

# 2021 Annual Report

Iluka Public School

## ILUKA PUBLIC SCHOOL



2204

# Introduction

The Annual Report for 2021 is provided to the community of Iluka Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Iluka Public School  
21-27 Charles Street  
ILUKA, 2466  
[www.iluka-p.schools.nsw.edu.au](http://www.iluka-p.schools.nsw.edu.au)  
[iluka-p.school@det.nsw.edu.au](mailto:iluka-p.school@det.nsw.edu.au)  
6646 6149

## School vision

To provide a safe and caring environment that promotes excellence in learning and teaching, encourages personal growth and well being for all students, staff and community. Students are explicitly supported along their learning journey by quality teachers and teaching practices.

## School context

Iluka Public School is a well resourced, small, rural, school that was opened in 1879, and is located in the beautiful Clarence Valley, 70kms NE of Grafton. The school is situated in the heart of Iluka settled beside the picturesque Clarence River and Pacific Ocean. Our students reside in the township of Iluka or live on the west side of the township of Woombah.

Many students come from a low socio economic background with the school's Family Occupation and Education Index (FOEI) average of 130. As with a lot of coastal properties it remains to be seen if the school will remain low socio-economic. Four percent of students identify as Aboriginal or Torres Strait Islander while just 2% of students are from an English as an Additional Language (EAL/D) background. The buildings consist of the original schoolhouse where morning assembly takes place. Block A contains the Administration office, staff room, a general classroom and the principal's office. Block B has two classrooms and the school canteen. All classrooms have a wet area and a withdrawal area. The classrooms have access to a large covered outdoor learning area.

At Iluka School we have a mix of experienced and accomplished teachers on staff. Specialist teachers teach Library, Information and Communication Technology and Science, Technology, Engineering, and Mathematics. Interestingly, the 2021 Situational Analysis showed the breakdown of teachers and School Learning Support Officers working part-time had increased by about 25%. The Situational Analysis is a key component of the School Excellence cycle and was used to inform the school's improvement journey in learning, teaching and leading. This will be shown in our 2022-2025 initiatives.

In 2007 we were registered as the first NSW school to receive recognition as a Water Wise school. Iluka Public School has a strong relationship and positive connection with the Iluka Preschool and Maclean High School.

The school culture is strongly supported by a positive values program called Bounce Back that encourages children to be respectful of all people and for students to become resilient. Children are motivated to achieve well and this is demonstrated in the consistent student learning results at all levels. The parent community is supportive of the school programs, excursions and extra-curricula activities. Our P&C group are small in numbers but proactive and interested.

The school successfully undertook an External Validation process in 2021. From the findings of the External validation, a new Strategic Improvement Plan 2022-2025 will be presented to staff, students and the local school community.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

---

**In order to maximise student learning outcomes we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Research Informed Practice
- Data Informed Practice

### Resources allocated to this strategic direction

---

**Integration funding support:** \$16,777.00

**Socio-economic background:** \$95,252.96

**Literacy and numeracy:** \$12,039.29

**Professional learning:** \$11,389.87

**QTSS release:** \$10,619.44

**6101:** \$18,374.37

**Aboriginal background:** \$11,801.09

**School support allocation (principal support):** \$3,520.10

**Low level adjustment for disability:** \$44,847.20

### Summary of progress

---

#### What did you do in the strategic direction? Over what time period?

At the end of Term 4, 2020, the Principal and the school staff reviewed the School Excellence Framework 'Data recording and collecting' was one of the focus areas for improvement for 2021. In Term 1 all teachers were supported by professional learning run by the Australian Council for Education Research ACER team to better understand the tests. Staff were trained to analyse student data and to identify areas of need in reading and numeracy. Baseline data was captured in February by all teachers on their students' reading and numeracy skills, completing short assessments for both Key Learning Areas.

Again at the end of Term 4, teachers completed face to face professional learning on the 'Focus on Understanding Texts: The components of reading', and planned a consistent approach to leading this with teachers. Whole school staff development day was run in Term 2 as a whole school focusing on improving reading comprehension. Staff worked collaboratively to embed strategies on reading comprehension into teaching and learning programs and scope and sequences.

