

2022 Annual Report

Ingleburn Public School



2206

Introduction

The Annual Report for 2022 is provided to the community of Ingleburn 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

An innovative and collaborative learning environment that empowers all of us to be future focused global citizens.

School context

Ingleburn Public School is part of the St Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 550 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 64% of students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation as evidenced in 2018-2020 School Plan to bring about a cultural change that ensures students are equipped to continually strive to reach their potential. Our situational analysis indicated the need to use data driven practices that ensure all students have access to differentiated learning which is closely monitored and modified as required, using the principals of UDL and aligning this practice with the vision of our school.

It is important to note that this School Improvement Plan builds upon the work undertaken in the previous school planning cycle around Innovative Learning Design and Empowered Learning.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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 for Learning
- Meeting Individual Needs

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$100,000.00
QTSS release: \$50,000.00
Socio-economic background: \$170,000.00
Professional learning: \$16,750.00
Integration funding support: \$102,800.00
Low level adjustment for disability: \$254,000.00
English language proficiency: \$240,000.00
Aboriginal background: \$22,000.00

Summary of progress

Data for Learning

This year we used a variety of summative and formative assessment to gauge student knowledge and understanding. (Check-In Assessment, Best Start, NAPLAN, Year 1 Phonics Screening Check as well as in-class assessment). Data was analysed and gaps in student learning were identified and communicated to staff. These data packs assisted the ELET team in identifying students who may require additional support and flagged gaps in learning across cohorts. PLAN 2 was used to collect data to show progress and monitoring for students involved in COVID Intensive Learning and Support Groups. Moving forward, we have identified that staff require training in ALAN, PLAN and the learning progressions - this is a goal set for our school in 2023. Our focus for 2022 was on the use of highly effective explicit teaching practices to improve reading comprehension and writing skills across all key curriculum areas. Additive strategies and Quantifying Numbers were also a focus.

Data indicates 32.76% of students are in the top two skill bands for reading which is a 11.29% increase against baseline data (21.47%). In numeracy, 20.18% of students are in the top two skill bands indicating a 0.84% decrease against baseline data (21.02%)

Literacy and numeracy were systematically delivered through the COVID ILSP groups and small group targeted instruction for both literacy, numeracy and point of need. Hive teams (teams from Years 1-6) planned for explicit class teaching based on integrated scope of teaching and learning (Hive of Learning document) to ensure the development of consistent evidence-informed practices and engaging programs. Baseline literacy and numeracy data was gathered in the form of Summative and Formative assessments together with comprehension, writing and numeracy skills. Best Start Kindergarten Assessment, and English Proficiency EAL/D assessments were implemented and analysed at the beginning of Term 1 and throughout the year to determine flexible student groupings. Assessments such as the Phonological Awareness Diagnostic Assessment, Year 1 Phonics Screening, PAT tests, NAPLAN, and Check-in online assessments were employed throughout the year and used to further identify the point of need in regards to student learning.

Explicit reading and comprehension strategies were a focus in stage teams school wide, to ensure effective student learning was at the forefront of all practices. These practices were targeted at identified student need. Assistant Principal Curriculum and Instruction Leaders implemented a high level of support to embed explicit teaching methods, set high expectations and supported teachers to explore and develop their understanding of the data and how it is used as a demonstration of student learning. Teachers used student data to plan and embed quality literacy and numeracy practices into their everyday teaching with the focus on Understanding Texts, Writing, Additive Strategies and Quantifying Numbers. Differentiated support from APCI Leaders, in the form of modelling, mentoring and coaching was provided for staff at their point of need. This included delivering professional learning, demonstration, modelled lessons,

observation, and feedback.

In 2023, APCI and Middle Leaders will continue to provide opportunity for collaborative connection with teachers to embed effective and explicit teaching practices aligned to the new syllabus. Professional development in Data Literacy and Data Analysis will also feature; encompassing regular school wide data check-ins with APCI and the executive team ensuring student learning outcomes are maximised and that students are challenged and engaged.

Meeting Individual Needs

Our Enhanced Learning Empowerment Team is a whole school planning and support mechanism which consists of LAST, EAL/D, APCI and specialist staff. A prime function of our Enhanced Learning Empowerment Team is to ensure that the needs of all students in the school are being met. A key feature of our Enhanced Learning Empowerment Team is the facilitation of collaborative planning between teachers, specialist staff, parents and students. Our learning support team also addressed our whole school needs and created an environment where all learners are best supported.

