

Illaroo Road Public School

Annual Report



2016



4246

Introduction

The Annual Report for **2016** is provided to the community of **Illaroo Road 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.

Graham Tink, Principal

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Message from the Principal

'Reach for the Sky' is the school motto and this ethos encompasses all that the school does to support student learning. Our focus is unashamedly on the achievement of academic excellence in all areas, underpinned by an emphasis on strong foundations for all students in literacy and numeracy. The effectiveness of this policy is highlighted by our continued success in rigorous internal and external assessment programs. Pivotal to this high level of student achievement is the implementation of specialised programs for students requiring additional learning support, along with the provision of extension activities for academically able students. Curriculum differentiation is evident in all classes, with the needs of gifted and talented students being addressed in Year 5 and Year 6 opportunity classes.

Complementing this School Council endorsed focus on literacy and numeracy, students receive values-rich learning opportunities centred on the development of social skills, civic responsibility and leadership. Expectations about acceptable behaviour are regularly reinforced and success in all aspects of school life is celebrated. As a consequence the school enjoys a reputation for outstanding student discipline.

This welfare focus is enhanced by quality enrichment and extra-curricular programs. Students have high expectations of achievement in district swimming, cross country and athletics carnivals, and each year girls and boys teams are entered into seven state knockout competitions. All students regularly participate in healthy living, fitness and PE skills programs. Opportunities are also provided for all students to participate in academic competitions, drama, public speaking, debating, instrumental tuition, school band and choir activities within the school and in the wider community.

Teaching and learning is supported by the provision of up-to-date information and computer technology. Students and teachers have access to modern computers with fast Internet connection, mobile laptop laboratories, a library computer laboratory and interactive whiteboards in all classrooms.

The school is staffed by enthusiastic teachers and experienced administrative and support staff. The quality of the staff is reflected by its deep commitment to professional learning and teamwork. This high level of collaboration allows the school to maximise the skills of teachers for the benefit of all students.

Illaroo Road Public School enjoys excellent community support. The School Council and P and C Association are effective organisations which encourage parents to be active participants in school decision-making and fundraising. Special features of the school's physical environment include its quality hall, library, computer, creative arts room, canteen, kitchen garden and playground facilities.

Welcoming and friendly, Illaroo Road Public School provides an ideal environment for children to learn and grow. I certify that information provided in the following report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's and areas requiring further development for ongoing improvement in learning outcomes for students.

Graham Tink, Principal

Message from the school community

In 2016 the P and C Association provided significant funding across a variety of projects. In the performing arts, the school band program initiated a junior band and required more instruments as a result. The P and C also funded costumes for the school dance troupes, including the Southern Stars troupe. The refurbishment of the *quiet area* was a key focus, being re-grassed and a footpath created. Maintenance was undertaken on the play equipment, with new sections installed in worn areas. The value of technology as a learning tool is highly regarded by the P and C and six new Comm Boxes (interactive whiteboards) were purchased for classrooms, along with four air-conditioners for the hottest classrooms. These projects would not have been possible without the support of the parent community for our ongoing fundraising. This included proceeds from the school canteen, the uniform shop and parent voluntary contributions, which had the option of an extra voluntary donation.

Several fundraising events held this year focused on developing a strong community feel within the school. Carley Amey led the *Night Sky Cinema and Mini-Fete* committee, which pulled together both school bands, four dance troupes, the school choir, parents and teachers. Keeping with the community feel, Stacey Beetson coordinated the *Fathers Day* breakfast and students had experience handling money and making choices at the ever-popular *Mothers Day* stall.

Tracy Bentley, our canteen coordinator, continued to provide delicious, nutritious, home-cooked meals with the Tasty Tuesday options adding extra variety. The *Kids in the Canteen* program gave Year 6 students the opportunity to serve customers at recess and lunchtime, improve their cash handling skills and boost their self-confidence. Additionally in 2016, Year 6 students made baked goods before school for sale at recess and lunchtime. Our volunteer-run uniform shop has continued to provide a great service to the school. In Term 1 Karen Woods led a project to create more shelf space and a second try-on area. Laura Sullivan was integral in organising a great new touch screen and *Kounta* program which has proved very useful in improving the efficiency of the shop. Orientation packs were introduced in 2016 for Kindergarten and Opportunity Class parents.

On behalf of the P and C Committee I would like to thank everyone who has assisted as a 2016 volunteer in any capacity, including fundraising, assisting with excursions and in the classroom. This is my second and final year as president. It has been a pleasure working with the school and the community, and I wish our new president all the best as we work to support Illaroo Road Public School in *Reaching for the Sky*.

Tess Thomas, P&C President

Message from the students

2016 has been a great and enjoyable year for the school leaders; being your leaders was an honour. It was a successful year in many areas: sporting events, chess, dance, science fairs, school band, debating and public speaking. We would like to thank all the students and staff for giving us this amazing opportunity to learn responsibility, attend to jobs around the school and be representatives at various community events. We will use this knowledge throughout the rest of our lives.

Our best wishes go to the 2017 leaders; we know they will do a fantastic job. Thank you to all Year 6 students for helping us on our journey. We have made a lot of great new friends along the way and we wish them all awesome years to come at high school. Very best wishes, too, to the students who will be continuing at this wonderful school.

Thank you to Mr Klein, Ms Brooks and Mrs Dunstan for their guidance throughout the year, and to Tracy for our experience in the canteen. To all teachers and support staff: you are the reason this is a great school. Our thanks to Mr Tink and Mr Lowe for your example and leadership. To all students: we are so proud to have been part of a student body where *Reach for the Sky* is not just a motto, it is what we do. It was an incredible year!

Madison Binns and Thomas Hodgkins, School Captains

School background

School vision statement

MISSION STATEMENT

Personal excellence through quality teaching and learning

OUR GOALS

- Strong foundations in literacy and numeracy.
- Enriched learning experiences in all curriculum areas.
- The development of positive relationships, confidence and independence.
- Quality teaching through collaboration and professional learning.
- Creative and productive users of technology.

OUR VALUES

Safety– Respect – Responsibility

OUR MOTTO

‘Reach For The Sky’

School context

Illaroo Road Public School is located in North Nowra on the South Coast of NSW. It is situated on Illaroo Road which runs along the northern bank of the Shoalhaven River. Special features of the school include its attractive setting, supportive community, ‘OC’ opportunity and autism class programs, technology based learning, performing arts programs, healthy lifestyle focus, and excellent sporting programs. In recent years there has been an increase in the number of students attending the school from non–English speaking and Aboriginal backgrounds.

