

2023 Annual Report

Ingleburn Public School



2206

Introduction

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

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

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School vision

Ingleburn Public Schools, school vision is to provide an innovative and collaborative learning environment that empowers all to be future focused global citizens. We aim to bring about a cultural change that ensures our students are best equipped and empowered to be creative, productive, curious, resilient, socially responsible and empathetic learners who become responsible citizens that positively contribute in an ever-changing world. Students are at the heart of our journey, creating teaching and learning environments that enable students to be healthy, happy, engaged and successful, so they can Connect, Succeed and Thrive.

School context

Ingleburn Public School is part of the St Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 439 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. Our school celebrates diversity with over 64% of our students from language backgrounds other than English and representing a wide variety of cultural groups and approximately 5% are of Aboriginal and Torres Strait Islander background. We promote understanding, acceptance and inclusivity in all programs. These experiences allow students to engage and succeed in a rapidly changing world.

We are committed to providing innovative programs to develop skills in global citizenship, creativity, collaboration, critical thinking and creativity, to ensure students reach their full potential. We value the importance of providing students with opportunities in, sporting activities and programs, performance in the creative arts, debating, public speaking, robotics, chess challenges, drama groups, United Student Council representative and many more initiatives. These opportunities provide students with positive academic outcomes, such as students' grades and educational aspirations, improved attendance, pro-social behaviours and overall love of school.

We have a strong focus on high quality teaching and learning. We are dedicated to providing a caring and quality learning environment with a commitment to developing the whole child. Collective efficacy and collegiality are central to the school's success in improving student outcomes for 2023-2026. Collaborative planning, highly effective teaching practices, and professional learning will be a focus throughout our plan and will build upon quality differentiated instruction for all students.

Future focused pedagogy and innovative practices that engage and inspire students to be problem solvers form the foundations of our school plan and strategic directions. There is a commitment to excellence and achievement in all areas of education, which shapes learning experiences that are authentic, challenging and engaging. We have a strong focus on all teachers knowing their students well, valuing them as learners and understanding how to support their learning using Universal Design for Learning, inclusive education that meets the needs of all our students. Teachers will continually challenge their students to achieve their personal goals, encouraging continuous improvement and life-long learning for all.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, and to build educational aspiration, we will commit to the implementation of explicit, effective evidence based teaching methods and develop consistent assessment practices to support continual progress and achievement for all students. Our teachers will draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning, and further refine their practice through quality targeted professional learning

Authentic learning provides for the diversity of learners in our globalised and highly digital society. Innovative learning design will explore creativity in all its aspects encompassing holistic wellbeing practices empowering collaborative, future focused global citizens.

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.

- Highly Effective Teaching Practices
- Data Driven Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction

Low level adjustment for disability

Professional learning

Beginning teacher support

Socio-economic background

Integration funding support

New Arrivals Program

English language proficiency

Summary of progress

Highly Effective Teaching Practices

Throughout the year, we've made significant strides in embedding and utilising high-impact professional learning structures to build teacher capabilities and collective pedagogical practice. To align teaching and learning practice Assistant Principals, Curriculum and Instruction implemented a high level of support to embed explicit teaching methods and set high expectations. This included delivering professional learning, demonstration lessons, collaborative planning and team teaching, teachers observations, and feedback. All staff engaged in professional learning to implement the new English and Mathematics syllabuses in 2023. Teachers have actively engaged in collective pedagogical practice working closely with Middle Leaders and Assistant Principal Curriculum Instruction, enhancing their capabilities through continuous learning and reflection using the teaching and learning cycle to inform future directions. The focus on evidence-based, high-impact teaching strategies have empowered educators in understanding the importance of data analysis, data literacy, and data interpretation and how the school works towards every student making progress in their learning.

In Literacy, a shared understanding of evidence-based strategies was developed amongst teachers, ensuring consistency in teaching practices. In line with the new English syllabus the school has developed an explicit, systematic approach to the teaching of phonics and phonemic awareness in K-2 and vocabulary in 3-6. These strategies have been refined using ongoing feedback, research, and evidence of student learning, leading to improvement in the application of literacy skills. Teachers have continued to embed the principles of Universal Design for Learning to enhance teaching, learning and assessment across the curriculum. The school developed and implemented a Reading Intervention Program. This program was delivered by SLSO staff in consultation with APCI and our Learning Support Teacher. The program has been delivered in small groups for students who were identified as working at a beginning ES1 level. The program focuses on explicit and systematic teaching of phonological/ phonemic awareness, phonics and decodable reading. We have been monitoring the progress of students in PLAN2 with data informed by the Phonics Diagnostic Assessment and decodable reading screeners in conjunction with discussions between SLSO staff and classroom teachers.

Progress/ Impact: Recent assessment of the students involved has indicated steady growth in students' ability to recall letter-sound correspondence, segment and blend words. All students have made progress with many students moving up several decodable reading levels. There was also a noticeable improvement in their overall confidence and attitude

towards engaging with reading. SLSO staff reported that they are confident in delivering the program following professional development and implementation of the program. Classroom teachers have reported that they have found the program beneficial for their students, have seen growth in reading progress and confidence within our students.

Implications: We are in the process of further refining the intervention program to meet the needs of individual students. As SLSO staff have developed knowledge and confidence in delivering the program, we will extend on this understanding by embedding principles of Universal Design for Learning and visible learning into program delivery. We will continue facilitating and developing the capacity of SLSO's to deliver the reading intervention program through professional development. In 2024, we aim to improve our systems for communication between classroom teacher, SLSO, APCI and Learning Support to ensure consistency of program delivery.

In Numeracy, teachers have developed a cohesive understanding of evidence-based teaching strategies. They have actively employed Number Talk strategies and how to program effectively through the lens of Universal Design for Learning to adapt to student needs, track improvements, and demonstrate overall growth. The development of targeted literacy and numeracy intervention strategies has been a focal point and will continue in 2024. These strategies have helped identify areas for improvement and have allowed for the implementation of measures to address and support students in these areas. In 2023, Ingleburn Public School witnessed the successful integration of evidence-based, best practice teaching approaches, significantly impacting the success of our students. The collaborative efforts between APCI and Middle Leaders proved instrumental in embedding highly effective and explicit teaching practices aligned with the new syllabus. Looking forward, these partnerships will persist, providing ongoing opportunities for connection and fostering a culture of continuous improvement within our teaching community.

Data Driven Practices

A whole-school approach to data collection and analysis has been a fundamental shift in our practices. It has significantly influenced our teaching and learning cycle. Teachers have effectively utilised reliable assessment tasks to analyse student progress and growth over time. This informed approach has allowed for accurate reporting of student achievements and areas that require further attention. Ongoing staff professional learning programs have been developed to continually build teacher capacity in using data to inform their teaching practice. This ongoing professional development has equipped educators with the necessary skills to leverage data effectively, resulting in improved student achievement and learning outcomes.

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

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

Future Focus:

While the progress has been substantial, there are still opportunities for significant growth. Ensuring consistent implementation and alignment of strategies across Kindergarten to Year 6. Looking ahead, our focus will be on refining and strengthening the implemented strategies. We aim to further develop targeted intervention measures in both literacy and numeracy, ensuring they cater to individual student needs. The ongoing professional learning programs will continue to evolve to support teachers in leveraging data effectively for informed decision-making. As we move forward, the commitment to enhancing highly effective teaching practices and data-driven methodologies will remain at the core of our school's improvement plan, ensuring that our students receive the best possible education. This annual reflection serves as a guidepost for future endeavours, marking our progress and providing insights into the continued enhancement of our educational practices. In 2024, APCI and Middle Leaders will continue to provide opportunity for collaborative connection with teachers to embed effective and explicit teaching practices aligned to the curriculum. Professional development in Data Literacy and Data Analysis will also feature; encompassing regular school wide data check-ins with APCI and the executive team ensuring student learning outcomes are maximised and that students are challenged and engaged.

