

# 2022 Annual Report

## Iford Public School



2201

# Introduction

The Annual Report for 2022 is provided to the community of Ilford Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Ilford Public School

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## School vision

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

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

## School context

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

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

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

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

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

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

### In Learning:

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

### In Teaching:

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

### In Leading:

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

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

### Initiatives

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

- Explicit Quality Teaching
- Data Informed Practice

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$28,040.18

**Socio-economic background:** \$32,154.68

**Location:** \$13,719.29

**QTSS release:** \$5,401.29

**Per capita:** \$6,064.32

**AP Curriculum & Instruction:** \$30,114.20

### Summary of progress

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#### Explicit Quality Teaching

Professional learning was delivered to all teachers in Literacy and Numeracy. The focus for Literacy was Reading, Understanding Text and Phonics/Phonemic Awareness. In Mathematics the focus was Additive and Multiplicative Strategies. These focus areas have been identified from school and Network data from both internal and external sources. Staff collaboratively reviewed, monitored and adjusted teaching strategies and programming in response to professional learning. Individual staff who attended professional learning upskilled other staff by sharing knowledge, skills and resources. Staff collaboratively developed, collected and shared information and strategies for enhancing teacher capacity to better support students with a range of abilities. Meaningful learning opportunities were created to effectively differentiate instruction for all students. Collaboration within and across Network schools has been valuable in improving engagement in Maths by teachers, enthusiasm to teach engaging Maths lessons and increased skills and knowledge developed by all staff. This resulted in improved student learning outcomes in Maths. The employment of an Assistant Principal Curriculum & Instruction has allowed for further professional learning opportunities and collaboration of staff to enhance explicit quality teaching practices in multi-stage classes. The opportunity for all staff to work collaboratively with the APC&I to engage in the new K-2 curriculums has ensured that the highest level of engagement has been attained.

#### Data Informed Practice

Planning has become less prescriptive and more adaptable to suit the learning needs of the students at any time, so that they develop a deeper understanding of the content and skills being taught. The updated whole school assessment schedule has been updated to better align assessment tasks to reflect NESA documents and the updated K-2 curriculums. Scope & Sequences have also been updated along with collaboratively designed teaching and learning programs. Following analysis of all data sources, learning sprints were implemented successfully into Maths lessons to address individual and small group needs. Learning sprints have also been implemented to target areas of need in Science and areas of Literacy, such as spelling strategies and grammar learning areas. In 2023 staff will continue to plan quality assessments, collect and analyse authentic data in order to differentiate the curriculum to address individual student needs.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Literacy and Numeracy</b></p> <p>School Target - 100% of students in the Top 2 bands of NAPLAN in Reading.</p> <p>Lithgow Network Target - Improvement in the percentage of students in the Lithgow Network achieving in the Top 2 Bands to be above the Lithgow Network lower bound system-negotiated target in Reading of 44.2%.</p>	<p>The School target has not been met in 2022 however individual student growth tracking indicates that we are moving in a positive trajectory. 50% of students in Year 3 are in Band 4 (High Middle 2 Bands) and 50% are in Top 2 Bands (Band 5).</p> <p>An increased percentage of students achieved in the top two skill bands for literacy contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year. Network Target- Reading (49.2%). 2022- Network achieved 34.4% in top two skill bands.</p> <p>2022- Network achieved 34.4%% in top two skill bands-Reading</p>
<p><b>Literacy and Numeracy</b></p> <p>School Target - 100% of students in the Top 2 bands of NAPLAN in Numeracy.</p> <p>Lithgow Network Target - Improvement in the percentage of students in the Lithgow Network achieving in the Top 2 Bands to be above the Lithgow Network lower bound system-negotiated target in Numeracy of 25.9%.</p>	<p>The School target has not been met in 2022 however individual student growth tracking indicates that we are moving in a positive trajectory. 50% of students in Year 3 are in Band 4 (High Middle 2 Bands) and 50% are in Top 2 Bands (Band 5).</p> <p>An increased percentage of students achieved in the top two skill bands for numeracy contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year. Network Target- Numeracy( 25.9%). 2022- Network achieved 18.1% in top two skill bands.</p> <p>2022- Network achieved 18.1% in top two skill bands- Numeracy</p>
<p><b>School Excellence Framework</b></p> <p>School self-assessment of the elements:</p> <ul style="list-style-type: none"> <li>- 'Effective Classroom Practice' indicates improvement to Sustaining &amp; Growing</li> <li>- 'Data skills and Use' indicates improvement Sustaining &amp; Growing</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Effective Classroom Practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining &amp; Growing in the element of Data Skills and Use.</p>
<p><b>Attendance</b></p> <p>Increase % of students attending school for greater than 95% of the time.</p>	<p>There has been an increase of students attending school greater than 90% of the time. There has been significant increase in the percentage of students attending greater than 95% of the time.</p>
<p><b>Value-Add</b></p> <p>K-3 maintained at Sustaining and Growing.</p> <p>Years 3-6 improves from Sustaining and Growing to Excelling.</p>	<p>Value-add for K-3 is maintained at Sustaining and Growing.</p> <p>Value add results are unavailable for Years 3-5 as NAPLAN assessment was not administered in 2020. In-school data indicates that we are at Sustaining and Growing.</p>
<p>Increase % of students achieving expected growth in Reading by 7.5%.</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth requires the matching of student NAPLAN results across consecutive assessments so that growth can be measured.</p>
<p>Increase % of students achieving expected growth in Numeracy by 7.5%.</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth requires the matching of student NAPLAN results across consecutive assessments so that growth can be measured.</p>

