

Illaroo Road Public School

Annual Report



2017



4246

Introduction

The Annual Report for **2017** 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.

Bob Lowe, Acting Principal

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Message from the Principal

Illaroo Road Public School is student outcomes focused and promotes high personal achievement for all students in a challenging, caring learning environment. The achievement of academic excellence in every curriculum area is underpinned by our emphasis on strong foundations in English and mathematics as well as by effective classroom behaviour management, enabling teachers to teach and students to learn without hindrance. In 2017, rigorous internal and external assessment indicated that, once again, students across the whole ability range had successfully embodied our motto, 'Reach for the Sky'.

Teaching and learning is enhanced through modern technology, including commboxes or interactive whiteboards in all classrooms, mobile laptop laboratories, a library computer laboratory and fast connection to the internet. Students, K–Y6, build skills and values through social responsibility, leadership programs and clear expectations about acceptable behaviour at school. The Student Representative Council gives students opportunities to participate in school decision making.

We are proud of our successful extra-curricular programs in the performing arts and sport. In 2017 girls and boys in dance troupes, the school band, instrumental music programs and the school choir performed admirably at regional, Shoalhaven district and school events. The Premier's Reading Challenge was completed by 91% of the student population and there was strong participation in the Premier's Debating and Spelling Challenges. Our comprehensive sport and fitness program allows students to achieve healthy lifestyles and compete successfully in a wide selection of local and state competitions, including PSSA KO soccer, cricket, basketball, netball and tennis.

As a community it is our ability and desire to work together closely that makes ours such a good school. Parents are encouraged to be active participants in school decision-making through the School Council and the Parents and Citizen's Association. Our teaching and support staff are experienced, enthusiastic, dedicated and caring, and collaborate to produce the best possible learning outcomes for students.

This year, for the first time we are publishing a school magazine to accompany this annual report; by reading both you will discover that 2017 has been another very successful year at Illaroo Road Public School. Thank you to everyone involved – students, parents and staff – for your contributions to our children's future.

Bob Lowe, Acting Principal

Message from the school community

The P&C Association is proud of our role in enhancing the physical and learning environment at Illaroo Road Public School. In 2017 we funded a number of key projects: the ongoing supply and installation of air conditioning units to the hottest classrooms; a significant contribution of literacy and numeracy learning tools to support teaching staff as they implement new methods; an upgrade of sporting equipment; and further improvements in the quiet area.

We are fortunate to be able to provide a full time canteen service. Again in 2017 our canteen flourished thanks to the efforts of manager Tracey Bentley, who plays an integral role in school life, offering nutritious home cooked food and supporting initiatives such as the 'Kids in the Canteen' program whereby Year 6 students work alongside Tracey, serving their peers. The support of Karen Woods on the canteen committee, with her valuable wealth of knowledge after many years at Illaroo Road, is much appreciated.

Our achievements would not be possible without the support of P&C fundraising efforts. Annual events such as the Easter Hat Parade and Raffle, Mothers Day stall and Fathers Day Breakfast remain much anticipated events on the calendar and serve to foster a strong community spirit. The canteen and uniform shop provide valued services to the school community. Special thanks to Chris Klein and his team for their coordination of the Sportathon – the most successful year to date!

Finally, a word of thanks: to those in the school community who have been so generous and giving of their time by volunteering in the classroom, in the canteen, on excursions and with fundraising activities; to P&C Treasurer, Adam Hodgkins and Secretary, Clive Timmins for their measured and thoughtful insights; to Vice Presidents Tess Thomas and Carly Amey for working behind the scenes ensuring events run smoothly; and to each P&C member who has contributed so significantly of your time, knowledge and experience. Last, but not least, thank you to the leadership of Graham Tink, Bob Lowe and their team for our strong working relationship. Combined, our children reap the benefits of all our involvement in their education, enabling them to continue to 'Reach for the Sky'.

Michelle Sullivan, P&C Association President

Message from the students

Throughout the year we have had many opportunities to develop our skills in responsibility and leadership, an experience we will carry with us throughout the rest of our lives. 2017 at Illaroo Road Public School has seen very successful extra-curricular programs, including the biennial school production '*Decamania*', sporting events, chess competitions, science fair, school band, dance groups, debating, reading challenge and public speaking.

