

# Illawarra Primary School

# 2020 Annual Report



## Principal's Report

The 2020 Illawarra Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence for all our students. Our teachers are reflective and responsive to student needs and there is quality commitment from our vibrant school community.

The school continues to be a successful and caring school, demonstrating its motto, "*Caring for People*", on a daily basis. We are privileged to have an extremely dedicated staff, who are motivated and genuine in their concern and care for the children at Illawarra Primary School. Our parent community, P & C and School Board are supportive, always willing to assist the school and this combined with the ethos of staff, ensures each child's education, happiness and inclusion is paramount.

Our school Beliefs and school Vision underpin our commitment in providing the best learning environment for our students:

### School Beliefs

- We are committed to providing all students with a quality education and to raise student performance.
- Students are treated as individuals with unique personalities and differing learning styles
- Students are supported both academically and socially.
- Teachers set high expectations and acknowledge each student's best efforts.
- Students and parents receive relevant, consistent, quality information on student progress and are consulted about codes of behaviour and dress.

### School Vision

- Our vision, for a successful school where the unique potential in each individual is realized, and our mission to ensure that every day, we put students and learning at the centre of all that we do will help us to build a successful school that focuses on:
- Providing an engaging, safe and supportive learning environment, in which students will be able to fulfil their potential in all areas – academic, social, physical, creative, and achieve a sense of purpose and self-worth in a changing society.

At Illawarra Primary School we are proud of our students continued success and achievements. Due to Covid-19, NAPLAN was not undertaken across all Australian schools. However, our school chose to administer NAPLAN testing to our year 2,3,4 and 5 students to determine how well our students are tracking. We undertook a testing regime through Best Performance. Our results continue to be impressive, with consistent achievements often more than one standard deviation

above predicated scores reflected in our results. The staff are to be recognised for their excellent effort with a commitment to “explicit instruction”.

Over the year we have established high expectations of student academics. We have put in place strategies that will help our students’ progress and achieve, whilst maintaining a level of high care. This work should see Illawarra Primary School build a reputation for being a school of choice and for providing an excellent education for students. We thank our school community, for their support. I am grateful to be working with an effective School Board and P&C. I am honoured to lead this school and I look forward to continuing to work with our community.

Brian Davies

Principal



## Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community an overview of Illawarra Primary School's performance, attendance, school programs and staff development.

This report is a small component of the total reporting process that the school undertakes. Illawarra Primary School also develops a Business and Operational Plan. This Plan is endorsed by the School Board. Our latest Business Plan spans 2021-2023. These documents should be read in conjunction with student reports, newsletters and school documents to gain a clearer understanding of the school's purpose and performance.

## School Profile

Illawarra Primary School is an Independent Public School located in the suburb of Ballajura, approximately 17 kilometres north of the Perth CBD. Our location is on a regular public transport route and close to shops and medical centres. A before and after-school care facility for students from Kindergarten to Year 6 is offered on the grounds and is run by Camp Australia.

Illawarra is located on well-established grounds with excellent facilities including basketball courts, tennis courts, performing arts stage with lighting and sound, Nature Playground and a variety of play equipment engaging children in social play.

Illawarra Primary School provides an engaging, safe and supportive learning environment in which students will be able to reach their potential in all areas – academic, social, physical and creative; and achieve a sense of purpose and self-worth in a changing society.





Our instructional practice focuses on directed explicit teaching that uses well-designed lessons which motivate, engage and challenge students. The strategy of 'I do, We do, You do' is used by teachers. This method involves breaking down the skills for our students into many parts and guiding the students until they have mastered each step. This approach has resulted in very positive improvements in student results in standardised testing such as NAPLAN. Our teachers regularly engage in PD to ensure we are at the leading edge of educational practice to assist our students to learn in a nurturing and supportive environment. We ensure that students are engaged in learning and our teachers are proactive in providing students with additional support or extending students when needed. We have a strong focus on numeracy and literacy with a morning program dedicated solely to these areas.

Illawarra caters for students from Kindergarten to Year 6 with an enrolment of 383 children. The school has 20% of children being of Other than English Background and speaking 20 different languages, the three largest being Arabic, Indian and Vietnamese.

Illawarra Primary School experiences low staff turnover and prides itself on its child centred focus and its friendly supportive ethos.

We provide students with the opportunity to participate in specialised programs such as Physical Education, Music including performance, guitar and brass programs, Science, HASS (Humanities and Social Sciences) and Computer and Health. We utilise technology in the form of iPads and Chromebooks across pre-primary to year 6 to engage students in a variety of learning styles. The school also has a computer lab. During the year our STEM program continued to evolve with the development of competencies for students across the school. Our STEM teacher worked closely with staff and students upskilling them with robotics.

