

# Illaroo Road Public School

## Annual Report



2018



4246

## Introduction

The Annual Report for **2018** 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.

Jacqueline Piggott

Principal

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# 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
- Developing 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, North Nowra, is a South Coast school situated on the northern side of the Shoalhaven River. We are well known for the excellence of our academic, extra-curricular and student focused welfare programs: achievements embodied in the motto "Reach for the Sky". This is the result of the outstanding work ethic of our staff, a strong focus on professional learning, and a long history of quality strategic planning.

The achievement of learning outcomes across the ability range in all curriculum areas is underpinned by the pursuit of academic excellence in literacy and numeracy, effective learning support, the provision of quality extra-curricular opportunities, and our commitment to evidence based teaching practices. Closing the academic achievement gap for our Aboriginal students is a major commitment. To achieve these goals leadership development at all levels is an ongoing priority.

Special features of our school include the friendly, caring ethos, supportive community, 'OC' opportunity and autism class programs, technology based learning, healthy lifestyle focus, and excellent performing arts and sporting programs.

# 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 2

#### Learning Elements

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

#### Teaching Elements

1. Effective Classroom Practice: Sustaining and Growing
2. Data Skills and Use: Delivering
3. Professional Standards: Sustaining and Growing
4. Learning and Development: Sustaining and Growing

#### Leading Elements

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

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>



## Strategic Direction 1

### Excellence in Teaching and Learning

#### Purpose

- Create a learning environment to engage and challenge all learners through a differentiated and dynamic approach.
- Foster teacher capacity to engage in evidence based pedagogy that delivers high impact literacy and numeracy programs to enhance student learning.

#### Overall summary of progress

External data has clearly identified that there is a need for evaluating our current practices on identifying current achievement levels, providing effective differentiation and measuring student growth. Illaroo Road Public School has committed to a strong focus on engaging in professional learning and delivering evidence-based practices identified within the What Works Best document: High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Effective Classroom Management, Wellbeing and Collaboration. In 2018, staff engaged in professional development and robust discussion to reflect on the key ideas of the document and evaluate areas of strength and areas for growth within the school.

Staff engaged in professional learning to understand and plan for successful implementation of the National Literacy and Numeracy Progressions. Teachers began utilising the literacy progressions, learning intentions and success criteria to begin developing a more explicit school-wide approach to meet the needs of the range of learners.

A Mentor Program was initiated to build partnerships to develop and strengthen evidence-based practices through effective collaboration. Supported by the Mentor Program, teachers engaged in personalised professional learning to enhance curriculum delivery and to both identify and work towards their professional goals.

In 2018, we extended targeted numeracy support for teachers in K–2 with a focus on identifying student levels in Early Arithmetic Strategies. We utilised an instructional leadership model, tailored to our school's needs, to provide shoulder-to-shoulder support to strengthen numeracy teaching by modelling best practice methods to support the range of learners in the classroom. The support was extended to K–6 classrooms in line with our direction to engage and challenge all learners utilising high-impact, evidence-based programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data shows that student growth in literacy and numeracy is greater than or equal to statistically similar schools on external measures and is consistent with strong growth on internal measures.	<ul style="list-style-type: none"><li>• staff meetings</li><li>• \$5000</li></ul>	<p>Staff engaged in high quality professional learning focused on engaging with the <i>What Works Best</i> document and developing a whole-school approach to begin implementing evidence based formative assessment practices beginning with Learning Intentions and Success Criteria.</p> <p>Visible learning Progress vs Achievement tools utilised to evaluate NAPLAN assessment data. This analysis aided in the identification of students from the entire achievement range whose progress was lacking and supported evaluation of school-wide practices to support individual students.</p>
Students have a minimum year's growth for a year of learning.	<p>\$5000 PL</p> <p>Use of QTSS through school based mentor</p>	<p>Staff participated in training on the literacy and numeracy progressions to develop greater understanding of the progression of learning.</p> <p>Teachers have begun engaging in the process of embedding formative assessment into the teaching and learning cycle. Beginning to utilise formative</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have a minimum year's growth for a year of learning.		assessment to track achievement, plan for learning and identify growth.
The PDP and mentor process drives teaching and learning programs that are dynamic, showing evidence of revisions based on feedback on teaching practice and student learning.	<ul style="list-style-type: none"><li>• FTE 1.0 School based mentor funded through QTSS and equity</li><li>• \$40000 to release staff to work with school based mentor</li><li>• \$25000 to allocate Numeracy mentor 1 day per week</li></ul>	<p>All staff engaged in high level professional dialogue with the mentor to identify and develop a PDP that addressed individual teacher need and commitment to increasing participation in whole school strategic directions.</p> <p>Extended numeracy support K–6 with a teacher mentor working alongside teachers to develop teacher capacity to deliver high–impact teaching strategies for numeracy.</p>

## Next Steps

Develop our internal improvement measures to track growth and plan for differentiated student learning with a focus on shifting from student achievement to student progress.

