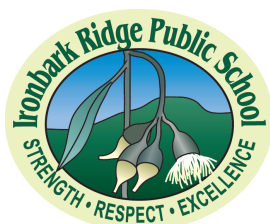


2021 Annual Report

Ironbark Ridge Public School



4638

Introduction

The Annual Report for 2021 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 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.

School contact details

Ironbark Ridge Public School
Ironbark Ridge Rd & Withers Rd
Rouse Hill, 2155
www.ironbarkrg-p.schools.nsw.edu.au
ironbarkrg-p.school@det.nsw.edu.au
8814 5687

Message from the principal

Reporting on the programs, achievements, resource allocations and annual operation of Ironbark Ridge Public School provides only a single dimension of the far-reaching impact that the school has on the lives of every member of its community. For students, the school offers challenge, social connection, guidance, nurturing and a 'home' in almost every sense of the word. For staff, Ironbark Ridge is an outlet for their passion, lifelong learning, nurturing spirit and provides meaning and purpose. Our multitude of families experience the welcome, safe and overwhelmingly caring spirit in balance with high expectations and a culture of Strength, Respect and Excellence. This report provides only a brief insight into these many outstanding qualities of this great school.

In 2021 we began a renewed focus on maximising the productive Learning Partnerships we forge with parents and carers, while students took the next steps in personal learning goal-setting. Learning Partnership Meetings in Term 1 set the tone for the year ahead and ensured parents were aware of their individual child(ren)'s learning focus areas.

Unfortunately the whole of Term 3 was spent in *Learning From Home* mode. Despite this need to change the way our classrooms operated to facilitate remote/online learning, teachers continued to connect with their class at 9am each morning (via Zoom) to maintain student focus, set the expectations for each day's learning and increase autonomy in their students. Families supported the engagement of students and the partnership formed was practical and extremely successful. No doubt many parents and carers enjoyed a boost in their own learning during this time, albeit with the subsequent disruption to their working day. This was a truly collaborative, community effort.

The year finished in positive directions as students returned to face-to-face learning and the majority of school functions were able to resume. Despite the adversity delivered by 2021 to school routines and operations, the Ironbark Ridge community, especially its students, displayed remarkable resilience and an optimistic spirit. 2021 was definitely a year we will remember.

School vision

Continuous growth for all through high impact practices in a nurturing, inspiring environment.

School context

Ironbark Ridge Public School opened in 2005 and had an enrolment of 967 students at the completion of 2021, including 68% 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 of educational instruction and individual learning challenge, as well as the nurturing care provided to all students of all abilities.

The core values of the school are proudly articulated through the school motto: *Strength, Respect, Excellence*. These ideals provide students with character traits to strive to embody, and an aspirational framework for many of our school programs. The focus is always on learning and personal growth at Ironbark Ridge, with the expectation that all members of the community are: Safe, Responsible and Respectful. The school has NSW Department of Education Opportunity Classes for Years 5 and 6. The holistic development of all learners is of paramount importance and this can only be achieved when in close partnership with parents and the local community.

Rigorous *Situational Analysis* conducted at the conclusion of 2020, involving high levels of community consultation with students, parents and staff, highlighted many areas of strength and excellence in school achievement. Student reading results in both external and school-based assessments has shown significant sustained growth in recent years highlighting effective teaching and learning in this area. Numeracy results in external assessments shows particularly positive growth in problem solving and working mathematically from Year 3 to Year 5. There are a number of areas for future improvement:

1. Assessment practices require further development and consistency to support both teaching and learning. Differentiated instruction will be driven by data collection and analysis.
2. Reporting procedures do not currently match the school's ongoing focus on growth. More regular, improved communication about learning in classrooms is required as an integral aspect of effectively reporting on learning progress.
3. Through annual 'Tell Them From Me' surveys, students continue to report low levels of '*Sense of Belonging*' at the school. This measure of overall wellbeing will become a focus.