We pride ourselves on treating our students, staff and parents with dignity and respect. Parents are encouraged to communicate with the school and will find that staff responds positively to their ideas and concerns. We operate reward programs to encourage students to attend school regularly and this has shown positive results in attendance rates being consistently high.



### Staff Profile

All teaching staff met the professional requirements to teach in Western Australian schools and are registered with the Teachers' Registration Board of Western Australia.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	21	16.6	0
<b>Total Teaching Staff</b>	<b>21</b>	<b>16.6</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	1.8	0
Gardening / Maintenance	1	0.6	0

Other Non-Teaching Staff	13	9.4	0
Total School Support Staff	17	11.8	0
<b>Total</b>	<b>41</b>	<b>31.4</b>	<b>0</b>

Professional learning activities throughout the year with a focus on (PL):

Mental Health and Well Being, Numeracy, Literacy, Pastoral Care, ICT, Technologies and Coding, MiniLit training to Education Assistant coordinators, NAPLAN Coordinator PL, Design and Technology.

### Destination Schools

2021 school destinations of the 2020 student cohort

Year Level :  Male: 20 Female: 27 Total: 47

Destination Schools	Male	Female	Total
<b>Ballajura Community College</b>	<b>9</b>	<b>23</b>	<b>32</b>
<b>Mercy College</b>	<b>1</b>		<b>1</b>
<b>Warwick Senior High School</b>	<b>6</b>		<b>6</b>
<b>Morley Senior High School</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Ellenbrook Secondary College</b>		<b>1</b>	<b>1</b>
<b>John Septimus Roe Ang Com Sch</b>	<b>1</b>		<b>1</b>
<b>Canning Vale College</b>		<b>1</b>	<b>1</b>
<b>Churchlands SHS</b>	<b>1</b>		<b>1</b>
<b>Emmanuel Christian Comm School</b>		<b>1</b>	<b>1</b>
<b>Ashdale SHS</b>	<b>1</b>		<b>1</b>
<b>Australian Islamic College Perth</b>		<b>1</b>	<b>1</b>
<b>Aveley Secondary College</b>		<b>1</b>	
<b>Balga SHS</b>	<b>1</b>		<b>1</b>

## **DATA ANALYSIS**

### **Progressive Achievement Test (PAT)**

### **NAPLAN (Alternate assessment)**

This report investigates academic progression of students at Illawarra Primary School. Due to the unprecedented event of COVID-19 in 2020 and the cancellation of NAPLAN testing, the scope of this analysis will be based on students' performance on the Progression Achievement Test (PAT) provided by ACER as well as the NAPLAN Alternate test conducted in place of NAPLAN. This report will only be focusing on student's progression from 2019 to 2020 in Numeracy, Literacy and Science. The metric comparison used in this analysis will be scale score, which considers the difficulty level of each test. This will allow tests to be compared between year levels.

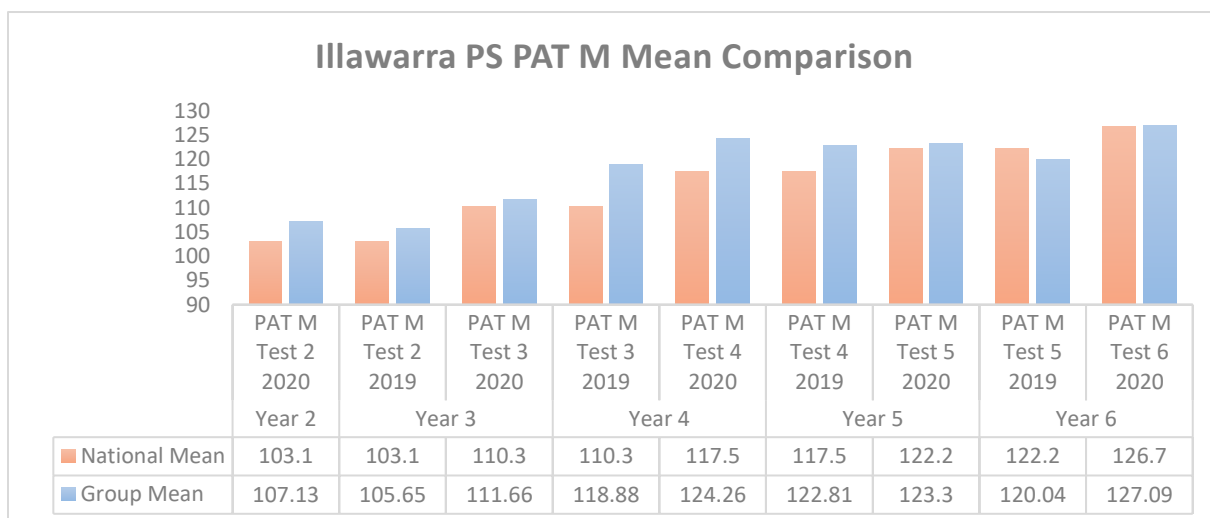
- Overall, IPS performed on average 3 scale scores above the Australian Mean for PAT Math, with the Year 6 cohort making the most progression in 2019-2020 at 2.6 scale scores against National Mean.
- In NAPLAN Numeracy, the Year 3 cohort achieved on average 5.9 scale scores below the Australian mean. The Year 5 cohort achieved 19.1 scale scores above the Australian Mean, with an effect size progression of 1.14 from 2018-2020, which is higher than the standard 0.8 for a 2-year progression.
- Overall, IPS performed on average 6 scale scores above the Australian Mean for PAT Reading, with the Year 4 cohort making the most progression in 2019-2020 at 6.65 scale scores against National Mean.
- In NAPLAN Literacy, the Year 3 cohort achieved the most in Spelling, with an average of 34 scale scores above the Australian Mean. The Year 5 cohort achieved the most in Spelling, with an average of 26.4 scale scores above the Australian Mean.

