

2022 Annual Report

Illaroo Road Public School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth outcomes and ensure learning 3-6 builds on strong foundations in reading and numeracy K-2. We will further develop and refine our data-driven and evidence-informed practices and strengthen our shared understanding of high expectations for all students.

Initiatives

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

- Data Driven Practice
- Evidence-informed teaching

Resources allocated to this strategic direction

Socio-economic background: \$60,000.00

Aboriginal background: \$64,079.59

Professional learning: \$42,943.03

Literacy and numeracy: \$13,592.11

QTSS release: \$56,860.70

Literacy and numeracy intervention: \$72,400.23

Summary of progress

Through the Data Driven Practice initiative, we expanded our opportunities to engage in collegial discussion and analysis of whole school internal and external data sources. Teaching teams reflected on student data to identify areas of strength and areas that require further development. Conversations were solutions focused and targeted student growth and achievement on larger scales such as year or stage groupings as well as at an individual student level. We successfully followed our Assessment and Reporting Schedule to ensure our data collection was consistent across the whole school.

The school engaged in rigorous teaching and learning cycle planning to address specific identified areas of need. As a school, we focused on strengthening strategies that support the development of multiplicative thinking from Kindergarten through to Year 6. In addition, small groups of students received targeted learning support following data analysis at a year group or stage group level. This process has enabled us to develop systems that support ongoing data collection and analysis that will enable us to strengthen our skills to consistently and accurately analyse data to inform targeted teaching.

Next Steps:

Utilise the systems and practices that we have now developed in terms of data collection and analysis to inform future focus areas requiring improvement.

Through the Evidence-informed Teaching initiative, our teaching team developed pedagogical knowledge of the research informing changes to the new English and mathematics syllabus. Following professional learning on the evidence of effective strategies for teaching reading, we invested in new decodable readers and over the course of the year have shifted to using these resources in all K-2 classes.

All students from Kindergarten to Year 6 engaged in open-ended rich mathematical tasks from the Mindset Mathematics books by Jo Boaler. The focus was to provide evidence-informed practices in mathematics that support differentiation for a range of learners and encourage students to harness and develop their critical and creative thinking skills to solve problems. The new mathematics syllabus for K-2 was designed to utilise this approach to learning in mathematics.

Next steps:

- Implement the new K-2 English and mathematics syllabus and develop systems for evaluating student learning progress and achievement.
- Engage in research informing the 3-6 English and mathematics syllabus to be implemented in 2024.

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
There is an uplift of 5% of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN numeracy (system negotiated target)	<p>The proportion of Year 3 students achieving in the top two bands in NAPLAN Numeracy is 48.78% and has exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 5 students achieving in the top two bands in NAPLAN Numeracy is 24.69% and has progress yet to be seen toward the lower-bound system negotiated target.</p>
There is an uplift of 5.4% of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN reading (system negotiated target)	<p>The proportion of Year 3 students achieving in the top two bands in NAPLAN Reading is 60.98% and has exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 5 students achieving in the top two bands in NAPLAN Reading is 43.21% and has exceeded the lower-bound system negotiated target.</p>
Increase the percentage of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 61.90%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 63.10%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Embedding engagement, challenge for success

Purpose

To develop a learning culture where there is a shared understanding and appreciation for high expectations, authentic engagement and challenge in learning. We will strengthen a sense of belonging for all students, and be responsive and respectful of learners as individuals with varied and changing needs.

Initiatives

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

- Cognitive Wellbeing
- Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$80,444.70

Integration funding support: \$83,233.00

Summary of progress

Through the Cognitive Wellbeing initiative, we continued nurturing a supportive school environment by streamlining our practices and strategies to support wellbeing across Kindergarten to Year 6. We continued to incorporate explicit teaching of the Zones of Regulation in all classrooms and embedded zones discussions as part of our processes when engaging in restorative conversations. As a school, we ingrained Health, Wellbeing and Relationships units into the first five-week teaching cycle of the year for all stages and introduced the FAIR expectations school-wide, setting a consistent whole school culture of high expectations of student behaviour and application to learning.

Next steps:

- Review and evaluate implementation of FAIR expectations.

Through the Personalised Learning initiative, staff participated in high-impact professional learning to build collective understanding of student progression of learning in multiplicative thinking. Teaching teams used the Zoom platform to engage in lessons across classrooms where students were challenged to share their mathematical thinking with peers across their stage. Teachers used ongoing formative assessment to guide these lessons in response to student understanding. Students were surveyed and reported that they found these lessons challenging and engaging.