Continue to engage staff in professional learning with a focus on the elements of *What Works Best* and the principles of formative assessment.

Develop and foster a mindset of teachers as lifelong learners.

Establish structures for teacher observations; including peer observations and shoulder to shoulder learning sessions, to support teacher development and strengthen team collaborations and leadership capacity.

Continue to support teachers in taking an active role in the review of their PDP goals throughout the year.



## Strategic Direction 2

### Strengthening Engaging and Authentic Partnerships

#### Purpose

- Develop and strengthen partnerships that build a positive organisation at all levels.
- Develop and strengthen Community of Schools (CoS) partnerships for professional learning and a strong middle school culture.
- Enable students and staff to engage and thrive in a culture of change.
- Work in partnership with Aboriginal and non-Aboriginal communities to enhance the wellbeing of all our students with mutual respect.

#### Overall summary of progress

Throughout 2018 Strategic Direction 2 has aimed to strengthen engaging and authentic partnerships with all stakeholders in our school community. Our focus has been to build positive partnerships at all levels with a focus on our Community of Schools, parents, carers and our Aboriginal and Torres Strait families. We recognise that student academic achievement and growth is significantly increased when school and home work in partnership toward common goals.

We have worked hard to evaluate our existing student welfare and wellbeing procedures and have consulted widely to publish a revised procedures document that is representative of our context and community needs. We have reinvigorated our Positive Behaviour for Learning committee and are using internal data to shape our future directions.

In 2018 we collaborated with our Community of Schools; Berry PS, Bomaderry HS, Bomaderry PS, Cambewarra PS, Havenlee SSP, Kangaroo Valley PS, North Nowra PS, Shoalhaven Heads PS to facilitate the Term 3 Staff Development Day. Our staff engaged in professional learning opportunities from guest speakers in addition to colleagues from neighbouring schools. We have begun working with Bomaderry High School on a connected unit of work that will see primary and secondary teachers working in partnership to ensure the transition to high school is seamless.

We invited our Indigenous families into school for a 'future directions' morning tea and discussion. Executive and key staff members met with families and began to map out what really matters for our Indigenous families, and synthesised this information with NSW DoE policy as well the NSW Premier's Priorities. We have amended our Acknowledgement of Country, in consultation with our local Aboriginal Education Consultative Group (AECG), to ensure it best reflects our geographical location, while considering the unique environment of our Opportunity Classes that attract students from over the Shoalhaven District. We collaborated with local artists to design and paint cultural art works in our outdoor learning space.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a school wide, collective responsibility for student wellbeing, learning and success which is shared by students, families and the community.	\$3000	The Positive Behaviour for Learning (PBL) has been reinvigorated this year with increase in staff commitment. Evaluation of our current practices has been completed through a series of focus groups and surveys. Staff, students and parents were surveyed about our award practices and this has shaped our future direction.
Students feel connected to the school and feel supported to succeed and thrive in an inclusive environment.		School wide systems that were established have been evaluated this year. We have focussed on the core interest of <b>purpose</b> ; do the systems ensure that every child is known, valued and cared for, and, are the systems efficient– allowing teachers to teach while valuing recognition of achievement and growth.
A measurable increase in		The Tell Them From Me surveys allowed the for

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community engagement with survey tools as a means of assessing student, staff and community perspectives.		student, parent and family insights to be triangulated and evaluated. Our data indicated our community feels connected to the school and has highlighted both areas for celebration and areas for development. trend data will be available in 2019.

## Next Steps

- Continue to strengthen our connections with all school stakeholders.
- Further develop our systems and procedures for self-assessment, ensuring we triangulate data from students, parents and staff.
- Work collaboratively with our Community of Schools (CoS) to ensure our transitions to Illaroo (Kindergarten) and from Illaroo (Year 6 to Year 7) are efficient and effective. Contribute to a collaborative school environment that shares expertise and values building collective efficacy.
- Nurture and enrich connections with our Aboriginal families and community, including the AECG as our peak advisory body for embedding local Aboriginal perspectives in our teaching and learning plans.