Overall, IPS performed on average 3 scale scores above the Australian Mean for PAT Science, with the Year 6 cohort making the most progression in 2019-2020 at 2.52 scale scores against National Mean.

#### **Numeracy (PAT)**

The graph tracks progression of each cohort compared to the Australian Mean from 2019 to 2020. The Australian Mean (in scale score) for each test (i.e. PAT M Test 1, Test 2 etc.) is taken from a 2016 norm study conducted by ACER across the country. Overall, IPS performed on average 3 scale scores above the Australian Mean for PAT Math.





### Numeracy (NAPLAN)

In 2020, IPS conducted NAPLAN Alternate Test in place of NAPLAN for Numeracy and Literacy. The below graph shows the Year 3 and Year 5 cohort means compared against the Australian Mean in Numeracy. Overall, the Year 3 cohort achieved on average 5.9 scale scores below the Australian mean, and the Year 5 cohort achieved 19.1 scale scores above the Australian Mean.

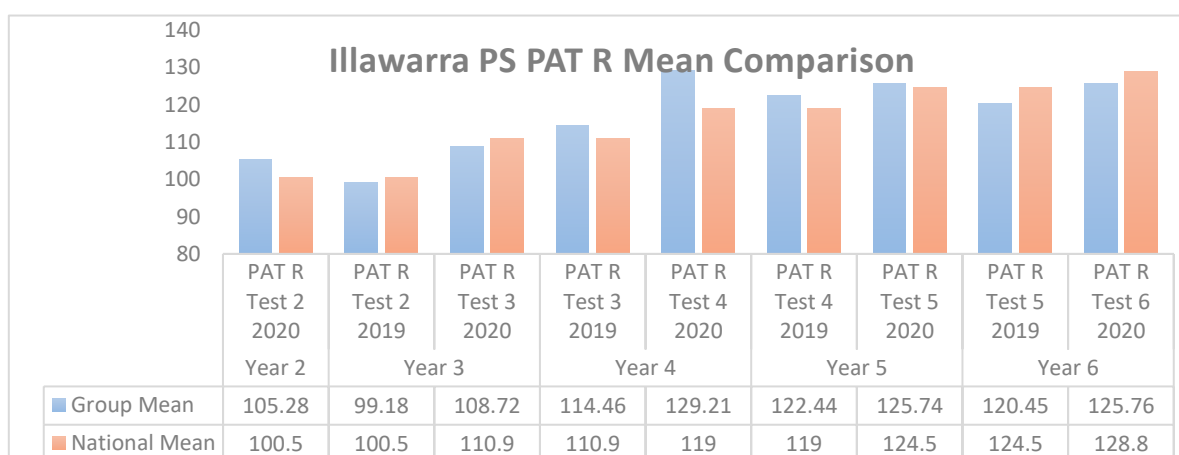


Year 5 Numeracy					
	Year 3 2018 Mean	Year 5 2020 Mean	Mean Progression	Value add/loss	Effect size
Group Mean	432.03	514.7	82.7	-5.3	1.14
Australian Mean	408	496	88		

