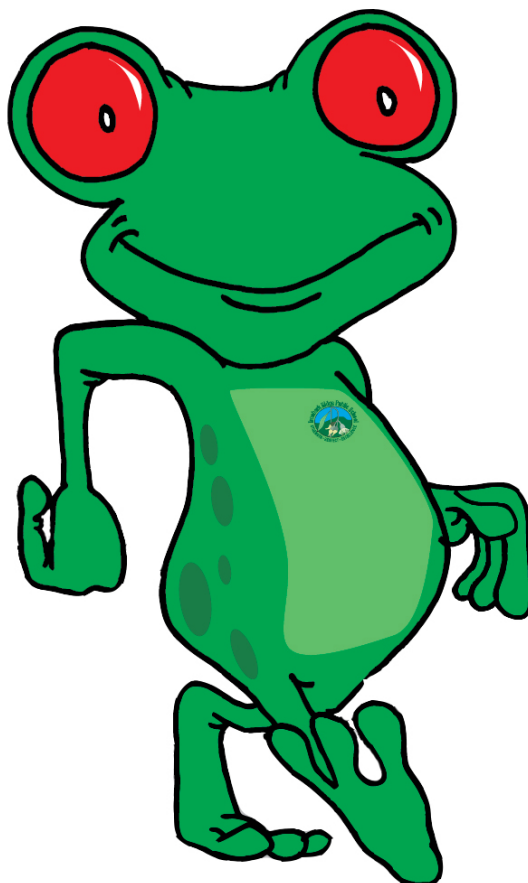


# 2022 Annual Report

## Ironbark Ridge Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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Although a relatively young school community, Ironbark Ridge has established a reputation and tradition for a **strong** focus on learning and holistic growth, ongoing **respectful** relationships built on tolerance, generosity and gratitude, and **excellence** in all areas, including of course academic pursuits. Our students report a strong expectation of success in life and learning, and the task before us as the school and community is to guide them towards it, fostering and enabling their own individual initiative and resourcefulness to continually push their own limits and challenge themselves to achieve and grow.

Following extensive research, student consultation and a rigorous collaborative design process, the 12 Successful Learner Habits are taught explicitly to all students and the learning community. Increasing learner agency is the main driver behind the project, with engagement and student self-direction providing a crucial piece in the educational puzzle. At Ironbark Ridge we are desperate to guide and develop our learners towards becoming more assessment-capable, and thus in control of their learning journey.

Staff at Ironbark Ridge demonstrate a level of excellence, professionalism, dedication, and commitment to the growth of all individual students that is simply outstanding. The collaborative and collegial culture that has been developed over time within and across teaching teams at Ironbark Ridge PS is widely acknowledged. It is due to the diligence, initiative and innovation of this team of teachers and support staff that our school operates so effectively for the benefit of our students and the community. This relentless pursuit of *Strength, Respect and Excellence*, our school motto, ensures the growth achieved each year by our learners will continue and expand.

The Ironbark Ridge community proves time and again to be a generous and productive partner in the growth and development of all students who are fortunate to attend the school. Parents and carers are attentive and supportive of the achievements of ALL students. They have high expectations of growth balanced with enthusiastic support for all learning initiatives the school employs, confident in the care and instruction delivered to all students in all classrooms.

As a school we continue to unpack the concept of The Ironbark Way, a narrative-based set of expectations and aspirations that describe a pathway all learners can follow to achieve success in school, and more importantly in life. Cultural and contextual norms can be woven by the storytellers (our leaders, teachers, parents and carers) into the mythological journey of the Ironbark Ridge student, providing young Ironbarkers with advice and guidance along The Ironbark Way. The school mascot, Ridgy The Frog, provides a protagonist and hero whose feats of learning excellence can be emulated by all, no matter the starting point, as long as thought, planning and effort are applied, with a helping hand from the adults around. This narrative has begun to be told and woven around all that we do at Ironbark Ridge in the interests of...

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

Nick Thomson, Principal



## School vision

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

## School context

Ironbark Ridge Public School opened in 2005 and had an enrolment of 967 students at the completion of 2021, including 68% of students from a language background other than English. It is a modern, attractive school situated in a rapidly growing area of North-Western Sydney. The school has developed a well-deserved reputation for the quality of educational instruction and individual learning challenge, as well as the nurturing care provided to all students of all abilities.

