

Ingleburn Public School Annual Report



2016



2206

Introduction

The Annual Report for 2016 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 school 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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Principal

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School background

School vision statement

An innovative and collaborative learning environment that empowers students to become future focused global citizens.

School context

Ingleburn Public School is part of the Glenfield Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 610 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 56% of its students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation to bring about a cultural change that ensures our students are best equipped for life in the 21st century. This ongoing transformation is at the heart of our plan for the coming years.

Ingleburn Public School is a future focused school with a particular emphasis on teacher professional learning to support student outcomes.

The school has a wonderful mix of early career to more experienced staff who are actively engaged in their profession.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following in the School Excellence Framework domain of **Learning**:

Learning Culture – As evidenced by the Positive Behaviour for Learning programs outlined in the Wellbeing evidence set, Innovation and Inclusive Education evidence sets, Ingleburn Public School demonstrates a Excelling culture of learning. The school recognises the direct link between engagement and learning and continually seeks to find new ways of engaging students in order to improve the learning outcomes for all students. This is evident in the innovative approaches to pedagogy, fluid and flexible learning spaces and through inclusive educational programs that meet the needs of specific student groups and those with identified learning needs.

Wellbeing – As evidenced by the Positive Behaviour for Learning programs outlined in the Wellbeing evidence set and within our Inclusive Education programs analysis we are Excelling enabling students to connect, thrive and succeed. Ingleburn Public School ensures that students, staff and broader community are aware of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Future directions in this area include a re-branding of our Positive Behaviour for Learning in order to ensure that students remain engaged and motivated.

Curriculum and Learning – The TEN program in the Effective Classroom Practice evidence set, the partnership with Datacom in the Innovation evidence set, and in our partnership with Broderick Gillawarna School as outlined in the Inclusive Education evidence set analysis indicates we are Sustaining and Growing in this element. Ingleburn Public School prides itself on the vast number of extra-curricula programs offered to students with varying interests. These encompass a wide range of areas including academic, artistic, sporting and cultural interests. Our alliances with other schools enhance programs and aide effective transitions. Our partnership with Datacom is strategic in working towards our improvement measures to enhance the integration of Information and Communication Technology (ICT) and reflects our strong future-focused vision.

Assessment and Reporting – As evidenced by the Assessment and Reporting evidence set, Ingleburn Public School demonstrates a Sustaining and Growing approach to Assessment and Reporting. The school's approach to Assessment

and Reporting is multi dimensional allowing for analysis of internal and external performance measures to inform and enhance teaching and learning programs. School reports provided to parents are detailed and are supported by formal and informal meetings with parents and students to provide valuable feedback about learning.

Student Performance Measures – As evidenced in Effective Classroom Practice evidence set and through the analysis of external performance measures indicating value added and student attainment, the school is Delivering in this element. Careful analysis of internal and external indicates that students are showing expected growth. Future directions include extending students in the top 2 bands by 8% in NAPLAN in line with the Premier's Priority, Bump It Up strategy.

The results of this process indicated the following in the School Excellence Framework domain of **Teaching**:

Effective Classroom Practice – As evidenced in the Effective Classroom Practice evidence set, Ingleburn Public School demonstrates we are Sustaining and Growing in this element. Learning environments are well managed and organised. Learning programs are regularly revised and analysis of data collected internally and externally informs programs that address student need.

Data Skills and Use – the Assessment and Reporting evidence set demonstrates the school's Sustaining and Growing approach to using data. The PLAN tracking sheets are used to inform teaching programs and ensure that lessons are differentiated to maximise student-learning outcomes. Within the school context, internal and external data is used more broadly to inform school planning and strategic direction.

Collaborative Practice – Our open learning environments and team teaching as evidenced in Collaboration highlight the opportunities teachers have to collaborate in order to improve teaching and learning. Teachers work together to ensure consistency in the delivery of quality programs and collaborate with year, stage and cross-stage colleagues to maximise differentiation and consistent program implementation. This evidence demonstrates a Sustaining and Growing approach to Collaborative Practice.