We would like to thank the Year 6 class of 2017 for helping us along our journey; we have made many new and great friendships along the way. We wish our fellow Year 6 students amazing years to come at high school, and we also wish the best for all the students continuing at Illaroo Road in 2018 and beyond. For the 2018 leaders, we wish you the best of luck next year, and know you'll do a brilliant job.

To finish, we would like to thank Year 6 teachers Mr Barnes, Mr Binney and Mrs Nixon for a wonderful year and end to our primary schooling. A special thank you to Mr Lowe, Mr Klein and Ms Brooks for your support and guidance in developing our skills as leaders, and most importantly, Tracy, for the food...and experience in the canteen! On behalf of Year 6 we would like to say that our time at Illaroo Road has included many wonderful experiences and we are truly thankful for all the opportunities that have come our way. What an amazing year it has been!

Ben Royston and Molly Mills, 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.

School Excellence Framework Version 1

Learning Elements

1. Learning Culture: *Excelling*
2. Wellbeing: *Excelling*
3. Curriculum and Learning: *Excelling*
4. Assessment and Reporting: *Sustaining and Growing*
5. Student Performance Measures: *Excelling*

Teaching Elements

1. Effective Classroom Practice: *Sustaining and Growing*
2. Data Skills and Use: *Sustaining and Growing*
3. Collaborative Practice: *Sustaining and Growing*
4. Learning and Development: *Excelling*
5. Professional Standards: *Excelling*

Leading Elements

1. Leadership: *Sustaining and Growing*
2. School Planning, Implementation and Reporting: *Excelling*
3. School Resources: *Excelling*
4. Management Practices and Processes: *Excelling*

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

We are very pleased with student outcomes in literacy and numeracy, as evidenced by impressive internal and external assessment results. Employing the teaching–learning cycle, teachers use assessment as the starting point for planning to cater for the continuum of student ability in their classrooms. English and maths are the focal point for planning, within the context of a broad, balanced curriculum, with science, history and creative art being integrated where feasible.

Collaborative planning and programming with year and stage colleagues is the norm. Extension and enrichment activities for many students are incorporated into programs and underachieving students are provided with individual education programs focused on their literacy and/or numeracy areas of weakness.

The improvement measures shown below strongly indicate that our high expectations for all students, regardless of ability, are rewarded with excellent outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • K–6 students achieving at, or above, year appropriate levels on literacy and numeracy continuums (PLAN) to equal or exceed 80%. 	QTSS funding allocated for TEN training, and student achievement tracked on data walls.	<p>We successfully achieved this goal in:</p> <p>English– K(97%), Y1(93%), Y2(99%), Y3(93%), Y4(88%), Y5(94%), Y6(100%).</p> <p>Mathematics– K(97%), Y1(94%), Y2(94%), Y3(96%), Y4(92%), Y5(99%), Y6(98%).</p>
<ul style="list-style-type: none"> • Year 3 students achieving in the NAPLAN proficiency bands to equal or exceed state DoE mean achievement levels. 	TPL funding allocated to consistent teacher judgment (CTJ) days. This released teachers from class to collaboratively review student assessment data.	<p>We successfully achieved this goal in:</p> <p>Writing (16.6% above NSWDoE): 65.5% of students in Bands 5/6 compared to 48.9% NSWDoE.</p> <p>Spelling (8.6% above NSWDoE): 58.6% of students in Bands 5/6 compared to 50.0% NSWDoE.</p> <p>Grammar/punctuation (10.6% above NSWDoE): 69% of students in Bands 5/6 compared to 58.4% NSWDoE.</p> <p>Numeracy (2.9% above NSWDoE): 43.1% of students in Bands 5/6 compared to 40.2% NSWDoE.</p> <p>We marginally missed the goal in:</p> <p>Reading (–4.1% below NSWDoE): 43.1% of students in Bands 5/6 compared to 47.2% NSWDoE)</p>
<ul style="list-style-type: none"> • Year 5 students achieving in the NAPLAN proficiency bands 	TPL funding allocated to consistent teacher	<p>We successfully achieved this goal in:</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
to exceed state DoE mean levels by 10%.	judgment (CTJ) days. This released teachers from class to collaboratively review student assessment data.	<p>Writing (13.9% above NSWDoE): 30.1% of students in Bands 7/8 compared to 16.2% NSWDoE.</p> <p>Grammar/punctuation (10.8% above NSWDoE): 44.1% of students in Bands 7/8 compared to 33.3% NSWDoE.</p> <p>We marginally missed the goal in:</p> <p>Reading (7.9% above NSWDoE): 44.1% of students in Bands 7/8 compared to 36.2% NSWDoE.</p> <p>Spelling (3.9% above NSWDoE): 39.8% of students in Bands 7/8 compared to 35.9% NSWDoE.</p> <p>Numeracy (5.6% above NSWDoE): 35.5% of students in Bands 7/8 compared to 29.9% NSWDoE.</p>
• Students achieving in the lowest three NAPLAN bands to be 5% less than NSW DoE levels.	General account school funds to purchase learning resources for literacy and numeracy programs.	<p>We successfully achieved this goal in:</p> <p>Year 3 reading (–14.8%), writing (–15.0%), spelling (–15.5%), grammar and punctuation (–6.0%), numeracy (–15.7%)</p> <p>Year 5 reading (–9.8%), writing (–24.7%), spelling (–9.6%), grammar and punctuation (–17.1%), numeracy (–10.0%)</p>
• The number of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the state DoE average for all students.	Aboriginal background funding for individual literacy and numeracy programs.	<p>We successfully achieved this goal in:</p> <p>Year 3 (5 students): reading (+35.4%), writing, (+8.5%), spelling (+55.1%), grammar/punctuation (+52.5%), numeracy (+21.2%).</p> <p>Year 5: (12 students): reading (+34.4), writing (+49.4), spelling (+36.7), grammar/punctuation (+37.3), numeracy (+50.5)</p>