As a result, the 2021-24 Ironbark Ridge Strategic Improvement Plan (SIP) is directed towards the continual improvement of high impact teaching and learning in Literacy and Numeracy, collaborative inquiry into evidence-based teaching practices, developing responsible, autonomous learners, creating authentic, productive learning partnerships with our community, and building school spirit and a sense of belonging at Ironbark Ridge to provide a strong foundation for individual student growth.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

External Validation of our school's self-assessment practices in 2021 provided encouraging support for the outstanding work of teachers and support staff at Ironbark Ridge. 'Excelling' in 12 of 14 elements of the *School Excellence Framework* (SEF) indicates a high level of performance, however the continual renewal and refinement of all school practices will ensure ongoing focus, questioning, collaborative inquiry and evaluative thinking in order to maintain and even improve the positive impact on student growth and attainment.

Strategic Direction 1: Student growth and attainment

Purpose

A focus on Growth - To ensure every student, every staff member, every leader, and our school makes at least a year's growth every year.

Strong, Respectful, Excellent Learners - To enhance the school culture of aspiration and high expectations through the development of learning responsibility and distributed leadership.

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, Respectful, Excellent Learners
- A focus on Growth

Resources allocated to this strategic direction

Literacy and numeracy: \$36,000.00

Literacy and numeracy intervention: \$47,090.00

English language proficiency: \$192,353.00

Low level adjustment for disability: \$144,287.00

Integration funding support: \$61,188.00

Beginning teacher support: \$29,690.00

Summary of progress

A focus on Growth

Ironbark Ridge values *personal growth* more highly than attainment against standardised benchmarks. Although our students achieve excellence, we expect a year's growth every year from every student, every teacher, and our school.

Strong, Respectful, Excellent Learners

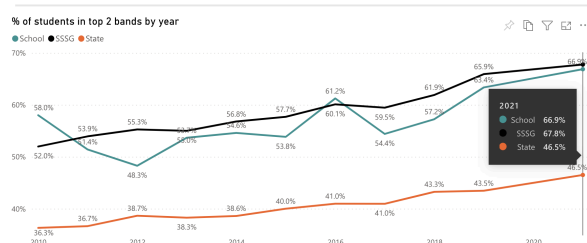
We are *All Learners* at Ironbark Ridge - students, teachers *and* parents. The skills and dispositions of effective *learnership* are directly taught to all students by classroom teachers, emphasising twelve *Successful Learner Habits* and fostering an agile mindset and curiosity - inspired learning.

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
<ul style="list-style-type: none">• Uplift of 3.5% to 60% of students in Year 3 and Year 5 NAPLAN achieving in the top 2 bands for Reading.• Increase of students placed in the top 2 bands for NAPLAN Numeracy of 3% to 54% total.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (66.9%) and an increase in the percentage of students in the top two bands for numeracy (57.9%). These increases evidence achievement of school targets in Top 2 Bands.
Achieving trajectory for target: % of students achieving expected Growth in Reading (62.1%) and in Numeracy (63.3%)	NAPLAN results for 2021 show expected growth in: <ul style="list-style-type: none">• Reading Yr3-5 - 60% of students• Numeracy Yr3-5 - 50.9% of students School results do not yet demonstrate desired levels of <i>expected growth</i> , indicating that a continued focus and collaborative inquiry is required.
Aspects of English (Writing, Reading) and Maths (Number) have Ironbark Ridge assessment and reporting frameworks established and are being	Staff have reviewed all current teaching programs to ensure smooth conceptual development K-6. With the impending introduction of new NSW K-2 syllabi in English and Maths, these frameworks will remain in draft and trial format until further alignment can be made.

trialled by all teaching staff.	
Teaching teams use an informal self-assessment of their practice against the Australian Professional Standards for Teachers as part of their PDP process.	School staff use the APSfT to set professional development goals and to provide a framework for discussions about excellence in teaching and learning.
Ironbark Ridge is Externally Validated for accuracy of self-assessment against the School Excellence Framework showing improvement compared to the 2019 and 2020 SEF-SaS results.	The 2021 External Validation process provided evidence for the accuracy of school self-assessments currently being made against the School Excellence Framework. The school evaluation team's judgements were verified as 'Excelling' in 12 out of 14 of the elements.



Strategic Direction 2: High impact teaching and learning

Purpose

To systematically develop and sustain:

- *High Impact Assessment Practices*
- *High Impact Curriculum Design*
- *High Impact Instructional Expertise*

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.