The ELET team;

- Devised a process for teachers to make better use of data collected, through Sentral Plans.
- Held regular meetings with teachers of identified students to ensure adjustments and interventions were implemented based on identified area of need.
- Held regular meetings with teachers of identified students for PLP's- Personalised Learning Pathways (PLPs) have been established.
- Enhanced teachers' knowledge and confidence in embedding Aboriginal Education into teaching and learning programs.- Teachers have all completed the NSW Department of Education's Aboriginal Cultural Education training and continue to access support through Aboriginal staff, links to community and the AECG to ensure quality lessons promote empathy and cultural understanding.

Our Enhanced Learning Empowerment Team (ELET) further refined and streamlined processes and procedures when identifying students who required additional support. Flowcharts, professional learning and collegial discussions ensured pathways were taken to support all students who required adjustments and interventions to their learning. This process allowed for stronger parent-teacher rapport and the acquisition of resources to support student learning.

EAL/D and ELET established a system of support with teachers through;

- Regular meetings with teachers of identified students who received EAL/D support based on their identified learning progression phase.
- Engaged in reflective and evaluative collaboration between EAL/D teachers and class teachers.
- Professional Learning to enhance teacher knowledge and confidence in how to best support students with EAL/D within their classroom
- Integrated programs to support our EAL/D students through FEAST Kitchen and Kitchen Garden
- Continued small group intensive focus and class withdrawal for new arrival students, beginning and emerging phase students

The English as an Additional Language/Dialect (EAL/D) program is a whole school program focusing on targeted intervention. Students received support in small withdrawal groups, as well as one-on-one support- tailored to their needs. Using the EAL/D learning progression it has been noted that students have progressed through the different phases.

Specialist EAL/D Network Leader delivered professional learning for all staff to enhance teachers' knowledge in how to best support our EAL/D Learners.

Targeted Intervention entailed:

1. **Executive staff** evaluated current EAL/D practices in order to benchmark.
2. **Teaching staff** received PL in 'Using the EAL/D Learning Progression'. This was developed in order to build capacity of all staff to meet the needs of our EAL/D students and also to ensure students are accurately phased.
3. **EAL/D specialist staff completed** TELL training (Teaching English Language Learners).

In 2022, there was an influx of students who required extensive support for a mainstream setting. Our school formed a specialist class to develop students expressive and receptive language, self-regulation and social skills. To foster a quality learning environment, full differentiation to the curriculum with tailor-made learning experiences were personalised and specific to students' needs. Students received sustained levels of intensive support throughout the whole school day. Additional spaces were formed and physical environments were modified to ensure students received a whole child approach to learning.

Adjustments to the regular educational program included:

- A highly structured intensive individual instruction throughout all curricula activities and assessments.
- Intensive, individualised instruction to support multi-modal delivery and representation to enhance expressive and receptive language
- Personal care and hygiene programs

- Safety support and intervention throughout the day

enabling access to learning through:

- specialised visual communication system.
- highly modified classroom environment.
- extensive support from specialist staff.

These adjustments were highly individualised, comprehensive, collaborative, and ongoing.

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
A minimum of 29.3% of Year 3 and Year 5 students will meet the agreed lower bound in Numeracy NAPLAN results.	20.18% of Year 3 and Year 5 students achieved the top two bands in Numeracy demonstrating that progress is yet to be seen towards achieving the lower bound target of 29.3%.
A minimum of 31.8% of Year 3 and Year 5 students will achieve the agreed lower bound target in NAPLAN results in Reading.	32.7% of Year 3 and Year 5 students achieved the top two bands in Reading demonstrating that achievement of progress towards the lower bound target of 31.8%.
A minimum of 30% of students from Years 1-4 will show at least 12 months improvement Literacy Progression (Understanding Texts)	<p>Our school addressed the outcome of Understanding Texts EN2-4A with the following activities:</p> <ul style="list-style-type: none"> • Supporting beginning teachers with identified areas of need through in class support, programming, and demonstration lessons. • Mentoring and coaching sessions provided to staff in how to unpack the outcome EN2-4A and effectively plan lesson sequences to address this focus. • Professional Learning focussed on data literacy and analysis. • Development of evidence-informed literacy practices to improve teaching, learning and assessment within the focus area. • Explored aspects of literacy in the new syllabus and identified effective practices to improve student literacy outcomes through curriculum • Supported staff to collaboratively plan and optimise learning for all students through the development of lesson planning and program implementation. • Working with all staff to create a culture of evidence based reflective teaching and the need for ongoing improvement. • Developed a journey and a culture that supports meaningful teacher collaboration, co-teaching and planning, reviewing evidence and reflecting on practice. <p>In 2023 all staff will receive professional learning to support the implementation of the new progressions, PLAN 2 and the curriculum reforms.</p>
A minimum of 30% of students from Years 1-4 will show at least 12 months improvement Numeracy Progression (Quantifying Numbers and Additive Strategies)	<p>Our school addressed the Numeracy focus of Quantifying Numbers and Additive strategies with the following activities:</p> <ul style="list-style-type: none"> • Supporting beginning teachers with identified areas of need through in class support, programming, and demonstration lessons. • Mentoring and coaching sessions provided to staff in how to effectively plan lesson sequences to address this focus. • Professional Learning focussed on data literacy and analysis. • Development of evidence-informed numeracy practices to improve teaching, learning and assessment within the focus area. • Explored aspects of numeracy in the new syllabus and identified effective practices to improve student numeracy outcomes through curriculum • Supported staff to collaboratively plan and optimise learning for all students through the development of lesson planning and program implementation. • Working with all staff to create a culture of evidence based reflective teaching and the need for ongoing improvement. • Developed a journey and a culture that supports meaningful teacher