Teachers delivered updated NSW Education Standards Association (NESA) approved Teaching and Learning Programs and captured data to evaluate progress. A session was conducted by the Principal School Leadership to reflect on what worked well and why, what did not work and why and what further support was needed.

#### What changes did you make from your original plan or timeline (if any) during implementation? Why did you settle on those changes?

Changes were made to the original plan. This was due to a four week lock down due to COVID-19. Teachers needed to disregard plans, remain flexible and draw their attention to learning from home. Students were given the same unit of work regardless if they were at school or at home.

#### What did you do well in the initiative/strategic direction and what made this possible (enablers)?

All staff attended the ACER professional learning enabling a consistent approach to learning. The use of the 'assessments' from the ACER team and the collaborative conversations around assessments enabled a consistent approach across teaching staff and year levels. Staff feedback revealed the professional learning provided on staff development day increased teacher confidence and deepened their understanding for the need of evidence-based assessments, and feedback showed teachers valued the time provided to collaboratively implement the assessments into their teaching and learning programs, In addition to this, staff found the assessments helpful in further building their understanding of the students in their class.

**What didn't you do, as well as you would have liked in the initiative/strategic direction, and what made things difficult (barriers)?**

Although a majority of teachers reflected best practice and understanding, further work is required to support the teachers 'data collecting strategies' in their teaching and learning programs, The Progressive Achievement Tests (PAT) system is not as straight forward as perhaps we first thought. Analysis of the results needs to be further unpacked.

Teacher feedback revealed they are eager to develop further in this space, however more support is needed. Further coaching and mentoring is to be provided in 2022.

**Have there been any unexpected positive or negative impacts?**

A positive impact has been the enthusiasm and value expressed by teachers to be provided the opportunities to create a bench mark of whole school data.

**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><b>NAPLAN Top 2 Bands</b></p> <ul style="list-style-type: none"> <li>• There will be an uplift of 3.6% of students in the two top bands in Reading from the system generated 2020 Baseline figure.</li> <li>• There will be an uplift of 3.6% of students in the two top bands in Numeracy from the system generated 2020 Baseline figure.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2021, 48% of students were represented in the top two skill bands (NAPLAN) for reading and 24% for numeracy. Reading comprehension and Numeracy will remain focus areas for 2022.</li> </ul>
<p><b>NAPLAN Expected Growth</b></p> <ul style="list-style-type: none"> <li>• There will be an uplift of 3.6% of students achieving expected growth in Numeracy from the system generated 2020 Baseline figure.</li> <li>• There will be an uplift of 3.5% of students achieving expected growth in Reading from the system generated 2020 Baseline figure.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in numeracy decreased to 25% indicating progress is yet to be seen toward the lower bound target. This is 27.63% down from the system generated 2020 Baseline figure.</li> <li>• The percentage of students achieving expected growth in reading increased to 83.3% indicating achievement of the lower bound target. This is an uplift of 28.33 % from the system generated 2020 Baseline figure.</li> </ul>
<p><b>2021 Progress measures</b></p> <ul style="list-style-type: none"> <li>• 77% of Years 2-6 students achieve 1.0+ years worth of reading growth through the PAT Reading Comprehension Test</li> <li>• 77% of Years 2-6 students achieve 1.0+ years worth of numeracy growth through the PAT Numeracy Test</li> <li>• Results for Aboriginal students are equivalent to or exceeding the reading and numeracy progress and achievement of all students in the school.</li> <li>• Value Add moves from Delivering to Sustaining and Growing for K-3</li> <li>• Sustaining and Growing in the theme 'Data use in teaching' within the element 'Data skills and Use'.</li> </ul>	<ul style="list-style-type: none"> <li>• PAT data indicates 80% of students achieved 1.0+ years of reading growth which is an increase against baseline data.</li> <li>• In numeracy, PAT data indicates 75% of students achieved 1.0+ years of growth which is an increase against baseline data.</li> <li>• The results for our Aboriginal / Torres Strait Islander students, whilst maintaining their cultural identity is equivalent to the reading and numeracy progress and achievement of all students in the school.</li> <li>• In 2021 there was no measurement provided for Value Add for K-3 students.</li> <li>• Data Skills and Use remains at the Delivering stage and is a focus in 2022.</li> </ul>

## Strategic Direction 2: Wellbeing and engagement

### Purpose

---

We will ensure individual goals based on learning engagement, self-regulation, behaviour and wellbeing are established and achieved.

