

2021 Annual Report

Ilford Public School



2201

Introduction

The Annual Report for 2021 is provided to the community of Ilford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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School vision

At Ilford Public School we strive for excellence with high quality inclusive educational experiences. Our vision is that every student reaches their potential through high expectations for all, a positive sense of wellbeing and strong community connections.

Teachers engage in research and evidence based practice to ensure quality teaching and learning for every student. In order to overcome any disadvantage of geographical location, a strong foundation of numeracy, literacy and engagement is at the core of Ilford Public School.

School context

Ilford Public School is a small village school that has been providing quality education to the local area since 1868.

Students attend from the local farming community with a population of approximately 300. The school has a current enrolment of 28 with some families having a connection back to the establishment of the school. Others are second and third generation Ilford Public School students. Whilst enrolments fluctuate minimally each year we anticipate that they will remain fairly stable over this planning cycle. We have established and aim to further develop strong community support for the school. Collective efficacy within the school and with the wider school community provides innovative and inclusive learning for all students.

Ilford Public School is set in a picturesque bush setting on the Castlereagh Highway between Lithgow and Mudgee. The school operates two multigrade classes and has a separate library and office area. The historical stone administration building dates back to 1878.

Teaching and learning is at the core of school. It is enhanced by strategic and quality resources, including quality literature, technology in each classroom and resources to support intervention programs. The school has expansive and well-manicured gardens with mature trees and a large grassed oval. There is also a large cola, fixed play equipment, a large sandpit, tennis court and vegetable gardens.

At Ilford Public School our values are kindness, respect, tolerance and trust. A range of experiences in sporting, cultural and environmental programs are provided as part of the broad educational opportunities.

At Ilford Public School there is a focus on continual improvement for students and staff. As a result of a thorough External Validation Process in 2020 and analysis of the 2019 and 2020 SEF S-aS, in order to move towards excellence the school needs to:

In Learning:

- Ensure that support is provided to every student for them to achieve their potential; High expectations, Students know what they are learning and why
- Learning goals are informed by a variety of data sources; Individual learning targets- literacy/ numeracy/ wellbeing
- Whole school assessment to monitor student data
- Teaching and learning programs are adjusted to address individual student needs; NAPLAN, Check-in Assessments, Best Start, student growth, internal and external measures against syllabus standards, PLAN2, Feedback - self and peer
- A planned approach to whole school wellbeing and learning culture, including student voice
- Teachers involve students and families in planning to support learning and share expected outcomes, Parent/Student engagement

In Teaching:

- Ensure a culture of feedback on a regular basis to assist teachers in identifying areas for change in their teaching program; Instructional leadership
- Use evidence based quality teaching practices across all key learning areas
- Ensure teaching and learning programs are dynamic, showing evidence of revision based on feedback, assessment and continuous tracking of student progress; Data informed practice
- Performance development process is embedded to reflect school priorities
- Provide more structure to allow for collaboration, observations and feedback to sustain quality teaching practice. Coaching and mentoring - expertise and innovation

In Leading:

- Continue to nurture and build effective partnerships with families to support student learning; Community leadership, embed clear processes with timelines and milestones to direct school activity towards the effective implementation of the school plan, Continuous improvement - school plan

- System policy and procedures- LST, strategic resourcing, continuity of practice
- Data informed practice/ Assessment framework Community Of Practice/Building community efficacy

Through a comprehensive Situational Analysis in 2020 we have identified key focus areas in:

1. Effective Quality Teaching and Data Skills and Use with a clear focus on improving the capacity of the teacher and with the support of the Principal as an Instructional Leader, staff will have the opportunity to develop an understanding of research informed practice, high impact teaching strategies and data/information analysis to inform their practice to enhance student learning outcomes across all stages.

2. Strategic and Adaptive Instructional leadership with a renewed school focus on collective efficacy and high expectations for all. The whole school community, including students, staff and parents are provided with opportunities to lead initiatives in our school, the local community and within the network to increase student outcomes and wellbeing.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching with an emphasis on the core foundation of Literacy and Numeracy.

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Quality Teaching
- Data Informed Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$27,595.28

Location: \$13,740.86

QTSS release: \$4,260.48

Socio-economic background: \$45,405.11

Per capita: \$6,162.92

Literacy and numeracy: \$3,291.36

Professional learning: \$5,946.28

Summary of progress

Explicit Quality Teaching

Professional learning was delivered to all teachers in Literacy and Numeracy. The focus for Literacy was Reading, Understanding Text and Phonics/Phonemic Awareness. In Mathematics the focus was Additive and Multiplicative Strategies. These focus areas have been identified from school and Network data from both internal and external sources. Staff collaboratively reviewed, monitored and adjusted teaching strategies and programming in response to professional learning "What Works Best" Explicit Teaching. Individual staff who attended professional learning upskilled other staff by sharing knowledge, skills and resources.