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
<p>School demonstrates growth from Delivering to Sustaining and Growing in the theme of 'Data Skills and Use' (School Excellence Framework- 'Teaching)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of 'Data Skills and Use'. The focus for 2023 was on the use of High Impact Professional Learning that builds teachers skills and confidence in the analysis, interpretation and use of student progress and achievement data. In 2023, Focusing on High Impact Professional Learning APCI's worked closely with K-2 and 3-6 during RFF and Curriculum familiarisation time to develop evidence-informed practices across the school. K-2 teachers worked with APCI and were exposed to using progressions to track Literacy and Numeracy growth as well as unpacking Phonics Diagnostic tests, Interview for Student Reasoning (IfSR), Decodable Reader Screeners and classroom assessment data. 3-6 teachers worked with APCI on Teaching and Learning Cycle. Staff unpacked internal and external school data and identified an area of development per class. The teachers looked into current research on best practice and collaboratively developed programs to target the area of focus. Examples of areas of focus were: Creating Written Texts and Additive Strategies. Teachers monitored for impact for assessment feedback and reporting. These professional dialogues on data skill sets drawn from the evidence base was a school wide focus. In 2024, our goal is for staff to be comfortable and familiar with unpacking internal and external data and how to triangulate the data to make data-informed decisions to accurately create an analysis of student progress and achievement and how that informs our planning and to identify our strategic priorities in Literacy and Numeracy. This will support further improvement in data skill and use practices across the school.</p>
<p>School demonstrates growth from Delivering to Sustaining and Growing in the theme of 'Curriculum and Assessment' (School Excellence Framework- 'Learning)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Curriculum and Assessment. There is demonstrated commitment within the school community that all students make learning progress. In 2023, a school wide assessment schedule was developed which outlined the internal and external assessments conducted across K-6. This ensured that assessments were being conducted at consistent times across the school for all students and when analysing data, allowed for a holistic snapshot across all year groups. Two whole-school moderating sessions occurred prior to report writing time to ensure consistency of grades across the school. Based on staff feedback and discussion during these sessions, it was evident that this approach was extremely valuable with all teachers reporting an increase in knowledge and expertise. As a result, the school will continue moderating sessions in 2024.</p> <p>K-2 teaching and learning programs embedded the new Literacy and Numeracy curriculum and followed the Department of Education scope and sequence and units of work. To ensure differentiation of curriculum delivery in Literacy, component A, Hive Mastery ability based groups were formed where students moved between classrooms for explicit phonics lessons that met current level of need. Teacher feedback on Hive Mastery groups has been all positive with teachers reporting progress and improvement for all students in phonological awareness, phonemic awareness and reading. Years 3-6 created school based scope and sequence that reflects the new curriculum that caters for the needs of our learners. In Semester 2, teachers trialed the new curriculum and unpacked the units of work and developed termly overviews for 2024 to assist with the enact phase of the new curriculum in 2024. All students across K-6 are able to articulate the 'why' of their learning and what success looks like as a result of our whole-school focus on Learning Intentions and Success Criteria. In 2024, our goal is to ensure consistency across the whole school in all elements of assessment driven practices (formative, summative, student engagement and whole</p>

<p>School demonstrates growth from Delivering to Sustaining and Growing in the theme of 'Curriculum and Assessment' (School Excellence Framework- 'Learning)</p>	<p>school monitoring)</p>
<p>All students are able to demonstrate growth and achievement in "Understanding Texts" over the year, using the learning progressions.</p>	<p>The focus for 2023 was on highly effective teaching practices, improving teacher knowledge and confidence in learning progressions and aligning this with the curriculum reforms. Professional dialogue on "Understanding Texts" learning progression occurred to ensure that teacher and student learning was at the forefront of our focus. Assistant Principal Curriculum and Instruction supported teachers through ongoing mentoring and coaching sessions for effective planning, and offering professional learning on data literacy with specific focus areas for Years K-2- Processors and Years 3-6 Vocabulary within the learning progression "Understanding Texts". Teachers began to use the data to plan and embed quality teaching practices into their everyday teaching and learning, and as a result, adapted teaching and learning programs began to show the increased confidence of our teachers. Differentiated support was employed for staff, further unpacking the evidence-informed teaching practices, aligning this against the syllabus outcomes and the facilitation of collaborative planning to optimise teacher learning. Looking ahead to 2024, all staff will continue to engage in ongoing professional development sessions to keep abreast of the best practice how to show the tangible growth in student achievement against the progressions. Assessing teacher progress against these benchmarks will be pivotal in gauging their development. The initiative has provided valuable insights into needing to continue to focus on effective instructional strategies. This will ensure sustained effectiveness in utilising learning progressions and this iterative process will contribute to a more robust evaluation of student growth.</p>
<p>All students are able to demonstrate growth in "Number Sense and Algebra", using the learning progressions.</p>	<p>In Numeracy, the key area of focus for 2023 was on Number Sense and Algebra with a focus on number sense and place value in K-2 and additive strategies for 3-6 featured significantly in our on highly effective teaching practices, improving teacher knowledge and confidence in learning progressions and aligning this with the curriculum reforms. Professional dialogue on "Number Sense and Algebra" learning progression occurred to ensure that teacher and student learning was at the forefront of our focus. Assistant Principal Curriculum and Instruction supported teachers through ongoing mentoring and coaching sessions for effective planning, and offering professional learning on data numeracy with specific focus areas for Years K-2 and Years 3-6 within the learning progressions for Number Sense and Algebra. Teachers began to use the data to plan and embed quality teaching practices into their everyday teaching and learning, and as a result, adapted teaching and learning programs began to show the increased confidence of our teachers. Differentiated support was employed for staff, further unpacking the evidence-informed teaching practices, aligning this against the syllabus outcomes and the facilitation of collaborative planning to optimise teacher learning. Looking ahead to 2024, Numeracy will be a priority for all staff and will continue to engage in ongoing professional development sessions to keep abreast of the best practice how to show the tangible growth in student achievement against the progressions. Assessing teacher progress against these benchmarks will be pivotal in gauging their development.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

At Ingleburn Public School we strive to create a dynamic and inclusive learning community that inspires curiosity, fosters creativity, and prepares students for success in an ever-changing world. Reflecting on student wellbeing over the pandemic years we know the impact that emotional wellbeing has on student learning and achievement. We recognise the importance of the individual in the success of their own learning and aim to create an environment where students can connect, succeed, and thrive. We will embed a whole school approach to student wellbeing and personalised learning where there is a collective responsibility for student learning and success whilst establishing productive connections with the broader school community.