The learning and support team liaised with teaching teams across the year to identify groups of students requiring support. Small withdrawal groups were identified through conversations and data analysis with clear learning intentions set for ten-week periods. From Term 2, many of these groups focused on phonics and decodable texts, particularly for Stage 1 students, to match the new curriculum requirements. Data indicated that the ten-week learning cycles for LST groups made a positive impact on student progress, especially when the learning aligned with classroom routines and programs.

Next steps:

- Determine an area of focus for 2023 mathematics high-impact professional learning.
- Review allocation of flexible program times for LST timetables to support targeted students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system	Tell Them From Me data shows an increase in 5% of students identifying as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school.

negotiated target.	
Increase the percentage of students attending school 90% or more of the time toward the lower bound system negotiated target of 88.20%.	The number of students attending greater than 90% or more of the time is 52.95% indicating a decrease in 2022 by 28.7% compared to the last four years. 83% Attendance data does indicate 83% of students attended 88% of the time.
School Excellence Framework assessment in the elements of 'Learning Culture', 'Wellbeing', 'Reporting' and 'Effective Classroom Practice' indicates improvement towards Sustaining and Growing.	<p>Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the element of Reporting shows the school currently performing at Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Sustaining and Growing.</p>

Strategic Direction 3: Quality processes, authentic delivery

Purpose

To embed a clear line of vision K-6 through strong collaboration between students, staff and parents. There is a school wide collective responsibility for student learning and success. Whole school procedures, expectations and practices are clear and well defined. Student learning is planned and monitored longitudinally K-6.

Initiatives

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

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

Resources allocated to this strategic direction

QTSS release: \$56,860.00

Summary of progress

Through the Strong and Effectively Implemented School Systems initiative, we strengthened school-wide collective responsibility for leading and implementing change, including school processes and practices and new or updated departmental policies. Over 2022, the principal led a leadership team comprising of school executive and staff interested in leadership development. The team completed professional learning from the PPC Change Module and were supported to create a scaffold for implementing educational change in a targeted area.

Throughout 2022, the leadership team employed a distributed leadership model to lead the whole staff through five-week professional learning cycles. Each learning cycle allowed for authentic staff collaboration to reflect on the requirements and implementation of key departmental strategies and policies to support the needs of all students. Committing professional learning time to understanding these key policies allowed for authentic, contextualised engagement and consideration of the impact on school-based processes and procedures as a K-6 team.

Next steps:

- Revise the professional learning five-week cycle plans for 2023. Consider the need for allowing time to review whole-school procedures and practices and evaluation of implementation strategies as part of the whole staff meeting plans.

Through the High Expectations Curriculum Provision initiative, we developed staff understanding of the Disability Strategy, Student Behaviour Strategy, High Performing and Gifted Education Policy and the Aboriginal Education Policy. Following engagement in professional learning cycles targeted towards these department policies, activities were implemented to improve how we support a range of learners at our school. For example, to cater for identified HPGE students, small groups from Stage 2 classes were provided enrichment opportunities in either STEM, mathematics or writing/creative thinking with multimedia.

Stage teams participated in collaborative planning days twice a term during 2022. Team collaboration was focused on authentic integration of English with another key learning area. Integrated units were developed in five-week teaching cycles, allowing students to engage in deep learning of content from areas of history, science, geography and health by embedding the learning each week into the English program. This unit structure resulted in deep understanding for students and aligns with evidence-informed practices for literacy learning, including managing cognitive load.

Next steps:

- Review and adapt integrated units in line with new syllabus.
- Refine and embed school-level expectations and procedures in line with the new department policies.

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

School Excellence Framework assessment in the teaching themes of 'Improvement of Practice' and 'Explicit Teaching' is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the elements of Improvement of Practice and Explicit Teaching shows the school currently performing at Sustaining and Growing.
School Excellence Framework assessment in the elements of 'Curriculum', 'Learning and Development', 'Educational Leadership' and 'Management Practices and Processes' is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the elements of Curriculum, Learning and Development, Educational Leadership and Management Practices shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,233.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Illaroo Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Strengthen connections between all stakeholders and consistently review and adapt funding in line with the 5 weekly learning cycle plan. Decision making through the learning and support team and collaboration with teachers, support staff, students, parents/carers ensures funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$87,701.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Illaroo Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaboration days focused on curriculum development and literacy initiatives to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Data analysis for areas of student learning strengths and areas for focus for individual students, each grade group and whole school K-6. Teachers review growth vs achievement data through the analysis of PAT assessments to support student learning. Students were able to fully participate in activities. Consistent practice across the school was strengthened enabling data analysis to drive teaching to impact growth. A specialist speech pathologist supported staff to identify students requiring additional support with expressive and receptive language. A sounds program was delivered and an increase in children at expected age for speech sounds was achieved.</p>