- High impact assessment practices
- High impact curriculum design
- High impact instructional expertise

Resources allocated to this strategic direction

Professional learning: \$34,000.00

QTSS release: \$112,118.00

Literacy and numeracy: \$43,000.00

Summary of progress

Assess - Design - Teach

The Teaching and Learning Cycle forms the core work that teachers at Ironbark Ridge perform each and every day. With a continual focus on improvement and 'better', paralleling the expectations we have for our students, teachers work collaboratively to ensure the practices they employ have maximum positive impact on the learning journeys of their students.

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
High Impact Assessment Practices <ul style="list-style-type: none">• Review of current assessment practices as scheduled, undertaken and analysed by individual teachers, grades, stages and whole-school.• Student progress in reading and number is tracked over time as an individual, cohort and whole school, evidencing expected growth that is used by all classroom teachers to judge value-add.	<p>An initial review of school assessment procedures was conducted and is ongoing into 2022. Evidence of existing practices and procedures used at Ironbark Ridge provides an excellent foundation for future refinement.</p> <p>Student assessment data in reading and number is used collaboratively by teachers to evaluate the impact of teaching programs and to plan future directions in learning for student cohorts and individuals. Online data analysis has greatly enhanced the efficiency of these processes.</p>
High Impact Curriculum Design <ul style="list-style-type: none">• Evidence of whole-school differentiated learning opportunities is embedded in teaching and learning programs specifically linked to student need.• Teachers develop a learning continuum relevant for students at Ironbark that breaks down learning into units of work to support teaching and	<p>All Ironbark Ridge teaching programs are specifically designed to be flexible and adjusted to meet the learning needs of students in each classroom, with evidence of differentiated instruction and challenge level clear and detailed.</p> <p>Teaching units K-6 are currently being analysed and aligned to ensure conceptual development is considered and learning maximised.</p>

learning decisions.	
<p>High Impact Instructional Expertise</p> <ul style="list-style-type: none"> • Weekly additional release from face-to-face teaching for all classroom-based teachers to engage in collaborative inquiry into instructional impact on student learning. • Innovative pedagogies and techniques of explicit teaching are trialled and evaluated for impact across the school. 	<p>Staff work in grade-based teaching teams at weekly Collaborative Planning Conferences (CPCs) to share effective classroom practice.</p> <p>All Stage teaching teams at Ironbark Ridge are conducting ongoing, innovative trials of effective teaching practices that are being evaluated and refined to maximise positive impact on student learning.</p>

Strategic Direction 3: A nurturing, inspiring place for learning

Purpose

To strategically cultivate a physical, social and emotional environment that will provide a solid foundation for maximising growth in all learners; a culture that is ***The Ironbark Way***.

Priorities are:

- to nurture classroom environments that maximise learning.
- to build strong and respectful Learning Partnerships between school and home to nurture personal growth in all learners.
- to enhance the wellbeing of all through a sense of belonging, and a culture of trust, excellence and collaborative inquiry.

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.

- A connected, thriving learning community
- Partnerships supporting autonomy in learning

Resources allocated to this strategic direction

QTSS release: \$68,400.00

Socio-economic background: \$16,847.00

School support allocation (principal support): \$47,139.00

6300 School and Community: \$90,000.00

Professional learning: \$20,000.00

Summary of progress

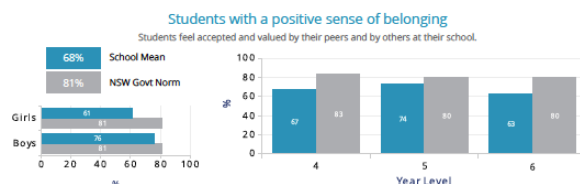
Building an environment to maximise learning opportunities for all has begun with emphasis on the most important unit of operation in the school - the classroom. Teachers at Ironbark Ridge provide not only academic learning, but focus also on the social and emotional growth of their cohort of students. Connection with families and the home is also crucial in reinforcing high expectations and building personal responsibility in students.