### 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.

- Engagement in Learning
- Positive Climate For Learning and Wellbeing

### Resources allocated to this strategic direction

---

**Refugee Student Support:** \$763.05

**Location:** \$10,459.75

**Low level adjustment for disability:** \$14,452.03

**6101 Consolidated Fund Carry Forward:** \$166,617.20

**QTSS release:** \$7,095.20

**School support allocation (principal support):** \$10,084.70

**Socio-economic background:** \$3,520.10

### Summary of progress

---

#### What did you do in the initiative/strategic direction? Over what time period?

At the beginning of Term 1 the Principal and the staff reviewed the SCOUT data in readiness for the school's School Improvement Plan. In SCOUT, Wellbeing and Attendance were identified as two of the focus areas for improvement for 2021. Baseline data was provided and targets were agreed upon by the DEL and Principal. In Term 1 all teachers were supported by professional learning run by the executive team to better understand the targets for attendance and wellbeing. Staff were trained to analyse student attendance data and to identify areas of need in helping students reach 90% daily attendance. This included; Before school Breakfast, raffles, certificates, and a check in board.

During the middle weeks of Term 1, teachers in Years 4, 5 and 6 asked their students to complete the Tell Them From Me survey. The components of student advocacy, bullying, extra curricula activities, and wide ranging questions were completed online by the students. This was followed up by a whole school staff meeting run in Term 2 focusing on analysing the results. Staff worked collaboratively to embed strategies on improving attendance and wellbeing into their teaching and learning programs.

#### What changes did you make from your original plan or timeline (if any) during implementation? Why did you settle on those changes?

Forced changes were made to the calendar. This was due to a four week lockdown due to COVID-19. Excursions were cancelled and Level 3 guidelines introduced. The Principal and teachers needed to remain flexible and draw their attention to learning from home. Students were given the same unit of work regardless if they were at school or at home. The Principal and staff were concerned that students wellbeing and attendance rates would suffer.

#### What did you do well in the initiative/strategic direction and what made this possible (enablers)?

The monitoring of attendance by teachers, administration staff and the Principal has been thorough. This was backed up by the school auditor in term 3. Phone calls were made when a student was absent two days in a row. We improved our correspondence home to chase up unexplained absences. Our weekly newsletters regularly contained information about the importance of coming to school everyday. Friday draws were held and rewards were given away for coming to school. Birthday certificates were presented when a child came to school on their birthday.

#### What didn't you do, as well as you would have liked in the initiative/strategic direction, and what made things difficult (barriers)?

Our attendance and wellbeing targets were not met. COVID-19 certainly made things difficult.. Parents and carers were receiving mixed messages. They were told to stay at home for long periods of time if they had flu like symptoms and on the other hand, were told to come to school everyday for your chance of a reward. It was confusing and inconsistent.

## Have there been any unexpected positive or negative impacts?

A positive impact has been the enthusiasm and value expressed by students at Iluka PS. Despite all sport and excursions being cancelled, they have remained extremely resilient and with a positive outlook. Parents too have been very supportive and understanding.

