

2021 Annual Report

Illaroo Road Public School



4246

Introduction

The Annual Report for 2021 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 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

Illaroo Road Public School is focused on ensuring an inclusive educational experience for all students and is founded by a shared community commitment to high expectations and the ongoing pursuit of excellence. Together we will challenge and engage our students in the classroom and through whole school activities to support all students developing as successful learners, confident and creative individuals and active and informed citizens. Curriculum planning, delivery and assessment will promote growth for all students and be responsive to wellbeing and academic needs. Our strategic directions are purposefully linked to achieve improved student outcomes and their link is at the core of our continuous improvement efforts.

School context

Illaroo Road Public School, North Nowra, is a South Coast school situated on the northern side of the Shoalhaven River. There is an enrolment of 545 students, of which 70 identify as Aboriginal or Torres Strait Islander students and 9% come from a language background other than English. The school has 24 classes including 19 mainstream, 2 opportunity classes and 3 autism classes. Our community sits predominately in the middle two quartiles of socio economic advantage. Our data shows a consistent number of enrolments over the last 5 years, however, we are anticipating a decrease in enrolments over the next four years as our non local enrolments are declining following the 2019 update and implementation of the Department of Education Enrolment Policy. A high percentage of our students who enrol in Kindergarten will finish Year 6 at Illaroo Road and we need to ensure we continually challenge and engage them in their learning.

We are committed to improving outcomes for our Aboriginal and Torres Strait Islander students through a focus on quality and authentic communication with our families and our local Aboriginal Education Consultative Group. Our community of schools has been collaborating to develop a dedicated Aboriginal Education plan for our COS. This body of work has united our local community of schools to develop a shared understanding and respect of Aboriginal Education and the positive impact that the learning of and about culture has on all students. This important work reflects the partnership agreement between the NSW AECG and the NSW Department of Education 2020-2030.

When teachers and parents/carers have high expectations for all students there is a positive effect on student achievement. This is the core value that underpins our ongoing improvement plan. Through our situational analysis, we have identified the need to explicitly link strong and visible expectations of student learning, achievement and behaviour to clear, engaging and challenging learning tasks based on syllabus standards.

Our work will focus on individualised and whole staff professional learning with literacy and numeracy experts working alongside classroom teachers, learning and support teachers and executive staff. Collaborative data analysis, evaluation and planning that develops teaching and learning programs across the school will be a strong focus. We will build on the strong foundations in the early years that has been a focus of our previous improvement cycle, ensuring we are continually challenging staff and students to improve.

Collaborative and strategic evaluation and planning between staff, students and the school community underpins our continuous improvement efforts. The school has high expectations for the development and delivery of explicit and evidence-based teaching practices to support and develop all students in an inclusive and dynamic learning environment.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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: 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.

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.

- Data Driven Practice
- Evidence-informed teaching

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$70,634.00

QTSS release: \$60,862.00

Summary of progress

Through the *Data Driven Practice* initiative, we strengthened teacher engagement with and ownership of their individual class and year group data collection and evaluation. Teachers in Years 1-6 implemented Progressive Achievement Tests (PAT) in reading and mathematics with their individual classes and participated in professional learning to prepare data sets for analysis. At the conclusion of Semester 1, teaching teams analysed student growth and achievement for year groups, identifying students making exceptional growth for a year of learning and those who had not demonstrated expected growth. This analysis supported teachers to identify and plan for students who needed additional measures to meet growth targets. We are embedding a culture where effective data literacy is valued by all teachers in order to inform planning, identify interventions and modify teaching practice. Assessment data was due to be collected in Semester 2 to allow reliable comparison of student achievement with expected achievement for the year group, but this was not completed due to the significant amount of time spent Learning from Home.

Next Steps:

- Further embedding of systematic school-wide practices to analyse both student growth and achievement in reading and mathematics.