The school is highly acclaimed for the excellence of its academic, extra–curricular and student welfare programs; achievements embodied in its motto “Reach for the Sky”. This is the result of the outstanding work ethic of its staff, a strong focus on professional learning, and a history of quality strategic planning. To maintain this ongoing success the school’s three year plan has been developed following a review of state priorities outlined in the School Excellence Framework, findings obtained from rigorous annual school self–evaluation processes, and a thorough analysis of NAPLAN and school assessment data.

The introduction and consolidation of the new Australian curriculum is a particular focus, entailing the revision and updating of current school curriculum policies. The achievement of learning outcomes in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, the provision of quality extra–curricular opportunities, and a commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students remains a major learning target. In order to achieve these goals leadership development at all levels is an ongoing priority.

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. 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.

In Term 1 teachers took part in a School Excellence Framework (SEF) survey issued by the DoE Unit. This process enhanced staff understanding of the 14 elements of the three SEF domains: learning, teaching and leading, and how these elements critique the core business of excellent schools. To maximise the benefits of using this survey, the school now evaluates school performance in three domain elements each term, with all elements to be addressed over an eighteen month cycle. In Term 1 this process commenced with staff focus groups reviewing three key domain elements as follows.

In the **domain of learning** the review focused on learning culture. Identified school strengths included the quality of its literacy and numeracy programs; and the range of enrichment opportunities provided in performing arts, sport programs, and academic competitions.

The Positive Behaviour for Learning (PBL) program was also identified as an initiative that has played a major role in creating optimal conditions for student learning, through the promotion of positive relationships and student wellbeing. Pivotal to this success has been the teaching of three core school values; safety, respect and responsibility through a well planned K–6 social skills program. The implementation of a new, easily understood awards and rewards system has provided all members of the school community with a common language to acknowledge student achievement in enacting school values. This has been a key factor in the success of the PBL initiative.

The ongoing successes of Aboriginal students, gifted and talented students, and those requiring additional learning support has also been a highlight in 2016. Their achievements in NAPLAN and school based assessment tasks were especially noteworthy.

In the **domain of teaching** input was collated on effective classroom practice. It was noted that teaching and learning programs are well prepared and reviewed regularly due to high level stage team collaboration, joint planning and sharing of ideas. Teachers also work hard planning, documenting and enacting their classroom management strategies. This plays a major role in creating calm classrooms to optimise learning opportunities for all students.

Over the year a great deal of time was allocated to revising and improving K–6 assessment schedules so that teacher analysis of internal school assessment data, combined with annual analysis of NAPLAN data, should play an increasingly significant role in the evaluation of program effectiveness, the identification of learning targets, and reporting on student learning. The enhanced quality of professional dialogue and stage team planning, evident during consistent teacher judgment (CTJ) days, has been attributed to the improved quality of assessment data now available to teachers. Continued refinement of these assessment schedules will continue to be a priority in 2017.

In the **domain of leading** a teacher focus group reported on management practices and procedures. Identified areas of strength included the school's use of email to convey information about upcoming events, emerging issues and planning priorities. It was noted that staff had received training in using administrative systems such as Sentral for developing student reports, and maintaining attendance and behaviour records. The PLAN program is also being used by teachers to plot student progress on the literacy and numeracy continuums. It was also acknowledged that the school has well established procedures in place for completing mandatory self-evaluation reports, developing strategic plans, and presenting the annual school report. There was some concern expressed, however, about the level of school community understanding about the processes put in place to obtain data, to report on school achievement, and to develop school plan targets. Informing all members of the school community exactly how information is obtained to develop and evaluate school plans will be a priority in 2017.

Strategic Direction 1

STRONG FOUNDATIONS IN LITERACY AND NUMERACY FOR LIFELONG LEARNING

Purpose

To provide students with the literacy and numeracy skills essential for success in all learning areas, social interaction, and cultural pursuits; and to become informed and active participants in Australian society.

Overall summary of progress

Data obtained from within school and NAPLAN assessment tasks indicates that the majority of school plan literacy and numeracy targets were achieved in 2016. Employing the teaching–learning cycle, teachers use assessment as the starting point for planning to cater for the needs of students with a wide range of ability levels in their classrooms.

English and maths are the focal point for planning, within the context of a broad, balanced curriculum. Collaborative planning and programming between year and stage colleagues is the norm. Extension and enrichment activities are incorporated into programs and underachieving students are provided with individual education programs focused on their literacy and/or numeracy areas of weakness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• K–6 students achieving at, or above, year appropriate levels on literacy and numeracy continuums (PLAN) to equal or exceed 80%.	This goal was reached in all years, with an overall average across K–Y6 of 92% of students achieving at or above year level in literacy and 94% in numeracy.	\$15 697 (Literacy and numeracy funding) used for literacy, language and learning (L3) training.
• Year 3 students achieving in the NAPLAN proficiency bands to equal or exceed state DoE mean achievement levels.	This goal was achieved in reading (10% above NSWDoE), writing (8.4% above NSWDoE), grammar/punctuation (5.4% above NSWDoE) and numeracy (2.4% above NSWDoE), but not in spelling (–2.8% below NSWDoE).	\$15 500 (Literacy and numeracy funding) used for consistent teacher judgement workshops. \$15 697 (Literacy and numeracy funding) used for the purchase of literacy and numeracy resources.
• Year 5 students achieving in the NAPLAN proficiency bands to exceed state DoE mean levels by 10%.	This goal was achieved in reading (15.8% above NSWDoE), grammar/punctuation (11.7% above NSWDoE), numeracy (12.4% above NSWDoE), but not in spelling (8.6% above NSWDoE) and writing (4.7% above NSWDoE)	Funding as above
• Students achieving in the lowest three NAPLAN bands to be 5% less than NSW DoE levels.	This goal was achieved in Year 3 reading (–7.3% below NSWDoE) grammar/punctuation (–8.3); and Year 5 grammar/punctuation (–20.7%), reading (–10.9%), writing (–17.6%), grammar/punctuation (–20.7%), spelling (–14.3%) and numeracy (–13.7%). We did not achieve the goal in Year 3 writing (–3%), numeracy (–3.1%) and spelling (+1.3%)	\$33 508 (RAM low level adjustment funding)
• The number of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the state DoE average for all students.	This goal was achieved in Year 3 for grammar/punctuation but was marginally missed in Year 3 reading, writing, spelling and numeracy. No meaningful statistics were available for Year 5 students because of the small size of the cohort.	\$33 445 (RAM Aboriginal background funding)

Next Steps

- To provide teachers with professional learning opportunities to address student learning targets through participation in training courses in Language, Literacy and Learning (L3), Teaching Comprehension K–6, and Mathematics Building Blocks for Numeracy.
- To raise K to 3 student achievement levels in NAPLAN and within school assessment tasks in spelling.
- In mathematics to place an increased emphasis on the recall of number facts and multiplication tables, and on improving student skill levels in problem solving.
- To promote student self-assessment and self-reflection on learning, with an emphasis on the development of skills in proof reading personal and peer constructed texts.
- To place increased emphasis on teacher – student conferences focussing on the achievement of learning goals in literacy and numeracy strands.