Staff collaboratively developed, collected and shared information and strategies for enhancing teacher capacity to better support students with a range of abilities. Meaningful learning opportunities were created to effectively differentiate instruction for all students.

Collaboration within and across Network schools has been valuable in improving engagement in Maths by teachers, enthusiasm to teach engaging Maths lessons and increased skills and knowledge developed by all staff. This resulted in improved student learning outcomes in Maths.

In 2022 the employment of an Assistant Principal Curriculum & Instruction will allow for further professional learning opportunities and collaboration of staff to enhance explicit quality teaching practices in multi-stage classes.

Data Informed Practice

A review of the Scope and Sequences for each KLA, with a specific focus on Literacy and Numeracy, was undertaken. The need for planning to be less prescriptive and more adaptable to suit the learning needs of the students at any time so that they develop a deeper understanding of the content and skills being taught. Following on from this, the whole school assessment schedule was reviewed and updated to better align assessment tasks to reflect NESA documents, the updated Scope & Sequences and collaboratively designed teaching and learning programs.

Evidence has shown a review of data collection and analysis was required to inform staff of the need to collect more specific data to target future steps and any intervention that is required for individual students. This data was then used to inform future planning, teaching and learning. Following analysis of data, learning sprints were implemented in Maths lessons successfully to address individual and small group needs. Due to the success of utilising learning sprints to target areas of need, they were introduced to other KLA's, namely Science, areas of Literacy and History.

In 2022 staff will continue to plan quality assessments, collect and analyse authentic data in order to differentiate the

curriculum to address individual student needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Literacy and Numeracy</p> <p>-75% of students in the Top 2 bands of NAPLAN in Reading (School Target).</p> <p>-75% of students in the Top 2 bands of NAPLAN in Numeracy (School Target).</p>	<p>We have made progress toward the target in both Reading and Numeracy in both Years 3 & 5.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements:</p> <ul style="list-style-type: none"> - 'Effective Classroom Practice' indicates improvement heading towards Sustaining & Growing - 'Data skills and Use' indicates improvement heading towards Sustaining & Growing 	<p>School self assessment, aligned with the School Excellence Framework, indicated 'Effective Classroom Practice' has achieved Excelling. 'Data Skills and Use' has improved to Sustaining and Growing.</p>
<p>Attendance</p> <p>Increase % of students attending school for greater than 95% of the time.</p>	<p>There has been an increase of 2.5% of students attending school greater than 90% of the time. There has been significant increase in the percentage of students attending greater than 95% of the time.</p>
<p>Value-Add</p> <p>K-3 improves from Delivering to Sustaining and Growing.</p> <p>Years 3-6 move forward from Sustaining and Growing.</p>	<p>Value add results are unavailable due to the changes in Best Start Assessment and no NAPLAN assessment being administered. In-school data indicates that we are at Sustaining and Growing.</p>
<p>Increase % of students achieving expected growth in Reading by 5%.</p> <p>Increase % of students achieving expected growth in Numeracy by 5%.</p>	<p>100% of students achieved At or Above Expected Growth in Reading.</p> <p>50 % of students achieved At or Above Expected Growth in Numeracy.</p>

Strategic Direction 2: Strategic and adaptive instructional leadership

Purpose

Educational leadership involves reciprocal and meaningful learning within a school community. It involves school leaders supporting teachers to improve their practice to better support the learning needs of their students.

Collaboration encourages teachers to grow and develop by engaging with other educators. In schools with high levels of collaboration, teachers share their knowledge and experiences that advance learning for instructional improvement and positively affect student achievement.

At Ilford Public School the Principal is the primary instructional leader who promotes a culture of high expectations, collective efficacy and community engagement in the journey of school improvement.

We will effectively collaborate with other schools within the Lithgow Network, Wollemi Community of Practice and the Small School Community of Practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems Leadership
- Management Practices and Processes

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Summary of progress

Systems Leadership

Small Schools Community of Practice Principals' collaborated on the development of an Assessment Schedule, professional learning in relation to the School Improvement Plan, as well as planning and designing teaching and learning programs for the Numeracy Pilot. The aim of the Pilot program was to increase teacher capacity as well as increasing teacher engagement and enthusiasm in the teaching of Maths. As a result of this increased knowledge and skills to teach Maths, student outcomes and results, across all schools involved, have shown improvement.

Covid restrictions impacted the collaboration amongst the Wollemi Community of Practice schools and therefore the ability to meet, share resources and expertise. In Term 4, with the easing of some restrictions, a successful Year 6 to Year 7 transition program was implemented to allow continuity of learning.

In 2022, collaboration across Wollemi COP, Small Schools COP schools and Network schools will continue to develop.