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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#### ***Learner growth & attainment***

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

Everyone a Learner - To enhance the school culture of aspiration and high expectations through the development of learning responsibility and distributed leadership.

### Initiatives

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

- Measuring attainment and growth
- Everyone a learner

### Resources allocated to this strategic direction

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**Beginning teacher support:** \$91,302.00

**New Arrivals Program:** \$11,380.00

**English language proficiency:** \$94,565.13

**Low level adjustment for disability:** \$146,398.77

**Socio-economic background:** \$15,727.63

**Literacy and numeracy intervention:** \$48,266.82

**Integration funding support:** \$64,278.00

### Summary of progress

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#### **A focus on Growth**

Ironbark Ridge places emphasis on *personal growth*. While many of our learners achieve excellence, we expect a year's growth every year from every student, every teacher, every leader, and our school.

To sharpen and improve our school's focus on learner growth we have implemented strategies to guide students in all grades as they develop their own personal learning goals. These goals are central to the students reflecting on their progress at key times during the year and writing comments in their reports about their challenges and achievements each Semester. A marked increase in student connection to their progress reports and responsibility for their personal growth has been evidenced by students' ability to write and review their learning goals and describe the skills and behaviours they employ to become a better learner. Student achievement in national testing in both Reading and numeracy demonstrates ongoing improvement. To continue this improvement we will introduce further means to put the learner at the centre of reporting and learning partnerships with parents and carers.

#### **Strong, Respectful, Excellent Learners**

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

This initiative remains central to the school's efforts to develop students as expert learners. Developing the skills of HOW to learn and be a learner are proving as important as WHAT students learn - enabling them to take responsibility and also demonstrating deepening understanding in teachers about the process of learning. The impact of this initiative has been to ensure consistent language across all classrooms when discussing learning dispositions, and an increased focus on growth as opposed to achievement against benchmarks or standards ensuring all students can feel successful. Parents and carers are now starting to use the language of the Successful Learner Habits in their own lives and conversations with their children.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <ul style="list-style-type: none"> <li>• Uplift of 7.1% to 58.2% of students in Years 3 and 5 attain Top 2 Bands in NAPLAN Numeracy</li> </ul>          | <p>From a baseline in 2017-18 of 51.1% of students achieving in the Top 2 Bands of NAPLAN numeracy, student cohorts at Ironbark Ridge have sustained ongoing improvement and increasingly high achievement; 2022 NAPLAN scores indicate this, with 60.62% of students in Years 3 and 5 now achieving in the top two bands in Numeracy, exceeding our 2022 target (an uplift of 7.1% to 58.2%).</p>   |
| <ul style="list-style-type: none"> <li>• Uplift of 7.8% to 63.6% of students Year 3 &amp; Year 5 performing in Top 2 Bands in NAPLAN Reading</li> </ul> | <p>Since 2017-18, with 55.83%, annual assessments of reading have indicated a marked and sustained increase in the percentage of students in the top two skill bands for reading, with 66.87% in 2021 and an outstanding 76.95% of students in our 2022 cohort of Years 3 and 5 achieving the Top 2 bands in NAPLAN Reading, exceeding the upper-bound target in this domain.</p>  |
| <p>Achieving trajectory for target: % of students achieving expected Growth in Reading (63.1%).</p>   | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>   |
| <p>Achieving trajectory for target: % of students achieving expected Growth in Numeracy (64.1%)</p>   | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>   |
| <p>50% of teachers assess their own practice to evidence growth in at least two Standard Descriptors of the APSfT.</p>                                  | <p>School staff use the Australian Professional Standards for Teachers to set professional development goals and to provide a framework for discussions about excellence in teaching and learning. During 2022, staff were able to increase their engagement with this framework and align personal goals with progression from Proficient standards and descriptors towards Highly Accomplished. As a result, staff report improved understanding of the standards and descriptors, and increased confidence in aligning their current practice and professional development goals with specific descriptors. Teaching teams set collective goals in reference to strategic school directions and in 2022 were able to collaboratively assess their progress and use student assessment data to report on impact on the learning of their students from these improved teaching practices.</p> <p>For next steps and future progress, collection and analysis of evidence to support self-assessment judgements against success measures, as well as peer observations and feedback on teaching practice are planned.</p> |
| <p>Annual SEF-SaS includes evidence of improvement in two Themes across more than one Element of the SEF.</p>   | <p>Collaborative staff self-assessment against the School Excellence Framework (SEF), conducted at the end of 2022, scored the school's practices, processes and current outcomes as Excelling in all but three of the elements.</p> <p>For Professional Standards, recent achievement of Highly Accomplished accreditation by a staff member has ignited interest and aspiration by a number of other teachers but has realigned the self-assessed progress in this element to be Sustaining and Growing, with room for future improvement and development identified as a result.</p> <p>In the element of Reporting, specific areas for future development include adaptations to incorporate a focus on student growth as well as attainment, and further inclusion of student self-assessment and engagement in the reporting process. Growth and 'Value-Add' will continue to be the school's focus in Student Performance Measures, however the success measures in this area will be adjusted in response to changes in national and state-wide assessment programs.</p>   |