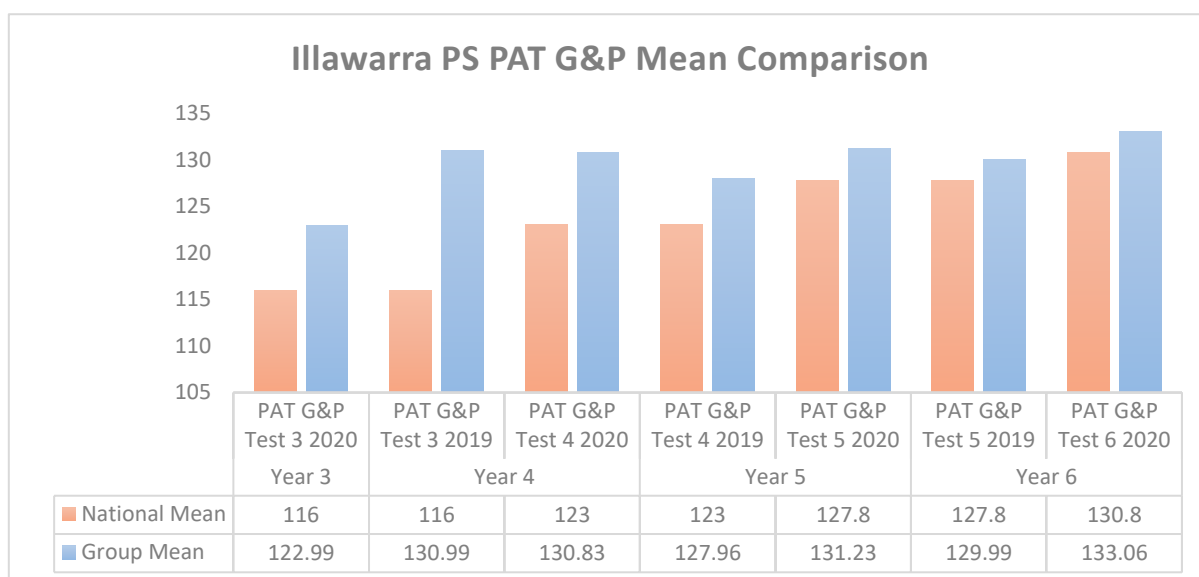
The table above shows the Year 5 cohort progression in NAPLAN Numeracy from 2018 to 2020. Overall, the Year 5 cohort progressed 82.7 scale scores in 2 years, 5.3 scale scores below the Australian Mean progression. However, the effect size growth for the Year 5 cohort is 1.14, which is higher than the standard 0.8 for a 2-year progression.

### Literacy (PAT)

The graph below tracks progression of each cohort compared to the Australian Mean from 2019 to 2020. The Australian Mean (in scale score) for each test (i.e. PAT R Test 1, Test 2 etc.) is taken from 2016 norm study conducted by ACER across the country. Overall, IPS performed on average 1.4 scale scores above the Australian Mean for PAT Reading.

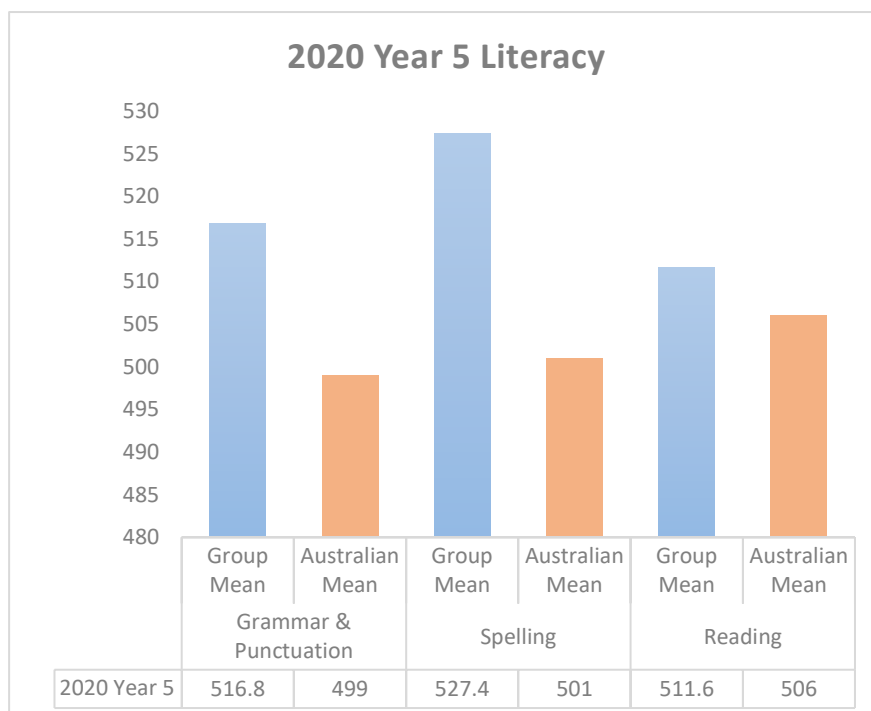
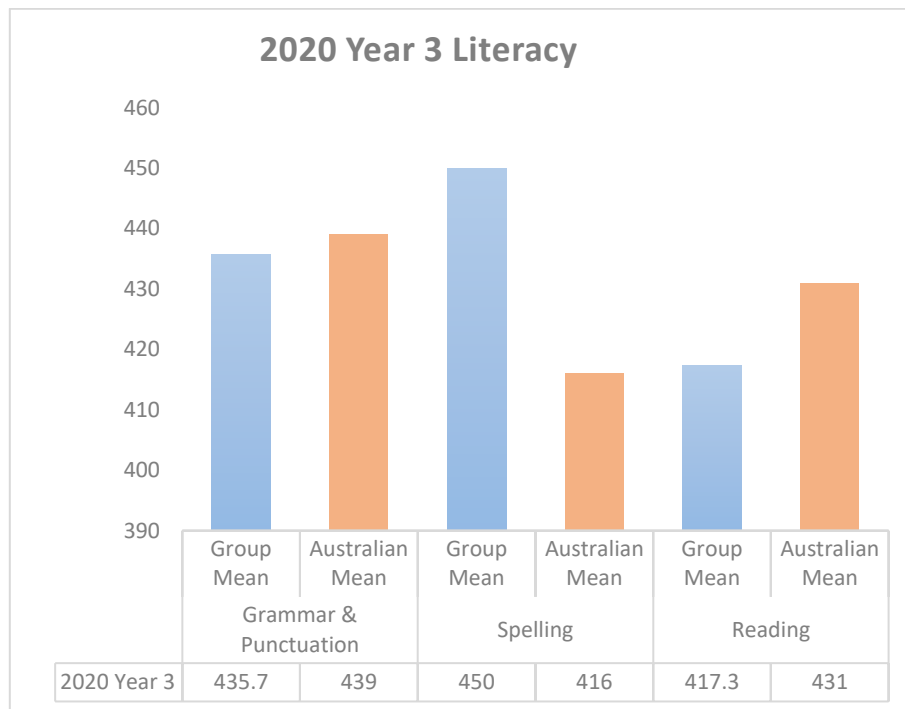