Through the *Evidence-informed Teaching* initiative, we continued to further embed evidence-informed practices K-6 through a continued focus on developing teaching practices in spelling. K-2 teachers were supported by the curriculum mentor to implement explicit instruction in systematic, synthetic phonics. To ensure students are supported by continued evidence-informed explicit instruction in the primary years, teachers in Years 3-6 engaged in professional learning with the curriculum mentor through lesson modelling and team teaching. The focus was to strengthen explicit teaching practice, ensuring students continue to develop their understanding of the complex code, orthographic and morphological knowledge of spelling in the primary years. End of year survey responses indicated that students were developing sound understanding of morphology and learning intentions in spelling were replacing learning of traditional spelling lists.

Next Steps:

- Further work on strengthening graphemic and orthographic knowledge and developing student strategies for spelling unknown words. Introduction of spelling textbooks to support teachers and students engaging with metalanguage.
- Decodable texts were introduced into all K-2 classrooms and teachers were trialing these resources alongside explicit phonics instruction. Additional resources and professional learning in evidence-based reading practice will be a focus in 2022.

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
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<p>Increase the percentage of students achieving NAPLAN top 2 bands in Numeracy to be at or above the system negotiated baseline target of 40.86%.</p> <p>Increase the percentage of students achieving NAPLAN top 2 bands in Reading to be at or above the system negotiated baseline target of 48.25%.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 33.75% indicating progress yet to be seen toward system negotiated baseline target.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 40.12% indicating progress yet to be seen toward system negotiated baseline target.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system negotiated baseline target of 56.67%.</p> <p>Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system negotiated baseline target of 57.50%.</p>	<p>The percentage of students achieving expected growth in NAPLAN Numeracy is 39.39% indicating progress yet to be seen toward the system negotiated baseline target.</p> <p>The percentage of students achieving expected growth in NAPLAN Reading is 58.21% indicating progress exceeding the system negotiated baseline target.</p>

Strategic Direction 2: 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.

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.

- Cognitive Wellbeing
- Personalised Learning

Resources allocated to this strategic direction

Summary of progress

Through the *Cognitive Wellbeing* initiative, we strengthened our school-wide approach to the development of students' emotional regulation strategies. Teachers engaged in professional learning on the Zones of Regulation and explicitly taught the zones to all students K-6. All classrooms in the school display posters of the zones. Teachers and students alike have a common language to support students in identifying emotional responses in themselves and their peers and to select tools to regulate emotions back into the green learning zone when needed. Positive parent feedback indicates that students are also connecting and using this student-friendly language at home.

In response to student focus group feedback, we purchased sets of quality picture books and novels and aligned these resources with year groups. Embedding structures to minimise repetition of texts and unpacking the nuances in the increasing complexity of content knowledge in syllabus areas such as history and geography supports maintaining high student engagement in learning as they move through the school years.

Next steps:

- Teacher collaborative planning to focus on collaborative program development aligning rich literature with other key learning areas and explicit learning intentions to build student competence and growth.
- Building on our Positive Behaviour for Learning strategy, develop a consistent approach to school rules that reflect a whole school culture of a positive and supportive learning environment.

Through the *Personalised Learning* initiative, we strengthened our partnerships with home and school in our response to the adjustment to enable successful Learning from Home based on feedback from our school community during 2020. Teacher collaborative planning sessions continued during this time and moved online to the Zoom platform. Students engaged with their teachers on daily Zoom lessons and accessed explicit instruction through instructional videos prepared by teaching teams. Strong communication with parents allowed us to support families by lending devices where required and wellbeing check-in phone calls supported a partnership between teachers and families throughout this time. Learning at school resumed with strict cohorting protocols and regular school activities were unable to continue as normal. Tell Them From Me feedback from our students at the conclusion of the year indicates that student sense of belonging was impacted by COVID-19 and this will be a focus for improvement in 2022.

Next steps:

- Re-establish curricular and extra-curricular opportunities at school for students to build their sense of belonging and engagement within the school environment.
- Build on the partnerships developed with families during home learning. Embed opportunities for parents to connect with the school.