## Strategic Direction 2: Strategic and adaptive instructional leadership

### Purpose

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

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

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

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

### Initiatives

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

- Systems Leadership
- Management Practices and Processes

### Resources allocated to this strategic direction

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**Professional learning:** \$7,121.47

### Summary of progress

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Our focus as a school has been developing a whole school understanding of the new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to ensure all students can reach their potential.

The executive led the engagement in each of the implementation packages, ensuring that through a student-centred approach, there was a clear understanding of the guidance, support, training and resources for schools, teachers and leaders to strengthen their skills and confidence. The design and implementation of systems, processes and practices in each of the three focus areas will support our school to improve student outcomes by strengthening student engagement and participation.

We engaged in policy familiarisation, activities, and support to guide our school in ensuring compliance with the reform agenda.

As a school we read the Student Behaviour Fact Sheet and accessed the Student Behaviour Policy and Procedures, ensuring all staff understood the key principles and changes in the policy including;

- new policy with new arrangements for suspension and an evidence-informed approach to behaviour support and management, replacing the existing Student Discipline in Government Schools Policy.
- Additional tools, resources, expanded access to specialist services and new professional learning is available.
- As a team we reviewed our current Student Behaviour Policy and School-wide expectations to ensure alignment with the new policy.

We are currently focused on the development of the School student Behaviour Management Plan.

By engaging with the Inclusive Education Policy for students with disability we ensured:

- staff were supported with their roles and responsibilities under the Disability Standards for Education (2005) including ensuring compliance PL completed
- addresses feedback from students, families and staff that there is more we can do to improve the learning and wellbeing of students with disability and the apparent implications for all staff
- creates awareness that students with disability have the same right to enrol, access and participate in education as students without disability.
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- Familiarisation with the Restrictive Practices ensured shared understanding and responsibility for :



A new Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures that support principle-based decision-making around the use of restrictive practices.