Initiatives

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

- Student Wellbeing and engagement
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Aboriginal background

Summary of progress

This past year, our school continued to embark on a journey to enhance student wellbeing, engagement, and personalised learning, focusing on a range of initiatives that fostered a more inclusive and supportive environment for our students. The following is a reflection on the progress made in implementing the identified improvement plan initiatives:

Student Wellbeing and Engagement:

Our school has a strong commitment to improve and support the wellbeing of all our students. We have developed programs and initiatives based on the changing needs of our students. The school's innovative wellbeing practices and procedures encompasses wellbeing into classroom management strategies. Through the development and implementation of new school structures and empowered learning initiatives, our Behaviour Specialist Team ensures that our school vision is embedded in all we do. This is to enable the success of all our students, fostering a learning culture where students are provided with opportunities to connect, succeed and thrive. By painting this approach, the school wide wellbeing system to reflects the core values that underpin our school pillars: Innovation; Collaboration, Empowerment, and Global Citizenship. In 2023, our Behaviour Team continued to align our school's wellbeing strategy with our school vision and school improvement plan. 75% of teaching staff identified through staff feedback survey, regularly engaged in the wellbeing structures within their classroom. Students regularly engaged in the wellbeing initiatives by demonstrating the values and expectations of the four pillars of learning and 36% of our students received the highest form of our tangible rewards system and attended a Principal Morning Tea Community Celebration Event. Our school is deeply committed to the holistic development of students, with a focus on improving and supporting their overall wellbeing. A cornerstone of our approach is the integration of innovative wellbeing practices into classroom and playground management strategies. Our dedicated Behaviour Specialist Team plays a pivotal role in ensuring that the school's vision is not only articulated but deeply embedded in every facet of our educational practices. Moving forward, our dedicated teaching staff have identified key areas for enhancement, particularly in deepening student and staff understanding of the Four Pillars of Learning. The goal is to raise expectations for student behaviour across the entire school. Staff surveys underscored the need for a more consistent approach, leading to the identification of specific strategies. These include implementing more frequent whole-school behaviour lessons, creating and prominently displaying signs in playgrounds and classrooms, and providing additional opportunities for celebrating and recognising positive student behaviour. This forward-planning approach is grounded in our commitment to continuous improvement and a collective aspiration to create an environment that not only supports but actively encourages positive student behaviour throughout our school

Two executive members continued to oversee attendance this year to improve our overall school attendance percentage to meet our school target. Through regular parent contact, communication with our Attendance Support Officer and weekly attendance reports sent to staff, our school attendance rate is 89.3%. In 2024, we aim to continue to equip staff with updated knowledge and their understanding of the importance of accurate roll marking to ensure that teachers are adhering to the correct policies and procedures regarding attendance at our school. We aim to achieve this by providing staff with a professional learning session from the Home School Liaison Officer to address the correct procedures and

attendance codes to be used for absences, to further ensure consistency across the school. We endeavour to continue recognising and celebrating outstanding student attendance at school. We aim to continue with termly celebrations e.g. Principal morning teas, class of the week, canteen vouchers, excursions and/or recognition at whole school assemblies.

An implication that we continue to face when tracking student attendance and school attendance growth is the trend of a higher number of absences towards the end of a school term, and a decline in student attendance within Term 4. This can be attributed to a number of reasons, including a higher number of families seeking holiday opportunities prior to the DoE school holiday period.

Personalised Learning Initiatives:

The Enhanced Learning Empowerment Team (ELET), consisting of LAST, EAL/D, APCI, and specialist staff, emerges as a pivotal force in ensuring holistic student support. Our core mission remains to meet the diverse needs of every student through collaborative planning involving teachers, specialists, parents, and students. The prime function of our Enhanced Learning Empowerment Team is to ensure that the needs of all students in the school are being met. A key feature of our Enhanced Learning Empowerment Team is the facilitation of collaborative planning between teachers, specialist staff, parents and students. Our learning support team also addressed our whole school needs and created an environment where all learners are best supported. Achievements include empowering teachers to utilise Sentral Plans for data-driven decision-making, conducting regular meetings to implement timely adjustments, establishing a new and improved process for Personalised Learning Pathways (PLPs) and Personalised Learning and Support Plans (PLaSP), and enhancing cultural understanding through Aboriginal Education integration. Noteworthy strides in refining processes for identifying students requiring additional support have strengthened parent-teacher rapport and secured essential learning resources. Within the EAL/D program, a robust support system has been established through regular meetings, reflective collaboration, and targeted interventions such as small group withdrawal, new arrivals programming and one-on-one assistance aligned with EAL/D learning progression phases. Looking ahead, our commitment is unwavering, with a focus on continuous improvement through refining strategies, personalised professional development, and maintaining an inclusive, supportive environment that prioritises individual learner 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
<p>A school-wide system for tracking, monitoring, collecting and analysing student learning needs and wellbeing data is embedded to drive whole-school wellbeing practices</p>	<p>Our school's commitment to advancing the wellbeing of our students has been a driving force in the successful implementation of our strategic improvement plan. Throughout the year, we focused on embedding a school-wide system for tracking, monitoring, collecting, and analysing student learning needs and wellbeing data. This initiative was strategically designed to propel our whole-school wellbeing practices. In 2023, our efforts were marked by significant achievements. Our innovative wellbeing practices, seamlessly integrated into classroom management strategies, reflect our dedication to fostering a learning culture where every student can connect, succeed, and thrive. The alignment of our school's wellbeing strategy with our vision and improvement plan was a key priority. Notably, 75% of our teaching staff, as identified through staff feedback surveys, actively engaged in the wellbeing structures within their classrooms. This engagement speaks to the successful integration of our system into the daily practices of our educators.</p> <p>Our students, demonstrating the values and expectations of our school pillars (Innovation, Collaboration, Empowerment, and Global Citizenship), actively participated in wellbeing initiatives. An impressive 36% of our students received the highest form of our tangible rewards system, celebrating their achievements at a Principal Morning Tea Community Celebration Event. While celebrating these accomplishments, we recognise the need for continuous improvement. Our dedicated teaching staff identified key areas for enhancement, particularly in deepening student and staff understanding of the Four Pillars of Learning. In response, strategies have been identified, including more frequent whole-school behavior lessons, prominently displaying signs in playgrounds and classrooms, and creating additional opportunities to celebrate and recognise positive student behavior.</p> <p>As we move forward, our commitment to continuous improvement remains</p>

<p>A school-wide system for tracking, monitoring, collecting and analysing student learning needs and wellbeing data is embedded to drive whole-school wellbeing practices</p>	<p>unwavering. Our aspiration is to create an environment that not only supports but actively encourages positive student behavior throughout our entire school community. The forward-planning approach adopted is grounded in our collective determination to provide an exceptional educational experience that nurtures the holistic development of every student.</p>
<p>Aboriginal and Torres Strait Islander perspectives, histories and cultures are embedded into our school programs and learning is enhanced by the use of quality literature, resources, experiences and excursions.</p>	<p>This past year, our school has dedicated focused efforts to ensure that our Aboriginal and Torres Strait Islander students are well-supported to achieve their full potential academically, socially, and culturally through developing an improved process for Personalised Learning Pathways' (PLP's). Efforts were made to implement tailored support systems to address the individual needs of Aboriginal and Torres Strait Islander students. Our approach to improving personalised learning pathways was in line with the guidelines set by the Department of Education. These guidelines provided a framework for creating individualised learning programs that catered to the diverse needs of all students, including specific strategies to support Aboriginal and Torres Strait Islander students.</p> <p>While progress has been made, there are opportunities for improvement in ensuring the consistent application of support systems for Aboriginal and Torres Strait Islander students across all aspects of the school. There remains an ongoing opportunity to develop more holistic support systems that address not only academic needs but also social and cultural aspects crucial for the success and well-being of these students. Looking ahead, our commitment to this initiative remains steadfast. The school is poised to refine and expand our efforts to ensure that our support is academically enriching, socially inclusive, and culturally relevant. A key emphasis will be placed on the consistent and effective implementation of Personalised Learning Pathways in collaboration with our community. This ongoing dedication underscores our commitment to providing an educational environment that is not only academically robust but also socially and culturally inclusive for all.</p>
<p>School demonstrates growth and improvement from Sustaining and Growing to Excelling in the theme Wellbeing ' A Planned Approach to Wellbeing' School Excellence Framework- 'Learning')</p>	<p>Our school continues to make significant growth and achievement in 'A Planned Approach to Wellbeing' School Excellence Framework- 'Learning'. This growth is a testament to our schools unwavering commitment to advancing student learning and overall wellbeing through High Potential Gifted Education programs and the commitment to enhancing our wellbeing approach within our school community. To enhance student improvement in wellbeing and engagement, we strategically implemented High Potential Gifted Education programs and policies, offering diverse extracurricular and activities aligned with the HPGE domains. Our aim is to elevate student wellbeing and foster increased engagement in learning. This includes providing numerous opportunities for students to overcome challenges, explore new interests, and cultivate excitement for school attendance. Our commitment is further exemplified through the facilitation of student involvement in a diverse array of extracurricular activities, contributing to personal and collective student wellbeing and enhancing overall engagement. Measurable improvements are evident through participation in various activities such as Wakakirri, DanceSport Challenge, technology and robotics, along with an array of other challenges and clubs. This holistic approach underscores our dedication to achieving excellence in both student wellbeing and engagement, creating an enriched educational experience for all.</p>
<p>Increase the percentage of students attending school 90% of the time or more to be trending towards the upper bound system-negotiated target</p>	<p>In 2023, overall school attendance is currently sitting at 89.3% which is an increase of 3.1% over the past year and is tracking towards reached the system-negotiated target of 90%. This year, we have continued to monitor and track student attendance via our school Sentral system and supported staff in the required follow up for student absences. We believe that this has contributed to our overall student attendance growth throughout the 2023 school year. Throughout the year, our dedicated monitoring and tracking of student attendance, facilitated by the school Sentral system, have played a pivotal role. Additionally, our proactive approach to supporting staff in the requisite follow-up for student absences has contributed significantly to the observed growth in overall student attendance throughout the 2023 school year.</p>