Strategic Direction 2

STUDENT WELLBEING THROUGH POSITIVE COMMITMENT TO SCHOOL VALUES

Purpose

To provide students with the skills required to establish positive relationships, interact appropriately in a range of social contexts, work independently, collaborate in teams, constructively handle challenging situations and respect diversity.

Overall summary of progress

The student wellbeing team completed a full evaluation and rewriting of the school's welfare policies and procedures. These have been incorporated into the school's new Student Wellbeing Framework. Updating the practices and organisation of the Learning Support Team was a key component of this evaluation. Ongoing participation in the Positive Behaviour for Learning (PBL) program resulted in the three core values of safety, responsibility and respect becoming the basis of our school rules and awards system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of staff and students can state the school values.	The school values of safety, responsibility and respect were reinforced with the community, and regularly revisited with students. Surveys confirmed that 100% of students and staff knew the values.	\$4 800 (General purpose funds) for the purchase of signage.
• 100% of fulltime teaching staff implement the school social skills lessons.	Social skills lesson plans were an integral part of all class programs and social skills were a weekly focus in 100% of classrooms.	\$1 200 (Teacher professional learning funding) to provide the PBL committee with release time to prepare resources.
• 100% of teachers participate in PBL training in implementing updated time out and student behaviour record keeping procedures.	Teachers discussed the nature and implementation of time out and record keeping procedures with a view to implementing them during 2017.	As above

Next Steps

- Revise and implement the organisation of time out procedures and the content of time out sessions.
- Revise and implement student behaviour record keeping procedures.
- Make the completed Student Wellbeing Framework available to the community on the school website.
- Participate in the *Got It!* K–Y2 early intervention program for disruptive behaviour problems.



Strategic Direction 3

HIGH ENGAGEMENT IN LEARNING THROUGH QUALITY TEACHING

Purpose

To develop students who are confident, creative and informed by implementing quality teaching model strategies through working scientifically, historically, geographically and technologically.

Overall summary of progress

The quality teaching team collaboratively developed a K–6 scope and sequence for history, geography, science and PDHPE to inform assessment and reporting practices in these key learning areas. As a result the school's core curriculum now aligns with expectations outlined in new NSW syllabus documents. To support these changes good progress was made in evaluating the effectiveness of current science and history units, and the development of new geography units of work. The facilitation of a high number of extra-curricular and enrichment activities in academic competitions, performing arts and sport was also a highlight of the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• The number of students achieving in the top two in-school proficiency bands in geography, science and history to exceed 40%.	In the 2016 student academic reports 48% of students achieved the top two grades in history, 60% in geography and 52% in science.	\$5 000 from school TPL funds to prepare work units and assessment schedules.
• Increase to 100% the number of students participating in practical science experiments and/or demonstrations.	All students, K–Y6, participated in science experiments with Stages 2 and 3 preparing entries for the school science fair.	\$1 250 from school funds for display boards and transport to regional science fair.
• Increase to 100% the number of students K–6 participating in ICT activities in science, history and geography.	All students, K–Y6 participated in ICT activities as part of their class science and history lessons.	\$1 250 RAM funding to support students with enrichment activities.

Next Steps

- Consolidate teacher knowledge, skills and understanding of the new history and geography syllabuses.
- Promote a variety of ICT and science activities for teachers to include in their programs.
- Continue to provide and promote a wide range of extra-curricular opportunities to support student learning across all domains.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students had a Personalised Learning Plan and made expected progress across the literacy and numeracy continuums. Outstanding growth is evident in reading, writing and spelling, as measured by standardised test results. In NAPLAN, Year 3 Aboriginal students performed 10% above the state mean and Year 5 Aboriginal students performed well above their state cohort.	\$37340 A School Learning Support Officer (SLSO) delivered individual literacy programs to Aboriginal students under the guidance of the Learning Support Teacher (LST).
English language proficiency	Strategic Direction 2 Students were assessed by the Learning and Support Teacher to determine the learning, health and wellbeing needs of students requiring teaching program adjustments. SLSOs, directed by teachers, supported the implementation of in-class, small group or individual programs. Students achieved excellent value-added learning as measured by standardised attainment tests and NAPLAN assessments. Compared to NSW DoE levels a small number of students performed below minimum expected standards.	\$30216 SLSOs employed to assist the implementation of student programs.
Low level adjustment for disability	Strategic Direction 1 Diagnostic testing was undertaken by the Learning and Support Team to identify students with additional learning needs in literacy and numeracy. SLSOs, under the direction of teachers, supported the students through the implementation of individual or small group programs. NAPLAN and within school testing indicates that excellent value added learning was achieved.	\$33508 SLSOs employed to assist the implementation of student programs.
Quality Teaching, Successful Students (QTSS)	Teacher Collaboration and Professional Learning Funding for the QTSS program became available in Semester 2 to provide assistant principals with time to focus on the professional learning of teachers in their stage teams. Key components of this program included collaborative planning of class programs and assessment strategies, written feedback on teaching programs, and lesson observations supported with follow up discussion and written feedback. This executive support ensured all teachers developed and implemented professional development plans over the year.	\$21500 Executive Release The QTSS funding was used to release the four assistant principals for half a day a week to implement mentoring programs for each teacher on their stage team.
Socio-economic background	Strategic Direction 2 The language needs of K-2 students were assessed and SLSOs were trained to deliver phonemic awareness programs to students needing speech therapy. K-2 students requiring support to improve hand-eye coordination, balance and fine motor control were identified, and remedial	\$27561 allocated for: Speech therapist and occupational therapist K-2 programs. Targeted SLSO support for students identified by the Learning Support Team as having emerging needs.