Next Steps

- General: provide ample opportunities for class teachers to employ effective consistent teacher judgment through planning, programming and assessing collaboratively.
- General: Ensure professional learning opportunities are made available to meet individual and stage requirements, including on-going L3 training and inclusion of “TRIO” professional learning strategies.
- Literacy : analysis of 2017 NAPLAN assessment tasks indicates in K–Y3 classrooms the need for: a) students to engage with a greater variety of community and persuasive texts in modelled and guided reading b) a greater emphasis on reciprocal reading strategies with an emphasis on clarifying and unpacking vocabulary in text c) at the start of Term 1, stage meetings to collaboratively initiate common class programs based on the school grammar scope and sequence; b) weekly explicit modelling/teaching of the grammar focus.
- Literacy : analysis of 2017 NAPLAN assessment tasks indicates in Y4–6 classrooms the need for: a) Early Term 1 focus on responding to text types using TRIO strategies, b) students to engage in questions promoting higher order thinking, inference and comprehension.
- Numeracy : analysis of 2017 NAPLAN assessment tasks indicates in 4–Y6 classrooms the need for improved student ability in fractions and decimals; and in identifying the thousandths place. Early Term 1 stage meetings will focus on

common classroom strategies to teach/learn place value concepts.

– Numeracy : analysis of 2017 NAPLAN assessment tasks indicate in K–3 classrooms the need for, a) improved student ability to understand keys in data and to engage in discussions to interpret data in a range of graph types, b) teachers to focus on common classroom strategies to teach/learn multiplication and division strategies, c) Year 2 teachers to explicitly teach Newman’s Analysis prompts to Year 2 students in Term 4 to develop problem–solving skills.

– Student self–assessment and reflection on their learning : a) students, K–Y6, to critically proof–read their own and partners’ written texts on a regular basis; b) regular teacher–student conferences to discuss student progress in all strands of literacy and numeracy with suggestions made on how to achieve further progress.



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

- 1) Full implementation of school Positive Behaviour for Learning (PBL) playground values program.
 - Procedures in the time out room. During 2017, the PBL committee has made adjustments to procedures in the time out room in a move to make time out more of a restorative measure; a place where students can receive behaviour support and learn strategies to improve their own behaviour.
 - PBL playground reward system. The playground stars rewards system was first implemented in 2014. The general consensus amongst staff was that the system had lost some of its impetus and effectiveness, particularly where primary students were concerned. Hence, the present system was recently evaluated and reviewed.
- 2) Access requests and reviews for students with disabilities have been conducted in a timely manner.