Learning and Development – The Professional Learning evidence set demonstrates a Sustaining and Growing approach to Learning and Development. Professional learning is linked to school priorities and teachers are actively engaged in their own development. This is demonstrated throughout the performance and development process that is in place.

Professional Standards – The Professional Learning evidence set demonstrates a Sustaining and Growing approach to Professional Standards. Teachers at Ingleburn Public School exercise their commitment to ongoing development and attainment of their professional goals according to their Performance and Development Plan through Teacher Inquiry Projects (TIPs).

The results of this process indicated the following in the School Excellence Framework domain of **Leading**:

Leadership – As evidenced in our Innovation, Inclusive Education and Effective Classroom Practice evidence sets, Ingleburn Public School demonstrates a Excelling approach to systems leadership. The school's approach to innovation requires strategic succession planning and the distribution of staff leadership roles according to professional expertise. The school's positive relationship with numerous schools and external agencies has enhanced the provision of education for students. Parents have opportunities to engage in a wide range of activities.

School Planning, Implementation and Reporting – The evidence to demonstrate a Sustaining and Growing approach in this element is evident in the Innovation and Inclusive Education sets. The school plan is carefully aligned to local and system priorities and responds to student need. Innovative programs such as the Learning Garden highlight the broad understanding of and support for school expectations and aspirations for improving student learning across the community. The school acknowledges and celebrates diversity through many programs and initiatives.

School Resources – As evidenced in the establishment of the Discovery Centre (Innovation evidence set) and in the Professional Learning analysis the school is Excelling in the management of human and physical resources. Physical spaces are used creatively and flexibly and technology is accessible to achieve a variety of purposes. There are systematic annual staff performance reviews.

Management Practices and Processes – As evidenced in the Communication evidence set the school has streamlined flexible processes to engage parents including the use of digital communication. School priorities are communicated to the wider school community in a variety of ways. This evidence demonstrates a Sustaining and Growing approach to management.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching

Purpose

To inspire teachers and students to be global citizens and life long learners who aspire for excellence.

To underpin these processes by the provision of quality, contemporary and adaptable teaching practices designed to meet the needs of current and future social and educational environments.

Overall summary of progress

Teachers planned quality learning experiences which applied elements of Universal Design for Learning (UDL) providing students with multiple means of engagement, representation and action & expression. Learning spaces continued to evolve in order to provide greater flexibility, engagement, collaboration and creativity and to allow both teachers and students to enhance learning through contemporary pedagogies.

Teachers were once again provided with the opportunity to engage in self-directed professional learning focused on goals within their Performance and Development Plan and the strategic directions of the school. This was a collaborative process that allowed for research and development in contemporary practice.

The feedback from students, parents and teachers in relation to our open classrooms has continued to be overwhelmingly positive as shown through evidence collected internally and externally. Teachers continued to program in a variety of collaborative ways to meet the needs of all learners..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers plan using elements of Universal Design for Learning (UDL) and experiment with creating 21st century learning environments.	All teachers received professional learning in Universal Design for Learning– what it is and how to apply it to address the needs of all students. Elements of Universal Design for Learning is evident in teaching programs and lesson observations.	\$25 000
All teachers engaged in self-directed professional learning.	Collaborative 'Teacher Inquiry Projects' (TIPs) were undertaken by all teachers to work towards achieving Performance and Development Plan goals and the strategic directions of the school. 97% of teachers indicated that TIPs assisted in working towards their Performance and Development Plan goals with 79% indicating that this was to a high extent.	\$9950
Increase in student and teacher satisfaction as a result of collaborative programming and reflective dialogue, which delivers dynamic learning experiences.	The feedback from students and staff in relation to collaborative programs has been positive. Tell Them From Me survey results indicated that students' level of interest and motivation remained high at 82%, once again exceeding the NSW Government norms. Internal evaluations of open learning spaces indicated that there was a high level of satisfaction from students, parents and teachers.	n/a

Next Steps

– Action Learning For Innovation – embedding Universal Design for Learning Principles, underpinning the Four Pillars of the School Vision: Innovate, Collaborate, Empowerment, Global Citizens.