<p>Socio-economic background</p>	<p>programs implemented. Pre- and post-program assessments indicated improvements in all areas, but especially in fine motor control (handwriting).</p> <p>The Learning & Support Team (L&ST) identified students requiring additional support managing their classroom behaviour. Programs targeting their specific needs were developed by teachers and implemented with the support of SLSOs.</p> <p>Strategic Direction 3</p> <p>A significant number of students required support to access the school's enrichment programs and funds were allocated for sport, performing arts and excursion programs.</p>	<p>Teacher release for student IEP and Response to Challenging Behaviour Plans.</p> <p>\$10000 to allow students to participate in:</p> <p>Major excursions, Year 5 camp, band and music tuition, team sports and the aquatics program.</p>
<p>Support for beginning teachers</p>	<p>In 2016 as part of the Great Teacher Inspired Learning initiative the school received funding to support our five newly appointed teachers. This funding was used primarily for these teachers to receive mentoring in the development of class programs and assessment schedules to support their teaching. They also participated in a wide variety of professional learning courses. These included training in the Language, Literacy and Learning (L3) program, writing in the middle years, autism online, sports coaching, gifted and talented education, choir development and report writing.</p>	<p>\$ 53260 Beginning Teacher Funding</p> <p>Beginning teacher induction programs, mentoring and preparation for accreditation.</p>
<p>Performing arts program</p>	<p>Strategic Direction 3</p> <p>In 2016 there was a significant expansion of the school's performing arts program. The number of dance troupes expanded from two to four and they performed in the Illawarra Dance Festival, Southern Stars, Shoalhaven Eisteddfod and school based events. The band program was expanded to include a junior band. Band students rehearsed every Friday and performed at a wide variety of school functions including the Shoalhaven Eisteddfod.</p>	<p>\$15000 P&C Grant</p> <p>Provided to support the purchase of musical instruments, dance costumes and travel to the state dance festival.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	290	289	268	274
Girls	258	271	268	279

In 2016 the gender balance has shifted slightly in favour of girls. Our Indigenous students comprise 8.7% of the school population.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	97.2	96.5	97.2
1	96.6	96.3	94.8	95.8
2	96.4	96.7	95	96.1
3	97.1	97	96.2	95.7
4	96	96.8	95.2	95.7
5	96	96.3	96	95.9
6	95.7	95.7	95.8	95.3
All Years	96.3	96.5	95.7	95.9
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

We consider good attendance to be a very important variable in student success, so we are pleased with our overall attendance rate of 95.9% being 1.9% higher than the NSW K–Y6 figure. The attendance rate across all years was significantly higher than the equivalent NSW rate but Kindergarten, with 97.2%, was particularly impressive, giving students the opportunity for the best possible start at school.

Student attendance is carefully monitored by class

teachers, stage supervisors and, twice a term, by the deputy principal. Families of poor attendees are contacted when appropriate. Good attendance is acknowledged with 100% attendance awards for Terms 1–3 and special awards at the presentation assemblies for 100% attendance for the whole year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.95
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration & Support Staff	5.96
Other Positions	0

*Full Time Equivalent

In 2016, 3% of our staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

Professional learning and teacher accreditation

To achieve school plan targets an emphasis was placed on a collaborative approach to training and development. The majority of teacher release and staff meeting time was allocated to *consistent teacher judgement* workshops in stage teams, facilitating the development of class programs, the evaluation of assessment data and the planning of special events. School development days focused on K–Y6 assessment policy development; the introduction of revised scope and sequences in science, history and geography; and the implementation of the professional development framework for teachers.

Currently, five teachers are maintaining accreditation at proficient level. Every teacher received comprehensive feedback on their documentation and lesson observations, and all teachers have professional development plans.

In 2016 the school received \$29,788 for professional learning, equating to \$990 per teacher. This amount was supplemented by an additional literacy and numeracy grant of \$16,404 which was used to cover the cost of the *Literacy, Language and Learning* (L3) program for seven K–Y2 teachers

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs up until 13 October 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. In 2016 the school received additional funding as a result of the RAM initiative. These funds were used for increased support of students with learning and social needs, student access to enrichment programs and teacher professional learning. The P&C made a major contribution towards funding the acquisition of interactive whiteboards, air conditioning units in four classrooms, support of the school's performing arts programs, and upgrading the playground quiet area.

It should be noted that in 2017 the school's annual financial statement was prepared at the end of Term 3, in September, to accommodate the Term 4 introduction of the new learning management and business reform (LMBR) system for managing school finances. Consequently, the balance carried forward was high compared to previous years as funds had not been expended to cover the cost of staff leave, SLSO wages, quarterly utilities and major purchases in technology. A final report of the school's financial position will be presented at the first school council meeting held in March 2017.

Income	\$
Balance brought forward	302 865.17
Global funds	287 569.98
Tied funds	457 800.89
School & community sources	232 537.42
Interest	5 520.56
Trust receipts	35 812.28
Canteen	0.00
Total income	1 322 106.30
Expenditure	
Teaching & learning	
Key learning areas	67 768.50
Excursions	60 768.62
Extracurricular dissections	80 887.06
Library	4 468.09
Training & development	8 789.23
Tied funds	331 152.94
Short term relief	79 564.15
Administration & office	61 108.26
School-operated canteen	0.00
Utilities	38 175.23
Maintenance	68 836.94
Trust accounts	36 937.59
Capital programs	111 358.40
Total expenditure	949 815.01
Balance carried forward	372 291.29

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

School-based assessment

- Analysis of the 2016 Semester 1 student reports for English shows that, overall, 43% of students received an above average grade (A or B) and 93% achieved at or above average grades (A,B or C).
- The 2016 Semester 2 student reports for English show that students receiving an A or B grade had risen to 51% and those receiving an A,B or C grade had dropped marginally to 92%.
- Analysis of the 2016 Semester 1 student reports for maths shows that, overall, 57% of students received an above average grade (A or B) and

93% had achieved at or above average grades (A,B or C) .

- The 2016 Semester 2 student reports for maths show that students receiving an A or B grade had risen to 59% and those receiving an A,B or C grade had risen to 94%.
- Following assessment early in the year by the Learning and Support team, intensive programs addressed a range of word-attack strategies, reading fluency, reading comprehension and spelling. In Semester 1, 137 students were supported and in Semester 2, 81 students were helped. Twenty-two students received speech and/or occupational therapy in Kindergarten.
- Eighteen Year 1 students participated in the 2016 Reading Recovery program, and all of them successfully graduated having achieved desired outcome levels. Ongoing monitoring of students who have accessed the program in previous years indicates gains continue to be made and most are now reading at an independent level.