<p>A minimum of 30% of students from Years 1-4 will show at least 12 months improvement Numeracy Progression (Quantifying Numbers and Additive Strategies)</p>	<p>collaboration, co-teaching and planning, reviewing evidence and reflecting on practice. In 2023 all staff will receive professional learning to support the implementation of the new progressions, PLAN 2 and the curriculum reforms.</p>
<p>Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.</p>	<p>In 2021 there were no students achieving the top 3 NAPLAN bands in reading therefore from the data below there has been a %increase.</p> <p>There has been a 14% increase in students achieving in Band 5 in NAPLAN 2022.</p> <p>Reading Year 3:</p> <p>Band 3- 60% of students achieving Band 3</p> <p>Band 2- 20% of students achieving Band 2</p> <p>Band 1- 20% of students achieving Band 1</p> <p>Numeracy Year 3:</p> <p>Band 4- 20% of students achieving Band 4</p> <p>Band 3-20% of students achieving Band 3</p> <p>Band 2- 40% of students achieving Band 2</p> <p>Reading Year 5:</p> <p>Band 4- 50% of students achieving band 4</p> <p>Band 3- 50% of students achieving band 3</p> <p>Numeracy Year 5:</p> <p>Band 5- 17% of students achieving Band 5</p> <p>Band 4- 17% of students achieving Band 4</p> <p>Band 3- 67% of students achieving Band 3</p> <p>Personal Learning Pathways were completed by class teachers with parent collaboration and evaluation of goals, in order to support our Aboriginal and Torres Strait Islander students in all areas of their learning journey. All Aboriginal and Torres Strait Islander students have a PLP with provision for literacy and numeracy goals appropriate to their level of academic achievement and receive learning support or opportunities for extension and enrichment as necessary. All students also participate in various activities aimed at building and maintaining pride in their cultural identity.</p>
<p>65% of students achieving expected growth in reading (Annual Trajectory Lower Bound)</p>	<p>The percentage of students achieving expected growth in reading increased to 62.50% indicating achievement of the lower bound target (52.8% - 2021)</p>
<p>57.01% of students achieving expected growth in numeracy (Annual Trajectory Lower Bound)</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 53.57% indicating progress toward the lower bound target (55.69% - 2021)</p>

Strategic Direction 2: Empowered Learning

Purpose

In order to maximise student learning we will empower students to have a deeper understanding of themselves as learners and how they collaborate with others, so they can connect, succeed, thrive and learn.

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.

- Student Wellbeing
- Universal Design for Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$1,500.00

Professional learning: \$11,000.00

QTSS release: \$9,000.00

Summary of progress

Student Wellbeing

Our school has a strong commitment to improve and support the wellbeing of all our students. We have developed programs and initiatives based on the changing needs of our students. The school's innovative wellbeing practices and procedures encompasses wellbeing into classroom management strategies. Through the development and implementation of new school structures and empowered learning initiatives, our Behaviour Specialist Team ensures that our school vision is embedded in all we do. This is to enable the success of all our students, fostering a learning culture where students are provided with opportunities to connect, succeed and thrive. By painting this approach, Ingleburn Public School adapted a school wide wellbeing system to reflect the core values that underpin our school pillars: Innovation; Collaboration, Empowerment, and Global Citizenship.