So far this year: 4 access requests completed.

- 3) The school counsellor has a very full caseload.

Jodie's allocation at the school is 0.4 to cover consultations with parents/carers and teachers, counselling, testing of students, report writing, school counsellor training requirements etc. We also have an extra 0.2 during Term 3 and Ruth helping will be assisting with assessments etc.

- 4) Full implementation of updated LST procedures to support student learning.

LST meetings are held every Thursday lunchtime.

LST meeting agenda and minutes, and individual student LST records are kept online.

- 5) Teacher professional learning in student welfare supported through PDPs.

Teachers included student welfare related items in their PDPs..

- 6) Nationally Consistent Collection of Data for students with disability (NCCD).

NCCD student records were updated by teachers and then completed online by the deadline at the start of Term 3.

- 7) Student attendance.

In 2016 we had an excellent student attendance rate of 95.9% (cf 94.0% NSW DoE)

Kindergarten attendance was 97.2% (cf 94.4% NSW DoE, giving students the opportunity for the best possible start at school.)

Student attendance is carefully monitored by class teachers, assistant principals and, twice a term, by the deputy principal. Families of poor attendees are contacted when appropriate.

Good attendance is openly encouraged and acknowledged through 100% attendance awards. In Term 1, 2017 187 students (35% of the school population) achieved 100% attendance and 193 (36%) in Term 2.

- 8) Got It! and Fun Friends Programs

The Got It! program, run in Semester 2 2017 by psychologists from CAMHS supported a small group of 8 K–Y2 students and their parents in improving behaviour outcomes at home and school. The Fun Friends program (also from CAMHS) was run in all K–2 classrooms during Semester 2 2017.

- 9) Student Wellbeing Policy

Staff were taken through the new School Wellbeing Policy at the start of 2017.

Parents were informed through the bulletin and the policy was placed on the school website.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 100% of staff and students can state the school values. 	\$3000.00 PBL certificates, awards and booklets.	<p>Practice 1 – Consistently high teacher expectations of student behaviour which reflects school values.</p> <ul style="list-style-type: none"> • All staff can state the school values. • 95% of students can state the school values. • Classroom and behaviour book entries indicate teachers respond appropriately to issues involving safety, respect and responsibility. • The relatively small amount of entries in the classroom behaviour books clearly show that high teacher expectations are effective in all classrooms. • Staff / stage meeting time was provided to discuss new initiatives. • The staff/student mentor system continued this year. • The buddy class system enables older students to support and empathise with younger students.
<ul style="list-style-type: none"> • 100% of fulltime teaching staff implement the school social skills lessons. 	PBL committee designed and uploaded teaching resources K–6 for all staff to access.	<p>Practice 2 – Systematic and explicit teaching of appropriate behaviour and social values.</p> <ul style="list-style-type: none"> • All staff have access to pre-written social skills lessons and accompanying resources. Lessons are timetabled in programs and taught regularly (weekly or fortnightly). This expectation is communicated to teachers at the start of the year.
<ul style="list-style-type: none"> • 100% of teachers participate in PBL training in implementing updated time out and student behaviour record keeping procedures. 	Training provided during staff meetings.	<p>Practice 3 – Streamlined behaviour record keeping and reward system administration.</p> <ul style="list-style-type: none"> • Stage 3 have been trialling the recording of behaviour directly online into Sentral as this provides much improved data accessibility when compared with using the behaviour books. • Teachers needing training will receive it during T3 and the trial will continue during T4, with all teachers participating. • The reward system administration is being reviewed and will be updated for the start of 2018.
	Evaluations occurred during staff meetings to maximise teacher input.	<p>Practice 4 – Introduction of altered time-out procedures and practices.</p> <ul style="list-style-type: none"> • This has been trialled in 2017 and is to be reviewed by teachers during T3.

Next Steps

1. Trial any changes to PBL that may result from Semester 2 review
2. Consolidate any changes to time out procedures (for discussion Term 4 2017) and review at end of Term 2 2018
3. Continue with online Sentral behaviour recording trial in 2018 instead of using behaviour books. Review at start of Term 3 2018
4. Refresh staff knowledge of our student discipline policy
5. Embed social skills lessons in all classes as a routine
6. Buddy classes to be allocated at start of Term 1
7. Staff/student mentors to be updated start of Term 1.