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
Increase the percentage of students	Tell Them From Me data shows 78.97% of students identify as having

reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the system negotiated baseline target of 84.50%.	positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the system negotiated baseline target.
Increase the percentage of students attending school 90% or more of the time to be at or above the system negotiated baseline target of 84.96%.	The number of students attending greater than 90% or more of the time is 81.22% indicating progress toward the system negotiated baseline target.
School Excellence Framework assessment in the elements of 'Learning Culture', 'Wellbeing', 'Reporting' and 'Effective Classroom Practice' indicates improvement towards Sustaining and Growing.	Self-assessment against the School Excellence Framework in the elements of 'Learning Culture' and Wellbeing' is maintained at Sustaining and Growing, and in the elements of 'Effective Classroom Practice' and 'Reporting' self assessment indicates improvement from Delivering to Sustaining and Growing.

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.

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.

- Strong and Effectively Implemented School Systems
- High Expectations Curriculum Provision

Resources allocated to this strategic direction

QTSS release: \$49,574.23

Socio-economic background: \$54,050.00

Professional learning: \$41,889.00

Summary of progress

Through the *Strong and Effectively Implemented School Systems* initiative, staff were committed to evaluate and review the expectations and timelines for teachers that supported effective classroom practice and student learning. Professional learning funds were used to implement two collaboration days a term where teaching teams collaboratively prepared class programs in 5 weekly cycles using data to inform practice, syllabus outcomes and evidence informed delivery. This K-6 initiative demonstrates our commitment developing school wide frameworks to support student learning in a targeted and planned way.

Teachers engaged in evaluating and implementing changes to how we work with students, families and support staff when developing and reviewing Personalised Learning and Support Plans for students with additional needs to ensure plans are aspirational and focussed on learning growth and achievement.

Significant work was completed by the leadership team to better support teachers in the Teacher's Professional Development Plan process with a strong focus on improving authentic collaborative practice and effective feedback. Having a clear and visible expectations timeline enabled the leadership team to target improvement of practice for individual teachers as well as a teaching team. Shared goals and areas for development were identified and improvement was supported through professional learning and collegial sharing of expertise through class visits and planned collaboration days.

Feedback from our school community directed us to develop and implement clear expectations for students, parents/carers and staff for homework. A visible and shared understanding of homework expectations supports consistency across classes within grades and stages on how homework is used to support student learning and strengthen partnerships between school and home.

The leadership team led the development of a Teacher's Handbook. School procedures and expectations are clearly written and have been developed in line with policies and strategies from the Department of Education. Expectations were developed to support teachers, set high standards and embed a clear line of vision K-6.

When we moved into the learning from home cycle, the focus shifted to supporting students, families and teachers to engage in learning consistently whether they attended school or learnt from home. While not in the initial plan, this shift was in response to the need to ensure equity of access for all students.

Visible and high expectations have been strengthened. Teachers have clear and visible timelines to ensure student learning is always the focus. The leadership team actively supports change that leads to improvement creating opportunities where feedback about the impact of change can be shared and monitored.

Next Steps

- Annually review updated procedures to ensure they continue to support a high expectations culture.

- Develop a whole staff professional development schedule for 2022 in 5 weekly cycles to align with the implementation of Department of Education Strategies and curriculum implementation for 2023.
- Ensure explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are consistently evaluated with input from staff, students and families.
- Through the *High Expectations Curriculum Provision* initiative, we implemented practices to support consistent high expectations curriculum delivery within and across stage teams. This included the twice-termly collaborative planning days as well as a school-based program checklist to support teachers in developing their teaching programs. Each term, programs were reviewed by team leaders with feedback provided on a specific focus area from the Professional Teaching Standards. Feedback from students in our Tell Them from Me surveys indicate 60% of our students feel their lessons provide them with high challenge. This aligns with our goal of a high expectations curriculum and will continue to be a focus for development in 2022.

Changes to our reporting format for Kindergarten to Year 4 were successful in Semester 1. During collaborative planning days, teachers engaged with the literacy and numeracy learning progressions to identify individual student learning goals for English and mathematics. These goals were shared with parents in student reports and allowed teachers to personalise these documents to reflect the individual learning needs of each student.