Strategic Direction 2

Learning

Purpose

For students to become independent, productive, self-motivated and dynamic citizens with the necessary skills to fulfil their purpose in the world.

Overall summary of progress

The success of a wide range of programs including academic, social and emotional has ensured a positive learning climate that fosters success. A variety of positive behaviour initiatives including the installation of Buddy Benches in all playground areas and alternative playground activities was offered during lunchtimes. Teachers were trained in Non-Violent Crisis Intervention Strategies and attended professional learning on how to grow a culture of wellbeing.

Feedback from parents in relation to educational programs was positive and community engagement continued to evolve and expand.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Use of and participation in programs that support social and emotional intelligence.	Teachers attended professional learning on Growing a Culture of Wellbeing in order to enhance and support the social and emotional welfare needs of students. Students demonstrated a high level of social and emotional intelligence through the implementation of various programs including the highly successful DanceSport Challenge with 100% of Year 5 students participating by the final week of the program. Tell Them From Me survey results indicated that 86% of students demonstrated positive behaviour, exceeding the state average.	P/L: \$2000 DanceSport: \$5,500 Playground initiatives: \$3,000
Increase in positive parent and student feedback in regards to the school's educational programs.	The Partners in Learning survey revealed that parents overwhelmingly believe that teachers have high expectations for student success. This was echoed by student responses in relation expectations for success.	N/A
Increase in parental engagement in a variety of school wide programs and parent learning information programs.	Parent attendance at community events was maintained. A community garden was established as a joint initiative between the school and the Parents & Citizens Association. Attendance at Kindergarten orientation and Best Start interviews remained at a high level.	\$4000

Next Steps

- Community garden (broaden program)
- Re-designing Positive Behaviour for Learning – Ingleburn Rocks & the Four Pillars of the school vision
- Stage 3 Student Leadership Program – School Vision

Strategic Direction 3

Transformation

Purpose

To be at the forefront of innovative change and a model of exemplary practice, strengthening personal and professional growth amongst students, teachers, the school and its broader community.

To facilitate a positive transformation that will create engaging 21st century learning environments, pedagogy and teaching and learning programs.

Overall summary of progress

Information and Communication Technology (ICT) was a key focus of this year's transformation as we set about ensuring that our school is adequately equipped and that the current system can support the projected future technology demands. We worked with Datacom to ensure that our ICT strategic plan was properly aligned with our school vision and met the aspirations of the school community. Our school joined 3D and STEM clusters in order to up-skill teachers in the delivery of these programs.

Our learning spaces continued to evolve to best reflect our school vision including improvements in the Research Retreat and creation of a school radio room and learning garden.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers effectively integrate ICT to enhance teaching and learning.	<p>A complete ICT audit was conducted to ensure that our school was future ready and that our systems can adequately support new technologies.</p> <p>Our school joined a 3D printing and STEM cluster with Datacom in order for staff to develop their skills in delivering quality teaching and learning programs applying future focused pedagogy and technology.</p>	<p>Research Retreat \$5,000</p> <p>Teacher Professional Learning \$2,000</p> <p>Datacom Strategic Plan \$6,000</p> <p>Datacom full ICT audit \$8,000</p> <p>3D Cluster \$3,000</p> <p>STEM Cluster \$3,000</p>
Increase in parent satisfaction regarding adequate and effective school communication relating to the School's vision, future-focused pedagogy and ICT integration.	90% of parents surveyed see the school website and newsletter, which is mostly delivered electronically, as useful tools for school communication.	N/A
Increase in families accessing school-operated digital communication including social media platforms and the school website.	Skoolbag downloads have continued to increase from 610 downloads at the beginning of 2016 to 846 at the beginning of 2017. Similarly, the number of people following the school's Twitter account has risen from 250 at the commencement of 2015 to 750 at the beginning of 2017.	N/A