In 2022, our school Behaviour Team restructured our Behaviour Strategy to align with our school vision and school improvement plan. With a focus on Student Wellbeing, a whole-school approach to behaviour was implemented in the form of tangible rewards (Pillar stickers and . The purpose of this was to ensure consistency across the school and increase desired student behaviours aligned with our schools 4 pillars of Innovation, Collaboration, Empowerment and Global Citizenship. In Term 4, it was an expectation that all classes implement the new strategy as a trial and data was collected to evaluate its effectiveness leading into 2023. Based on student survey data, 100% of students were able to identify our schools four pillars and 93.3% of them had received pillar stickers throughout the term. All students could explain behaviours they needed to display to be rewarded and 100% of students communicated they felt happy and excited when receiving an award. Due to its success, we will continue to use our pillar stickers as part of our school-wide PBL system.

Wellbeing is always at the forefront of our programs at IPS and after identifying the need for additional support in social and emotional regulation, we outsourced Learning Links to deliver a K-2 and 3-6 Program focusing on resilience and emotional regulation. 16 students in K-2 participated in the Dinosaur Program in Term 3 and 4 and 16 students in 3-6 participated in the Cool Kids Program. Based on student feedback and an improvement in social and emotional regulation, both programs will continue in 2023. In addition to this, two staff members offer a mindfulness program during lunch and recess time where students can visit freely.

Two executive members continued to oversee attendance this year to improve our overall school attendance percentage to meet our school target. Through regular parent contact, communication with our Attendance Support Officer and weekly attendance reports sent to staff, our school attendance rate is 86.4%.

Universal Design for Learning

In 2022, our school continued to embed Universal Design for Learning (UDL) practices into daily teaching practice. This was evident in the form of Hiving Structures, teaching and learning programs that embed various options for student choice and extra curricular activities that allow students to continue to develop their knowledge and skills. A closer look at staffing at our school has revealed that many teachers are either Beginning Teachers or those from are new to the school, with limited knowledge of UDL practises. As a result, the UDL Implementers Team worked closely to create initiatives that support staff to engage in professional dialogue and learning to increase teacher confidence and proficiency to implement UDL in their own classrooms. Throughout the year, members of the UDL Implementers Team

supported staff through lesson observations opportunities to observe their classrooms and inspire UDL practices.

During Semester 1, the team created a document that captured practical examples of various UDL experiences across the school with external links that allowed teachers to access further information and resources. This document successfully enhanced teacher understanding of UDL and broadened their expertise to better cater for the needs and passions of all students. During this time, a survey was created to gauge the knowledge and engagement of staff in UDL. Moving forward, we will be seeking further professional learning on UDL that will cater for the various experience levels at our school. Staff have shown initiative and are visiting other classrooms more frequently to view UDL in action and are seeking information and ideas from staff within and outside of their cohort.

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
85% of students have a positive sense of belonging at school	TTFM Survey results indicated that 75% students reported they have a positive sense of belonging and feel accepted and valued by their peers. We will continue to further enhance our wellbeing strategy at our school. School developed data will be used alongside the TTFM survey to capture student feedback and student voice to collect accurate measures of student wellbeing.
30% decrease in disruptive behaviours (Sentral behaviour data)	Sentral data shows a decrease in disruptive behaviours by 21.4% from 2021-2022 which is progressing towards our negotiated target.
84.3% of students attending >90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 18.3%. (2021 - 59.4% to 2022 - 41.4%)
A minimum of 30% of assessment tasks throughout the school include student voice	100% of staff that completed the Universal Design for Learning Short Survey indicated that students have a voice in assessment tasks. This is achieved by giving students flexibility in the way they showcase their understanding.
70% of assessment tasks throughout the school reflect UDL practices	Document program analysis, peer mentoring, teacher observations and assessment tasks survey indicate 50% of staff utilise assessment tasks which include UDL practices.

Strategic Direction 3: Innovative Learning Design

Purpose

In order to maximize student learning across all year levels, we will implement innovative learning design and focus on developing a culture of high expectations that builds on individual interests and talents, and extends student capabilities through authentic learning experiences.

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.