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
More than 75% of parents surveyed (school-based poll) are able to accurately explain the methods the school uses for communication: All classes use an online connection platform to offer <i>at least weekly</i> parent learning updates and classroom observations and/or celebrations of success.	Parents have demonstrated competence and confidence in using school communication platforms for a wide variety of needs. Over 80% of parents utilise school social media pages and the school website to gather school information at point of need successfully, and school newsletters and emails are seen by 100% of parents surveyed as reliable and useful. The use of a classroom-based online communication system has been enthusiastically adopted by parents, allowing them to connect with classroom learning in a variety of ways and to the level they feel necessary. Through professional learning and collaboration, teachers will continue to develop the use of this tool in coming years.
Individual student learning goals are identified and shared with parents through formal meetings called Learning Partnership meetings.	Learning Partnership meetings were introduced in Term 1 to provide opportunity for teachers and parents to discuss each student as a learner and to collaboratively set learning goals for the year ahead. These meetings were extremely positively received by the community, with excellent attendance and 95% of survey respondents keen to see them continue.
90% of students report positive	Student wellbeing is being regularly monitored and tracked by teachers and

<p>wellbeing. All students use 5-weekly 'FLOURISH' wellbeing check-ins and teachers analyse data to target students at risk.</p> <p>82% of students in Stage 3 report a sense of belonging and acceptance at Ironbark Ridge.</p>	<p>Stage teams via a simple and quick check-in survey each term. This data is then used to target students with additional support and to build connection and relationships as required. Data collected in 2021 indicates that 85% of students scored an average of 4 or 5 out of 5 in all 8 'FLOURISH' wellbeing elements across the year.</p> <p>Tell Them From Me survey data continues to reveal that a low number of students (only 68%, against a state-wide average of 81%) feel they 'belong' and are 'accepted for who they are' at the school, and this will remain a focus in 2022.</p>
<p>Student attendance improves to 85% of students attending school more than 90% of the time.</p> <p>Reduction in number of students with a less than 85% attendance rate.</p>	<p>Data for student attendance figures for 2021 was not regarded as 'usual' given the period of time spent 'Learning From Home' and the requirements to isolate. Attendance will continue to be an important focus for learning and wellbeing across the school until targets are met.</p> <p>Attendance at Ironbark Ridge is good, with 85.2% of students attending school more than 90% of the time, and 3.8% of students attending less than 85% (down from 13% in 2020 and 7% in 2019 prior to the pandemic). This data indicates achievement of the 2021 targets.</p>
<p>Staff use consistent language when discussing collaborative contributions and teamwork, including building trust with their colleagues.</p> <p>First set of staff are provided with externally delivered professional learning on building trust within teams.</p>	<p>Weekly Collaborative Planning Conferences (CPCs) have facilitated time for development of productive teamwork and protocols continue to be refined by staff.</p> <p>Eight staff attended online training in trust building in 2021 and further cohorts will attend in 2022 and beyond.</p>



Overall, students in Yrs4-6, especially girls, continue to report low levels of 'Belonging'