Next Steps

- Establishment of additional flexible learning spaces; and
- Establishment of the 4 Pillars Team to drive innovation and transformation.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Indigenous students had Personalised Learning Pathways developed, most in consultation with parents and caregivers. These plans focused mostly on literacy, numeracy and individuals' cultural and aspirational goals.</p> <p>Aboriginal students in Years 4 and 6 received targeted support through Norta Norta with a focus on numeracy..</p> <p>Increased knowledge of Aboriginal culture and student engagement as a result of targeted programs including Inspire (Lead, Dance and Didgeridoo), Heartbeat, Opportunity Hub, Community of Schools NAIDOC celebration and Artucation.</p>	Norta Norta \$2,390
English language proficiency	Dedicated English as Additional Language/Dialect teachers worked extensively with students across the school with a particular focus on Kindergarten, new arrival and refugee students.	Staffing \$183,638 Flexible funding (SLSO, SD3) \$32,383
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Support teachers and School Learning Support Officers supported students within classrooms and as a result there was an improvement in student engagement and personal achievement.	Staffing (support teachers) \$173,435 Flexible funding (SLSO) \$82,606
Quality Teaching, Successful Students (QTSS)	Setting of individual Mathematics goals for students K–4. Team planning time and collaboration with a focus on improving Mathematics outcomes.	0.432FTE
Socio–economic background	<p>Students assistance was provided to families as required to ensure full participation of all students in school programs. This included the provision of school uniforms and equipment, excursions, performances and camps.</p> <p>The school has commenced a re–branding of our Positive Behaviour for Learning philosophy to better reflect the school vision.</p>	\$45,941
Support for beginning teachers	Permanently appointed beginning teachers received additional release from face to face time for programming, accreditation and mentoring by supervisor.	\$12,242

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	312	294	296	306
Girls	264	278	267	299

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	91.9	88.9	90.6
1	91.3	92.6	89.6	90.7
2	92.3	93.4	92.3	92.6
3	93.4	92.5	91.4	92.9
4	93.4	93.4	91.6	92.4
5	93.8	93.1	93.8	92.8
6	91.9	94.8	92.1	92.7
All Years	92.8	93.1	91.3	92
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Ingleburn Public School works closely with the Home School Liaison Officer and has implemented specific programs to achieve positive attendance. Ingleburn Public School has a designated executive to oversee the programs to work closely with all stakeholders in order to facilitate improved attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	1.8
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Throughout 2016 there was one Aboriginal teacher at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	71
Postgraduate degree	29

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Ingleburn Public School staff in 2016. Professional learning experiences focused on our school vision, strategic directions and individual teachers' Performance and Development Plan goals.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	445 022.57
Revenue	4 591 359.43
(2a) Appropriation	4 386 553.25
(2b) Sale of Goods and Services	5 065.30
(2c) Grants and Contributions	195 602.28
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 138.60
Expenses	-4 345 026.23
Recurrent Expenses	-4 345 026.23
(3a) Employee Related	-3 934 095.27
(3b) Operating Expenses	-410 930.96
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	246 333.20
Balance Carried Forward	691 355.77

- The School has used school and Community funds to further support the flexible funding made available through the Resource Allocation Model.

The School established a Financial Management Committee and combined with Strategic Direction teams, determined the funding required to support the actions in the School Plan and a draft budget was developed before plans were finalised.

