

# 2023 Annual Report

## Ilford Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Ilford Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Ilford Public School

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## School vision

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

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

## School context

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

Students attend from the local farming community with a population of approximately 300. The school has a current enrolment of 16 with some families having a connection back to the establishment of the school. Others are second and third generation Ilford Public School students. Enrolments fluctuate minimally each year we anticipate that they will remain fairly stable over this planning cycle. We have established and aim to further develop strong community support for the school. Collective efficacy within the school and with the wider school community provides innovative and inclusive learning for all students.

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

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

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

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

### In Learning:

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

### In Teaching:

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

### In Leading:

- Continue to nurture and build effective partnerships with families to support student learning; community leadership, embed clear processes with timelines and milestones to direct school activity towards the effective

- implementation of the school plan, continuous improvement through planning
- System policy and procedures- LST, strategic resourcing, continuity of practice
- Data informed practice, assessment framework, developing a Community Of Practice, building community efficacy

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

### Initiatives

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

- Explicit Quality Teaching
- Data Informed Practice

### Resources allocated to this strategic direction

### Summary of progress

#### Explicit Quality Teaching

Professional learning was delivered to all teachers in Literacy and Numeracy via approved sources, the Principal and Assistant Principal Curriculum & Instruction (APC&I). The focus for Literacy was Reading - especially Vocabulary and Grammar skills, Understanding Text, and Phonics/Phonemic Awareness. In Mathematics the focus was Whole Number and Place Value. These focus areas have been identified from school and Network data from both internal and external sources.

Staff collaboratively reviewed, monitored and adjusted teaching strategies and programming in response to professional learning. Individual staff who attended professional learning shared their new knowledge, skills and resources with colleagues at staff meetings.

Staff collaboratively developed, collected and shared information and strategies for enhancing teacher capacity to better support students with a range of abilities. Meaningful learning opportunities were created to effectively differentiate instruction for all students.

Collaboration days every three weeks with all teachers, Principal and the APC&I has ensured further professional learning opportunities and collaboration of staff to enhance explicit quality teaching practices in multi-stage classes.

#### Data Informed Practice

Teaching and learning programs have become less prescriptive and more adaptable to suit the learning needs of the students at any time, so that they develop a deeper understanding of the content and skills being taught. Scope & Sequences have also been updated along with collaboratively designed teaching and learning programs. Following analysis of all data sources, learning sprints were implemented successfully into Maths, Science and areas of Literacy, such as spelling strategies and grammar learning areas. Three-weekly collaboration meetings with all teachers allows for case management meetings for students requiring further assistance with concepts as well as ensuring that all staff can evaluate and future plan lessons collaboratively.

In 2024 staff will continue to plan quality assessments, collect and analyse authentic data in order to differentiate the curriculum to address individual student needs.

### Progress towards achieving improvement measures

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>School Excellence Framework</b> School self-assessment of the elements:  - 'Effective Classroom Practice' indicates improvement to Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Effective Classroom Practice.  Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining & Growing in the element of Data Skills and Use.

<p>- 'Data skills and Use' indicates improvement Sustaining &amp; Growing</p>	
<p><b>Attendance</b> Increase % of students attending school for greater than 95% of the time.</p>	<p>There has been a significant increase of students attending school greater than 90% of the time. There has also been an increase in the percentage of students attending greater than 95% of the time.</p>
<p><b>Value-Add</b> K-3 maintained at Sustaining and Growing. Years 3-6 improves from Sustaining and Growing to Excelling.</p>	<p>Value-add for K-3 is maintained at Sustaining and Growing. The set target for value add results for Years 3-5 have not been met in 2023 due to cohort size.</p>
<p>An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>Data is unreliable to collate comparable scores in reading growth due to students absences during the testing time and the number of students.</p>
<p>An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>There has been a significant increase in mean scaled scores for numeracy for both Years 3 and 5 in 2023 compared to 2022.</p>

## Strategic Direction 2: Strategic and adaptive instructional leadership

### Purpose

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

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

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

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

### Initiatives

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

- Systems Leadership
- Management Practices and Processes

### Resources allocated to this strategic direction

### Summary of progress

#### Management Practices and Processes

The ongoing development of structures, procedures and collective efficacy of staff underpins the desire to have currency, a strong policy framework and strategic financial management to ensure the ongoing positive school culture development and consistent quality teaching. By leading a professional reading circle a culture of continuous learning is further developed. Consistent and continuous communication with staff, students and the wider school community of the four school values (kindness, respect, tolerance and trust) and the ongoing embedding of these in our lessons, including the implementation of Positive Living Skills program across the school, has resulted in a greater sense of belonging and increased wellbeing for both students and staff.