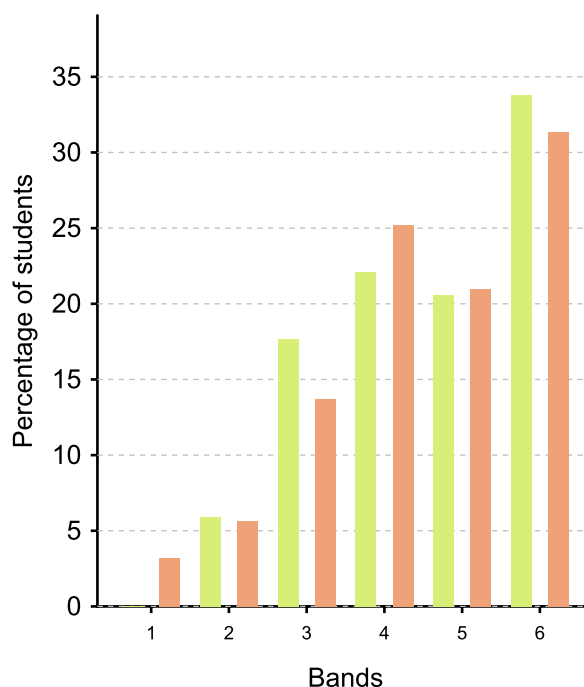
NAPLAN

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.

In 2016, all 68 Year 3 students participated in NAPLAN literacy. Overall, they achieved well above the NSW Department of Education (DoE) mean in reading, writing and grammar/punctuation, and just below in spelling. Girls did very well in all strands, except spelling where they were just below the NSWDoE mean. Boys also performed well in all strands, except writing where they were slightly below the NSWDoE mean. In all 4 literacy strands the mean for our 8 Aboriginal students was far above that of NSWDoE Aboriginal students.

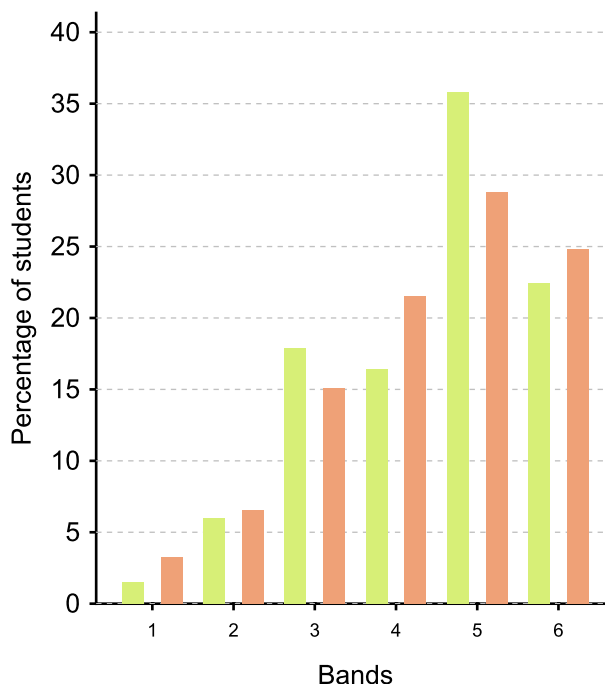
85 of our 86 Year 5 students participated in NAPLAN literacy. They achieved well above the NSWDoE mean in all 4 literacy strands but particularly well in reading, spelling and grammar-punctuation. Girls and boys performed equally strongly. No statistically meaningful comparisons can be made for our Year 5 Aboriginal students because it was a very small cohort.

Percentage in bands:
Year 3 Grammar & Punctuation



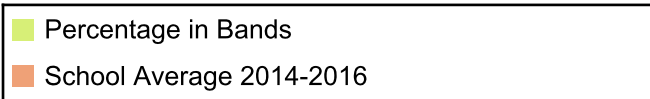
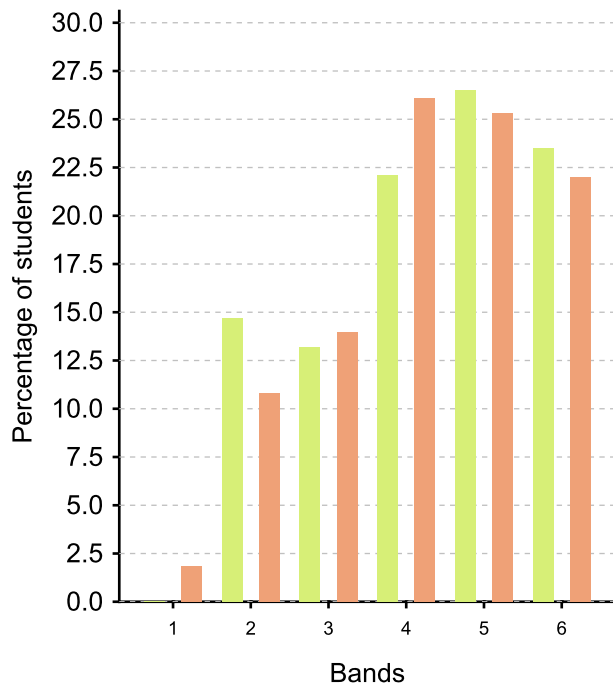
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading

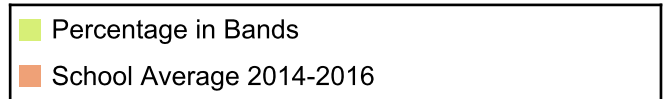
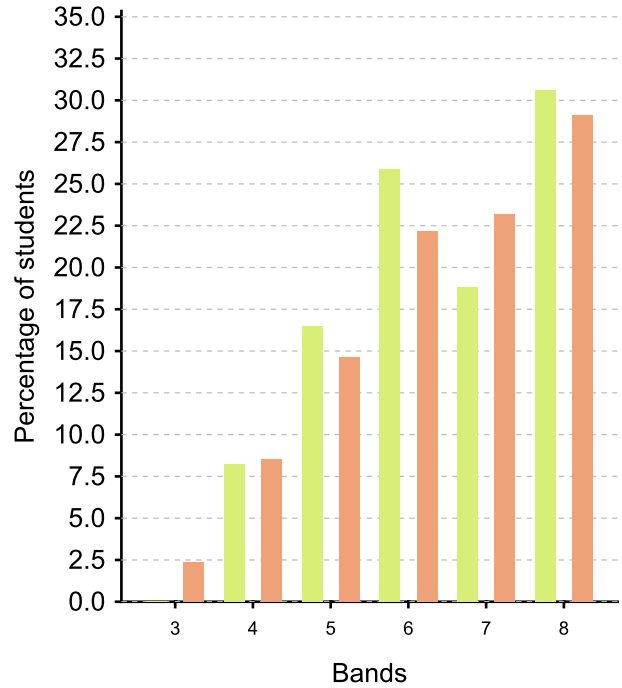