- Clarity for schools on appropriate and prohibited use of restrictive practices.
- Requirement to record planning the use of restrictive practices, in consultation and with consent from parents/carers.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>School Excellence Framework</b></p> <p>School self-assessment of the elements</p> <p>- 'Educational Leadership' indicates improvement to Sustaining &amp; Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining &amp; Growing for Educational Leadership.</p>
<p><b>School Excellence Framework</b></p> <p>School self-assessment of the elements</p> <p>- 'Management Practices and Processes' indicates improvement to Sustaining &amp; Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Excelling for Management Practices and Processes.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$32,154.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ilford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support intervention programs implementation.</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased engagement and student outcomes, especially in the areas of Literacy and Numeracy. Differentiated small group and individual programs accurately addressed student learning needs. Explicit teaching and enhanced teacher practice was evident across all classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction in Reading and Numeracy through 1:1 reading intervention as well as the MiniLit and Quicksmart programs.</p>
<p>Low level adjustment for disability</p> <p>\$28,040.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Ilford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted students learning needs being met resulting in improved learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction in Reading and Numeracy through the MiniLit and Quicksmart programs. An intensive 1:1 reading and comprehension program will continue to be implemented in 2023 for a small number of Yr 2 &amp; Yr 3 students.</p>
<p>Location</p> <p>\$13,719.29</p>	<p>The location funding allocation is provided to Ilford Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions and incursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Location</p> <p>\$13,719.29</p>	<p>consistency of quality teaching and learning as well as ensuring that all students can engage in school and extracurricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction, and to provide assistance for excursions etc in 2023 so that all students can benefit from a holistic education.</p>
<p>Professional learning</p> <p>\$7,121.47</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ilford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in specialist academic-led professional learning, both within school and with other schools, to unpack evidence-based approaches to teaching higher order thinking mathematical concepts, especially in the areas of additive and multiplicative strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of mathematics, especially problem solving using additive and multiplicative strategies, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of modelled and independent problem solving, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$5,401.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ilford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engaging APC&amp;I to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$18,093.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

COVID ILSP

\$18,093.00

**Overview of activities partially or fully funded with this targeted funding include:**

- providing targeted, explicit instruction for student groups in both literacy, using the MiniLit program, and numeracy, using the QuickSmart program, across K-6.

**The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards or achieving their personal learning goals .

**After evaluation, the next steps to support our students 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.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	14	13	11
Girls	12	11	11	10

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	89.4	90.9	
1	81.7	97.1	82.1	86.6
2	78.2	93.0	97.3	79.7
3	88.3	94.2	95.3	95.3
4	82.1	92.1	83.9	83.3
5	95.3	94.8	87.7	82.8
6	86.5	90.7	90.5	79.7
All Years	86.1	92.5	90.3	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.3

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.68
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.94

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	123,861
<b>Revenue</b>	766,408
Appropriation	717,199
Sale of Goods and Services	-300
Grants and contributions	48,357
Investment income	1,152
<b>Expenses</b>	-692,964
Employee related	-596,493
Operating expenses	-96,471
<b>Surplus / deficit for the year</b>	73,444
<b>Closing Balance</b>	197,305

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	60,195
Equity - Aboriginal	0
Equity - Socio-economic	32,155
Equity - Language	0
Equity - Disability	28,040
<b>Base Total</b>	551,083
Base - Per Capita	6,064
Base - Location	13,719
Base - Other	531,299
<b>Other Total</b>	55,727
<b>Grand Total</b>	667,004

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

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

**From a Parent** - "As President of Ilford Public School P&C Association our aim and goal is to support the school as best we can. In a small community it is vital that there is a strong connection between the school and its families, this is where we come in. To show support and help facilitate that link through meetings and fundraising throughout the year. Ilford Public School have a valuable team of staff that go above and beyond to ensure that education is fun, engaging and that although only a small environment, the children have access to the same opportunities as larger schools in less remote areas. A credit to Gemma and her teaching team. Communication between the school and its families is another key attribute to Ilford Public School. As a parent and also P&C member we have access to various communication channels to receive up to date information. By way of weekly emails, newsletters, school App updates and access to social media notices, we are very fortunate to be kept up to date with what's happening and important announcements at the tip of our fingers. It's a pleasure to be apart of the Ilford Public School community and having the opportunity to engage between the school and its families."

**From a Student** - "I wanted to send you a message to say thank for the great year I had with you and the other teachers and staff. I would like to say thank you because all that you taught me has helped me a lot in high school so far. I hope the start of the year has gone well for you and the staff. I hope everyone is well and happy Could you please tell the other teachers that I said that all their hard work has paid off so far in Maths and all my other subjects."

**From a Teacher** - "Thank you so much for making my 41st year of teaching so amazingly special. I started in small schools and although I have taught in many various schools along the way, to finish my career in one has been the icing on the cake. It doesn't take long to feel a part of your school - your welcome, flexibility in catering for everyone's needs, the friendly banter and ongoing comradery has been the highlight of my year".

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.