Increase the percentage of students attending school 90% of the time or more to be trending towards the upper bound system-negotiated target

Celebrating these achievements, we acknowledge the ongoing commitment required for sustained progress. Recognising the imperative for continuous improvement, we remain steadfast in refining strategies, exploring innovative approaches, and leveraging community partnerships. To strengthen our commitment to attendance, we are exploring the implementation of additional incentives and support structures. Our goal is not only to ensure that our students attend school regularly but also to instill a profound appreciation for the intrinsic value of consistent attendance as a fundamental driver of academic success and holistic development. This reflection guides our future initiatives, propelling our strategic improvement plan towards continued excellence in cultivating a culture of regular school attendance.

Strategic Direction 3: Empowered Teaching and Learning

Purpose

The last few years have seen change at Ingleburn Public School. The implementation of Hive Learning (a multi-age grouping approach), consolidation of Universal Design for Learning (UDL) and establishing a data-driven approach has shown a need for personalised professional development for teachers. We understand that high impact professional learning sets the foundation of improving teaching and learning practices for ongoing growth in student progress and achievement. We aim to provide opportunities for teachers to improve their understanding of innovative and future focused teaching and learning, UDL, the new NSW Curriculum and Curiosity and Powerful Learning by David Hopkins. Evidence of this will be seen in their teaching and learning experiences provided for students.

Initiatives

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

- High Impact Professional Learning
- Innovative Teaching and Learning

Resources allocated to this strategic direction

Professional learning
QTSS release
Socio-economic background

Summary of progress

High Impact Professional Learning

In pursuit of advancing teacher capacity and student achievement in Reading and Numeracy, the executive team executed a targeted professional learning plan, seamlessly incorporating sessions into curriculum familiarisation days and staff professional learning days. The PL sessions were strategically designed, addressing key focus areas such as collaborative planning, data talks, unpacking Mathematics and English syllabus, and unpacking numeracy and literacy progressions. These sessions also featured professional conversations, demonstrations, team teaching, differentiation, and number talks, aligning with the overarching goal. A notable success was the integration of learning intentions and success criteria, linking the initiative with the Curiosity and Powerful Learning framework. Furthermore, APC&I and middle leaders actively participated in co-planning, co-reflecting, and co-evaluating processes, fostering collaboration among educators. In the assessment phase, the Senior Executive and Executive Team conducted a comprehensive situational analysis, leveraging NAPLAN Reading and Numeracy Guided data packs, Check-in assessment results, and internal performance data. The outcomes led to the identification of a specific numeracy focus area for improvement. To supplement these efforts, the Executive Team extensively engaged with Universal Resources - Numeracy Guides, focusing on both K-2 and Years 3-8, demonstrating a commitment to utilising valuable resources to drive improvement. The outcomes of these strategic initiatives were evident in improved teacher capacity and a more informed teaching approach. Moving forward, continuous monitoring and deep dives will guide further refinements to the professional learning plan, ensuring a sustained positive impact on teaching practices and student outcomes.

Innovative Teaching and Learning

In 2024, we aim to streamline professional development by establishing an online staff database where teachers can share expertise in areas like UDL and Technology. This platform will facilitate collaborative discussions and workshops, fostering a culture of knowledge sharing and continuous improvement. To address the diverse needs outlined in staff Professional Development Plans (PDPs), in-person workshops will focus on embedding UDL pedagogy in curriculum planning. Hive leaders will initiate consultations with teams, aligning PL priorities with current staff requirements. One mini PL afternoon per term will offer autonomy, allowing teachers to choose focus areas based on their preferences and teams needs, thus enhancing engagement and relevance. Clear communication channels will keep staff informed about upcoming PL opportunities, while feedback mechanisms will be implemented to assess and refine the effectiveness of our PL initiatives. This condensed plan aims to create a dynamic and impactful professional learning environment tailored to the diverse needs and interests of our educators.

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
<p>Tailored professional learning that aligns with the school's priorities and individual teacher's goals</p>	<p>In 2023, the school's commitment to fostering professional growth has led to significant achievements in tailored learning, aligning seamlessly with both the school's overarching priorities and individual teacher goals. Emphasising a personalised approach, the school strategically crafted professional development opportunities and the schools professional learning schedule, that not only addressed collective needs of our staff with the curriculum provisions, but all aligning the professional learning with the vision of the school. Our success in achieving tailored professional learning was evident through a meticulous alignment with the school's priorities. By closely integrating development initiatives with overarching goals, we ensured that every learning opportunity contributed directly to the advancement of the school. This intentional synergy enabled us to channel our collective efforts towards key areas of focus, such as technology, Curiosity and Powerful Learning and Curriculum Reform, propelling the school toward its broader objectives. As we reflect, the success of our tailored professional learning initiatives is evident in the enriched skill sets, and heightened confidence, among our educators.</p> <p>Moving forward, our commitment remains steadfast in fostering a culture of continuous growth, where professional learning is intricately woven into the fabric of both school-wide priorities and the individual journeys of our dedicated teaching community. Aligned with school priorities and recognising each teacher's aspirations, our initiatives create a meaningful and impactful learning environment. We eagerly anticipate continued evolution, contributing to the ongoing success of educators and the holistic development of our school community. Looking ahead, we aim to refine our dynamic, responsive approach, aligning with emerging educational priorities through our Performance Development Plan . Our commitment to tailored professional learning advanced both individual teacher growth and school objectives.</p>
<p>Explicit and structured systems are evident that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p>	<p>In our unwavering commitment to continuous improvement, our team embarked on targeted professional development endeavours aimed at deepening our understanding of Curiosity and Powerful Learning (C&PL). This strategic initiative seamlessly aligned with the School Excellence Framework and our School Improvement Plan, reflecting our dedication to fostering a dynamic learning environment. The collaborative efforts of our instructional teams bore the establishment of shared beliefs, language, and practices crucial for propelling our school improvement initiatives forward. As leaders we recognised the paramount importance of grounding our endeavours in a cohesive and informed approach. Having comprehended the nuanced journey of C&PL and its associated theories of action, our instructional teams meticulously crafted effective structures. These proposals underwent rigorous scrutiny and critical review by the executive staff, resulting in the development of a cohesive, shared narrative aligned meticulously with our strategic objectives and schools visions.</p> <p>The initiation of the annual reflection process marked a pivotal moment for our school community. Engaging in insightful presentations and discussions on C&PL fostered a comprehensive understanding of the journey's implications for our school, staff, and students. This collective endeavour laid the foundational knowledge essential for shaping subsequent initiatives and ensuring their resonance with our overarching educational goals. To methodically assess and refine our practices, observational rounds were implemented across both K-2 and 3-6 settings. A designated team of leaders undertook the responsibility of observing and collecting data on Learning Intentions and Success Criteria during mathematics lessons. Post-observation, the team engaged in collaborative analysis and synthesis of the collected data. This reflective process not only fostered a culture of celebrating achievements but also allowed us to acknowledge areas of excellence while identifying opportunities for continuous improvement.</p>