Percentage in Bands
School Average 2014-2016

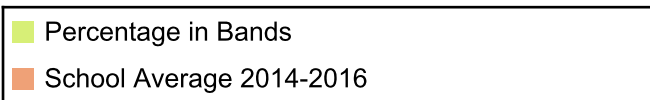
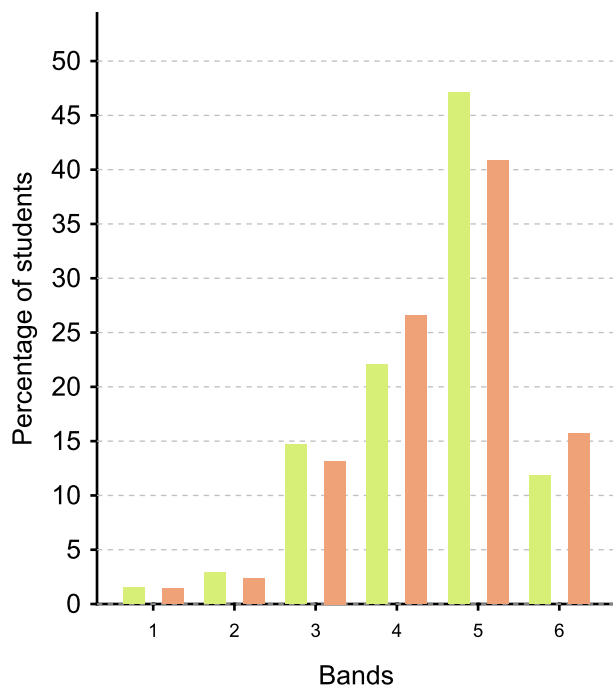
Percentage in bands:
Year 3 Spelling



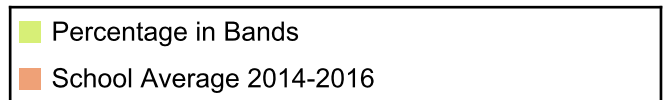
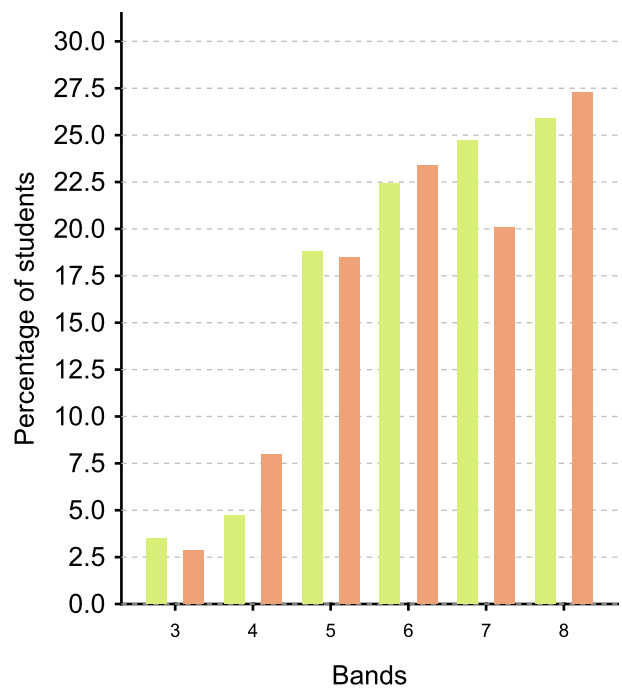
Percentage in bands:
Year 5 Grammar & Punctuation



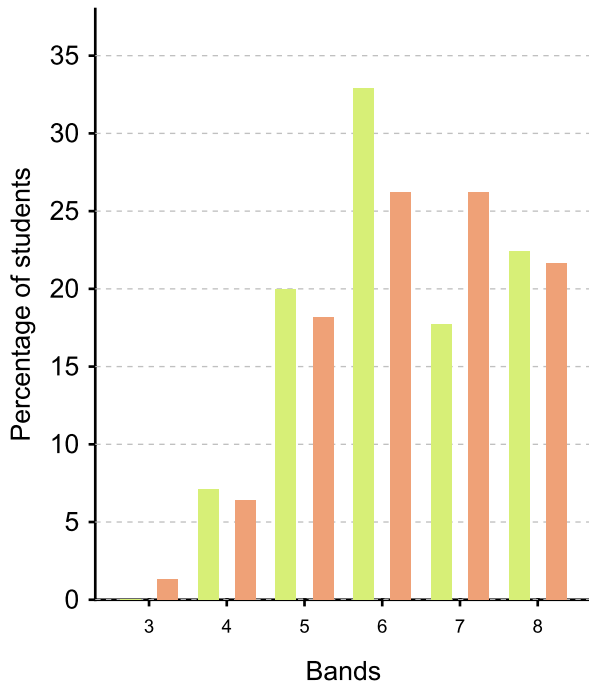
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



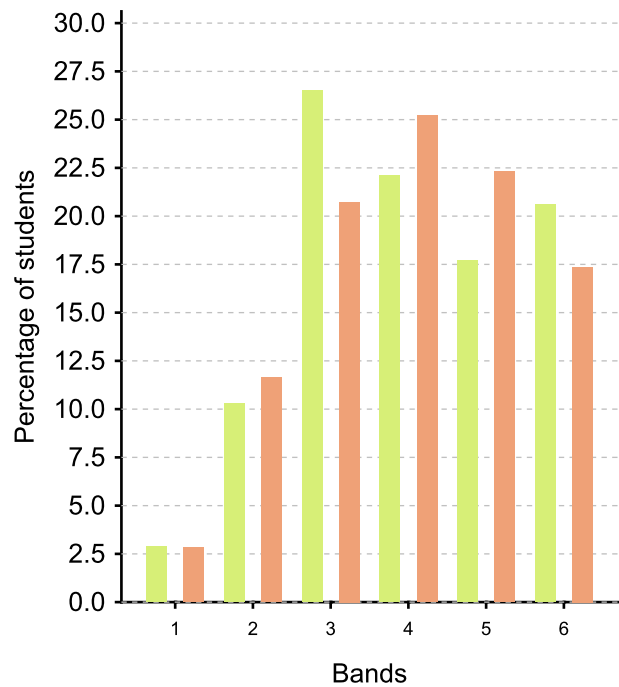
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

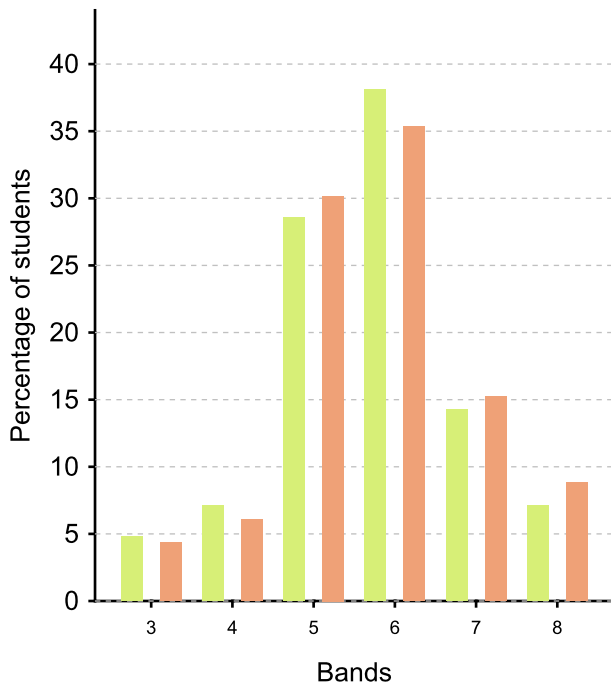
NSWDoE mean, with girls and boys performing equally highly.