- Hive Learning
- Enrich Current Learning Spaces

Resources allocated to this strategic direction

QTSS release: \$40,000.00

Professional learning: \$6,000.00

Summary of progress

Hive Learning

Ingleburn Public School has made progress with it's vision of a structure where students are not restricted based on age or stage. In 2022, the school was structured into two cohorts with varying times for lunch and recess. This reduced the amount of negative behaviour incidents occurring on the playground and strengthened relationships between students across school years. Within the two cohorts, our 'Hives' include classes from Year 1 to 6 allowing for multi-age and multi-stage grouping which has been effective during Sport and Interest Groups. As a school, we have identified that we need to continue to develop our knowledge and confidence on multi-age and multi-stage teaching to ensure we provide our students with the best possible education. In 2023, we will continue on our journey of Hive Learning.

Indoor and Outdoor Learning Spaces

This year, we have continued to work on developing our indoor and outdoor learning spaces to empower and engage our students. Upon reflection, we believe that our learning environments are now well established and are being utilised effectively by classes daily. 13/17 classes visit the local Ingleburn Library weekly as well use as the music room, Universal Discovery Centre (UDC) and school garden for teaching and learning experiences. Throughout the year staff engaged in staff-led professional learning that explored how you our indoor and outdoor learning spaces can be used in different ways when teaching all key learning areas and staff have access to this through our shared teacher drive. This has assisted our early career teachers and provided them with the confidence to explore learning outside the walls of their classroom. We are on track for achieving the improvement measures identified in our 2021-2025 SIP.

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
20% decrease in classroom behaviour issues	In 2022, there were 128 less negative incidents reported on Sentral than in 2021. This shows a decrease of 21.4% of classroom disruptions.
50% increase of students collaborating with others from two or more year groups.	Within 2022, all hives collaborated at least once weekly to engage in learning experiences where they were working with students from another class or stage group. These activities included Interest Groups, CAPA programs and other key learning areas.
60% of teacher planning shows evidence of UDL and student voice.	100% of teacher programs and planning show evidence of UDL pedagogy and student voice. By embedding UDL practices into teaching and learning programs, students have choice over how they represent their knowledge and understanding and how they showcase their learning.

<p>15% increase of learning experiences that include communities/resources from outside the school community.</p>	<p>As the restrictions of COVID-19 eased this year, our school community was able to engage in excursions and learning experiences within the community. This involved events such as Wakakarri, Dance Sport, Hive Excursions, sporting carnivals and school incursions.</p>
<p>Increased % of students and staff utilising all learning environments, spaces, and school established resources across the school.</p>	<p>Staff received professional learning around indoor and outdoor learning spaces available around the school and brainstormed ideas for learning experiences in these spaces. 100% of staff access at least one different learning space around the school for teaching each week. (evidence included)</p> <p>With the ease of COVID restrictions this year, there has been an increase of more than 50% in learning experiences that include communities/resources from outside the school community. Examples include the use of the Ingleburn community library, regular visits to Ingleburn High School for transition to Year 7, excursions including visits to the Australian Museum, an incursion and theater performance, Madame Mulch and the Great Fertiliso by Eton Grange Performance Company (sustainability and composting)</p> <p>All Indoor and outdoor learning spaces are now well established at our school and moving forward it is an expectation that they be utilised by all classes regularly and embedded into teaching practice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,800.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ingleburn 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"> • Meeting Individual Needs <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 • Consultation with external providers for the implementation of student wellbeing • Employment of staff to provide additional support for students who have high-level learning needs • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP) and case meetings. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Additional staff to support in playground with lunchtime groups or activities • Additional staffing to assist students with additional learning needs; SLSO support programs • Small group intensive support for students with disability <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -All identified students have made progress towards achieving their personal learning goals -SLSO in class support to provide 1-1 support for students who have been identified through Learning and Support processes -Regular case meetings with families to discuss where to next options for students (e.g. Access Request, PLaSP, Learning and Support) -Professional Learning based around EAL/D and behaviour support. -Students demonstrating progress and growth towards their personalised learning goals. -All PLaSPs regularly updated and responsive to student learning needs and progress. -Students receive personalised learning and support within their own classrooms and small group intensive support program implemented based on needs of students. -Teachers are supported to liaise with all stakeholders incl. NDIS providers, families, case workers and specialised teaching staff during PLaSP review meetings. -The implementation of an intensive program for students with disabilities has had a significant positive impact on communication, self-regulation, and social skills. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding: to continue to 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 continue to be adjusted throughout the year in response to student PLASPs reviews, student data and assessment and observations to ensure funding is used to specifically address each student's support needs.</p> <p>Moving into 2023, the The Enhanced Learning and Empowerment Team will continue to use whole school strategies to make informed decisions around individual and small group interventions. Programs will continue to be used to support students from years K-6.</p> <p>Students will be provided with small group instruction to help support their identified PLaSP goals in literacy, numeracy, and wellbeing.</p> <p>PLaSP review meetings to continue with teacher involvement to establish and maintain positive relationships with families/carers.</p>