## Strategic Direction 3

### Future Focused Learning

#### Purpose

- Challenge students with complex learning opportunities while fostering a growth mindset to become self regulated and resilient learners.
- Develop critical and creative thinking skills to analyse, explain and solve complex problems.
- Support learners to recognise that they have a stake in the future and a role and responsibility as citizens to take action to help shape that future.

#### Overall summary of progress

In 2018, Illaroo Road Public School has continued to work to embed 21st Century learning tools, within the current curricula and across the school, to enhance the learning in all classrooms. Staff members have engaged in professional development to support the implementation of future focused pedagogy across K–6. Students have continued to refine their future focused learning skills by engaging with coding, robotics and inquiry learning.

In 2018, staff have participated in professional learning to develop their understanding of future focused pedagogy which included external learning completed on inquiry learning, project based learning and coding and robotics which a focus on unpacking the new Science and Technology syllabus to ensure that we, as a school, are meeting the needs of our students now and into the future.

We have worked to develop the confidence of teachers to engage with new technology, such as the Lego WeDo robotics and coding software by initiating team teaching sessions, coding week and establishing a coding club a successful code club. Anecdotal data shows that these initiative played an important role in establishing a supportive and open learning environment where staff and students alike, feel supported to embark on new learning opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate the capacity to apply critical and creative thinking skills across a variety of learning areas in a variety of problem solving contexts.	\$9 000 – Lego Robotics  Lego WeDo x 8  Lego EV3 x 6  Trolleys x 2  (partially funded by the P&C)  \$4 000 – Teacher Professional Learning  \$1 000 – Executive release for robotics team teaching	<ul style="list-style-type: none"><li>• Robotics team teaching session across 3–6 classes</li><li>• "Coding Week" conducted successfully in term 4</li><li>• Teacher professional development on Project Based Learning and the new Science &amp; Technology Syllabus</li><li>• Purchase of new technology</li></ul>
Learning environments inspire students to be leaders of their own learning where collaboration builds mindful, global citizens.	\$12 000 – Commbox x 2  \$12 000 – 30 iPads for class teachers	<ul style="list-style-type: none"><li>• Staff professional learning on flexible seating and future focused learning spaces</li><li>• Replacement of old smart boards</li></ul>

## Next Steps

- Finalise ICT scope and sequence draft.
- Introduce and explain ICT scope and sequence draft to staff.
- Gather quality project based learning units of work to share with staff.
- Begin planning and implementing project based learning units of work.
- Purchase and implement robotics for K–2.
- Continue Code Club years 4–6.
- Consider purchase of 8 iPads to support robotics program.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$48,065	<p>This year the students in Koori Club and the Aboriginal Education team have worked very hard and enjoyed positive rewards and learning experiences. The following items have been achieved:</p> <ul style="list-style-type: none"> <li>• Reconciliation Week: Sea of hands in classroom windows.</li> <li>• Koori Club Seats– completed and painted with the help of Aboriginal artist Kerrie Williams. The seats are now open and ready for outdoor classroom experiences.</li> <li>• Created student leadership roles in Koori Club, to help the senior members develop leadership skills.</li> <li>• Parents and families morning tea: connecting with community. Those who attended were able to write ideas on post it notes, about what they would like to see included with Aboriginal ed. or Koori club in the school.</li> <li>• Changed and adjusted the Illaroo Road School Acknowledgment of Country.</li> <li>• NAIDOC Week celebrations 1st–8th July. "Because of Her, We Can." Performance Dance/Play.</li> <li>• Koori Club gift to school – seats.</li> <li>• Nine Stage 3 Indigenous students attended an AECG STEAM Camp designed to engage and motivate students in the areas of science, technology, engineering, art and mathematics.</li> <li>• An SLSO was engaged to work with Aboriginal students on Literacy and Numeracy goals.</li> </ul>
<b>English language proficiency</b>	\$ 15,365	<ul style="list-style-type: none"> <li>• A noticeable improvement in identified students expressive language skills.</li> <li>• A focus on speech sounds and articulation and early intervention.</li> </ul>
<b>Low level adjustment for disability</b>	\$39,720 Flexible Funding \$72,879	<ul style="list-style-type: none"> <li>• Improvement in student literacy and numeracy skills, and fine motor skill development.</li> <li>• Funding used to increase the Learning and Support Teacher allocation from 0.7 to 0.9</li> <li>• Other funds used to employ SLSO's to support withdrawal programs and students requiring additional assistance..</li> </ul>
<b>Socio–economic background</b>	\$81,323	<ul style="list-style-type: none"> <li>• Improved ability for all students to engage in classroom learning opportunities.</li> <li>• Utilised funds for additional teacher support for professional learning to target school plan initiatives</li> <li>• Funds used to support students requiring financial assistance for excursions, uniforms and school supplies</li> </ul>
<b>Support for beginning teachers</b>	\$29,380	<ul style="list-style-type: none"> <li>• Beginning teachers have been supported by experienced supervisors and school mentors to further enhance their teaching skills and understandings.</li> <li>• All beginning teachers received additional assistance and support through a school based mentor targeting literacy and numeracy strategies.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	268	274	263	257
Girls	268	279	275	269