Management Practices and Processes

The current Uniform and Attendance Policies and Procedures were reviewed and deemed to be outdated. After seeking input from both the staff, P&C and the wider school community, the policies and guidelines were updated.

The Positive Living Skills program, to encourage student voice, has been postponed until 2022 due to Covid restrictions.

In 2022, a review of our Behaviour Policy in line with the new Inclusion, Engagement and Respectful Schools Reform will be undertaken. We will review our current school procedures in line with the Inclusive Education and Respectful Schools Reform. Professional learning for Positive Living Skills program will be delivered in order to implement the program. There will be a focus on the Curriculum Reform in preparation for the new K-6 syllabuses.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>School Excellence Framework</p> <p>School self-assessment of the elements</p> <p>- 'Educational Leadership' trending towards Sustaining & Growing</p>	<p>Within 'Educational Leadership', the theme of Performance Management and Development is assessed at Sustaining & Growing. The other themes are moving towards this but are still at Delivering.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements</p> <p>- 'Management Practices and Processes' trending towards Sustaining & Growing</p>	<p>'Management Practices and Processes' have achieved Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$45,405.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ilford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement to support identified students with additional needs • employment of additional staff to support Quicksmart and MultiLit program implementation. • additional teaching staff to provide consistent quality teaching. <p>The allocation of this funding has resulted in: increased engagement and student outcomes, especially in the areas of Literacy and Numeracy. Differentiated small group and individual programs accurately addressed student learning needs. Explicit teaching and enhanced teacher practice was evident across all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide small group and intensive instruction in Reading and Numeracy through the MiniLit and Quicksmart programs.</p>
<p>Low level adjustment for disability</p> <p>\$27,595.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Ilford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: targeted students learning needs being met resulting in improved learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide small group and intensive instruction in Reading and Numeracy through the MiniLit and Quicksmart programs. An intensive 1:1 reading and comprehension program will be implemented in 2022.</p>
<p>Location</p> <p>\$13,740.86</p>	<p>The location funding allocation is provided to Ilford Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release

<p>Location</p> <p>\$13,740.86</p>	<p>The allocation of this funding has resulted in: consistency of quality teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide small group and intensive instruction in Reading and Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$3,291.36</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ilford Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: the provision of quality texts to support reading outcomes; enhanced teacher practice through targeted professional and collaborative professional dialogue.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ casual staff to release teachers to engage in high quality professional learning and continue professional dialogue.</p>
<p>QTSS release</p> <p>\$4,260.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ilford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: enhanced teacher practice through authentic and high quality professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ casual teachers to release staff in order to attend professional learning opportunities.</p>
<p>COVID ILSP</p> <p>\$22,616.62</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$22,616.62</p>	<ul style="list-style-type: none">• employment of teachers/SLSOs to deliver small group tuition <p>The allocation of this funding has resulted in: targeted students have shown improvement in Numeracy through the Quicksmart program and Reading/Comprehension through the MiniLit program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ staff to continue to implement these programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	14	14	13
Girls	15	12	11	11

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.7	90.4	89.4	90.9
1	89.5	81.7	97.1	82.1
2	92.3	78.2	93	97.3
3	89	88.3	94.2	95.3
4	90.2	82.1	92.1	83.9
5	93.7	95.3	94.8	87.7
6	92.2	86.5	90.7	90.5
All Years	91.3	86.1	92.5	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.67
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.94

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	123,534
Revenue	693,657
Appropriation	662,180
Grants and contributions	31,432
Investment income	45
Expenses	-668,213
Employee related	-566,658
Operating expenses	-101,555
Surplus / deficit for the year	25,444
Closing Balance	148,978

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	73,000
Equity - Aboriginal	0
Equity - Socio-economic	45,405
Equity - Language	0
Equity - Disability	27,595
Base Total	523,628
Base - Per Capita	6,163
Base - Location	13,741
Base - Other	503,724
Other Total	20,831
Grand Total	617,459

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.

Parent/caregiver, student, teacher satisfaction

The uncertainty of the global pandemic (COVID19) continued to various degrees. Parents helped to shoulder the load of education yet again. Excellent communication, flexibility and dedication to student learning, by both the staff and families, resulted in students continuing to achieve improved learning outcomes. Parents took the opportunity, through completing a survey and writing emails, to make positive comments on the dedication of the teachers at Ilford Public School and the resilience of its students. Staff are continually buoyed by the ongoing support and positive input from the parents, families and the wider community of Ilford Public School.

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

Whilst 2021 continued to have many challenges the overall feedback from students, staff and the school community is that Ilford Public School is a school of excellence, with respectful relationships and quality learning for all. The 100% attendance by families at the end of year presentation assembly, and the positive feedback received afterwards, was evidence of the importance home/school relationships and the significant place that Ilford Public School holds in the wider community.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.