<p>Socio-economic background</p> <p>\$87,701.15</p>	<p>After evaluation, the next steps to support our students will be: Continue to plan for two collaboration days per term, facilitated by team leaders and the APCI. Purchase decodable texts for Stage 1. Implement a professional learning schedule for staff K-6 on decoding to support students not making expected growth. Expand the speech assistance program to workshops for parents to establish an understanding of appropriate speech development.</p>
<p>Aboriginal background</p> <p>\$74,079.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Illaroo Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander families engaging in the Personalised Learning and Support process, engaging in authentic conversations to support the aspirational goals of students. Cultural awareness training for all staff has enabled teachers to embed Aboriginal perspectives into teaching with greater confidence. Implementing intensive small group tuition to support students with additional literacy and numeracy learning needs. Participating in relevant professional learning, including courses focusing on Aboriginal cultural education such as Connecting to Country.</p> <p>After evaluation, the next steps to support our students will be: Turning Policy into Action and targeted literacy and numeracy support for Aboriginal and Torres Strait Islander students with high expectations and aspirational goals. Through community consultation, implement local language names for buildings to support connection and a culturally safe school.</p>
<p>English language proficiency</p> <p>\$3,795.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Illaroo Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their</p>

<p>English language proficiency</p> <p>\$3,795.61</p>	<p>language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Build on teacher confidence and capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$130,522.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Illaroo Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The learning and support team are an integral part of identifying and delivering additional support to students K-6. Approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Class teachers utilise support to ensure personalised learning for all students.</p> <p>After evaluation, the next steps to support our students will be: With an increase in allocation of LaST from 0.7 to 1.2 in 2023, further expand the impact of the learning support team. Stronger collaboration with teachers, SLSO's and allied health professionals.</p>
<p>Location</p> <p>\$2,445.16</p>	<p>The location funding allocation is provided to Illaroo Road Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities and choices for students. Access to technology and online supports for homework and review of learning. Increased participation in incursion as school was able to fund the initiative.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students that are impacted by their location. Liaise with our community of schools for shared professional learning opportunities.</p>

<p>Professional learning</p> <p>\$42,943.03</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 Illaroo Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • provide teachers the opportunity to collaborate twice per term to review data, curriculum and next steps in teaching <p>The allocation of this funding has resulted in the following impact: Personalised and targeted professional learning in the form of stage collaboration days strengthened consistency in delivering evidence informed practice to students. Increased capacity of all teachers to embed effective practices in the explicit teaching of phonics and spelling resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Continue the collaboration days in 2023 to focus on curriculum updates and implementing the new syllabus - English and Mathematics. Personalised and targeted professional learning in the form of mentoring and co-teaching through the PDP process.</p>
<p>Literacy and numeracy</p> <p>\$13,592.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Illaroo Road Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: The Curriculum Mentor has supported teachers K-6 to implement our school wide spelling program. Teachers have been trained to deliver a consistent approach to the teaching of spelling. Students have been supported at their individual level to complete the code to improve their success in spelling. Teachers have been trained to use decodable readers with their K-2 students and students in Year 3 and Year 4 have accessed decodable readers to develop their reading ability in the areas of decoding texts, fluency and comprehension. Staff professional development time was allocated to unpack and develop a sound understanding of the HPGT policy leading to increased identification of students requiring extension. HPGT groups were developed and students identified engaged in enrichment programs in STEM. Staff PI focused on investigation of the new K-2 English and mathematics syllabus.</p> <p>After evaluation, the next steps to support our students will be: Maintain focus on school wide spelling program delivery. All new teaching</p>

<p>Literacy and numeracy</p> <p>\$13,592.11</p>	<p>staff to be trained in the delivery of our spelling and decodable programs and assessment practices. LST team to support teachers to identify HPGT students and continue to deliver enrichment programs. Development of school's scope and sequence.</p>
<p>QTSS release</p> <p>\$113,720.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Illaroo Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching • Strong and Effectively Implemented School Systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: There is a whole school approach to literacy and numeracy achievement from K to Year 6. All teachers are developing effective practices to improve student literacy and numeracy outcomes through participation in collaboration days with a focus on curriculum. Our school's systems for using data to inform literacy and numeracy improvement has become more consistent K-6.</p> <p>After evaluation, the next steps to support our students will be: Teachers to engage in curriculum days each term to be lead by APCI with a continued focus on the new English and mathematics curriculum. Further refine the delivery of engaging and rich tasks in mathematics utilising the DoE developed units of work for mathematics.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Illaroo Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Teaching teams delivering assessment of writing. Analysis of writing assessment resulted in discussion in stage teams, leadership team and as a whole school to identify and isolate whole school focus. Discussion of trends in data and development of the approach the school will take to address deficiencies in writing and develop an effective approach to the teaching of writing K-6.</p> <p>After evaluation, the next steps to support our students will be: Stage teams will engage in discussion and develop an explicit program to deliver the focus areas over the course of the year to build writing capacity</p>