The graph below tracks progression of each cohort compared to the Australian Mean from 2019 to 2020. The Australian Mean (in scale score) for each test (i.e. PAT G&P Test 3, Test 4 etc.) is taken from a 2016 norm study conducted by ACER across the country. Overall, IPS performed on average 6 scale scores above the Australian Mean for PAT Grammar & Punctuation.



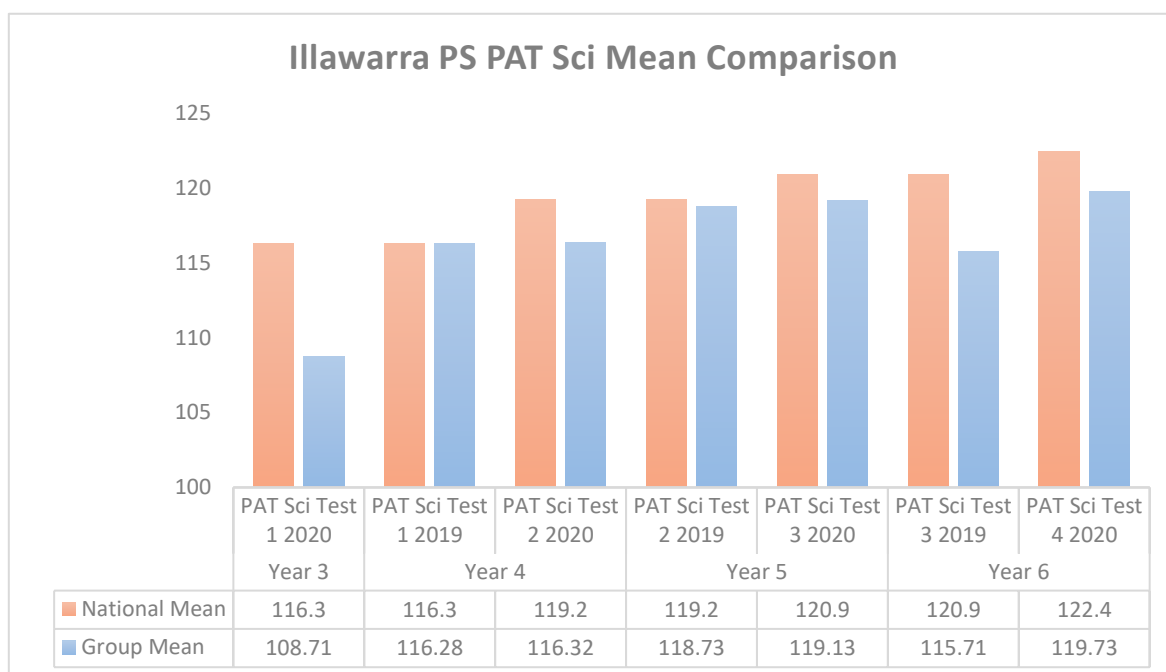
### Literacy (NAPLAN)

In 2020, IPS conducted NAPLAN Alternate Test in place of NAPLAN for Numeracy and Literacy. The below graph shows the Year 3 and Year 5 cohort means compared against the Australian Mean in Literacy. Overall, the Year 3 cohort achieved the most in Spelling, with an average of 34 scale scores above the Australian Mean. The Year 5 cohort achieved the most in Spelling, with an average of 26.4 scale scores above the Australian Mean.