<p>School demonstrates growth from Sustaining and Growing to Excelling in the theme of Learning and Development 'Expertise and Innovation' (Teaching Domain- School Excellence Framework)</p>	<p>The annual evaluation for our strategic improvement plan centres on the objective of advancing from Sustaining and Growing to Excelling in the theme of Learning and Development, particularly within the 'Expertise and Innovation' domain of the Teaching category in our School Excellence Framework. To achieve this, we have established key indicators related to student achievement, teacher professional development, and the integration of innovative teaching methods. Our baseline assessment has provided insights into our current standing, and we have set ambitious yet attainable targets aligned with our overarching school goals. Implementation strategies include investing in tailored professional development programs, fostering a culture of continuous improvement, and incorporating innovative teaching methodologies into our daily teaching and learning.</p> <p>Regular monitoring, including data collection, classroom observations, and stakeholder feedback, is integral to tracking our progress throughout the year. We will continually gather input from teachers, students, and parents, utilising this feedback to make dynamic adjustments to our strategies. Thorough documentation and reporting will capture achievements, challenges, and the overall trajectory toward Excelling in the 'Expertise and Innovation' theme. Celebrating milestones and acknowledging the efforts of our educators will contribute to a positive and motivated school culture. Continuous investment in professional development, open communication channels with stakeholders, and a commitment to transparency are crucial elements in our journey to not only meet but exceed the standards set by the School Excellence Framework. Through these concerted efforts, we aim to continue to cultivate an environment that not only sustains and grows but excels in the Learning and Development theme, setting the stage for continual improvement in our educational practices.</p>
<p>School demonstrates growth from Developing to Sustaining and growing in the theme of Learning and Development 'Collaborative Practice and Feedback' (Teaching Domain- School Excellence Framework)</p>	<p>In the domain of Learning and Development, our school has demonstrated growth from a Developing to a Sustaining and growing level in the area of Collaborative Practice and Feedback, as outlined in the School Excellence Framework through the following; Increased Implementation of Collaborative Practices: Over the past year, our school has actively promoted and facilitated collaborative practices among teaching staff through mentoring programs and rff structures. We have seen a noticeable increase in collaborative lesson planning sessions, team teaching efforts, practices through collaborative teaching methodologies and more effective feedback mechanisms. To achieve this transition the plan incorporates tailored strategies to cultivate a collaborative teaching environment, fostering teamwork among educators. Additionally, it emphasises the improvement of feedback mechanisms to ensure that constructive and timely feedback becomes an integral part of our teaching practices. Ongoing monitoring and evaluation mechanisms have been established to track our advancement and identify areas requiring adjustments. Teachers are regularly engaging in meaningful discussions and sharing best practices, leading to a more cohesive and supportive learning environment.</p> <p>Enhanced Feedback Culture: Our school has placed a strong emphasis on fostering a culture of feedback among educators. Teachers are encouraged to provide constructive feedback to their peers through formal observations, peer reviews, and professional learning communities. Additionally, feedback mechanisms for students have been strengthened, with teachers actively seeking student input and incorporating it into their teaching practices. This focus on feedback has resulted in continuous improvement among educators and students alike.</p> <p>Professional Learning Opportunities: Recognising the importance of ongoing professional development in collaborative practice and feedback, our school has invested in targeted training and support for teachers. Professional learning opportunities focused on collaborative teaching strategies, effective feedback techniques, and building a culture of trust and openness have been provided regularly. As a result, teachers have gained valuable skills and confidence in implementing collaborative practices and providing meaningful feedback to support student learning.</p> <p>Evidence of Impact: Through regular monitoring and evaluation processes, our school has collected evidence to demonstrate the impact of our efforts</p>

School demonstrates growth from Developing to Sustaining and growing in the theme of Learning and Development 'Collaborative Practice and Feedback' (Teaching Domain-School Excellence Framework

in collaborative practice and feedback. We have observed improvements in student engagement, academic achievement, and teacher satisfaction levels. Surveys and feedback from stakeholders indicate a positive perception of the school's collaborative culture and the effectiveness of feedback mechanisms in promoting professional growth and student success. Moving forward, our school remains committed to sustaining and further enhancing our collaborative practices and feedback culture. We will continue to prioritise professional learning opportunities, foster collaboration among staff, and utilise evidence-based strategies to support continuous improvement in teaching and learning. This targeted approach aims to fortify our educational Thorough documentation allows us to capture achievements, challenges, and overall progress toward Sustaining and Growing in Collaborative Practice and Feedback. Transparent communication channels are maintained to keep all stakeholders informed about the strides we are making in aligning with the School Excellence Framework's objectives. Through these concerted efforts, we are confident that our progress measure will contribute significantly to the school's evolution from Developing to Sustaining and Growing in the targeted Learning and Development theme.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$26,207.00</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 Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The funds allocated to the New Arrivals Program have been strategically directed to enhance the overall educational experience of EAL/D students and contribute to the broader goals of the school. Examples of initiatives include specialised teacher training, development of tailored learning resources, and the implementation of targeted language support programs. • The funding from the New Arrivals Program has played an essential role in supporting a range of activities aimed at fostering the language development and overall well-being of EAL/D students. These activities include, but are not limited to: <ol style="list-style-type: none"> 1. Small group or one on one English Tuition: Delivering focused English language instruction to enhance students' proficiency. 2. Cultural Integration Programs: Organising events and activities that promote cultural exchange, understanding, and integration within the school community. 3. Resource Development: Creating and providing additional learning materials specifically tailored to the needs of EAL/D students. 4. Liaising with Intensive English Centre staff to organise and ensure a smooth transition for stage three students obtaining a placement at Lurnea Intensive English Centre. 5. Encouraging parents of EAL/D students to actively participate in their child's education by supporting school initiatives and events, such as Harmony Day, excursions, and placements at Lurnea Intensive English Centre for eligible students. <p>The allocation of this funding has resulted in the following impact:</p> <p>The impact of the New Arrivals Program funding is multifaceted:</p> <ol style="list-style-type: none"> 1. Enhanced Language Proficiency: EAL/D students benefit from targeted language support, leading to improvements in their English language proficiency. 2. Academic Success: The program contributes to the academic success of EAL/D students by implementing the mode continuum and supporting teaching EAL/D learners to speak, read and write academic English. 3. Cultural Inclusivity: Cultural integration programs foster a sense of belonging and inclusivity among both EAL/D students and the broader school community. 4. Strategic Plan Alignment: The initiatives funded align with the school's strategic improvement plan, ensuring a cohesive and synchronised approach to educational enhancement. 5. Community Engagement: Involvement of parents in the education process creates a collaborative environment that positively impacts the students' learning journey. <p>After evaluation, the next steps to support our students will be:</p> <p>In conclusion, the New Arrivals Program funding at Ingleburn Public School has proven to be instrumental in creating a supportive and inclusive learning environment for EAL/D students. The initiatives and activities undertaken with this funding have not only assisted in fostering an inclusive learning environment but have also contributed to the overall improvement of our student's educational outcomes. Regular evaluations and reflections on the program's effectiveness will continue to guide future enhancements and ensure the ongoing success of EAL/D students at Ingleburn Public School.</p>