Financial Plans were shared with the Executive, Staff and the Parents and Citizens Association to ensure the clarity of the allocation and distribution of funds.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 720 332.63
Base Per Capita	30 608.22
Base Location	0.00
Other Base	3 689 724.42
Equity Total	533 624.42
Equity Aboriginal	15 621.53
Equity Socio economic	45 940.72
Equity Language	216 020.82
Equity Disability	256 041.35
Targeted Total	15 357.77
Other Total	49 642.77
Grand Total	4 318 957.59

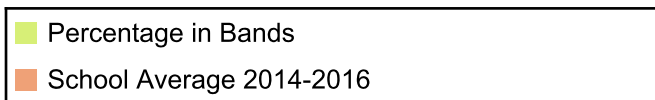
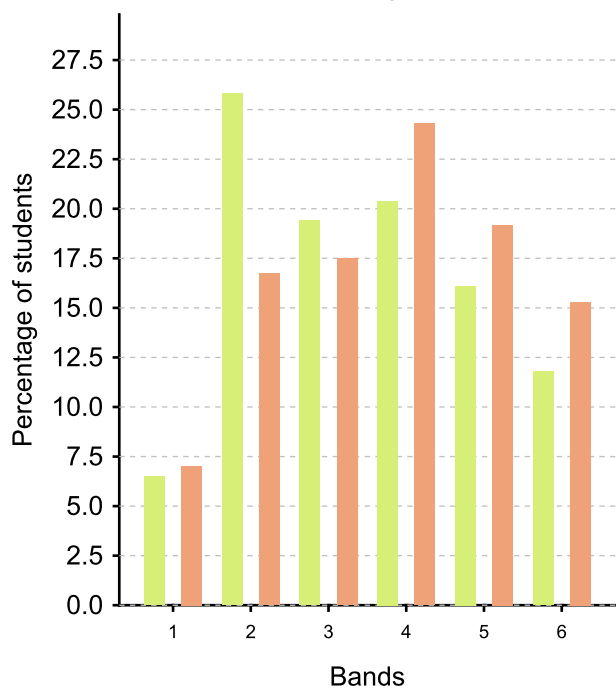
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

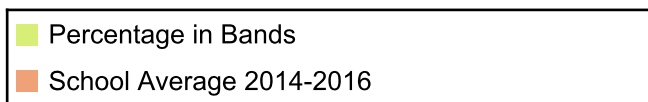
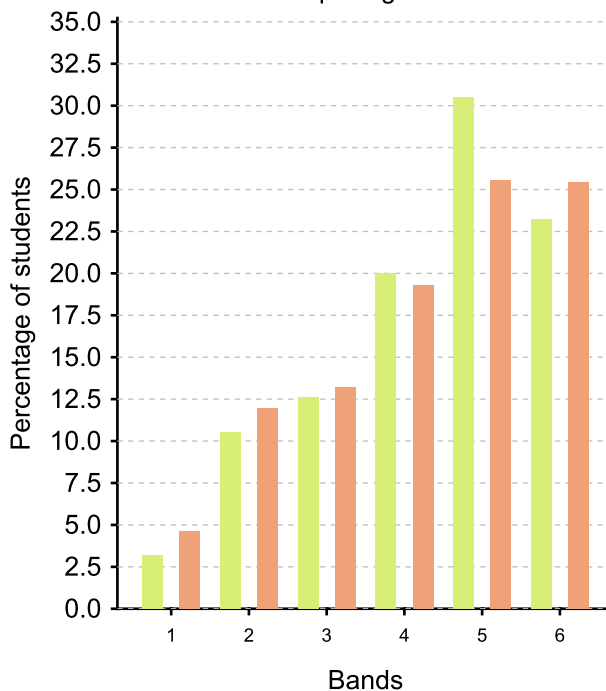
NAPLAN