The following table shows the Year 5 cohort progression in NAPLAN Literacy from 2018 to 2020. Overall, the Year 5 cohort progressed most in Reading compared to the Australian Mean, with a value add of 8.3. The domain with least progression is Gram & Punc, with a value add of -11.6 scale scores.

Year 5 Literacy						
		Year 3 2018 Mean	Year 5 2020 Mean	Mean Progression	Value add/loss	Effect size
Gram & Punc	Group Mean	463.53	518.92	55.4	<b>-11.6</b>	<b>0.6</b>
	Australian Mean	432	499	67		
Spelling	Group Mean	450	534.31	84.3	1.3	<b>1.42</b>
	Australian Mean	418	501	83		
Reading	Group Mean	430.64	510.97	80.3	<b>8.3</b>	<b>1.04</b>
	Australian Mean	434	506	72		



### Science (PAT)

The graph tracks progression of each cohort compared to the Australian Mean from 2019 to 2020. The Australian Mean (in scale score) for each test (i.e. PAT Sci Test 1, Test 2 etc.) is taken from a 2016 norm study conducted by ACER across the country. Overall, IPS performed on average 3 scale scores below the Australian Mean for PAT Science.



## ENGLISH

### OVERVIEW

Instructional practices underpin all aspects of English. Common Literacy blocks and programmes are embedded across the school with each lesson introduced with a warm up practice sessions. These practice sessions move knowledge from short to long term memory and improve automaticity. Teaching lessons are comprised of four components. **I DO, WE DO, YOU DO, PLOUGHBACKS.** Each element builds on the previous and concludes with consolidation of the content and purpose of the lesson.

An Early Childhood Operational Plan was developed in 2020. Its focus is believing that teaching and learning must be focussed on the child, each individuals' unique needs, talents and interests and providing a balance of play, child directed and teacher facilitated activities that nurture skills, values, knowledge and understanding.

Within our Early Childhood Programme, we continued to build on implementing our Literacy programmes using PLD. (Promoting Literacy Development), in particular the delivery of our synthetic phonics programmes. This is sequentially delivered commencing in Kindergarten.

MiniLit and MacqLit are Intervention Programmes used across the school which focus on improving children's reading. The programmes focus on the 5 main components of reading. I.e. phonemic awareness, phonics, fluency, comprehension and vocabulary. MiniLit places emphasis on the first two elements while MacqLit extends the instruction, building on word identification which is supported by connected text reading.

'Talk for Writing' is implemented in Kindergarten and Pre Primary where students are immersed in 'talking the text' as well as close reading. Children are able to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing/illustrating their own versions. Commencing in Year One the Seven Steps to Writing Success is introduced. This provides the building blocks to assist students in their writing. Elements include *Planning for Success, Sizzling Starts, Ban the Boring and Exciting Endings.*

Technologies are used within the school to support the curriculum and were particularly effective during the COVID 19 period of home schooling. The delivery of our English curriculum remains a top priority at Illawarra, resulting in ongoing improvements with our benchmarks and longitudinal results.

## MATHS

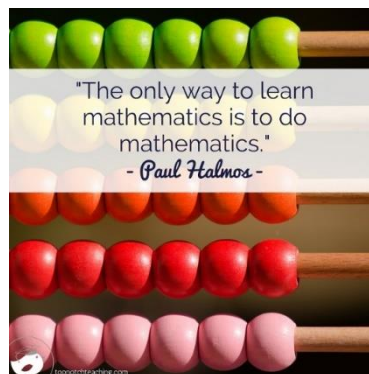
At Illawarra Primary School we believe that mathematics underlies everything we do, and we seek opportunities that build on each child's understanding, prior knowledge and interests. We value mathematics both in our classroom and the wider environment. Our teaching programmes are carefully designed to foster children's natural curiosity and help them develop a passion for mathematics. We like to inspire all children to see maths as part of their future pathway and be motivated to improve their skills and knowledge of mathematics and STEM enrichment.

Evidence-based programmes and best practice are embedded across the school. We place importance on teaching the foundations; providing opportunities to sequentially develop their skills and knowledge in the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Each lesson begins with a warm-up session, designed to move knowledge from short to long term memory, and improve automaticity. Our explicit teaching model provides comprehensive and differentiated lessons; consisting of mental maths, curriculum content, with concise and essential revision to consolidate understanding of concepts and mathematical vocabulary.

COVID 19 gave us an opportunity to trial quality mathematical programmes. It was very exciting and motivating to see what was available. The staff made a decision to use Maths Plus in Years One to Six and iMaths in the Early Years.