Integration funding support

\$31,606.00

Integration funding support (IFS) allocations support eligible students at Ingleburn Public School in mainstream classes who require moderate to high levels of adjustment.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Highly Effective Teaching Practices
- Data Driven Practices

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

- Additional staffing to assist students with additional learning needs
- Implementation of targeted programs to differentiate teaching and learning programs
- Individually funded students being supported in the classroom and the playground
- Employment of staff to provide additional support for students who have high-level learning needs
- Consultation with external providers for the implementation of student wellbeing
- Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP) and case meetings.
- Additional staffing to assist students with additional learning needs; SLSO support programs

The allocation of this funding has resulted in the following impact:

Our school continues to reinforce our commitment to inclusive education, ensuring that every student, regardless of their learning needs, has the opportunity to thrive within the academic environment. The targeted allocation of Integration Funding Support aligns seamlessly with the objectives outlined in the school's strategic improvement plan. Specifically, these funds have been strategically directed to support initiatives aimed at enhancing the overall learning experiences for students with additional learning needs. By leveraging Integration Funding Support, Ingleburn Public School has been able to foster an inclusive and accommodating environment where students with varying levels of adjustment needs can access the resources and support required for their academic success. One key focus area is the implementation of Data-Driven Practices, a vital component of our strategic improvement plan. The Integration Funding Support has facilitated the integration of data-driven decision-making processes, enabling the school to tailor interventions and support mechanisms based on individual student needs. This approach ensures a more personalised and effective educational experience for students who require tailored adjustments to their learning. The implementation of quality differentiated teaching and learning programs, ongoing meetings with parents/carers, class teachers, external services, our schools established Enhanced Learning and Empowerment Team (ELET) has ensured implementation of targeted and supplementary programs catering for the individual learning needs of our students.

After evaluation, the next steps to support our students will be:

The discerning utilisation of Integration Funding Support exemplifies our school's unwavering commitment to cultivating an inclusive learning environment that places the diverse needs of every student at the forefront. This targeted funding serves as a cornerstone in advancing our dedication to academic excellence and securing the success of all students within our school community.

Our commitment to excellence is underscored by a comprehensive approach that includes the ongoing implementation of quality differentiated teaching and learning programs. These initiatives are designed to cater to the unique learning requirements of each student, ensuring that educational experiences are tailored to maximise individual students potential.

Furthermore, our school is dedicated to the continuous enhancement and creation of Personalised Learning and Support Plans (PLaSPs) for all integrated students. These plans serve as meticulous roadmaps, detailing strategies and adjustments that address the specific needs of each student,

<p>Integration funding support</p> <p>\$31,606.00</p>	<p>facilitating a more inclusive and supportive academic environment. In line with our commitment to tailored education, our school will continue to implement targeted and supplementary programs that address the individual learning needs of our students. This approach ensures that each student receives the necessary support and resources essential for their academic progress and success. Moreover, our school places great emphasis on fostering quality communication among all stakeholders. Open and effective communication channels are integral to our collaborative efforts in providing the best possible educational experience for our students. We will continue to facilitate transparent and constructive dialogue between teachers, students, parents, and support staff, fostering a shared commitment to the success and well-being of each student.</p> <p>As we move forward, our school will continue to make strides in fostering an inclusive, learning environment that prioritises the diverse needs of every student. Through these initiatives, our school is steadfast in its pursuit of academic excellence and the holistic success of every student within our community.</p>
<p>Socio-economic background</p> <p>\$151,858.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ingleburn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Student Wellbeing and engagement • Personalised Learning • Innovative Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities. • employment of additional staff to support stage based collaborative curriculum planning days. • additional staffing to implement support for identified students with additional needs from Kindergarten to Year 6. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Development of literacy and numeracy skills-based programs i.e Learning and Support program to support students who require learning interventions. Engage additional teaching staff to provide an intensive small group intervention program (COVID ILSP: ELET: EAL/D: SLSO) <p>The allocation of this funding has resulted in the following impact:</p> <p>Our school is committed to fostering an inclusive learning environment for all our students. We have established a range of programs, opportunities, interventions and supports, ensuring all students have access to enriching experiences that support their holistic development.</p> <p>We believe that by fostering a supportive and nurturing environment all students can thrive academically, socially, and emotionally. This funding has been dedicated to enhancing highly effective teaching practices, promoting student well-being and engagement, facilitating personalised learning experiences, and fostering innovative teaching and learning initiatives.</p> <p>Through targeted Literacy and Numeracy interventions and personalised support, students have made progress in their learning, which has brought about improvement in student outcomes. Assessments of the students involved has indicated steady growth in students' ability. All students identified in the intervention program have made progress and there was also a noticeable improvement in their overall confidence and attitude towards engaging within the targeted areas.</p> <p>Developing and implementing engaging extracurricular Well-Being</p>

<p>Socio-economic background</p> <p>\$151,858.03</p>	<p>initiatives, programs and activities such as performing arts programs have nurtured students' creativity, teamwork, and confidence. These experiences have led to increased self-esteem and a sense of belonging among participants. Our school has engaged in the Universal Robotics Challenge, Chess Challenges, Game Changers, and Tournament of Minds which has cultivated critical thinking, problem-solving, and collaboration skills. Students have thrived in these intellectually stimulating environments, developing resilience and a passion for learning. Opportunities for debating and public speaking have honed students' communication and leadership abilities. Participation in these activities has boosted students' self-assurance and provided platforms for them to articulate their ideas effectively. Lunchtime Clubs: Mindfulness sessions, student leadership workshops, and other lunchtime initiatives have provided students with valuable outlets for personal growth, and social connection. These initiatives have promoted a positive school culture and fostered a supportive community among students. Overall the opportunities and programs provided to our students have broadened students' horizons and enriched their overall learning experiences within our school community. Student assistance was provided to families as required to ensure full participation of all students in school programs. This included the provision of equipment, excursions, and performances.</p> <p>After evaluation, the next steps to support our students will be: We remain dedicated to providing intervention programs, opportunities, initiatives and support structures to empower our students to reach their full potential and succeed in school and beyond, fostering a supportive and nurturing environment where all students can thrive academically, socially, and emotionally. Moving forward, we remain committed to providing the necessary resources and support to ensure that all students have access to quality education and opportunities for success.</p>
<p>Aboriginal background</p> <p>\$19,910.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ingleburn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Enhance the current Personalised Learning Pathway (PLP) process to include 3 way meetings between teacher, student and parent/caregiver. To include an update of PLP template embedded on Sentral, a meet and greet between students, families and teachers at the beginning of each year, and a mid and end year review of goals. • Staffing release to support development, trial and implementation of our schools new Personalised Learning Plans template and structure. • Purchase of resources to support Aboriginal Education. • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Our commitment to the comprehensive integration of Aboriginal and Torres Strait Islander perspectives, histories, and cultures within our school programs remains steadfast. Our overarching goal is to enrich learning throughout the entire school community, fostering an inclusive and authentic culture where Aboriginal histories, and culture are seamlessly woven into the fabric of our school. The allocation of funding dedicated to Aboriginal Education has heightened awareness and appreciation of Aboriginal and Torres Strait Islander perspectives across various facets of our school. This includes curriculum development, classroom activities, whole school programs and events and a</p>