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

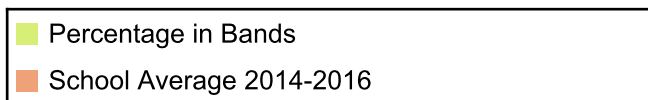
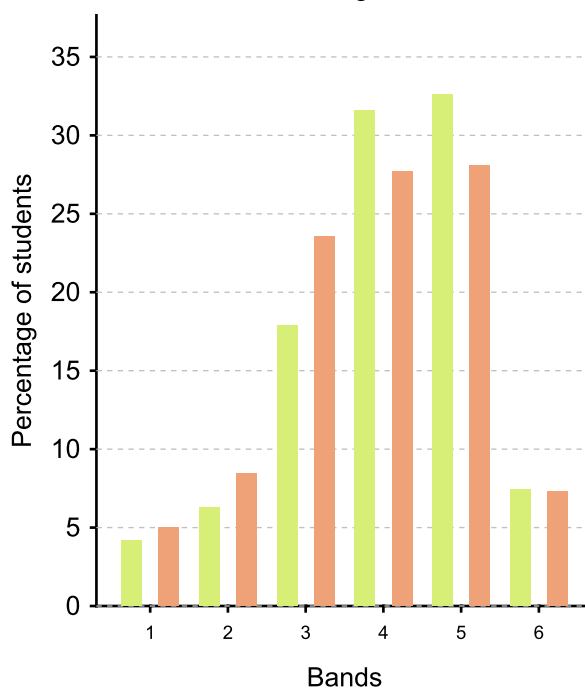
Percentage in bands:
Year 3 Reading



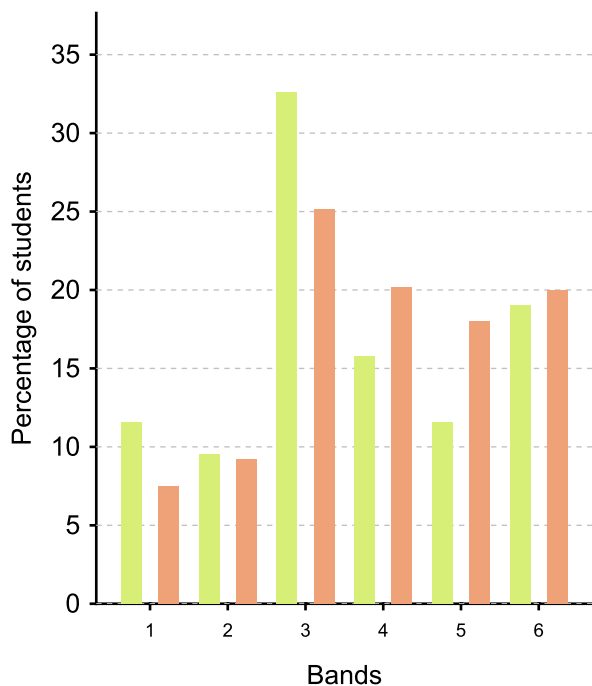
Percentage in bands:
Year 3 Spelling



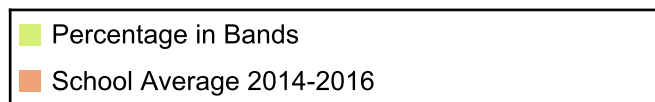
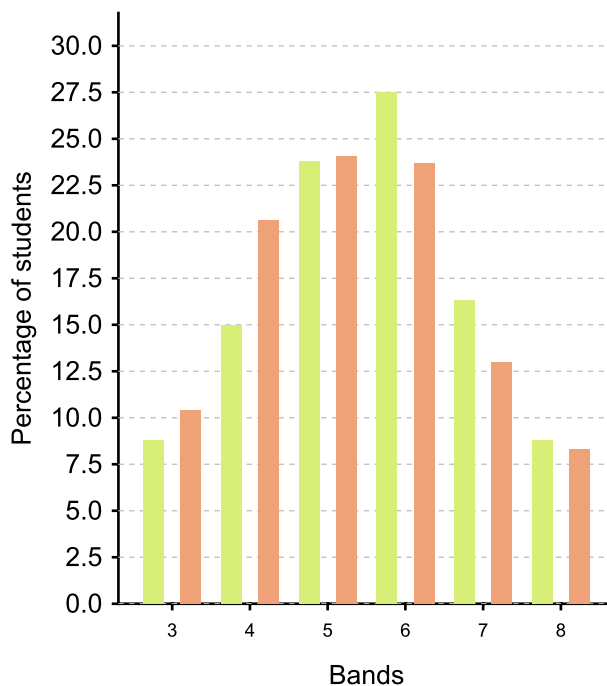
Percentage in bands:
Year 3 Writing