## Progress towards achieving improvement measures

---

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

Annual progress measure	Progress towards achievement
<b>Engagement</b> <ul style="list-style-type: none"><li>• There will be an uplift of 2.7% of students achieving the attendance rate from the system generated 2020 Baseline figure. (Lower Bound target)</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased by 14%.</li></ul>
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• There will be an uplift of 1.7% of students achieving Positive Wellbeing (TTFM) from the system generated 2020 Baseline figure.</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me data shows a decrease of 1.1% of reported positive wellbeing, including a 0.5% decrease in advocacy at school, a 10% decrease in sense of belonging and a 0.4% decrease in expectations of success.</li></ul>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Many parents return home around dinnertime after a hectic day at work, too tired to help their child with their homework. Students' personal difficulties and competing priorities, such as sport can also create obstacles to completing homework successfully. Other students have unstable home lives or lack stable routines. As a result the funding has allowed some students the opportunity to come to school, have a healthy breakfast and also have the opportunity to read to a peer. This has increased the literacy outcomes for our students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Iluka PS will continue this program again in 2022. We will further improve the program, allowing Occupational Therapists to take over the running. This will increase the opportunities for students to not only improve their reading, but have social and emotional strategies discussed, as well as gross and fine motor skills improvements too.</p>
<p>Integration funding support</p> <p>\$16,777.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Iluka Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$98,773.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Iluka Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Socio-economic background</p> <p>\$98,773.06</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Research Informed Practice</li> <li>• Positive Climate For Learning and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement the Multi-Lit Program to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of an above entitlement teacher made the following improvements;  The smaller class sizes led to more one-on-one attention from the teacher. Students got to know each other better.  Teachers were able to tailor instruction more individually.  There was less disruption.  There was more time for instruction.  The classroom was efficient and productive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In order to teach well and to achieve our 2022 targets, our teachers will try to create an environment that is both productive and harmonious. They will find solutions - that while there are often explanations for student's difficulties, teachers will not use these explanations as excuses. Our teachers will adopt a can-do attitude. Our teachers have a strong belief in their students and will not give up on them and maintain a 'no-excuses' attitude toward their learning and in ways that facilitate learning. Our teachers will establish optimal learning environments and expect high standards of behaviour.</p>
<p>Aboriginal background</p> <p>\$11,801.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Iluka Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All Aboriginal students meeting their targeted outcomes for reading and numeracy as set out in their Individual Learning Programs (Strategic Direction 1).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Iluka Public School will be continuing to target our Aboriginal students with small group high-Intensity programs. All of our Aboriginal students will be working on Individual Learning Programs. The newly created position of Assistant Principal Curriculum and Instruction, together with the COVID-ISLP coordinator and the Learning and Support Teacher will work alongside the classroom teacher ensuring all Aboriginal students reach expected outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$59,299.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Iluka Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their</p>

<p>Low level adjustment for disability</p> <p>\$59,299.23</p>	<p>learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research Informed Practice</li> <li>• Engagement in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Reading and Literacy Programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Over 50% of students in Early Stage 1 met Reading benchmark level 15 . Forty-five per cent of students in Year 1 were at Level 20. In Year 2, 50% of Students obtained RR Level 30 (independent).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Again, we will continue to target Stage 1 students with small class high-Intensity learning sprints. If necessary, students will be working on Individual Learning Programs. The newly created position of Assistant Principal Curriculum and Instruction, together with the COVID-ISLP coordinator and the LaST teacher will work alongside the classroom teacher ensuring all students try and reach expected outcomes.</p>
<p>Location</p> <p>\$10,459.75</p>	<p>The location funding allocation is provided to Iluka Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being able to complete homework tasks, improve their reading and numeracy skills, discuss their weaknesses with an SLSO, while at the same time, having the opportunity to receive a nutritious breakfast before morning classes begin.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Due to the success of the program, the Breakfast Program has been extended to five days per week. The menu has been improved and is now available to all students who may just want to have a 'top up' before the school bell rings. An SLSO, (with our Occupational Therapists) has been employed, to work alongside the Principal from 8.00 am to cater for those students who arrive before morning supervision begins.</p>
<p>Literacy and numeracy</p> <p>\$12,039.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Iluka Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research Informed Practice</li> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials,</li> </ul>

<p>Literacy and numeracy</p> <p>\$12,039.29</p>	<p>uniform, equipment and other items</p> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* The school library remaining up to date and relevant. The students are taking the opportunity to read quality text books.</li> <li>* Our local community have suffered economically and have had floods, bush fire, and COVID-19 continually for the past three years. Supplying text books to the students has certainly eased the anxiety of parents should they needed to buy them.</li> <li>* Students working from home during periods of isolation had the opportunity to improve their maths by using Manga High.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue the Maths Plus Program in 2022. Results are indicating that Mathematics is a priority and we will continue to purchase the texts for our school community.</p>
<p>QTSS release</p> <p>\$17,714.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Iluka Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research Informed Practice</li> <li>• Engagement in Learning</li> <li>• Positive Climate For Learning and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support classroom implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An additional classroom teacher working with the Year 1 students. The teacher worked with the Year 1 students 9.00 am to 10.00 am four days a week. The teacher completed daily reading and comprehension exercises with the students in small groups to match their reading ability. In Term 3 the Year 1 students completed their Year 1 Phonics Assessment. As a result of the assessment we found that there were some gaps with the student's reading ability. Therefore, the LaST teacher's timetable was readjusted to also work with the Year 1 students on their phonic weaknesses.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to support the Year 1 students who will now present as Year 2 students. The teacher will confirm and work on from the foundations built on from 2021. With the students knowing their letter sounds the teacher can begin working on their blends etc., with the aim that the Year 2 class will also be confident readers with many at their expected reading levels by the end of 2022.</p>
<p>COVID ILSP</p> <p>\$70,799.86</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 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The CILSP successfully working with and Identifying those students</p>