At Illawarra Primary we constantly strive to meet and improve our results by regularly reviewing our student results and whole school data.

Our focus in 2021 is Problem Solving with an emphasis on teaching the strategies throughout the grades by developing skills and competency in understanding, fluency and reasoning.





## Attendance Overall Primary

	Non-Aboriginal			Aboriginal		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2016</b>	93.2%	93.1%	93.7%	89.6%	86.1%	80.7%
<b>2017</b>	92.9%	93.5%	93.8%	88.9%	83.6%	81.2%
<b>2018</b>	93%	93.2%	93.7%	85.5%	85.4%	80.8%
<b>2019</b>	91.6%	91.4%	91.6%	91.7%	85.9%	79.6%

### **Note:**

The 2020 attendance rates are not available across all WA schools for publication as they were adversely affected by the COVID-19 pandemic and are not comparable previous years.

Regular attendance is still not as good as we would like and we will continue to stress to parents the problems associated with not coming to school. Vacation Leave to Europe, India and Bali, accounts for about 17% (taken by 70 children) of all absences. The nature of parent employment patterns will mean that this figure will not reduce in years to come.



### Class Structures 2020

Year Level	Male	Female	Total
Kindergarten	31	26	57
Pre-Primary	18	25	43
One	24	20	44
Two	18	25	43
Three	25	32	57
Four	19	20	39
Five	31	13	44
Six	23	29	51

Total	378
Students	

### Student Background 2020

Index of community socio-educational advantage (ICSEA)

School ICSEA value                      998

Average ICSEA value                    1000

Indigenous students totalled        7%

Language backgrounds other than English was 22%

Data source ACARA web site: Parent information

### Out of Boundary Enrolments

The school continues to attract a large number of its population from outside its catchment area.

42%, were out of boundary. Besides those from other Ballajura schools, (Ballajura P S and South Ballajura P S) the main area to draw from were Alexander Heights, Landsdale, Marangaroo and Koondoola totalling 52 children.

	K	P	1	2	3	4	5	6	
<b>Out of Boundary</b>	9	18	15	28	23	26	19	25	163
<b>Total for Year</b>	42	51	42	48	50	52	43	50	378
<b>%</b>	20	33	36	57	46	50	44	50	42



## **IPS Student Academic Targets For 2021-2023**

Below are our school academic targets for the next three years as outlined in our School Business Plan 2021-2023

### **STUDENT ACADEMIC TARGETS**

#### **ON-ENTRY**

- At the beginning of Pre-Primary our results will be at or above national average in Literacy and Numeracy

#### **YEAR 3**

- Equal or Greater than the Australian Mean in all areas of NAPLAN results

#### **YEAR 5**

- Equal or greater than the Australian Mean in all areas of NAPLAN results

### **NON-ACADEMIC TARGETS**

#### **ATTENDANCE**

- Aim for attendance of 94% or above
- Formulate an attendance process that tracks and supports student attendance

#### **ATTITUDE / BEHAVIOUR / EFFORTS**

- Data relating to student behaviour reflects positive and proactive strategies
- Increase percentage of students achieving 'Consistently' across all eight reporting descriptors
- Build student's capacity to high participation and performance in physical activity

#### **STAFF TARGETS**

- Staff satisfaction and wellbeing data reflects a healthy work life balance
- Staff engage in increased common teaching and learning practices
- See an increase in staff undertaking leadership roles

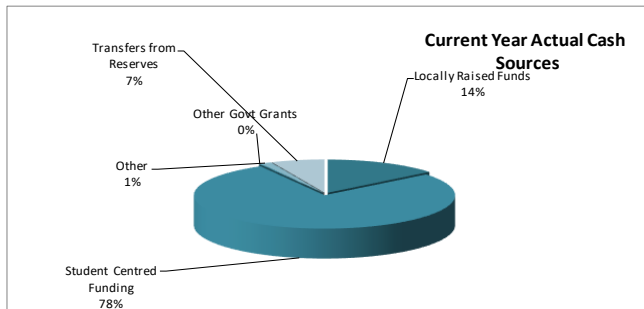
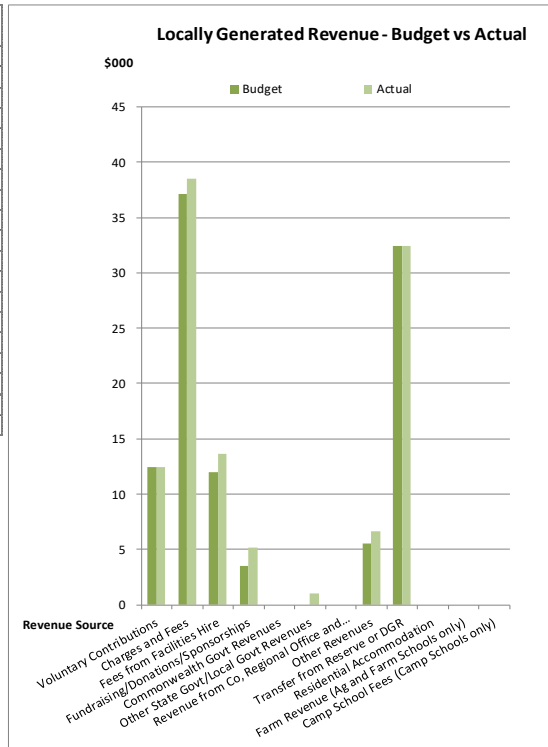
#### **PARENT AND COMMUNITY TARGETS**