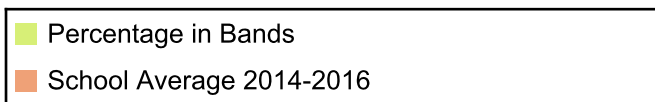
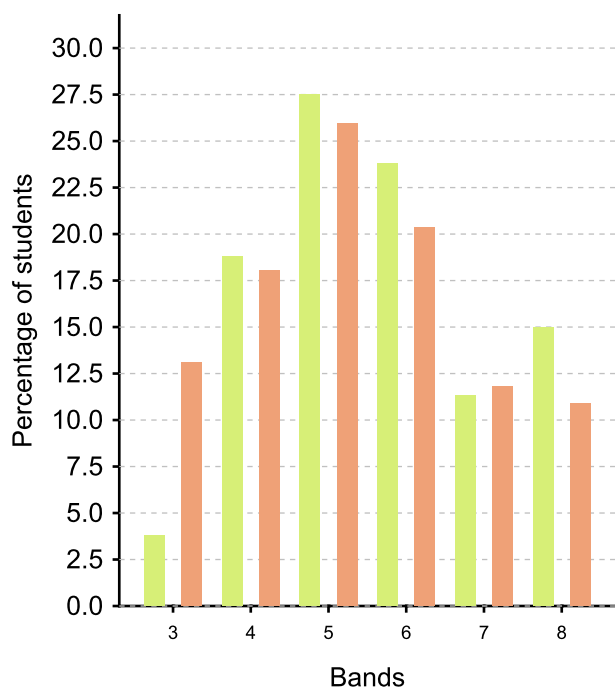
Percentage in bands:
Year 3 Grammar & Punctuation



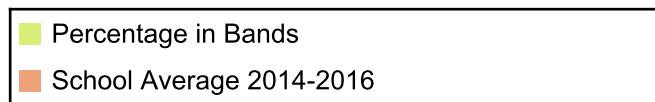
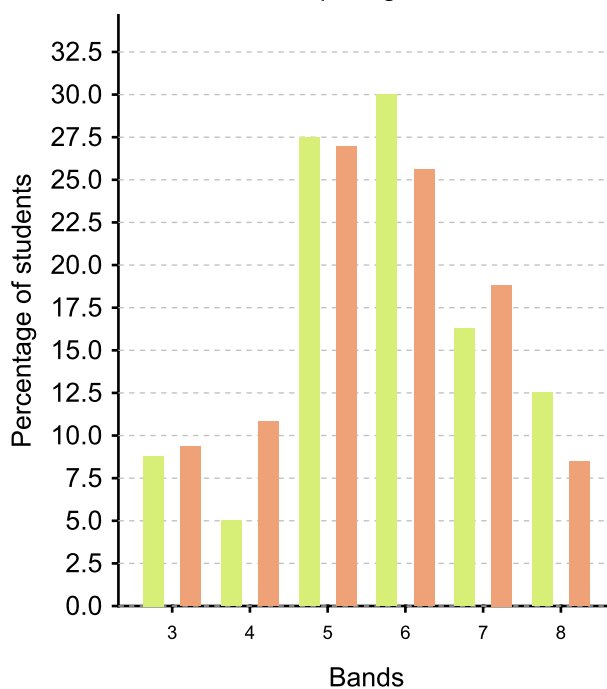
Percentage in bands:
Year 5 Reading