Next steps:

- Engage with new K-2 syllabus documents to be released in 2022.
- Review school reporting format in line with NSW Department of Education policies and community feedback and evaluation.

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
Teachers have authentically engaged with the Professional Standards for Teachers with their team leader and principal and an understanding of how this framework underpins the evaluation of their own teaching practice is evident.	<p>A review of the PDP process indicates 100% of teaching staff engaged in their PDP process. The process became flexible during learning from home where goals were altered when significant learning was required to deliver online lessons and utilise the zoom platform.</p> <p>Teachers are reflecting on their professional learning and are working towards maintenance of accreditation.</p>
Clear and visible school procedures and expectations, based on Department of Education Policy and released strategies, reviewed annually in response to change and community feedback, developed and staff and community know what they are and where to find them.	<p>School procedures and expectations that have been reviewed and updated include: AETR(Assessment,Evaluation,Tracking and Report schedule), Plan 2 and Programming,Seesaw Expectations for Students, Teachers and Parents/Caregivers, Homework Expectations, Supervision and Coaching Procedures, Social Media and Use of School Devices outside of School.</p> <p>Strong inclusive procedures and practices will be evaluated and reviewed in 2022 to continue o support effective teacher practice for positive impact on student learning.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,148.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Illaroo Road Public School in mainstream classes who require moderate to high levels of adjustment.</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> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$79,231.83</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Illaroo Road 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"> • High Expectations Curriculum Provision • Strong and Effectively Implemented School Systems • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through collaboration days to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Data analysis for areas of student learning strengths and areas for focus for individual students, each grade group and whole school K-6. Teachers review growth vs achievement data through the analysis of PAT assessments to support student learning. Students were able to fully participate in activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to plan for two collaboration days per term, facilitated by team leaders and the school funded curriculum leader. Ensure we are well</p>

<p>Socio-economic background</p> <p>\$79,231.83</p>	<p>resourced to implement decodable texts K-2. Implement a professional learning schedule for staff K-6 on decoding to support students not making expected growth in reading.</p>
<p>Aboriginal background</p> <p>\$64,096.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Illaroo Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Aboriginal and Torres Strait Islander families engaging in the Personalised Learning and Support process, engaging in authentic conversations to support the aspirational goals of students. Cultural awareness training for all staff has enabled teachers to embed Aboriginal perspectives into teaching with greater confidence.</p> <p>After evaluation, the next steps to support our students with this funding will be: Turning Policy into Action and targeted literacy and numeracy support for Aboriginal and Torres Strait Islander students with high expectations and aspirational goals.</p>
<p>English language proficiency</p> <p>\$12,862.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Illaroo Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>

<p>Low level adjustment for disability</p> <p>\$125,376.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Illaroo Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech program developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,716.85</p>	<p>The location funding allocation is provided to Illaroo Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Increased opportunities and choices for students. Access to technology and online supports during the learning from home cycle. Access to non digital packs for students who could not access on line learning due to lack of home internet access.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students that are impacted by their location. Liaise with our community of schools for shared professional learning opportunities.</p>
<p>Literacy and numeracy</p> <p>\$13,592.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Illaroo Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$13,592.11</p>	<ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The purchase of teaching and learning resources to support the explicit teaching of reading and numeracy skills in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate the use of resources and the impact on student learning. Further support for explicit teaching and learning with high quality resources.</p>
<p>QTSS release</p> <p>\$110,436.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Illaroo Road 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"> • Data Driven Practice • Strong and Effectively Implemented School Systems • High Expectations Curriculum Provision <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school identifies expertise within its staff and draws on this to further develop professional learning. Areas for development in teacher expertise are identified and addressed.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Illaroo Road Public School who may be at risk of not meeting minimum standards.</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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention

<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<p>for students</p> <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and PAT assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: 5 week learning cycles in learning and support for intensive intervention for students not making expected growth. Whole school data analysis to evaluate the impact of the phonics and spelling program implemented in K-2.</p>
<p>COVID ILSP</p> <p>\$177,982.99</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> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • provide individualised and small group instruction to address the learning needs of students identified as requiring additional support with their literacy and numeracy skill development. Tutors worked with small groups of up to 5 students for a five-week learning sprint to target areas of need. Student progress was recorded and monitored using PLAN 2. Assessment data to inform the next learning cycle. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	257	271	261	266
Girls	269	283	283	293

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	96.2	94.1	93.8
1	95.5	96.3	95.1	92.8
2	94.5	96.4	94.9	93.9
3	95.5	94.3	93.9	94.1
4	94.9	94.8	92.7	95
5	94.5	94	94.1	92.7
6	93.4	94.5	94.2	92.3
All Years	94.9	95.2	94.1	93.5
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.06
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 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	640,436
Revenue	5,704,592
Appropriation	5,544,090
Sale of Goods and Services	-996
Grants and contributions	161,129
Investment income	369
Expenses	-5,608,936
Employee related	-5,182,618
Operating expenses	-426,318
Surplus / deficit for the year	95,656
Closing Balance	736,092

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	112,956
Equity Total	281,566
Equity - Aboriginal	64,097
Equity - Socio-economic	79,232
Equity - Language	12,862
Equity - Disability	125,375
Base Total	4,486,570
Base - Per Capita	138,345
Base - Location	2,717
Base - Other	4,345,508
Other Total	326,100
Grand Total	5,207,192

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

This summary provides results based on data from 217 students in this school who completed the survey between 21 Nov 2021 and 24 Nov 2021. The number of students by year level was Year 4- 69, Year 5- 82, Year 6- 66.

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

1. Students with a positive sense of belonging, 52%, (81%)
2. Students with positive behaviour at school, 83%, (83%)
3. Students try hard to succeed in their learning, 75% (88%)
4. Positive teacher-student relations, 7.3, (8.4)
5. Advocacy at school, 6.7, (7.7)
6. Expectations for success, 7.6, (8.7)

A focus group of students were asked why their positive sense of belonging was low. They explained that when they returned to school after learning from home, they were not allowed to do the things they used to do such as play with their friends from other grades or go to certain areas of the school playground. They didn't get to have assemblies anymore or participate in band. Students in Year 6 felt very impacted by the two years of COVID as they were unable to attend camps or excursions and didn't get the opportunity to compete in sport events or participate in performing arts outside of school.

There will be a strong focus in 2022 to rebuild the positive sense of belonging as the results in a number of areas on this survey were much lower than in previous years.

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 18 respondents in this school who completed the Parent Survey between 22 Nov 2021 and 26 Nov 2021. Below is a summary of the seven measures against NSW Department of Education:

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Parents feel welcome, 7.4, (7.4)
2. Parents are informed, 7.1, (6.6)
3. Parents support learning at home, 6.7, (6.3)
4. School supports learning, 7.6, (7.3)
5. School supports positive behaviour, 8.0, (7.7)
6. Safety at school, 7.4, (7.4)
7. Inclusive school, 7.0, (6.7)

Learning from Home Feedback was given by 232 parents/carers. It indicated that 91.7% of students participated in daily zoom classes and enjoyed the experience. During learning from home we used video messaging to inform parents/carers of updates and what was happening. 26.4% of respondents preferred the video updates over written communication with another 65.2% indicating they were happy with either.

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 8 respondents (less than 20% of teaching staff) in this school who completed the Teacher Survey between 21 Nov 2021 and 26 Nov 2021. 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, 5.7 (7.1)
2. Collaboration, 6.8 (7.8)
3. Learning Culture, 8.0, (8.0)
4. Data Informs Practice, 8.1, (7.8)
5. Teaching Strategies, 7.7, (7.9)
6. Technology, 6.2, (6.7)
7. Inclusive School, 8.2, (8.2)
8. Parent Involvement, 7.0, (6.8)

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.