- Maintain positive parent satisfaction data in relation to the school's capacity to effectively meet the academic, emotional and physical needs of their children
- Implement initiatives to strengthen inclusive education that reflects the ethnic diversity of students in our school.

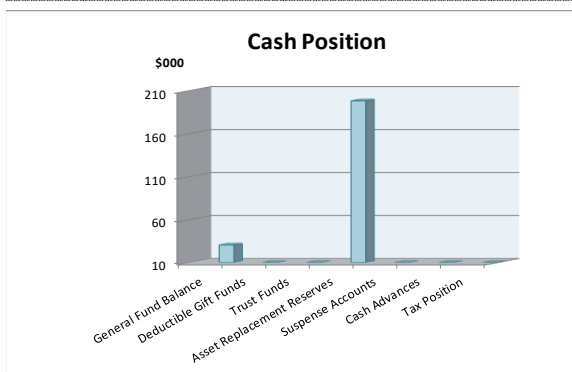
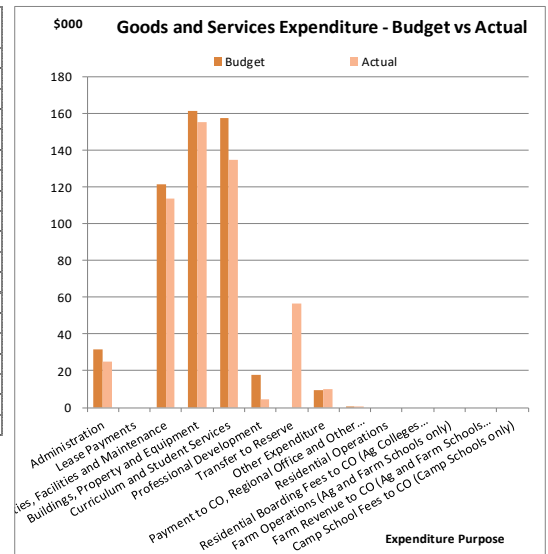


## Financial Summary as at 31/12/20

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,488.00	\$ 12,479.00
2 Charges and Fees	\$ 37,132.00	\$ 38,519.15
3 Fees from Facilities Hire	\$ 12,000.00	\$ 13,636.36
4 Fundraising/Donations/Sponsorships	\$ 3,526.00	\$ 5,154.59
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 5,586.00	\$ 6,654.53
9 Transfer from Reserve or DGR	\$ 32,436.00	\$ 32,436.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 103,168.00</b>	<b>\$ 109,879.63</b>
<b>Opening Balance</b>	<b>\$ 38,114.00</b>	<b>\$ 38,113.80</b>
<b>Student Centred Funding</b>	<b>\$ 381,363.43</b>	<b>\$ 381,427.02</b>
<b>Total Cash Funds Available</b>	<b>\$ 522,645.43</b>	<b>\$ 529,420.45</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 522,645.43</b>	<b>\$ 529,420.45</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 31,840.00	\$ 24,808.96
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 121,267.00	\$ 113,592.73
4 Buildings, Property and Equipment	\$ 161,445.00	\$ 154,993.60
5 Curriculum and Student Services	\$ 157,438.85	\$ 134,643.21
6 Professional Development	\$ 18,000.00	\$ 4,278.45
7 Transfer to Reserve	\$ -	\$ 56,500.00
8 Other Expenditure	\$ 9,479.00	\$ 10,056.96
9 Payment to CO, Regional Office and Other Schools	\$ 325.00	\$ 180.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 499,794.85</b>	<b>\$ 499,053.91</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 499,794.85</b>	<b>\$ 499,053.91</b>
<b>Cash Budget Variance</b>	<b>\$ 22,850.58</b>	



Cash Position as at:	
Bank Balance	\$ 211,711.91
Made up of:	\$ -
1 General Fund Balance	\$ 30,366.54
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 198,051.93
5 Suspense Accounts	\$ (10,251.56)
6 Cash Advances	\$ -
7 Tax Position	\$ (6,455.00)
<b>Total Bank Balance</b>	<b>\$ 211,711.91</b>



# ILLAWARRA

Primary School | Caring for People

An Independent Public School