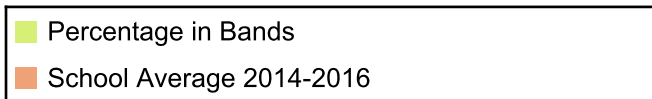
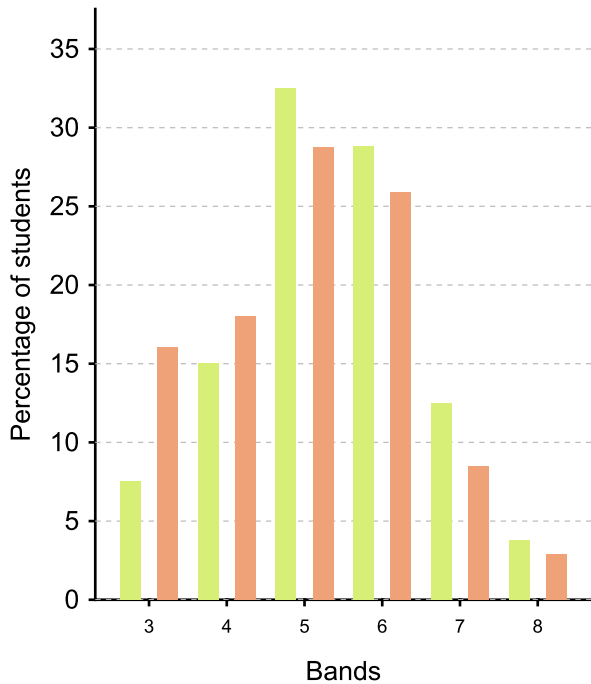
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinion of parents, students and teachers about their school.

From both internal and Tell Them From Me Surveys:

- the majority of the students appreciated the variety of extra curricular activities provided by the school, such as Wakkakirri, DanceSport, choir, sport and the musical programs;
- the majority of students liked the flexible learning spaces;
- the majority of the staff believe that this school has an inclusive learning culture; and
- the majority of parents indicated that the school communicates effectively.

Policy requirements

Aboriginal education

Ingleburn Public School is committed to Aboriginal Education and is an active member of the Community of Schools NAIDOC celebrations.

Students are active participants in a variety of programs including:

- Inspire (Lead, Dance and Didgeridoo);
- Heartbeat;
- Yarn Up! a public speaking program for Stage 3 Aboriginal students aiming to engage Aboriginal students by connecting them with an understanding of themselves, each other and the communities in which they live. This program provided opportunities for Aboriginal students in Years 5 and 6 to develop skills in: impromptu speaking; public speaking; debating and positive feedback.
- Art-ucation – a creative arts and alcohol prevention program. ARTucation is designed to provide opportunities for young people aged between 12–16 years to increase their skills and knowledge in Aboriginal culture and healthy expression. Students took part in interactive workshops before creating artworks under the guidance of local Aboriginal artists.
- OCHRE Opportunity Hub – a program aimed at providing Stage 3 Aboriginal young people at school with the confidence, knowledge and assistance to follow a supported pathway through school to further education and employment; inspiring and helping Aboriginal students to build career aspirations and strengthen understanding of career pathways and deliver personal career and transition planning.

Multicultural and anti-racism education

Ingleburn Public School is committed to eliminating racism through educating students, teachers, parents and involving the whole school community. Teaching and learning programs continue to develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

Curriculum differentiation and Inclusive teaching practices are underpinned by Universal Design for Learning Principles which recognises and respects the cultural, linguistic and religious backgrounds of all students – promoting an open and tolerant attitude towards cultural diversity, different perspectives and world views.

Students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills are supported by specialist teachers so that they are able to fully participate in schooling and achieve equitable educational outcomes. EAL/D specialists teach alongside class teachers and conduct small group instruction to enhance student understanding and participation.

The school actively promotes positive community relations and active engagement in the life of the school. Harmony Day and Multicultural Day plays a significant role in acknowledging diversity at Ingleburn PS. Students, staff and families celebrate with a whole school cultural dress and performance assembly, music and food stalls.

Positive Behaviour for Learning principles outlines expectations of students in being safe, respectful learners.