## Strategic Direction 2: High impact teaching and learning

### Purpose

To systematically develop and sustain:

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**QTSS release:** \$114,920.00

**Professional learning:** \$53,275.00

**Literacy and numeracy:** \$78,833.00

**6300 School and Community:** \$71,738.00

**Per capita:** \$220,500.00

### Summary of progress

#### Assess - Design - Teach

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

School initiatives in the three aspects of this Strategic direction have ensured ongoing improvement in the practices and processes teachers and non-teaching staff use in their daily work. 2022 has seen teachers engaged in professional learning to deepen understanding of a range of assessment collection tools, and analysis of data to inform and drive targeted learning in individual classrooms. Curriculum design has centred around the preparation of current school learning programs for new syllabus integration, with next steps in 2023 being mandatory K-2 English and Mathematics syllabus programming. Developments in instructional expertise during 2022 included the expansion of consistent numeracy teaching strategies across all stages of learning and incorporation of a focus on phonics and decoding ability in older grades to follow K-2 developments in previous years.

Next steps in High Impact Teaching and Learning strategies across the school will be dominated by the imminent release of new syllabus documents and curriculum reform across all areas of learning. School-directed emphasis will be on incorporating a culturally inclusive and differentiated perspective to all teaching and learning programs, the development of self-assessment as learning, and the use of learning progressions to enable learner agency and increase engagement.

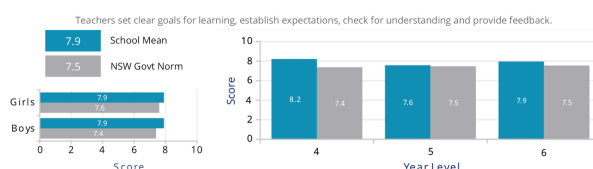
### Progress towards achieving improvement measures

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   |
|---|--|
| <b>High Impact Assessment Practices</b> <ul style="list-style-type: none"><li>• Continuing development of whole-school assessment procedures, with student progress tracked and mapped longitudinally over time as an individual,</li></ul> | Existing assessment practices and procedures used at Ironbark Ridge continued to be refined and developed during the 2022 school year.<br><br>Teaching teams utilise a mixture of formal and informal student progress and achievement measures, state-wide and in-school assessments, paper |