<p>Socio-economic background</p> <p>\$170,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ingleburn 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"> • Data for Learning • Meeting Individual Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resourcing to increase equitability of resources and services • Providing students without economic support for educational materials, uniform, opportunities, experiences, equipment and other items • Supplementation of extra-curricular activities <p>additional staffing to implement programs and activities to support students</p> <ul style="list-style-type: none"> • Development of literacy and numeracy skills-based programs i.e Learning and Support program to support students who require learning interventions • Engage additional teaching staff to provide an intensive small group intervention program (COVID ILSP: ELET: EAL/D: SLSO) <p>The allocation of this funding has resulted in the following impact:</p> <p>Individual learning needs addressed as a result of data informed interventions and teacher professional learning.</p> <p>Continued focus on early years interventions, data informed practice and Literacy and Numeracy development.</p> <p>Student assistance was provided to families as required to ensure full participation of all students in school programs. This included the provision of school uniforms and equipment, excursions, and performances.</p> <p>Providing opportunities of choice in the form of interest-based lunchtime groups both inside and outside the classroom such as Mindfulness, United Student Council. Kitchen Garden, Robotics, Game Changers, Dance and Wakakirri, Debating and Art Club. As a result of the implementation of these groups, students are engaged in activities of their own interest, improving the overall wellbeing and engagement of students and therefore, the quality of their learning. Interest groups were developed to promote student wellbeing and support the students social and emotional needs. These programs are significant because they cater for all students, regardless of age or stage and provide a safe space to develop a variety of skills.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>All students to engage in rich authentic curriculum and opportunities to support the implement the vision of the school and student learning .</p> <p>Providing funding to ensure engagement in whole school activities, including extra-curricular activities, school equipment including technology.</p> <p>Additional staffing to implement intensive learning support and HPGE programs to support identified students.</p> <p>Continuation of supports and processes to target an increased range of students to support learning needs K-6</p>
<p>Aboriginal background</p> <p>\$22,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ingleburn 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"> • Meeting Individual Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Allocation of staff member to support cultural, literacy and numeracy programs

<p>Aboriginal background</p> <p>\$22,000.00</p>	<ul style="list-style-type: none"> • ELET (Enhance Learning and Empowerment Team) developed strategies of implementation in PLP's for our Aboriginal students with a focus on developing resources to support the literacy and numeracy outcomes for our students • ELET team to work with Aboriginal Team to further develop effective relationships between Aboriginal students, Aboriginal Parents and the Aboriginal wider community (PLP) • staffing release to support development and implementation of Personalised Learning Plans • Professional Learning and Development Programs <p>The allocation of this funding has resulted in the following impact: The Personal Learning Pathways were completed by class teachers with parent collaboration and evaluation of goals, in order to support our Aboriginal and Torres Strait Islander students in all areas of their learning journey. Relationships with our Aboriginal and Torres Strait Islander families have been strengthened through the Personalised Learning Plans process and more regular consultation with student progress and achievement. School Staff engaged in a Professional Learning by Wandana to enhance the confidence and understanding of our staff, and immersed our students through a rich authentic Aboriginal Cultural Immersion Program. All students were provided with the opportunity to engage in a cultural immersion program run by Wandana. The cultural immersion program gave all our students a unique and authentic learning experience. The program explored concepts related to Aboriginal history, culture, art and music, Students and Teachers engaged in learning about local Aboriginal history, places, people and events of significance, local Aboriginal art, materials used as well as the symbols used to create these paintings, carvings and stories shared.</p> <p>After evaluation, the next steps to support our students will be: We will continue to maintain the support for all Aboriginal students with PLPs working hand in hand with our families, for the co-consultation and collaborative discussion. Increase cultural connections with our wider school community and establish a Junior Student AECG. Early establishment of PLPs and regular and systematic tracking of progress against literacy and numeracy goals.</p>
<p>English language proficiency</p> <p>\$240,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ingleburn 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"> • Meeting Individual Needs <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 staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Provide EAL/D Progression levelling PL to staff • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Students receiving specialised support in the acquisition of English through both targeted small group intervention and whole class instruction. Greater collaboration between classroom teachers and specialist EALD teachers to effectively cater for student need. Support for students in the delivery of targeted support for EAL/D students(in the classroom as well as in intensive small groups).</p>