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

Progress has been made in a variety of areas under Strategic Direction 3's committee.

- 100% of classes implemented the updated history units and engaged in historical inquiry tasks.
- RFF teachers released to evaluate and publish 3–6 geography units. K–2 geography units to be published end of Term 3. All units to have assessable inquiry tasks aligned to NSW syllabus documents by Term 4.
- Applications for sporting clinic submitted, to be actioned in school Term 3 and 4.
- 100% of classes attended the Life Education Van. Then completed mandatory child protection and drug education lesson sequences.
- Teachers entered a wide variety of Shoalhaven Eisteddfod competitions.
- Production committee began planning script and have allocated all classes a decade for their dance.
- Production committee has booked venue, advertised event and organised rehearsals.
- Stage teams published report indicators aligned to NSW syllabus documents.
- Prepared for Science Education major evaluation for the School Self-Evaluation Committee.
- Engaged in PSSA sports including: Basketball– Girls, Basketball– Boys, Cricket– Girls, Cricket Boys, Netball, Soccer– Girls, Soccer– Boys, Tennis, Swimming Carnivals, Cross Country Carnivals and Athletics Carnivals.
- Facilitated and participated in a wide variety of extra-curricular opportunities including: NSW Junior Chess League, Da Vinci Decathlon, Tournament of Minds, Maths Olympiad, Maths Games, Science Fair (Stages 2 and 3), Junior and Senior Choir, Premier's Debating Challenge, Multicultural Public Speaking School, Junior and Senior Band Programs, Music Tuition, Junior Dance Troupes, Senior Dance Troupes and Southern Stars.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The number of students achieving in the top two in-school proficiency bands in geography, science and history to exceed 40%.	APs analysed assessment and reporting data prior to school self-evaluation meetings..	History/Geography We achieved this goal in all groups with the exception of Kindergarten. This was a significant improvement on previous years.
• Increase to 100% the number of students participating in practical science experiments and/or demonstrations.	\$3000.00 to support the Science Fair for 3–6 students.	In Early Stage 1 students are engaged in the unit Staying Alive, and are making grass heads and discussing the growth factors. In Stage 1 all students have been heating and cooling foods and making predictions and observations. They have engaged in the unit Spot the Difference and have conducted modified experiments after class demonstrations. In Stage 2 all students engaged in the creation of a Scientific Model for the Science Fair. Students created an insect as part of the unit Mini Worlds. Student work was displayed at the IRPS science fair accompanied by their written description. In Stage 3 all students participated in the Science Fair and presented a scientific investigation. Throughout Term 2 students learned what constitutes a Fair Test, and then carried out a scientific investigation in groups of 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increase to 100% the number of students K–6 participating in ICT activities in science, history and geography. 	IWB and comm boxes in all classrooms, in addition to three mobile computer labs and one caballed lab in the library.	<p>In Early Stage 1 students have been exposed to online literacy resources complementing the unit Personal and Family Histories.</p> <p>In Stage 1 have used internet to sources to analyse primary sources and discuss as a group.</p> <p>In Stage 2 all students have engaged in interactive learning in history and geography as part of the RFF program.</p> <p>In Stage 3 all students have engaged in historical and geographical enquiry as part of their RFF allocation. Students have produced posters and pamphlets as products.</p>