<p>Aboriginal background</p> <p>\$19,910.86</p>	<p>new and improved Personalised Learning Pathway (PLP) template, process, aligned with Department resources and initiatives.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to strive toward improvement and engagement for all through ongoing training for teachers to deepen their understanding of Aboriginal and Torres Strait Islander cultures and effective ways to incorporate these perspectives into their teaching practices. Strengthen collaborations with our local Aboriginal and Torres Strait Islander community, involving them in the development of educational initiatives and ensuring cultural authenticity. Continue to actively engage Aboriginal and Torres Strait Islander students and their families in shaping and participating in cultural activities, and events. Recognising the importance of fostering a strong sense of cultural identity and inclusivity among our Aboriginal and Torres Strait Islander students, we are eager to explore opportunities for collaboration with our local High School. Our school has developed a range of initiatives designed to celebrate and support our Aboriginal and Torres Strait Islander students over the years, and we believe that by working together with our local high school, we can create an even more impactful and enriching experience for all our students through:</p> <p>Cultural Programs: Organising cultural exchange programs between our schools to allow students to learn from one another's cultural perspectives. Joint Workshops and Events: Collaborating on workshops and events that focus on Aboriginal and Torres Strait Islander history, art, dance, and traditions, incursions and excursions.</p> <p>Mentorship Programs: Establishing mentorship programs where senior students from your high school can mentor our Year 4 to 6 students, providing guidance and support.</p> <p>Community Engagement: Involving local community members to actively participate in educational activities and share their knowledge with our students. By undertaking these next steps, we aim to not only sustain the positive impact achieved but also to deepen our commitment to creating an educational environment that genuinely reflects the rich tapestry of Aboriginal and Torres Strait Islander cultures.</p> <p>Our school believes that by combining our efforts, we can create an environment where our Aboriginal students feel supported, valued, and proud of their cultural identity, fostering a sense of pride and belonging within our school communities.</p>
<p>English language proficiency</p> <p>\$178,280.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Strategic allocation of funds has been instrumental in implementing key initiatives outlined in the school's improvement plan. These initiatives primarily focus on enhancing English language proficiency and ensuring that all students receive the necessary support to thrive in all areas of their learning. • Ingleburn Public School has facilitated the implementation of targeted programs and measures to improve English language learning. These include: <ol style="list-style-type: none"> 1. Specialised and Targeted support programs tailored to different EAL/D learning phases. 2. Professional development opportunities for teachers, equipping them with skills to address diverse linguistic needs. 3. Adaptations to the curriculum, providing customised materials and resources.

<p>English language proficiency</p> <p>\$178,280.46</p>	<p>The allocation of this funding has resulted in the following impact: The positive impact of these initiatives is evident in various aspects of our school community. Participating students have demonstrated:</p> <ul style="list-style-type: none"> • Improved language proficiency across different language acquisition levels. • Enhanced academic performance and increased engagement in classroom activities. • Greater inclusivity and a strengthened sense of belonging. • Collaborative relationships between teachers, students, and parents, contributing to a supportive and inclusive learning environment. <p>After evaluation, the next steps to support our students will be: Continued evaluation remains significant in maintaining and refining these initiatives, ensuring ongoing positive outcomes for English language learners at Ingleburn Public School. The English language proficiency equity loading has proven to contribute to foster an environment that not only supports students in their language acquisition but also influences their overall academic success, in addition to the well-being of the school community. Ongoing evaluation and adaptation of these initiatives will ensure continued positive outcomes for English language learners at Ingleburn Public School.</p>
<p>Low level adjustment for disability</p> <p>\$290,362.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Ingleburn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Data Driven Practices • Student Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Employment of LaST teacher. • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • School Learning Support Officers were employed to give assistance to students that required flexible support with their identified learning goals, behaviour and/or social skills to engage them in the classroom/playground. <p>The allocation of this funding has resulted in the following impact: At Ingleburn Public School, the allocation of funding for Low Level Adjustment for Disability Equity Loading has yielded significant impacts on our students with additional learning and support needs. This funding has been instrumental in providing necessary adjustments to facilitate their learning within mainstream classes. Students were identified through the Learning and Support referral process who have additional learning and support needs in mainstream classes and were supported in class by staff specialised in either literacy and/or numeracy across K-6. Through the allocation of funding, we've been able to provide personalised support to students with diverse learning needs. This support ranges from individualised learning plans to specialised teaching programs, ensuring that each student receives the assistance necessary to thrive academically. The funding has played a crucial role in fostering a culture of inclusion within our school community. By implementing</p>

<p>Low level adjustment for disability</p> <p>\$290,362.81</p>	<p>adjustments that cater to the diverse needs of our students, we've created an environment where everyone feels valued and supported, regardless of their abilities or challenges. Beyond academic success, the funding has also contributed to the social and emotional well-being of our students. By addressing their specific needs and providing necessary support and adjustments, we've helped foster a sense of belonging and self-confidence among our students, enabling them to navigate social interactions and relationships more effectively, through social programs within the playground and classroom.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuous Assessment and Adjustment: We will continue to assess the effectiveness of the current support mechanisms and make necessary adjustments based on ongoing evaluations. This will ensure that our interventions remain responsive to the evolving needs of our students with disabilities or additional learning and support needs.</p> <p>Professional Development: We will invest in further professional development opportunities for teachers and support staff to enhance their skills in catering to diverse learning needs. This may include workshops, seminars, and training sessions focused on inclusive teaching practices and the effective use of assistive technologies, developing partnerships with our Delivery Support Team and AP Learning and Support.</p> <p>Collaborative Partnerships: We will strengthen partnerships with external organisations, such as disability support services and community resources, to provide comprehensive support to our students. Collaborating with experts in the field will enable us to access additional resources and expertise to better meet the needs of our students.</p> <p>Student and Parent Engagement: We will continue to actively involve students and their parents in the decision-making process regarding their support needs. This will include regular case and goal-setting meetings, working in partnership with our community to support our students.</p> <p>By implementing these next steps, we are committed to further enhancing the support and opportunities available to our students with disabilities or additional support needs. Our goal is to create an environment where every student feels valued, empowered, and equipped to succeed academically and beyond.</p>
<p>Professional learning</p> <p>\$31,940.67</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • High Impact Professional Learning • Innovative Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal Curriculum and Instruction and middle leaders develop targeted and ongoing staff professional learning with the aim to build teacher capacity to use data to inform their teaching practice and improve student achievement in Reading and Numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <p>Professional learning funding serves as a cornerstone in our commitment to building teacher capacity and fostering a culture of continuous improvement. Aligned with our Strategic Improvement Plan, funds have been directed towards targeted student support initiatives, with a focus on advancing highly effective teaching practices. These initiatives are designed to provide additional support to students and address key areas identified for improvement. By investing in student success, our school creates a positive</p>

<p>Professional learning</p> <p>\$31,940.67</p>	<p>learning environment conducive to academic achievement and holistic development. Building Teacher Capacity: Central to our vision is the ongoing development of teacher capacity to meet the evolving needs of our students. Through professional learning opportunities, collaborative communities, and targeted support programs, our school empowers educators to excel in their roles. Building teacher capacity encompasses providing opportunities for ongoing growth, mentoring and coaching support, and access to resources and professional development tailored to individual needs.</p> <p>After evaluation, the next steps to support our students will be: Following the evaluation of our current initiatives, we have identified key steps to enhance support for our students and teachers through our Professional Learning structure. We will continue to prioritise demonstrations and observations to build teacher capability and deepen their knowledge of evidence-based best practices, fostering a culture of continuous learning. Additionally, we will present professional learning curriculum deep dives, offering targeted guidance and support for educators to implement best practices effectively in the classroom. As we transition to the new curriculum, we will prioritise continued professional learning and implementation efforts, ensuring high-quality instruction tailored to meet the needs of all learners aligning all we do with the vision of our school.</p>
<p>QTSS release</p> <p>\$92,682.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Innovative Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality innovative curriculum • Additional Teaching programs developed to allow for Teachers and Specialist Staff within the Universal Discovery Centre (UDC) to design and implement innovative teaching programs. These programs are specifically crafted to enhance students' skill sets in alignment with innovative teaching and learning., working hand in hand with our school's four pillars. Through collaborative efforts, teachers and students are empowered to utilise technology technology, such as coding, robotics kits, and 3D printing, to create engaging learning experiences that foster critical thinking, creativity, and problem-solving skills. <p>The allocation of this funding has resulted in the following impact: The QTSS allocation has enabled the implementation of innovative teaching and learning programs, focusing on empowering both teachers and students to develop essential skills aligned with our school's core values. This funding supports initiatives such as High Impact Professional Learning and innovative teaching and learning endeavours, aimed at elevating teaching practices and enriching student learning experiences.</p> <p>As we reflect on the impact of the QTSS allocation, several key outcomes have emerged: Enhanced Teaching Practices: The allocation has facilitated High Impact Professional Learning opportunities for our teachers, enabling them to stay abreast of the latest pedagogical trends and innovative teaching methodologies. As a result, our teachers have become more effective facilitators of learning, incorporating innovative strategies and techniques into their instructional practices, through working in collaboration with our specialist staff in our Universal Discovery Center implementing innovative teaching programs such as K-6 Steam Robotics Program. By fostering a culture of collaboration and innovation within our Universal Discovery Center and the innovative programs, opportunities and initiatives our school offers, we are committed to providing students with the skills and competencies</p>