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	97.2	97.1	96.2
1	94.8	95.8	95.9	95.5
2	95	96.1	96.1	94.5
3	96.2	95.7	95.7	95.5
4	95.2	95.7	95.4	94.9
5	96	95.9	95.4	94.5
6	95.8	95.3	95.9	93.4
All Years	95.7	95.9	95.9	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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 94.9% being higher than the NSW K–Y6 figure. The attendance rate across all years was significantly higher than the equivalent NSW rate and Kindergarten at 96.2% 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 students for whom attendance is a concern are contacted when appropriate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.91
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	5.96

\*Full Time Equivalent

Our teaching staff have varied tertiary qualifications ranging from undergraduate degrees, postgraduate diplomas and Master degrees. Our staff are all registered with the New South Wales Education Standards Authority (NESA) and are active participants in the accreditation process.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

In 2018 our Teacher Mentor position enhanced the way our teachers engaged in professional learning and the teacher accreditation process. Through collaborative practices our Teacher Mentor met with all teaching staff to develop individualised and tailored Professional Development Plans, linked to the professional standards for teachers. This process has allowed our professional learning funds to be used in an equitable and targeted way across the school ensuring individual teachers are developed in identified areas in addition to our whole staff being given learning opportunities that will enhance our K–6 practices, as well as work toward achieving our Strategic Direction milestones.

Teacher accreditation procedures have also been enhanced during this year, with staff able to access both the Teacher Mentor and their Assistant Principal

for support and direction. Our staff have the opportunity to engage in collaborative practices that support the teacher accreditation process, allowing classroom observations, opportunities to team teach and collaborate on learning plans and programs, as well as engage in cross stage school planning or leadership opportunities. Our teachers are supported in the collection of evidence and annotation and we are building our school's capacity to adequately support experienced staff to begin the Highly Accomplished or Lead levels of accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	185,637
<b>Revenue</b>	4,946,743
Appropriation	4,697,343
Sale of Goods and Services	17,745
Grants and Contributions	228,443
Gain and Loss	0
Other Revenue	0
Investment Income	3,211
<b>Expenses</b>	-4,663,552
Recurrent Expenses	-4,663,552
Employee Related	-4,330,119
Operating Expenses	-333,433
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	283,191
<b>Balance Carried Forward</b>	468,828

focus on improving school resources including classroom and learning spaces indoor and outside, technology upgrades for students and staff, increase access to identified instructional leaders within the school to build staff capacity to deliver the practices and processes of the school plan.

- The school tables the annual report and financial summary in the School Council meeting– Term 2 of each year.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,664,605
Base Per Capita	106,361
Base Location	3,727
Other Base	3,554,517
<b>Equity Total</b>	257,352
Equity Aboriginal	48,065
Equity Socio economic	81,323
Equity Language	15,365
Equity Disability	112,599
<b>Targeted Total</b>	481,748
<b>Other Total</b>	168,873
<b>Grand Total</b>	4,572,578

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.