Next Steps

1. Maintain all current creative and performing arts ventures, both in–class and extracurricular.
2. Focus on further developing staff K–6 to manage and coach PSSA knockout teams with a focus on improving school–wide sport organisation.
3. Access teacher professional learning for the geography syllabus, with a focus on enrichment and inquiry activity creation.
4. Evaluate PDH units K–6 and cross check against existing syllabus documentation.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40, 626.00– Employment of School Learning Support Officer to provide individual and group support for students requiring additional learning opportunities in literacy and numeracy.	A significant improvement in Aboriginal student learning outcomes in literacy and numeracy as mapped on department learning continuums.
English language proficiency	\$16, 546.00– Employment of School Learning Support Officer to provide extra language tuition for targeted students.	A noticeable improvement in identified students expressive language skills.
Low level adjustment for disability	\$134, 761.00– Provision of teaching and support staff for small group targeted literacy and numeracy instruction, in addition to Occupational and Speech Therapy groups.	Improvement in student literacy and numeracy skills, and fine motor skill development.
Quality Teaching, Successful Students (QTSS)	\$69, 730.71– Assistant Principals released to support stage staff in addition to experienced classroom teacher release for specific training and programs.	All classroom teachers have received support and feedback on classroom practice from stage supervisors and K–2 staff have engaged in professional learning.
Socio–economic background	\$76, 861.00– Individual and small group support for students requiring additional assistance to meet their full potential in the classroom.	Improved ability for all students to engage in classroom learning opportunities.
Support for beginning teachers	\$29, 702.00– Beginning teachers released for in–school and external professional development.	Beginning teachers have been supported by experienced supervisors and school mentors to further enhance their teaching skills and understandings.
Performing arts program	\$8, 640.00– Support for Junior and Senior Performing Arts programs.	Highly successful school band, dance troupes and school choirs have performed at a variety of local, district and regional events.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	289	268	274	263
Girls	271	268	279	275

In 2017 we have a slightly higher number of female students for the second consecutive year. Our Indigenous student enrolment has risen from 8.7% in 2016 to 9.4% in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	96.5	97.2	97.1
1	96.3	94.8	95.8	95.9
2	96.7	95	96.1	96.1
3	97	96.2	95.7	95.7
4	96.8	95.2	95.7	95.4
5	96.3	96	95.9	95.4
6	95.7	95.8	95.3	95.9
All Years	96.5	95.7	95.9	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

We consider good attendance to be a very important variable in student success, so we are very pleased with our overall attendance rate of 95.9% being 2.0% higher than the NSW K–Y6 figure. The attendance rate across all years was significantly higher than the equivalent NSW rate and Kindergarten at 97.1% 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 students for whom attendance is a concern are contacted when appropriate. Good attendance is acknowledged with 100% attendance awards for Terms 1–3 and special awards at the end of year presentation assemblies for 100% attendance over the whole year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.37
Teacher of Reading Recovery	0.71
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.96
Other Positions	0

*Full Time Equivalent

In 2017, 6% 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

Our teaching staff hold professional learning in high regard, continual improvement and reflective practice is a key component of the success we experience in each and every classroom. Stage teams have adopted a collaborate approach to training and development and actively seek evidence based research to guide and

foster professional development. Staff meeting and consistent teacher judgement days are utilised within our school for collaborative planning, assessment moderation and data analysis while school development days have focused on mandatory training and school-wide professional development framework for teachers.

In 2017, three of our beginning teachers successfully achieved proficient accreditation through the New South Wales Standards Authority (NESA), and another three submitted maintenance reports at proficient level.

Every teacher received comprehensive feedback on their documentation and lesson observations, and all teachers have professional development plans. Funds were used to support ongoing K–Y2 L3 pedagogy professional learning. An overview of our professional learning K–6 has been summarised below:

* All K–Y2 teachers are implementing L3 strategies and continue to receive various levels of support from the L3 instructional leaders.

* TRIO English workshops: all teachers participated in 3x 3hr sessions of English professional learning with a stage focus on a. teaching for comprehension and critical thinking b. effectively programming for English c. teaching grammar using the English syllabus.

* All teachers participated in the Maths Building Blocks online course (x 4 sessions).

* K–Y2 teachers commenced Targeted Early Numeracy (TEN) training, led by in-school facilitator Carly Dunstan.

* All teachers have participated in collaborative stage team workshops and Consistent Teacher Judgement sessions.

* Staff members identify their personal professional learning priorities in their professional development plans and these are addressed during the course of the year.

*Beginning teachers participated in induction and mentor programs, and targeted training to address PDP goals.

* Quality Teaching Successful Students (QTSS) funding has been used by APs to support class teachers through observations, professional conversations and program reviews.