<p>COVID ILSP</p> <p>\$70,799.86</p>	<p>requiring additional support because of the direct effects of COVID-19 on our community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the COVID-ILSP teacher will continue to;</p> <ul style="list-style-type: none"><li>* identify and respond to the additional learning needs of students in reading and numeracy</li><li>*coordinate a whole school approach to improving the learning outcomes of every student</li><li>*create resources for students with additional learning and support needs</li><li>* develop collaborative partnerships with the school, parents and carers, other professionals and the wider school community.</li></ul>
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	56	52	50	44
Girls	52	52	51	41

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	88.7	90.2	88.8
1	94	95.1	88.5	91.8
2	89	93.2	93.5	90.1
3	93.7	90.4	90.7	87.9
4	89.2	93.3	95	89.1
5	91.9	90.6	91.9	86.9
6	90.8	91.4	89.1	92.3
All Years	91.9	91.7	91.4	89.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

## 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
Assistant Principal(s)	1
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	0.6
School Administration and Support Staff	1.51

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	668,299
<b>Revenue</b>	1,358,540
Appropriation	1,337,682
Sale of Goods and Services	18
Grants and contributions	20,653
Investment income	187
<b>Expenses</b>	-1,511,669
Employee related	-1,257,144
Operating expenses	-254,525
<b>Surplus / deficit for the year</b>	-153,129
<b>Closing Balance</b>	515,170

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	763
<b>Equity Total</b>	169,873
Equity - Aboriginal	11,801
Equity - Socio-economic	98,773
Equity - Language	0
Equity - Disability	59,299
<b>Base Total</b>	952,975
Base - Per Capita	24,898
Base - Location	10,460
Base - Other	917,618
<b>Other Total</b>	116,556
<b>Grand Total</b>	1,240,168

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parent satisfaction was measured throughout the year using both, school based and The Tell Them From Me surveys during 2021. The main area for investigation related to the Strategic Direction 2: Wellbeing and Engagement. Overall, the feedback was very positive; approximately 90+% of respondents identified that they were satisfied with the school; They felt like the school had; a positive reputation in the community, Iluka Public School were easy to contact to discuss concerns; teachers were friendly and approachable; the school was successful in teaching literacy and numeracy and Iluka Public School continued to have high expectations for their children.

Student satisfaction was measured in 2021 in the Tell them From Me surveys which were implemented twice throughout the year. The overall results indicated that student satisfaction remained stable with approximately 56% identifying that they felt a sense of belonging at the school. Almost 72% of students expressed that they felt they experienced positive relationships at school and 90% of students said they valued schooling outcomes. An area for the school to focus on for student satisfaction is Positive Homework Behaviour., This result was 33%, compared to the state average of 63%. This area has been identified by the school through Strategic Direction 2 (2022-2025) where the focus areas is on parent partnerships.

Teachers were surveyed about the use of our occupational therapists in 2021. The results of the survey informed the school on the most effective use of school learning and support time in supporting the students at the school. Feedback from the survey showed that teachers highly value the work of occupational therapists both in the classroom and in the playground. Most teachers felt that the occupational therapists time was most beneficial when planning time was provided to best identify strategies to support students with high needs. Teachers also valued the opportunity to incorporate occupational therapists activities to support high needs students and felt that is allowed the teacher time to provide greater support to other students. For 2022, the school will continue to use occupational therapists in the model as implemented during 2020. The school will continue to use occupational therapists to support teachers in delivering programs to students with high learning and behaviour needs.

# 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.