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|---|---|
| <p>cohort and whole school in reading, writing and mathematics.</p> <ul style="list-style-type: none"> <li>Consistent assessment data collection and sharing procedures in English and mathematics inform the collaborative analysis of student learning needs and team planning through a case-management model.</li> </ul>  | <p>and online tools to engage in student-centred collaborative analysis, support and progress discussions. Staff data literacy was a focus in 2022, with numerous targeted and differentiated professional learning sessions conducted as part of weekly collaborative planning conferences. Effective use of online data analysis tools increased, with staff reporting improved confidence and reliance on these formative assessment tools, with constant learning program revisions and adjustments to suit the needs of their learners.</p>  |
| <p><b>High Impact Curriculum Design</b></p> <ul style="list-style-type: none"> <li>Teaching and learning programs are flexible and can be adjusted to respond to the needs of students, with differentiated instruction planned and linked to resources.</li> <li>High-impact <i>Explicit Teaching</i> strategies are deliberately planned for and detailed in Ironbark curriculum documents, carefully aligned with the NSW Syllabus documents, reforms and requirements.</li> </ul> | <p>Ironbark Ridge teaching programs are specifically designed to be flexible and adjusted to meet the learning needs of students in each classroom, with evidence of differentiated instruction and challenge level clear and detailed.</p> <p>Teaching units K-6 were collaboratively analysed by teams of teachers during 2022 and aligned to ensure conceptual development is considered and learning maximised. Some scope and sequences for delivery of these learning units were adjusted to better fit resourcing and to prepare for the introduction of new NSW curriculum documents over the next few years.</p>   |
| <p><b>High Impact Instructional Expertise</b></p> <ul style="list-style-type: none"> <li>Ongoing, sustainable, specific and designated weekly time for teachers to collaborate to develop their expertise in currently prioritised high-impact teaching strategies and conduct collaborative inquiry into refinements and improvements to The Ironbark Way of teaching.</li> </ul>  | <p>Staff work in grade-based teaching teams at weekly Collaborative Planning Conferences (CPCs) to share effective classroom practice. In 2022, emphasis on the Science of Reading led to implementation and refinement of instructional strategies to improve learners' phonological awareness and ability to encode the sounds they hear into letter combinations, as well as phonemic knowledge to enable learners to more automatically decode letter combinations they read fluently. This emphasis is designed to provide a solid foundation for students' reading and writing skills K-6.</p> <p>All Stage teaching teams at Ironbark Ridge are conducting ongoing, innovative trials of effective numeracy teaching practices that are being evaluated and refined to maximise positive impact on student learning. This includes professional learning to prepare specifically for pedagogical changes as a result of implementing new Mathematics syllabus documents over the coming two years.</p> |

Explicit Teaching Practices and Feedback



Students appreciate their teachers' efforts to make learning explicit and visible.

## Strategic Direction 3: A nurturing, inspiring place for learning

### Purpose

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

Priorities are:

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

### Initiatives

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

- Successful learning
- Learning partnerships
- Our place for learning

### Resources allocated to this strategic direction

**QTSS release:** \$71,596.78

**Per capita:** \$34,500.00

**Aboriginal background:** \$8,197.43

### Summary of progress

Building an environment to nurture and maximise learning opportunities for all will always begin with foundational emphasis on the most important unit of operation in the primary school - the classroom. Teachers at Ironbark Ridge provide not only academic learning, but focus also on the social and emotional growth of their cohort of students. Explicit teaching of skills, habits and dispositions of being an effective and successful learner have now been developed across the school.

Connection with families and the home is also crucial in reinforcing high expectations and building personal responsibility in students. To this aim, in 2022 the school introduced a Student Comment in all progress reports, with learners self-assessing their achievement of individual learning goals and setting personal targets for future growth. Continued development of the model for developing productive home-school relationships and support for student growth through formal Parent Partnership meetings at the commencement of each Semester of learning was successful in 2022, with over 95% of parents attending 2 or more meetings with their child's teacher during the year.

Development of a nurturing, inspiring school culture known as The Ironbark Way continued during 2022 and included a return to many pre-pandemic practices and systems to assist students in building positive and supportive relationships - such as whole school assemblies and 'buddy' roles in the playground to model and guide positive play. Strategic cultivation of School and House Spirit will become next steps in ensuring both leadership and mentoring opportunities, and an environment to foster the development of friendships and strengthen students' identity as a member of the school community. Cross-class and intergrade meetings and groups will also return to provide connection across the school - further effort to improve every student's sense of belonging, and every parent and carer's connection to Ironbark Ridge PS.