* All teachers were involved in NAPLAN 2017 analysis followed by target setting for specified areas of weakness.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	176,610
Revenue	4,703,515
Appropriation	4,443,721
Sale of Goods and Services	19,484
Grants and Contributions	237,520
Gain and Loss	0
Other Revenue	0
Investment Income	2,790
Expenses	-4,694,487
Recurrent Expenses	-4,694,487
Employee Related	-4,326,033
Operating Expenses	-368,453
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	9,028
Balance Carried Forward	185,637

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,543,483
Base Per Capita	86,353
Base Location	4,141
Other Base	3,452,989
Equity Total	268,794
Equity Aboriginal	40,626
Equity Socio economic	76,861
Equity Language	16,546
Equity Disability	134,761
Targeted Total	422,349
Other Total	121,253
Grand Total	4,355,879

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.

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

School performance

NAPLAN

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

Our school targets for NAPLAN literacy are:

1. Year 3 students achieving in the NAPLAN proficiency bands to equal or exceed NSW Department of Education (NSWDoE) achievement levels.

We successfully achieved this goal in:

- Writing (16.6% above NSWDoE): 65.5% of students in Bands 5/6 compared to 48.9% NSWDoE.
- Spelling (8.6% above NSWDoE): 58.6% of students in Bands 5/6 compared to 50.0% NSWDoE.
- Grammar/punctuation (10.6% above NSWDoE): 69% of students in Bands 5/6 compared to 58.4% NSWDoE.

We marginally missed the goal in:

- Reading (–4.1% below NSWDoE): 43.1% of students in Bands 5/6 compared to 47.2%

NSWDoE)

2. Year 5 students achieving in the NAPLAN proficiency bands to exceed NSWDoE levels by 10%.

We successfully achieved this goal in:

- Writing (13.9% above NSWDoE): 30.1% of students in Bands 7/8 compared to 16.2% NSWDoE.
- Grammar/punctuation (10.8% above NSWDoE): 44.1% of students in Bands 7/8 compared to 33.3% NSWDoE.

We marginally missed the goal in:

- Reading (7.9% above NSWDoE): 44.1% of students in Bands 7/8 compared to 36.2% NSWDoE.
- Spelling (3.9% above NSWDoE): 39.8% of students in Bands 7/8 compared to 35.9% NSWDoE.

3. Students achieving in the lowest three NAPLAN bands to be 5% less than NSW DoE levels.

We successfully achieved this goal in:

- Year 3 reading (–14.8%)
- Year 3 writing (–15.0%)
- Year 3 spelling (–15.5%)
- Year 3 grammar and punctuation (–6.0%)
- Year 5 reading (–9.8%)
- Year 5 writing (–24.7%)
- Year 5 spelling (–9.6%)
- Year 5 grammar and punctuation (–17.1%)

4. The number of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the NSWDoE average.

We successfully achieved this goal in:

Year 3 (5 students)

- reading (+35.4%)
- writing, (+8.5%)
- spelling (+55.1%)
- grammar/punctuation (+52.5%)

Year 5: (12 students)

- reading (+34.4)
- writing (+49.4)
- spelling (+36.7)
- grammar/punctuation (+37.3)

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	3.5	5.2	12.1	10.3	32.8	36.2
School avg 2015-2017	3.0	5.5	12.6	17.6	27.3	34.1

Percentage in Bands:**Year 3 - Reading**

Band	1	2	3	4	5	6
Percentage of students	0.0	6.9	8.6	41.4	22.4	20.7
School avg 2015-2017	1.9	6.6	14.7	24.7	28.4	23.8

Percentage in Bands:**Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	0.0	3.5	10.3	27.6	41.4	17.2
School avg 2015-2017	0.9	9.7	13.7	24.7	29.4	21.7

Percentage in Bands:**Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	10.3	22.4	53.5	12.1
School avg 2015-2017	1.0	2.4	11.5	22.5	45.7	17.0

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	5.4	10.8	8.6	31.2	17.2	26.9
School avg 2015-2017	2.5	9.7	13.8	24.8	21.9	27.3

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	2.2	6.5	19.4	28.0	20.4	23.7
School avg 2015-2017	2.6	6.1	20.9	25.0	19.5	26.1

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	20.4	34.4	29.0	10.8
School avg 2015-2017	0.7	6.2	18.6	30.6	26.5	17.5

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	2.2	6.5	22.6	38.7	21.5	8.6
School avg 2015-2017	3.4	5.6	26.3	37.8	17.7	9.3

Our school targets for NAPLAN numeracy are:

1. Year 3 students achieving in the NAPLAN proficiency bands to equal or exceed NSW Department of Education (NSWDoE) achievement levels.