<p>English language proficiency</p> <p>\$240,000.00</p>	<p>The EAL/D teacher also worked closely with classroom teachers to ensure they were equipped with evidence-based strategies to support learning of EAL/D students and plotting our students against the progressions. Teachers supporting students identified with high needs in the classroom with personalised plans to meet their needs. In class support for teachers and students as well as specific individualised EAL/D lessons.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for students against EAL/D Learning Progressions based on whole school context and area of need. We will continue to assess, monitor, review and evaluate as we collect our data to highlight focus areas. Continue to support and up skill our classroom teachers in providing supports within the classroom context, depending on the level of need. To provide targeted support to those students requiring small group instruction both in the classroom context and withdrawal situations. EALD specialist teachers will focus on developing a consistent approach to assessing students against the EALD Learning Progression and sharing this with classroom teachers. EAL/D support targeted by the EAL/D Teacher to directly target and impact student learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$255,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ingleburn 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"> • Meeting Individual Needs • Student Wellbeing • Universal Design for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of our identified students who require an adjustment to their learning. <p>The allocation of this funding has resulted in the following impact: Teachers developing a greater understanding of differentiation and catering for the needs of all students. Students were identified through the Learning and Support referral process who have additional learning and support needs were supported in class by specialised staff in either literacy and/or numeracy across K-6. Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students Providing support for targeted students within the classroom through the employment of School Learning and Support Officers Targeted students are provided with an evidence-based intervention programs to increase learning outcomes Processes being established and maintained focussing on collaborative practice. Learning and Support Teachers and executive have worked together to begin to coordinate a whole school approach to improving the learning outcomes of every student. Data was collected in selected areas and support was assigned where greatest need was demonstrated, supported by SMART goals and individualised 10 week programs through Personalised Learning and Support Plans.</p>

<p>Low level adjustment for disability</p> <p>\$255,500.00</p>	<p>Tailored learning and behaviour programs that are responsive to the individual needs of identified students.</p> <p>After evaluation, the next steps to support our students will be: Providing teachers with time to work alongside Learning and Support Teachers to collaboratively plan PLaSPs, Behaviour Management Plans and team teaching opportunities. Continue to provide targeted support to students with individual needs and utilise staff expertise to lead teachers to guide student improvement. Continued student support and ongoing staff training to build capacity in teaching literacy and numeracy. We will continue to monitor and analyse student needs through the use of data from many different sources. School Learning and Support Officers and specialised teachers will continue to be utilised in classrooms. This data will be used to determine next steps for individual students and what support and/or programs are required to make a difference for students and their learning.</p>
<p>Professional learning</p> <p>\$33,750.00</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 Ingleburn 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 for Learning • Meeting Individual Needs • Universal Design for Learning • Hive Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APCI and Middle Leaders unpack evidence-based approaches to teaching • APCI and Middle Leaders provided with additional release time to support classroom programs and unpack writing focus with classroom teachers • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Professional Learning scheduled developed and implemented to support teachers in their identified area of need such as student wellbeing (Bill Rogers), behaviour support, Aboriginal Education, Universal Design for Learning and Hive Learning initiatives. <p>The allocation of this funding has resulted in the following impact: Processes established and maintained focussing on collaborative practice., all teachers participated in collaborative planning, targeting focus for Writing. Planning days, professional learning and coaching sessions were utilised to assist teachers to identify and understand the most effective evidence-based teaching methods in line with our school vision. Executive led professional learning through team planning days and stage meetings facilitated consistency and developed a whole school approach to developing quality programs across the school. APCI lead teams to resource and plan consistent research based approach to planning to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide high impact professional learning so that teachers can develop quality English programs and extend to the mathematics curriculum. To further implement a personalised professional learning approach which highlights and identifies the needs of our staff and school executive.</p>
<p>QTSS release</p> <p>\$99,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ingleburn Public School.</p>