### 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   |
|--|--|
| 90% of parents surveyed report understanding of and confidence in accessing the main forms of school | Response to the Parents and Carers Tell Them From Me survey in 2022 indicated a slight increase in parents being 'well informed about school activities' (7.7/10 pts, up from 7.0pts), 'Written information from the school is |

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|--|--|
| <p>communication.</p> <p>Score on statement "I am well informed about school activities." increases from 7.0 to 8.0 points in TTFM Parent survey.</p>  | <p>in clear, plain language' (7.8), 'The school's administrative staff are helpful when I have a question or problem.' (8.4), and 'I feel welcome when I visit the school.' (8.5). Confidence and convenience in accessing school information and attending meetings regarding student learning will continue to be a focus in 2023.</p>   |
| <p>Students and parents understand the individual student learning goals set collaboratively as part of the Learning Partnership Meeting process each semester.</p> <p>Students contribute a self-assessment comment to their Progress Report.</p>   | <p>The addition of student comments to learning progress reports has significantly increased learner awareness and connection with all areas of the report. The language and reflective capacity of students to analyse and describe their own learning successes and challenges has been impressive. Parents and carers reported good understanding and knowledge of, as well as strong support for individual student learning goals. Further developing learner agency across the school will be a maintained emphasis for Ironbark Ridge classrooms into the future.</p>   |
| <ul style="list-style-type: none"> <li>• An uplift of 3.6% in TTFM survey data to indicate that at least 91.6% of students report positive wellbeing, and other school-based wellbeing data sources confirms this measure.</li> <li>• An uplift of 9% in TTFM survey data to show at least 80% of Year 4 and Year 5 students reporting feeling a Sense of Belonging at Ironbark Ridge. Uplift of 5% of Year 6 students reporting Belonging, to 85% total.</li> </ul> | <p>Survey data was collected in 2022 through the Tell Them From Me questionnaire. After a slight downturn to 84.71% in 2021, the percentage of students in Yr4-6 self-reporting positive wellbeing has returned to 88.14% in 2022 - a pre-pandemic level. Further focus on personal development and leadership of self across the school is designed to improve the depth of this student agency and reflection, however it is acknowledged that increased ability and accuracy of students to analyse their own wellbeing may result in further negative moves in this metric over the coming years.</p> <p>Students reporting a positive 'Sense of Belonging' has reduced to a 69% school mean, with a slightly positive trend of 77% of Year 4 students, but only 65% of Year 5 and 63% of Year 6 students indicating further future analysis and action to develop this aspect of student wellbeing across all grades.</p> |
| <ul style="list-style-type: none"> <li>• Student Attendance to improve by 6.1%, with 88.6% of students achieving a <math>\geq</math> 90% attendance rate across each calendar year.</li> <li>• 5% decrease in proportion of students attending less than 80% of the time.</li> </ul>   | <p>Only 58% of students attended school on 90% of the possible days in 2022. The number of students attending greater than 90% of the time or more has decreased by 26%, down from 85%. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.</p>   |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$64,278.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Ironbark Ridge Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for funded students with additional learning needs.</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Highly differentiated and responsive learning support resulting in improved engagement and academic growth for targeted learners.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Ongoing monitoring and adjustment of support programs as required.</p>   |
| <p>Literacy and numeracy</p> <p>\$78,833.00</p>       | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ironbark Ridge Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact assessment practices</li> <li>• High impact curriculum design</li> <li>• High impact instructional expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Focus on developing expert data literacy and collaborative student-centred data analysis.</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in instructional demonstrations and collaborative inquiry</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Delivery of targeted professional learning by school executive and expert teachers, leading to enhanced collaborative systems and teacher effectiveness in design of targeted learning activities.<br/>Consistent use of best-practice instruction in teaching reading and numeracy leading to improved student outcomes in early numeracy and reading competency K-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Ongoing collaborative inquiry into student learning need and professional learning delivery to adapt as required.</p> |
| <p>Professional learning</p> <p>\$53,275.00</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 Ironbark Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>   |