#### Systems Leadership

Strong and sustainable learning support systems, processes and practices have been established across the Network of small schools to monitor and improve learning for those with additional learning needs. Participation in collaborative inquiry across the Network of schools, including the collection and analysis of data, and engaging in high impact professional learning has resulted in the development of strong systems, processes and practices to meet the needs of staff and students across the Lithgow Network.

### 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>School Excellence Framework</b> School self-assessment of the elements  - 'Educational Leadership' indicates improvement to Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining & Growing for Educational Leadership.
<b>School Excellence Framework</b> School self-assessment of the elements	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling for Management Practices and Processes.



- 'Management Practices and Processes' indicates improvement to Sustaining & Growing

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,346.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ilford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support Quicksmart and MiniLit/MultiLit programs implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased engagement and student outcomes, especially in the areas of Literacy and Numeracy. Differentiated small group and individual programs accurately addressed student learning needs. Explicit teaching and enhanced teacher practice was evident across all classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction in Reading and Numeracy through 1:1 reading intervention as well as the MiniLit and Quicksmart programs.</p>
<p>Low level adjustment for disability</p> <p>\$28,040.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Ilford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted students learning needs being met resulting in improved learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction in Reading and Numeracy through the MiniLit and Quicksmart programs. An intensive 1:1 reading and comprehension program will continue to be implemented in 2024 for a small number of students.</p>
<p>Location</p> <p>\$13,233.39</p>	<p>The location funding allocation is provided to Ilford Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Explicit quality teaching and financial assistance for extra curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> consistency of quality teaching and learning, as well as ensuring that all students can engage in both school and extracurricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction, and to provide financial assistance for excursions, sport coaching, transport, etc in 2024 so that all students can benefit from an engaging and well-rounded education.</p>
<p>Professional learning</p> <p>\$7,239.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ilford Public School.</p>

<p>Professional learning</p> <p>\$7,239.60</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of modelled and independent problem solving, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$3,906.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ilford Public School.</p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engaging APC&amp;I to lead improvement with Principal in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$13,475.90</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 2023.</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>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards or achieving their personal learning goals .</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ilford Public School</p>

<p>\$5,465.46</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> consistency of quality teaching and learning, as well as ensuring that all students can engage in both school and extracurricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and intensive instruction, and to provide financial assistance for excursions, sport coaching, transport, etc in 2024 so that all students can benefit from an engaging and well-rounded education.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to ensure that resources are allocated for the collaboration of teachers to develop plans, analyse data and utilise it to inform the next steps for student learning.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	14	13	11	4
Girls	11	11	10	11

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.4	90.9		91.8
1	97.1	82.1	86.6	90.5
2	93.0	97.3	79.7	91.4
3	94.2	95.3	95.3	90.0
4	92.1	83.9	83.3	93.9
5	94.8	87.7	82.8	75.0
6	90.7	90.5	79.7	
All Years	92.5	90.3	85.2	90.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8		91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	
All Years	92.0	92.4	87.3	90.7

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.66
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.94

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	170,172.37
<b>Revenue</b>	805,025.60
Appropriation	788,150.92
Grants and contributions	13,135.94
Investment income	3,738.74
<b>Expenses</b>	-760,058.92
Employee related	-639,577.04
Operating expenses	-120,481.88
<b>Surplus / deficit for the year</b>	44,966.68
<b>Closing Balance</b>	215,139.05

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	43,386
Equity - Aboriginal	0
Equity - Socio-economic	15,346
Equity - Language	0
Equity - Disability	28,040
<b>Base Total</b>	565,039
Base - Per Capita	5,465
Base - Location	13,233
Base - Other	546,340
<b>Other Total</b>	53,080
<b>Grand Total</b>	661,505

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

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

**From a Parent** - "As President of Ilford Public School P&C Association our aim and goal is to support the school as best we can. There is a very strong connection between the school and its community. Ilford Public School has a highly competent and valued staff that go above and beyond to ensure that education is fun. They ensure that the children have access to the same opportunities as larger schools. This is a credit to Gemma and her entire staff. Communication between the school and its families is another positive attribute of Ilford Public School. As a parent I have access to various communication channels to receive up to date information. Emails, newsletters, school App updates and access to social media notices ensure that we are kept up to date with what's happening and important announcements at the click of a button. It's a pleasure to be apart of the Ilford Public School community and having the opportunity to engage between the school and its families."

**From a Student** - "Thank you, Mrs Suttor, for always making me feel welcome by saying good morning when I get off the bus or out of mum's car. I love being at Ilford Public School."

**From a Teacher** - "Thank you for being such a supportive and caring Principal to me, the students and the other teachers. You think it's "normal" but it doesn't happen at every school."

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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