Percentage in bands:
Year 3 Numeracy



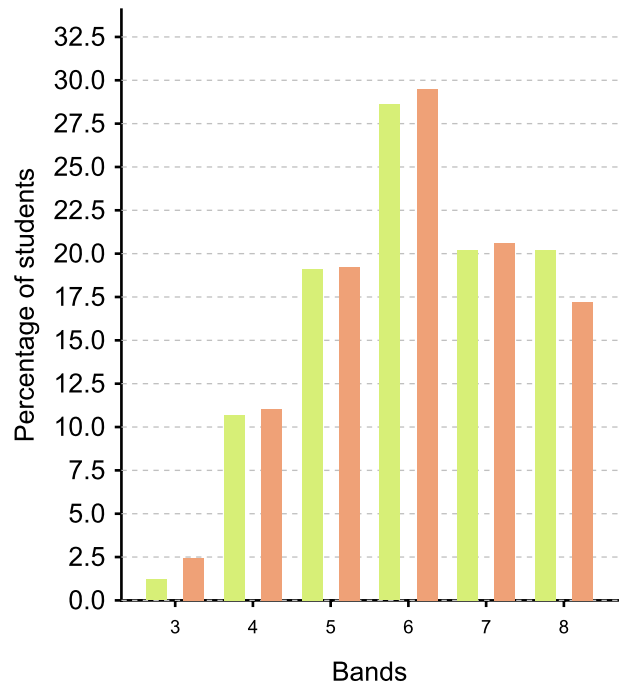
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

All 68 Year 3 students participated in NAPLAN numeracy. Overall, they achieved above the NSWDoE mean, with little difference between girls and boys. The mean for our 8 Aboriginal Year 3 students was far above that of NSWDoE Aboriginal students.

84 of our 86 Year 5 students participated in NAPLAN numeracy. Overall, they achieved well above the

The My School website provides more 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.

The percentage of Year 3 students in proficiency bands 5 and 6 (the top two bands) in reading was 58%: 10% higher than for NSWDoE; in numeracy it was 38%: 2% higher than NSWDoE. Our 8 Aboriginal students achieved 29% for reading in the proficiency bands: 8% higher than NSWDoE Aboriginal students; and 25% for numeracy: 13% higher than NSWDoE Aboriginal students.

The percentage of Year 5 students in proficiency bands 7 and 8 in reading was 51%: 14% higher than NSWDoE; in numeracy it was 40%: 12% higher than NSWDoE. No meaningful comparisons can be made for our Year 5 Aboriginal students because it was a very small cohort.



Parent/caregiver, student, teacher satisfaction

2016 Key Evaluation: Management

Illaroo Road Public School uses the SchoolMap research tool to gather data by surveying students, parents and staff about key aspects of school operations. A series of best practice statements on school effectiveness underpin each survey. This year we focused on *school management*.

Findings and conclusions

Overall, *almost always* and *usually* responses to the survey questions were: 95% for parents, 90% for students and 90% for staff. Any score over 80% indicates a high level of satisfaction. In particular it was strongly agreed that:

- the educational needs of all students are met by the school (parents,100%)
- the staff at school are valued and supported (parents,100%)
- the school is well organised (parents,100%)
- teachers undertake extra training to improve their teaching (parents,100%)
- the school regularly looks at ways to improve its performance (staff,100%)
- student and system needs determine the curriculum (staff,97%)
- evaluation of school plans, programs and practices are ongoing (staff,97%)
- the teachers at my school do a good job

(students,95%)

- the educational needs of all students are met (students,95%)

There were only two satisfaction scores below 80%, both in the staff survey:

- professional development is planned, systematic and effective (76%)
- school processes and procedures address staff welfare needs when appropriate (78%)

Future directions

This evaluation clearly indicates very strong support overall for the quality of school management. We will continue to ensure:

- a focus on effective self-evaluation of plans, programs and practices
- student improvement across the ability range, especially in English and maths, remains a priority
- careful attention to student welfare to enable effective teaching and learning in classrooms

Two teacher responses below 80% show a slight concern that we could do better in making professional development more effective and in improving how we address staff welfare needs. We will further investigate these responses to try to pinpoint focuses for improvement.



Policy requirements

Aboriginal education

The attendance rate for our 48 Aboriginal students in 2016 was a commendable 94.3%, being well above regional and state levels.

All Aboriginal students had personalised learning plans targeted at their weaker areas. They were provided with small group or individual literacy and numeracy support funded by a RAM allocation of \$33,445. This enabled most students to make excellent progress in literacy and numeracy and supported speech and occupational therapy programs.

Our Year 3 and Year 5 students all achieved the national benchmark for literacy and numeracy in NAPLAN. The mean (average) score for the Year 3 students compared very favourably with the NSW DoE score for Aboriginal students but no statistically meaningful comparison could be made for the Year 5

students because it was a very small cohort.

Jasmine Beetson and George McTavish received Regional Aboriginal Education Excellence Awards for numeracy. A Koori dance troupe was inaugurated in 2016 and performed very well at the Southern Stars performance in Wollongong. Koori Club met regularly for a range of cultural activities and presented to the school a group painting which has pride of place in the administration block foyer.

NAIDOC Week was celebrated with a special flag-raising assembly and a *Black, Red and Yellow Day*. All students also commenced in-depth Aboriginal studies units of work.



Multicultural and anti-racism education

During 2016 Stage 3 students studied the language and culture of Indonesia. All students participated in history and geography units of study, examining the diversity of cultures in Australian society and comparing them with other cultures.

All Year 3–6 students competed in the Multicultural Perspectives Public Speaking Competition, with a focus on multiculturalism in Australia, and the school supported NAIDOC Week and Harmony Day.

Students from backgrounds where English is the second language were provided with programs to support their particular needs.

The school anti-racism contact officer, Bob Lowe, has the responsibility for investigating any incidents of a racist nature and for maintaining the anti-racism register. In 2016 there were three reported incidents, which were dealt with appropriately.