<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>of students. This will begin with a focus on sentence structure at the appropriate Stage level with adjustments to be made to address student need.</p>
<p>COVID ILSP</p> <p>\$142,386.00</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 - additive strategies, literacy. <p>The allocation of this funding has resulted in the following impact: The COVID ILSP was impacted by high absenteeism due to increased rate of illness and staff shortages in replacing sick staff. Additional time was allocated to ensure students on the program were supported through tuition so impact on learning could be monitored. Analysis of a variety of assessments to formulate learning goals and areas requiring development was undertaken by teachers and the LST team. The majority of students in the program made significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Deliver programs to identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	271	261	266	247
Girls	283	283	293	284

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	94.1	93.8	90.4
1	96.3	95.1	92.8	90.7
2	96.4	94.9	93.9	88.6
3	94.3	93.9	94.1	89.2
4	94.8	92.7	95.0	89.0
5	94.0	94.1	92.7	89.2
6	94.5	94.2	92.3	86.6
All Years	95.2	94.1	93.5	89.0
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
Classroom Teacher(s)	22.07
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	7.06

*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	615,774
Revenue	5,855,766
Appropriation	5,656,079
Sale of Goods and Services	3,785
Grants and contributions	192,317
Investment income	3,585
Expenses	-5,803,028
Employee related	-5,282,860
Operating expenses	-520,168
Surplus / deficit for the year	52,738
Closing Balance	668,512

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	83,233
Equity Total	296,099
Equity - Aboriginal	74,080
Equity - Socio-economic	87,701
Equity - Language	3,796
Equity - Disability	130,522
Base Total	4,595,704
Base - Per Capita	145,811
Base - Location	2,445
Base - Other	4,447,448
Other Total	351,886
Grand Total	5,326,922

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

This summary provides results based on data from 202 students in this school who completed the survey between 22 October 2022 and 8 November 2022. The number of students by year level was Year 4- 60, Year 5- 70, Year 6- 72.

Student survey indicates:

Social Emotional Outcomes

- Increase of 10% of students who believe they have positive relationships at school
- Increase of 5% in a sense of belonging
- Decrease of 2% in positive homework behaviours
- Decrease of 6% of students with interest and motivation
- Increase of 6% of effort

In the area of Skills-Challenge, students indicated an increase in the high challenge of activities and learning delivered in the classroom.

Drivers of Student Outcomes

There was an increase indicated in all areas:

- Effective Learning Time
- Relevance
- Explicit Teaching Practices and Feedback
- Advocacy at School
- Positive Teacher-Student Relations
- Positive Learning Climate
- Expectations for Success

A decrease was indicated in the area of bullying.

This has been a positive swing compared to results indicated in 2021. The school will continue to work on a positive sense of belonging and high expectations curriculum delivery.

PARENTS

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This report provides results based on data from 11 respondents in this school who completed the Parent Survey between 24 October 2022 and 6 November 2022. As there are 290 families who attend Illaroo Road Public School, this data cannot be presented as an accurate reflection of the parent/carer community.

The school sought feedback from parents and carers throughout the year through engagement with the P&C and through a multitude of surveys ranging from school communication to student leadership structures. Feedback from these surveys was then incorporated into active change to improve student outcomes.

Parent/Carer feedback was sought on senior student leadership. The school wanted to move to non gender specific leadership roles and update the election process of Year 6 leaders. Parents/carers feedback enabled the school to clarify questions and incorporate suggestions on the process. This will be evaluated in Term 3, 2023.

In 2023, we will work to develop focus groups and parent/carer presentations to improve school-home collaboration. Survey response over the last number of years has been low and we are looking at different ways to engage families in this process.

TEACHERS

9 respondents completed the Focus on Learning Survey. This represents less than 20% of teaching staff. There was an increase in all areas in the opinion of staff who responded to the survey.

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Leadership, 7.5 (7.1)
2. Collaboration, 7.4 (7.8)

3. Learning Culture, 8.1, (8.0)
4. Data Informs Practice, 7.9, (7.8)
5. Teaching Strategies, 8.2, (7.9)
6. Technology, 7.4, (6.7)
7. Inclusive School, 9.0, (8.2)
8. Parent Involvement, 7.6, (6.8)

Anecdotal feedback and observations indicate that 2022 was a challenging year for staff. Illness impacted teaching load and while classes were staffed, many programs including RFF were consistently interrupted due to redirecting teachers to cover these classes. This impacted staff wellbeing.

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.