<p>QTSS release</p> <p>\$99,000.00</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"> • Data for Learning • Universal Design for Learning • Hive Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional employment of staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals and APCI provided with additional release time to support classroom programs • Staffing release to align professional learning to the Strategic Improvement Plan in order to develop the capacity of all staff <p>The allocation of this funding has resulted in the following impact: Collaborative planning time for teachers to work with school based experts to plan to meet the needs of all students. An opportunity to refine their skills for lesson planning, classroom management, assessment and reporting and understanding of the teaching standards. Capacity building of classroom teachers through opportunities to work with colleagues and share best practice with a focus on effective practices and strategies in all areas of the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus on systems to ensure all teachers have access to fortnightly planning time as a stage, as led by Assistant Principal Curriculum and Instruction, Middle Leaders and Teacher Mentors. Middle Leaders and APCI will continue to provide professional development through team teaching, explicit professional learning, collaborative planning and in class support. For teachers to have regular and timetabled data conversations with Assistant Principals Curriculum and Instruction to ensure effective use of data to monitor and assess student progress. Additionally, time will also be used for teachers to work with the Learning and Support Teachers to effectively plan for students with additional learning needs.</p>
<p>COVID ILSP</p> <p>\$180,000.00</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>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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: The allocation of COVID Intensive Learning Support Funding has resulted in; - The majority of students in the program achieving progress towards their personal learning goals -An increase in the amount of questions answered correctly on Term 4 Check In Assessment in Numeracy</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group</p>

<p>COVID ILSP</p> <p>\$180,000.00</p>	<p>tuition using data sources to identify specific student need. The school learning and support processes are now streamlined and flowcharts assist teachers in identifying students who require additional support. Moving forward, we will continue to support students in-class with the help of SLSOs and have employed 1.0FTE specifically for COVID tutoring.</p> <p>Continue implementation of literacy and numeracy tuition. We are planning for frequent analysis of student assessment and recording of data on PLAN/2 and build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ELET. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	314	260	252	228
Girls	286	284	245	221

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	86.3	90.6	81.9
1	90.5	84.4	91.3	84.5
2	91.1	82.7	90.0	85.5
3	93.4	86.7	90.9	84.8
4	92.6	89.3	92.0	85.4
5	89.9	87.1	92.0	87.7
6	92.7	86.5	91.3	86.4
All Years	91.7	86.0	91.1	85.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
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	87.4

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 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

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)	5.2
Classroom Teacher(s)	15.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.78

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	280,533
Revenue	5,329,934
Appropriation	5,136,036
Sale of Goods and Services	1,196
Grants and contributions	187,444
Investment income	5,058
Other revenue	200
Expenses	-5,157,290
Employee related	-4,435,594
Operating expenses	-721,696
Surplus / deficit for the year	172,644
Closing Balance	453,177

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.

	2022 SBAR Adjustments (\$)
Targeted Total	102,880
Equity Total	717,819
Equity - Aboriginal	22,082
Equity - Socio-economic	170,418
Equity - Language	234,955
Equity - Disability	290,363
Base Total	3,408,066
Base - Per Capita	125,582
Base - Location	0
Base - Other	3,282,484
Other Total	438,187
Grand Total	4,666,951

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

Feedback from parents and the community is critical in supporting our school's improvement efforts and journey in our Strategic Improvement Plan. The following has been identified through our Parents and Citizens Association (P&C). As the representatives of the Parents and Citizens Association (P&C), we would like to shine a light on the dedication and commitment of the staff and administration this has not gone unnoticed. The support provided by the school extends beyond academics, with the range of resources, opportunities and experiences that are available to students to create a positive school culture. We also want to acknowledge the efforts of the administration to communicate with parents and we appreciate the transparency and openness of the school in sharing information with us. We have also been impressed with the school's focus on student well-being, which is evident in the various programs, opportunities and initiatives implemented to promote a positive school culture. We are proud of our school and we look forward to continuing our partnership.

Parent engagement with the school has continued to evolve and develop. Online communication played a vital role in our parents connecting with our staff across the already established platforms utilised at our school (Skoolbag, Sentral and School Bytes), allowing our parents to continue to feel connected to our school and their child's learning and as a result we have seen an increase in parents' engagement with these platforms.

Student voice continues to be monitored and as such, school events and opportunities have been tailored to students' interest and needs. 2022 also saw the continuation of our United Student Council, which has provided greater opportunities for students to be heard and express their ideas and lead initiatives across our school.

Many opportunities and experiences have been provided to our students through Wakakirri, Cantabile Choir, Debating, Robotic Challenges, Game Changers and other initiatives that saw our students thrive. 2022 has been an exciting year for the staff, students and community of Ingleburn Public School. This has accumulated in our Ingleburn Public School students achieving 1st and 3rd places in the 2022 Universal Robotics Challenge Australian Final. This means that our school has won the right to represent Australia in the 2023 world final in Japan! What an achievement by the awesome students and staff of Ingleburn Public School. As we have begun to recover from the challenges of the last two years we have been able to allow students and the school community to begin enjoying many of the events and opportunities we enjoy as part of school life.

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.