Other school programs

Our achievements: school values

- Maddison Binns, Emma Keane, Evie Woods, Stephanie Garlick, Thomas Hodgkins, Nash Hay, Sam Parkinson and Timothy Hopkins were excellent school leaders.
- The Student Representative Council, consisting of a peer-elected girl and boy from each K–Y2 class, met regularly to discuss issues and make recommendations. They organised cup-cake and

ice-cream stalls which raised more than \$1000 for Relay for Life, and \$574 was also raised for Stewart House.

- A number of classes visited Clelland Lodge aged care facility during the year and engaged with residents.
- Melissa McHugh, from the School Chaplaincy program, worked effectively with individuals and groups of students.
- The Seasons for Growth program ran for students who have experienced significant change or loss.
- Students and parents had a wonderful time at the K–Y2 Easter Hat Parade and the Book Character Parade was very popular.
- Our ANZAC Day activities included a visit by a helicopter from HMAS Albatross.
- We celebrated World Autism Awareness Day by wearing blue to support a better understanding of autism and to show how proud we are of our own students with autism.
- Students from the autism unit attended the Kidzwish Christmas Party.
- Stage 3 students participated in the YWCA 'BRAVE' program, focused on cybersafety and respect.
- SUPA Club met on a weekly basis and enjoyed some overnight weekend camps.
- Year 6 attended an overnight excursion to Canberra with a focus on Australian government.
- Year 5 attended a three-day overnight excursion to Berry Sport and Recreation Centre, sleeping in tents.
- Years 3 and 4 enjoyed an excellent excursion at The Science Centre, Wollongong.
- K–Year 2 students attended the Earth's Dinosaur performance and benefitted from a Pet Education program.
- The NED Show, featuring a strong anti-bullying message, was presented to all students.
- Kindergarten students thoroughly enjoyed their mid-year Teddy Bears Picnic.
- A very busy Education Week included the school science fair, open classrooms, a book fair in the library and a performance by the school band.
- On Harmony Day we celebrated the theme 'Our Diversity is Our Strength'.
- At a number of coffee mornings parents were informed about school priorities and upcoming events.
- Lucinda Reilly organised Stage 3 students to fill 15 boxes of items for needy students worldwide as part of Operation Christmas Child.
- Before and after-school care, provided by Peak Sport and Learning, was initiated at the start of 2016 as a support for busy parents and carers.
- A team consisting of 14 members of staff participated in the 2016 Relay For Life.
- The school kitchen garden provided many students with the opportunity to experience and understand how vegetables are successfully produced.
- Jenny Binns, Defence School Transition Aide, supported children from defence force families.
- Doug Marks, school general assistant, organised the rejuvenation of the quiet area.

Our achievements: the arts

- We had 7 entries in the Shoalhaven Eisteddfod: K/6A (1st in special education section); school senior band (2nd); percussion group (2nd); the K–Y2 choir, senior dance troupe, junior dance troupe and primary verse speaking (all highly commended).
- Thirty-four dancers performed at the Southern Stars Spectacular in Wollongong.
- The junior and senior dance troupes performed at the Regional Dance Festival.
- Our school choir sang beautifully at the Shoalhaven Public Schools Music Festival.
- In excess of 80 students benefitted from musical instrument tuition which included trombone, trumpet, saxophone, flute, clarinet, keyboard, guitar and percussion.
- Due to much increased demand, for the first time we ran two school bands: for beginners and experienced players.
- The senior band played to enthusiastic audiences in Education Week and at a soiree for family and friends. It was also invited to open the Stars of the Eisteddfod show at the Shoalhaven Entertainment Centre.
- Throughout the year, quality visual art was displayed by all classes in the administration 'long gallery'.
- More than sixty Year 3–6 students entertained us with their skills at the end of year talent show.

Our achievements: national and state competitions

- Our school representatives at the zone finals of the Multicultural Public Speaking Competition were Kalani Hay, Mila Clarke (Stage 2), Evie Woods and Tim Hopkins (Stage 3).
- Year 3–6 students took part in the school science fair. Finalists went on to the Shoalhaven Science Fair and 23 students progressed from there to the Illawarra Science Fair.
- Five teams participated in the Tournament of Minds (TOM): language literature, science–technology, maths–engineering and two social science teams.
- In the 2016 UNSW ICAS competitions high distinctions were awarded to James O'Connor, Alex Fletcher (maths), Lara Timmins (English) and Grace Hartigan (spelling).
- Year 3–6 students also received the following UNSW ICAS distinction, credit and merit certificates: English (7, 19, 5), maths (5, 32, 5), digital technologies (4, 14, 7), science (10, 16, 6), writing (6, 12, 6), and spelling (10, 13, 12).
- In the NSW Junior Chess League the 'A' chess team won the regional chess competition, came 2nd in Southern NSW and 3rd in the Country NSW division.
- The reading skills of 473 children (88% of the school population) received a significant boost by completing the Premier's Reading Challenge. Eighty-five students received gold awards for 4 years' completion and 11 received platinum awards for 7 years' completion.
- Sixteen Stage 3 students participated in the Da Vinci Decathlon and came 2nd overall against mainly private schools.
- Premier's Spelling Challenge school champions, Bailey Unwin, Matty Hastedt (Stage 2) Ella Brady

and Melissa McVicar (Stage 3) represented us at the regional final.

- Our Premier's Debating Challenge team was Southern Illawarra zone champion and came 5th in NSW. Madison Binns was selected for the Illawarra region in the NSW state debating finals.

Our achievements: sport

- House captains were Ella Dyball, Rommy Hazell, Brody Preston, Haelee Trenerry, Hudson Boatswain, Jack Hay, Samuel Neri and Liam Wallis.
- Regular fundamental skills training, fitness sessions and weekly sport lessons were a feature of all class programs.
- Sixty-two students rode their bikes to school on National Ride to School Day, and Walk Safely to School Day reinforced the fitness benefits gained by regular walking.
- The two-week swimming and life-saving scheme improved Year 2–6 students' skills, and included a water safety and first-aid component for advanced swimmers.
- The boys cricket team were finalists in the South Coast PSSA KO competition.
- Senior students participated in eleven NSW PSSA KO competitions: boys and girls touch football, basketball, football, cricket, tennis and girls netball teams.
- Warrawarra was school cross country carnival champion house. Forty runners took part in, and won, the district competition, with Alexis Charalambous and Hudson Boatswain being recognised as fastest girl and boy competitors.
- The school swimming and athletics carnivals were very competitive, with many swimmers and athletes going on to represent the school at the district competitions. Some students then went to compete at the state carnival.
- Senior students attended dragon tag and hockey gala days and lunchtime tennis tuition was provided by Mr Garry O'Connor.