|   |   |
|---|---|
| <p>Professional learning</p> <p>\$53,275.00</p>     | <ul style="list-style-type: none"> <li>• High impact assessment practices</li> <li>• High impact curriculum design</li> <li>• High impact instructional expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Weekly collaborative planning conferences (CPCs) to enable teaching teams to analyse assessment, design adaptive, targeted curriculum, and inquire into best-practice instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Staff are supported to work in effective teams to continually strive for improvements in teaching practice and builds collective efficacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continued operation of CPCs as the vehicle for delivery of sustained, high impact professional learning across the school.</p>  |
| <p>New Arrivals Program</p> <p>\$11,380.00</p>      | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ironbark Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Targeted students have received expert support in the initial phases of their English language development, fast-tracking their independence and ability to learn in their classrooms without support.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to allocate expert EAL/D support for students as required.</p> |
| <p>Socio-economic background</p> <p>\$15,727.63</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ironbark Ridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students and families have been supported by the school and community to ensure equal opportunity.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue partnership with the school community through the P&amp;C, in addition to maintaining a case-management approach to supporting students at the classroom and team level.</p>         |
| <p>Aboriginal background</p>                        | <p>Aboriginal background equity loading is used to meet the specific learning</p>   |

|  |   |
|--|---|
| <p>\$8,197.43</p>  | <p>needs of Aboriginal students at Ironbark Ridge Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans (PLPs)</li> <li>• Initiation of process to develop a school Reconciliation Action Plan (RAP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All students identifying as Aboriginal or Torres Strait Islander have developed PLPs in consultation with their teacher and parents/carers. A school team has been established to develop the RAP.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Maintenance of effective processes to develop PLPs and increase in activity to develop and implement the school's new RAP In 2023.</p> |
| <p>English language proficiency</p> <p>\$94,565.13</p>         | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ironbark Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students with additional learning needs in English language have been provided with expert instruction and learning support, resulting in significant growth and development.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Maintenance and ongoing development of highly successful EAL/D programs at the school.</p>   |
| <p>Low level adjustment for disability</p> <p>\$146,398.77</p> | <p>Low level adjustment for disability equity loading provides support for students at Ironbark Ridge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in</li> </ul>   |

|  |   |
|--|---|
| <p>Low level adjustment for disability</p> <p>\$146,398.77</p> | <p>meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Ironbark Ridge Learning and Support programs are extensive, highly differentiated and flexible to best suit the needs of a wide range of learners. Evidence-based learning programs are engaging and delivered by expert teaching staff across all days of each week, supporting the work of classroom teachers as well as delivering growth in students in all domains of learning including academic, social and emotional development.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Ongoing development and adjustment of these effective programs to best suit the needs of the current cohort of students being supported in their learning.</p>  |
| <p>Beginning teacher support</p> <p>\$91,302.00</p>            | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ironbark Ridge Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Induction program supports the development of all new teachers throughout the first two years of their career, establishing best practices in instruction and professional reflection, as well as forming mentoring relationships that continue into their further early career years.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Beginning and early career teachers are fully supported and mentored by experienced and expert staff to ensure a successful introduction and to maximise the growth of students across the school under their instruction. Beginning teachers at Ironbark Ridge demonstrate excellence in assessment, planning and instruction as well as a learner's mindset, interpersonal and communication skills, and collaborative expertise.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Maintenance of current mentoring and instructional leadership through the Beginning Teachers' Induction program at the school.</p> |
| <p>QTSS release</p> <p>\$186,516.78</p>                        | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ironbark Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact assessment practices</li> <li>• Our place for learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Executive staff are able to effectively manage student wellbeing and engagement across multiple classes on each stage, ensuring instructional support and professional development for their staff, planning of learning programs, and administration of school and departmental policies across the school. Collaborative case-management of student learning through CPCs</p>   |

|  |   |
|--|---|
| <p>QTSS release</p> <p>\$186,516.78</p>                      | <p>has supported teachers to implement best-practice instructional techniques, target learning needs of their students based on assessment analysis and design high-impact teaching programs to incorporate new curriculum requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Maintenance of current programs to ensure Assistant Principals and teachers engaged in instructional leadership across the school have time to further develop their positive influence on student outcomes.</p>   |
| <p>Literacy and numeracy intervention</p> <p>\$48,266.82</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ironbark Ridge Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Everyone a learner</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Ongoing development and improvement in the effective implementation and evaluation of a systematic phonemic awareness program aligned closely with an ongoing focus on phonics and the integration of decodable readers in all K-2 classrooms. Students in Kindergarten, Year One, and now Year 2 are demonstrating improved decoding and encoding skills in school-based assessments and tracking.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Further implementation of best-practice instructional techniques and expansion of resourcing to support this pedagogy K-4.</p> |
| <p>COVID ILSP</p> <p>\$17,939.00</p>                         | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Data indicates significant growth from all students targeted as part of the initiative. The school Learning and Support Teacher worked an additional day each week to ensure allocation of productive time and continuity of teaching across the whole week for these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>As part of the annual review of the school's overall Learning &amp; Support programs, individual student progress and needs owing be assessed,</p>   |

