers in their first two years of teaching, and additionally for early career teachers and transitional support through coaching and mentoring has been instrumental in ensuring every student receives high quality learning opportunities in every classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	406	512	494	466
Girls	377	469	484	508

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	94.7	94.5	93.1
1	93.5	94.2	94.9	90.4
2	95.1	94.7	94.4	90.1
3	94	95	95	91.3
4	94.3	94.1	94.9	90.6
5	95.1	95.1	95	90.6
6	94	94	94	90
All Years	94.5	94.6	94.7	90.8
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.86
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	1,164,679
Revenue	7,784,293
Appropriation	7,221,044
Sale of Goods and Services	168,558
Grants and contributions	389,745
Investment income	4,646
Other revenue	300
Expenses	-8,321,322
Employee related	-6,923,076
Operating expenses	-1,398,246
Surplus / deficit for the year	-537,029
Closing Balance	627,651

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 Approved SBA (\$)
Targeted Total	61,188
Equity Total	336,965
Equity - Aboriginal	6,324
Equity - Socio-economic	19,365
Equity - Language	168,902
Equity - Disability	142,373
Base Total	6,213,410
Base - Per Capita	235,213
Base - Location	0
Base - Other	5,978,197
Other Total	491,816
Grand Total	7,103,379

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 to access the school data.

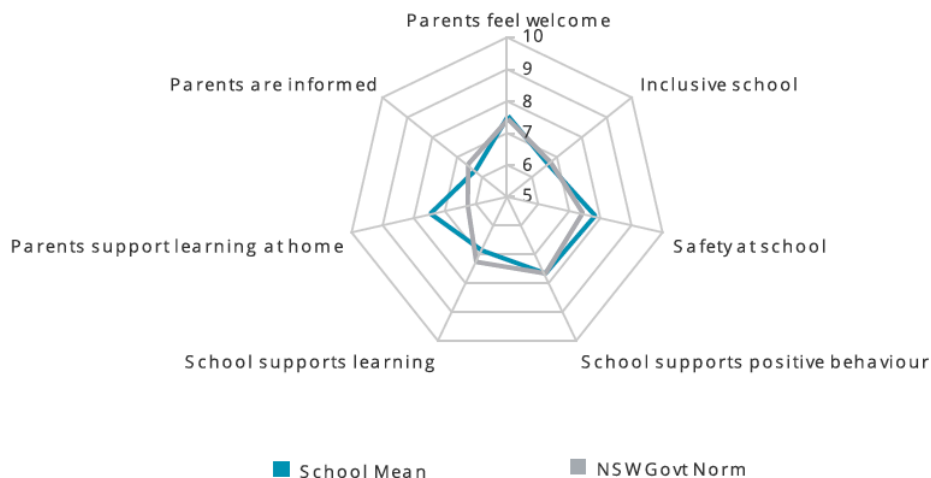
2020 NAPLAN

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.

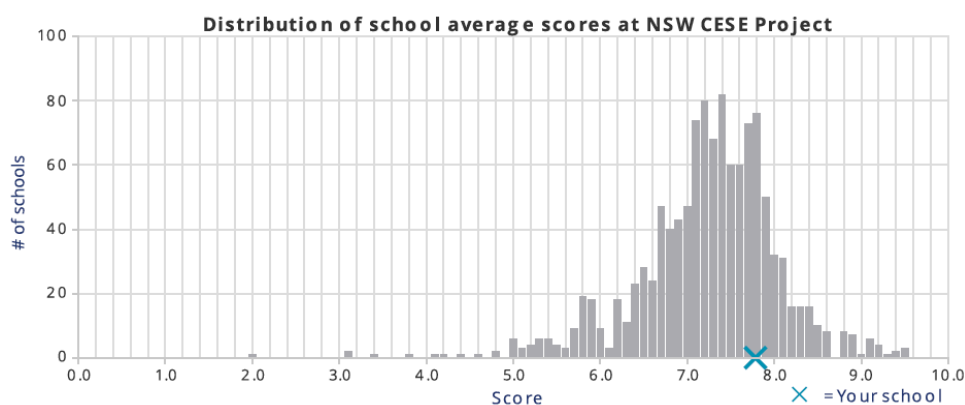
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey of parents in 2020 revealed strong support for the school's practices in creating a safe environment for student learning, and in feeling welcome and part of the learning community.



Ironbark Ridge parents strongly supported their children during the Learning From Home period due to the schools shut-down in mid-2020.



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.