<p>QTSS release</p> <p>\$92,682.14</p>	<p>needed to thrive in an interconnected world and future focused world.</p> <p>Enriched Student Learning Experiences: Through Innovative Teaching and Learning endeavours supported by the QTSS allocation, students have been exposed to engaging and immersive learning experiences. These initiatives have encouraged active participation, critical thinking, and creativity among students, fostering a deeper understanding of subject matter and real-world applications of their learning.</p> <p>Integration of Technology: The QTSS allocation has played a pivotal role in integrating technology into our teaching and learning programs. Initiatives such as the Universal Robotics Challenge Program, Steam Robotics program, coding, and 3D printing programs have provided students with hands-on opportunities to explore STEM concepts and develop essential digital literacy skills. By leveraging technology, we have created dynamic and interactive learning environments that inspire curiosity and innovation. Through collaborative efforts between teachers and students, we have been able to harness the power of technology to co-create meaningful learning experiences that address real-world challenges and opportunities.</p> <p>After evaluation, the next steps to support our students will be: Our schools programs and structures play a vital role in driving improvements in Quality Teaching Successful Student Initiatives and student success. Through collaborative efforts and innovative teaching programs, we are proud to see the positive impact on students' skill development and alignment with our school's core vision 'An innovative and collaborative learning environment which empowers all to be future focused global citizens'. By leveraging the opportunities and initiatives our school offers, including the Universal Robotics Challenge Program and Steam Robotics program, we are committed to providing students with the skills and competencies needed to thrive in the future. This has been a catalyst for positive change, driving innovation, collaboration, and excellence in teaching and learning at our school. Looking ahead, we remain dedicated to maximising its impact on the educational experiences, opportunities and outcomes of our students and teachers. Looking ahead,</p>
<p>COVID ILSP</p> <p>\$162,660.33</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers and SLSO staff to deliver small group tuition. • Providing targeted, explicit instruction and skill-based activities to support small group tutoring in literacy and numeracy. We implemented four different intensive learning support programs this year. These programs supported target areas as identified in our School Improvement Plan, with the majority of our programs supporting students at an intervention level. -Stage 3 numeracy program with a focus on problem solving using the National Numeracy Progression element Number Sense and Algebra. -Stage 1 reading/ phonics program delivered by COVID ILSP teacher with a focus on the National English Progression reading sub-elements of phonological awareness, phonic knowledge and word recognition. -Years 3-6 Reading Intervention Program delivered by SLSO staff in conjunction with COVID ILSP teacher with a focus on the National English Progression reading sub-elements of phonic knowledge and word recognition. -Stage 2, Year 4 program delivered by COVID ILSP teacher with a focus on the National Numeracy Progression sub-elements of Number and Place Value.

COVID ILSP

\$162,660.33

The allocation of this funding has resulted in the following impact:

The allocation of COVID ILSP funding has resulted in progress in the National Literacy and Numeracy Learning Progressions including:
71% of students in the Stage 3 numeracy program achieved progress in Number Sense and Algebra progression indicators.

100% of students in the Stage 1 reading program achieved progress in phonological awareness and phonic knowledge and word recognition.

100% of students in the Years 3-6 Reading Intervention Program achieved progress in the phonic knowledge and word recognition progression indicators.

100% of students in the Year 4 numeracy program achieved progress in Number and Place Value progression indicators.

After evaluation, the next steps to support our students will be:

With funding changes in 2024 with the introduction of 'Small Group Tutoring' funding, we will focus small group tutoring on our Years 3-6 Reading Intervention Program which will be delivered by SLSO staff. Students will be identified for the program using triangulated data including PLAN2 data, Check-In data, class reading level graphs and conversations between class teachers, Learning Support Teacher and Assistant Principal, Curriculum and Instruction. We will further refine the program ensuring we continue with a systematic and explicit approach to the teaching of phonemic awareness and phonics, whilst embedding the principles of Universal Design for Learning to further cater for the individual needs of students. We will improve communication and data sharing to ensure consistency between learning in the program and the classroom

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	260	252	228	211
Girls	284	245	221	216

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.3	90.6	81.9	88.7
1	84.4	91.3	84.5	87.1
2	82.7	90.0	85.5	90.4
3	86.7	90.9	84.8	90.6
4	89.3	92.0	85.4	90.9
5	87.1	92.0	87.7	88.2
6	86.5	91.3	86.4	88.9
All Years	86.0	91.1	85.1	89.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	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	89.8
All Years	92.0	92.4	87.4	90.6

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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	15.34
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher EAL/D	1
School Administration and Support Staff	3.62

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	443,591.51
Revenue	5,275,522.21
Appropriation	5,039,326.53
Sale of Goods and Services	2,843.37
Grants and contributions	180,135.93
Investment income	19,070.12
Other revenue	34,146.26
Expenses	-5,194,396.75
Employee related	-4,588,661.49
Operating expenses	-605,735.26
Surplus / deficit for the year	81,125.46
Closing Balance	524,716.97

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	31,606
Equity Total	640,412
Equity - Aboriginal	19,911
Equity - Socio-economic	151,858
Equity - Language	178,280
Equity - Disability	290,363
Base Total	3,451,978
Base - Per Capita	116,857
Base - Location	0
Base - Other	3,335,122
Other Total	407,950
Grand Total	4,531,946

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

As representatives of the Parents and Citizens Association (P&C), we wish to commend the dedication and commitment demonstrated by the school's staff and administration. Their tireless efforts have not gone unnoticed and are instrumental in shaping the positive trajectory of our school. Beyond academic endeavours, the support provided by the school encompasses a diverse range of resources, opportunities, and experiences that contribute to fostering a vibrant and inclusive school culture. This holistic approach to education enriches the overall student experience and reinforces our collective commitment to student success. We also wish to express our appreciation for the proactive efforts of the administration in fostering open lines of communication with parents. The transparency and openness exhibited by the school in sharing pertinent information and updates are instrumental in strengthening the partnership between home and school. Furthermore, we are particularly impressed by the school's steadfast focus on student well-being. This commitment is evident in the comprehensive programs, opportunities, and initiatives implemented to promote a positive school culture and support the holistic development of every student. As members of the school community, we take great pride in our school and eagerly anticipate the continuation of our collaborative partnership. 2023 saw us add to school experiences with not just the usual P&C run initiatives of stalls and raffles but with providing buses for Dancesport, Year 6 hats, additions to the Community Kitchen Garden, a new mural along the Hall/ Canteen wall plus now also running the Uniform Shop. Together, we remain committed to advancing the educational experience and nurturing the growth and success of all our students along with providing necessary support as needed

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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