We successfully achieved this goal in:

- Numeracy (2.9% above NSWDoE): 43.1% of students in bands 5/6 compared to 40.2% NSWDoE.

2. Year 5 students achieving in the NAPLAN proficiency bands to exceed NSWDoE levels by 10%.

We marginally missed the goal in:

- Numeracy (5.6% above NSWDoE): 35.5% of students in bands 7/8 compared to 29.9% NSWDoE.

3. Students achieving in the lowest three NAPLAN bands to be 5% less than NSW DoE levels.

We successfully achieved this goal in:

- Year 3 numeracy (-15.7%)
- Year 5 numeracy (-10.0%)

4. The number of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the NSWDoE average.

We successfully achieved this goal in:

Year 3 (5 students)

- Numeracy (+21.2%)

Year 5: (12 students)

- Numeracy (+50.5%)

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	15.5	39.7	19.0	24.1
School avg 2015-2017	1.0	9.0	19.9	28.7	21.2	20.3

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	2.2	6.5	23.7	32.3	21.5	14.0
School avg 2015-2017	1.5	10.5	20.4	30.5	21.0	16.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

2017 Key Evaluation: Science Education

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 *Science Education*.

Findings and conclusions

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

- The school promotes a positive attitude toward teaching and learning in science. (96% students)
- My child enjoys the science programs at Illaroo Road Public School (92% parents)
- Science programs are well resourced at my school (81% students, 71% staff, 85% parents)
- My child speaks positively about learning science at school (92% parents)
- The school encourages my child to reach his/her potential in science (87% parents)

Future directions

This evaluation clearly indicates very strong support for current science education programs, and have illuminated the following areas for future directions:

- Additional professional development to be scheduled for staff in the effective teaching of Working Scientifically and Working Technologically outcomes.
- Immersion days for K–6 to be organised with external providers such as the Illawarra Environmental Education Centre and the University of Wollongong to foster engagement in scientific learning.
- Science Fair in 3–6 classes to continue.



Policy requirements

Aboriginal education

In 2017 there were fifty-one Aboriginal students (9.4%) at Illaroo Road and, following assessment, their personalised learning plans targeted their weaker areas of literacy and numeracy through small group or individual support. This enabled most students to make excellent overall progress. We were also able to provide speech and occupational therapy programs for selected students.

Five Year 3 and twelve Year 5 students took part in the NAPLAN tests. Our school plan target for them was *'the percentage of Aboriginal students achieving in the top three NAPLAN bands to equal or exceed the NSW Department of Education average for all students.'* Our Year 3 students achieved this in reading, writing, spelling and grammar/punctuation, and narrowly missed the target in numeracy. Our Year 5 students achieved the target in all literacy and numeracy areas.

Six students received Regional Aboriginal Education Achievement Awards: Chloe Beetson, Danielle Baron, Alexandria Kerrigan (literacy); Jenarkki Ashby, Chloe Whitley (numeracy), Ocean Timbs (attendance) and Alexandria Kerrigan (sporting excellence). Thirty-nine Aboriginal students (76%) completed the Premier's Reading Challenge.

Eighteen of our K–Y2 Indigenous students went to the Shoalhaven Entertainment Centre to see *Saltbush*, an interactive journey through the culture and landscapes of Aboriginal Australia. Koori Club met regularly for a range of cultural activities and presented a woollen, hand-made Aboriginal flag to the school.

NAIDOC Week was celebrated with a special flag-raising assembly which featured the Bomaderry High School Aboriginal Group performing some wonderful Indigenous dances. Students were taken on a walking excursion to Bomaderry Creek to learn about Aboriginal artefacts there from an Aboriginal parent. We also had a Black, Red and Yellow Day to finish off the week in style.



Multicultural and anti-racism education

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 language needs.

The school anti-racism contact officer, Bob Lowe, has the responsibility for investigating incidents of a racist nature and for maintaining the anti-racism register. In 2017 there were three reported incidents, which were dealt with appropriately.