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,188.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ironbark Ridge 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"> • A focus on Growth <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 in their classrooms • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of specialist teaching staff to provide additional support for students who have high-level learning needs, including withdrawal from classrooms for regular, targeted, intensive teaching programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a reduction in the number of students assessed by EAL/D staff as being in the Emerging phase, and large number of students moving into the 'Consolidating' phase. - the phonic recognition scores of targeted students significantly increasing, leading to improved reading comprehension diagnostic assessment for these students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continued allocation of support staffing to targeted withdrawal programs and in-class learning support.</p>
<p>Literacy and numeracy</p> <p>\$79,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ironbark Ridge 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"> • A focus on Growth • Strong, Respectful, Excellent Learners • High impact instructional expertise <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Improved implementation of effective formative assessment in mathematics across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued development of professional expertise in timely formative numeracy assessment and program adjustments to meet individual student learning needs.</p>
<p>Socio-economic background</p> <p>\$16,847.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ironbark Ridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$16,847.00</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"> • A connected, thriving learning community <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 School and House Spirit program implementation. <p>The allocation of this funding has resulted in: identified students building mentor relationships with SLSOs to facilitate social and emotional guidance as required.</p> <p>After evaluation, the next steps to support our students with this funding will be: a review of identification of student need processes, as well as realignment with new school routines after return to normal school operations.</p>
<p>Aboriginal background</p> <p>\$8,002.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ironbark Ridge 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"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: all students and families identifying as Aboriginal received special meetings to plan and design PLPs with class teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to work towards sustainable practices in the development of PLPs with Aboriginal students.</p>
<p>English language proficiency</p> <p>\$192,353.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ironbark Ridge 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"> • A focus on Growth • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$192,353.00</p>	<p>Significant additional language learning support provided to a large number of students across the school, with a focus on the early years. The rapid progression of students accessing the program is evidence of positive impact, with a large reduction in students assessed in the Emerging or Beginning phases.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing allocation for English Language Proficiency has been drastically reduced due to a newly implemented funding model and as a result, in 2022 the staffing for these support programs will be reduced. Strategic targeting of students with highest need and further emphasis on support in the early years will be required to maintain impact.</p>
<p>Low level adjustment for disability</p> <p>\$144,287.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ironbark Ridge 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"> • A focus on Growth <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 • targeted students are provided with support through evidence-based interventions (eg. F&P Levelled Literacy Intervention, Multi-Lit., Targeted Early Numeracy) to increase learning outcomes. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: employment of an Assistant Principal, Learning & Support, to design, partially deliver, and oversee these programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued refinement of the Learning and Support structures and programs across the school.</p>
<p>QTSS release</p> <p>\$180,518.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ironbark Ridge 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"> • High impact assessment practices • Partnerships supporting autonomy in learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: school Executive staff are able to effectively manage student wellbeing and engagement across multiple classes on each stage, ensuring instructional</p>

<p>QTSS release</p> <p>\$180,518.00</p>	<p>support and professional development for their staff, planning of learning programs, and administration of school and departmental policies across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued use of QTSS funding to provide time for Assistant Principals to provide educational leadership across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ironbark Ridge 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"> • A focus on Growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: the effective implementation and evaluation of a systematic phonemic awareness program aligned closely with an ongoing focus on phonics and the integration of decodable readers in all K-2 classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue expanding the professional learning to all staff K-6 and ensure new staff on K-2 classes are trained in the implementation of these new practices.</p>
<p>COVID ILSP</p> <p>\$22,424.00</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 • providing targeted, explicit instruction for student groups in literacy and numeracy - reading (phonemic awareness, comprehension) and mathematics (number sense and additive strategies) <p>The allocation of this funding has resulted in: significant growth from all students targeted as part of the initiative. The school Learning and Support Teacher worked an additional day each week to ensure allocation of productive time and continuity of teaching across the whole week for these students</p> <p>After evaluation, the next steps to support our students with this funding will be: to assess the individual progress and needs of each student, allowing newly identified students with higher need to enter the program and receive this support as required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	512	494	466	469
Girls	469	484	508	515

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	94.5	93.1	94.7
1	94.2	94.9	90.4	94.8
2	94.7	94.4	90.1	94.3
3	95	95	91.3	95.2
4	94.1	94.9	90.6	94.7
5	95.1	95	90.6	94.8
6	94	94	90	94.1
All Years	94.6	94.7	90.8	94.7
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.85
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 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	627,651
Revenue	7,932,904
Appropriation	7,402,394
Sale of Goods and Services	132,552
Grants and contributions	396,827
Investment income	1,132
Expenses	-8,097,437
Employee related	-7,201,029
Operating expenses	-896,408
Surplus / deficit for the year	-164,533
Closing Balance	463,117

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.

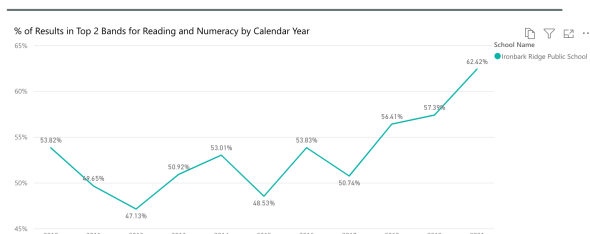
	2021 SBAR Adjustments (\$)
Targeted Total	62,714
Equity Total	361,489
Equity - Aboriginal	8,002
Equity - Socio-economic	16,847
Equity - Language	192,353
Equity - Disability	144,287
Base Total	6,326,614
Base - Per Capita	240,107
Base - Location	0
Base - Other	6,086,507
Other Total	553,975
Grand Total	7,304,792

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.