|                           |  |
|---------------------------|--|
| COVID ILSP<br>\$17,939.00 | allowing newly identified students with higher need to enter the program and receive this support as required. |
|---------------------------|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 494        | 466  | 469  | 454  |
| Girls    | 484        | 508  | 515  | 463  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 94.5 | 93.1 | 94.7 | 90.2 |
| 1         | 94.9 | 90.4 | 94.8 | 89.2 |
| 2         | 94.4 | 90.1 | 94.3 | 89.8 |
| 3         | 95.0 | 91.3 | 95.2 | 89.1 |
| 4         | 94.9 | 90.6 | 94.7 | 90.0 |
| 5         | 95.0 | 90.6 | 94.8 | 90.5 |
| 6         | 94.0 | 90.0 | 94.1 | 87.5 |
| All Years | 94.7 | 90.8 | 94.7 | 89.5 |
| 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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 34.68 |
| Literacy and Numeracy Intervent         | 0.42  |
| Learning and Support Teacher(s)         | 0.7   |
| Teacher Librarian                       | 1.4   |
| Teacher ESL                             | 0.4   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 5.87  |

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 463,117                 |
| <b>Revenue</b>                        | 8,276,396               |
| Appropriation                         | 7,398,023               |
| Sale of Goods and Services            | 230,163                 |
| Grants and contributions              | 639,676                 |
| Investment income                     | 7,334                   |
| Other revenue                         | 1,200                   |
| <b>Expenses</b>                       | -8,473,856              |
| Employee related                      | -7,331,643              |
| Operating expenses                    | -1,142,213              |
| <b>Surplus / deficit for the year</b> | -197,460                |
| <b>Closing Balance</b>                | 265,657                 |

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

## Financial summary - Equity loadings

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

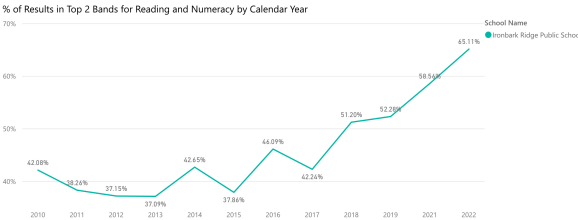
|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 64,278                            |
| <b>Equity Total</b>     | 264,889                           |
| Equity - Aboriginal     | 8,197                             |
| Equity - Socio-economic | 15,728                            |
| Equity - Language       | 94,565                            |
| Equity - Disability     | 146,399                           |
| <b>Base Total</b>       | 6,202,298                         |
| Base - Per Capita       | 248,637                           |
| Base - Location         | 0                                 |
| Base - Other            | 5,953,661                         |
| <b>Other Total</b>      | 575,031                           |
| <b>Grand Total</b>      | 7,106,496                         |

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

# School performance - NAPLAN

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

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



Students at Ironbark Ridge have continued to improve and maintain excellence in NAPLAN testing over time.

## Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions, ideas and concerns of the Ironbark Ridge learning community - students, parents and carers, staff - in order to develop and adjust ongoing plans, priorities and school directions. In 2022 our investigations continued into student attitudes towards their *Sense of Belonging* at the school.