Overall steady trend upwards for overall school NAPLAN results

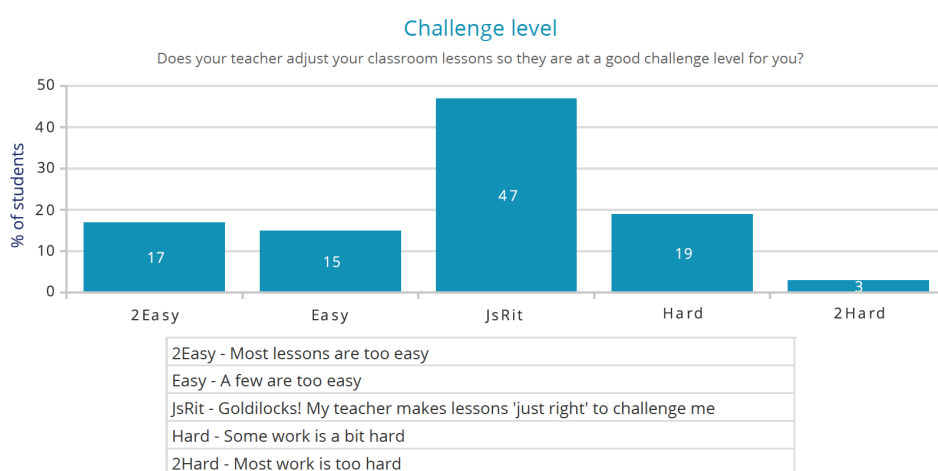
Parent/caregiver, student, teacher satisfaction

Each year the school gathers information about student, staff and parent/carer opinions and perceptions of the school's culture, effectiveness and operations.

In 2021, 74% of students surveyed stated that they are proud of their school, and 84% state that they have friends at school they can trust and who will help them make positive choices. Interestingly, only 68% of students surveyed report a positive sense of belonging at the school, noting lower levels of being accepted and valued for who they are by their peers. This 'Sense of Belonging' remains a focus area for improvement at the school.

Community confidence and satisfaction with the school remains high, as 82% of parents would recommend the school to other parents, and engagement with families is also high, noting that 83% of parents attended learning progress meetings with teachers during 2021.. Over 9 out of 10 parents reported that school is a safe environment for their child, with 96% saying their children are clear about the rules, that 83% say behaviour issues are dealt with in a timely manner, and children feeling safe in the playground.

47% of students perceive that their classroom lessons are adjusted by their teacher to specifically match their individual challenge level, with only 17% rating the level of challenge as being in the 'Too Easy' range. This indicates a successful focus on differentiated instruction by teaching staff over the past few years.



Students at Ironbark Ridge overwhelmingly perceive that their classroom teachers expertly differentiate learning challenges to suit their needs.

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.

Aboriginal Education - School statement

In 2021, key staff at Ironbark Ridge began an exciting initiative to provide students identifying as Aboriginal and/or Torres Strait Islander with a time each week to gather together, learn about their culture, invite friends and meet local Aboriginal elders. This group of Ironbark Ridge students has dubbed themselves the 'Deadly Team', and will continue to develop their ideas for positive impact on the school in 2022 with their voice in the development of an Acknowledgement of Country designed as part of a new Reconciliation Action Plan (RAP).

In 2021, all students identifying as Aboriginal participated in the development of their Personalised Learning Pathway with their classroom teacher, family and other key school support staff.

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.

Multicultural and anti-racism education - School Statement

Ironbark Ridge ensures ongoing programs provide opportunities for students and families to feel connection and belonging to the learning community through acknowledgement of their diverse backgrounds, as well as celebration of commonality and togetherness, eg. celebration of Easter, Diwali, Eid and annual observance of "Bullying, No Way!" Day, and Harmony Day. School and House Spirit meetings also provide a chance for students to form 'vertical' friendships and relationships across grades, to consider ways they can positively impact the culture of the school through their 'character', as well as offering older students leadership opportunities.