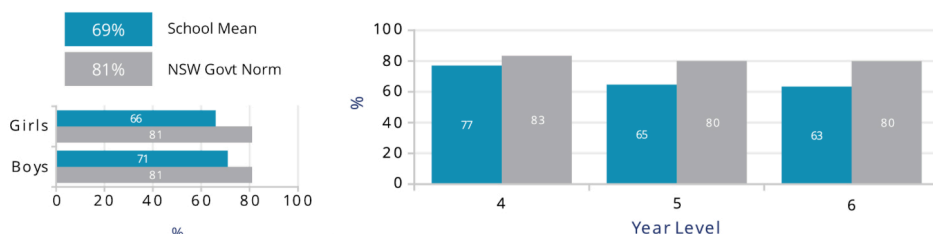
Ironbark Ridge students exhibit high *Expectations for Success* in their schooling, and the work of parents, staff and school systems to support and enhance this is evident through the school's strong focus on academic achievement. Conversely, the continued low level of students reporting a positive *Sense of Belonging* at the school (approximately 80% over the past five years) highlights this ongoing area of concern. It is difficult to find other data and evidence to confirm or refute this low student rating.

Parents and Carers reported an improved level of confidence in, and satisfaction with current forms of communication about school events and activities, up from 7.0/10 to 7.5 in 2022. Commitment to learning and support for the partnership with their teachers is indicated by the high attendance at parent meetings; 94% of parents met at least once, and more than 50% met twice or more with a teacher during 2022. School administration staff are extremely highly valued, scoring 8.4/10, while parents report feeling welcome when they visit the school (8.5pts).

The school will continue to focus on improved practices in communication and developing this crucial Partnership in Learning in the future.

### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



Feeling accepted and valued at school continues to be an area of concern and a focus in future school planning.

Ironbark Ridge Public School

### Two-way Communication with Parents

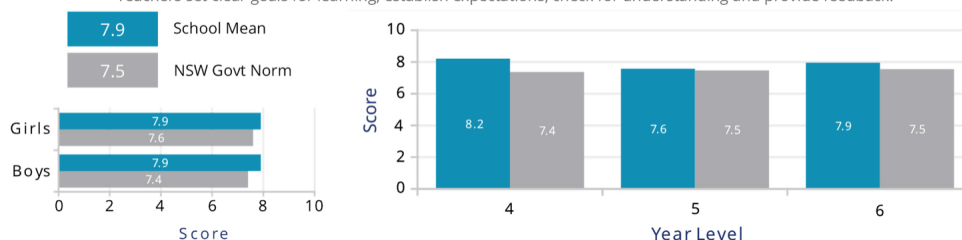
#### Parents feel welcome

| School Mean (NSW Govt Norm)  | 7.7 (7.4) |
|--|-----------|
| I feel welcome when I visit the school.  | 8.5       |
| I can easily speak with my child's teachers.                                     | 7.7       |
| I am well informed about school activities.                                      | 7.5       |
| Teachers listen to concerns I have.  | 7.6       |
| I can easily speak with the school principal.                                    | 7.8       |
| Written information from the school is in clear, plain language.                 | 7.8       |
| Parent activities are scheduled at times when I can attend.                      | 6.6       |
| The school's administrative staff are helpful when I have a question or problem. | 8.4       |

Being 'Well informed about school activities' has grown from 7.0 to 7.5 pts

### Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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In 2022 the school began preparation for the development and launch of an Aboriginal Reconciliation Action Plan (RAP). A team of staff, parents and community members met regularly to develop the vision and plan a launch for early in 2023. It will be crucial to involve local representatives of the Aboriginal community in this process and when moving forward together into the future.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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Schools play a critical role in building positive relationships between young people of different backgrounds and helping to create socially aware, just, kind citizens of the future. From today's generation of school students will come the community leaders of the future. The Ironbark Ridge vision is to be a nurturing, inspiring place for learning. There is no place for racism at Ironbark Ridge.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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Ironbark Ridge ensures ongoing programs provide opportunities for students and families to feel connection and belonging to the learning community through acknowledgement of their diverse backgrounds, as well as celebration of commonality and togetherness, eg. celebration of New Year, Easter, Diwali, Ramadan/Eid, as well as annual observance of "Bullying, No Way!" Day, and Harmony Day. School and House Spirit meetings also provide a chance for students to form 'vertical' friendships and relationships across grades, to consider ways they can positively impact the culture of the school through their 'character', as well as offering older students leadership opportunities. The specific introduction in 2022 of spaces for daily individual Dhuhr (midday/lunchtime) prayer, and the Friday Jummah (group) prayer time have had a significantly positive effect on many students' feelings of belonging and inclusion at Ironbark Ridge.