- Illaroo Road uses the school's financial SAP system to upload and monitor the school budget. The principal aligns the school budget to school priorities with a focus on building staff capacity and delivering equity to all students.
- The School Administration Manager assists the principal to manage school funds via SAP including monitoring and analysing procedures to ensure correct and accurate accounting processes are in place.
- The intended use of funds available include a

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Year 3 completed all NAPLAN assessments via the online platform excluding the writing assessment which was still administered as a paper test. Year 5 completed all assessments via the online platform. Year 3 Grammar & Punctuation results showed a high percentage of students in the top 5 bands compared to state average. Year 3 Reading and Spelling results showed a high percentage of students in bands 4 and 5 which indicates this to be a focus area of improvement for the future. Year 5 student results were impressive in Grammar & Punctuation and Reading. Improving the growth rate of all of our students continues to be a focus which is addressed through our Strategic Directions in our School Plan.

In 2018, Year 3 and Year 5 completed the Numeracy NAPLAN assessment online. In both Year 3 and Year 5, the school's average score continues to be above state average. Student growth in numeracy is a whole school focus. In Year 5, 54.3% of students made or exceeded expected growth compared to 60% of the state. The school has targeted 75% or greater students achieving expected growth as evidenced in NAPLAN results by 2020.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

*Premier's Priorities: Improving education results and State Priorities for students in the top two NAPLAN bands.*

In 2018 Numeracy:

Year 3 : 49.32% of students in the top 2 bands an increase of 6% compared to 2017

Year 5: 38.10 % of students in the top 2 bands an increase of 3% compared to 2017

In 2018 Reading:

Year 3: 59.46% of students in the top 2 bands an increase of 16% compared to 2017

Year 5: 47.13% of students in the top 2 bands a decrease of 3% compared to 2017

# Parent/caregiver, student, teacher satisfaction

## STUDENTS

The TTFM Student Survey is designed to provide you with insight to guide your school planning and help you to identify school improvement initiatives. The One-Click Report highlights your results on survey measures that are based on the most recent research on school and classroom effectiveness. This summary provides results based on data from 216 students in this school who completed the survey between 26 Aug 2018 and 06 Sep 2018. The number of students by year level was Year 4– 53, Year 5– 81, Year 6– 82.

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Students with a positive sense of belonging, 7.2, (8.1)
2. Students with positive behaviour at school, 9.0, (8.3)
3. Students who are interested and motivated, 7.2, (7.8)
4. Effective learning time, 8.4, (8.2)
5. Students who are victims of bullying, 3.1, (3.6)
6. Advocacy at school, 7.7, (7.7)
7. Expectations for success, 8.7, (8.7)

## PARENTS

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 81 respondents in this school who completed the Parent Survey between 27 Aug 2018 and 08 Sep 2018. Below is a summary of the seven measures against NSW Department of Education:

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Parents feel welcome, 7.5, (7.4)
2. Parents are informed, 7.1, (6.6)
3. Parents support learning at home, 7.2, (6.3)
4. School supports learning, 7.7, (7.3)

5. School supports positive behaviour, 8.4, (7.7)
6. Safety at school, 7.5, (7.4)
7. Inclusive school, 7.3, (6.7)

## TEACHERS

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as

participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

This report provides results based on data from 37 respondents in this school who completed the Teacher Survey between 26 Aug 2018 and 06 Sep 2018. The results for the Eight Drivers of Student Learning are shown below. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Illaroo Road Public School. More detailed results for each measure follow.

Domain, Illaroo Road Mean, (NSW DoE Mean)

1. Leadership, 7.4 (7.1)
2. Collaboration, 7.8 (7.8)
3. Learning Culture, 8.0, (8.0)
4. Data Informs Practice, 7.8, (7.8)
5. Teaching Strategies, 7.9, (7.9)
6. Technology, 6.3, (6.7)
7. Inclusive School, 8.5, (8.2)
8. Parent Involvement, 7.2, (6.8)



# Policy requirements

## Aboriginal education

In 2018 we had 53 Aboriginal students (9.8%). Our aim is having all our Aboriginal students reaching their full potential, especially in English and maths. We work hard to connect with all of our families and our three year plan is about building authentic partnerships.

At the end of term 1 we hosted a Parent Morning Tea to share our school plan and to give our Aboriginal community the chance to have input into our planning. It was also a celebration of outstanding attendance for many Koori students. Thank you to all the families that came and contributed their ideas.

Four of our students achieved so highly in specific areas of education that they received Regional Aboriginal Education Excellence Awards in November 2018. Congratulations to the following students for 'Reaching for the Sky':

- Jenarkki Ashby (excellence in literacy)
- T'neil Tucker (excellence in numeracy)
- Dakota Seymour (excellent attendance)
- Paige Reith–Morris (excellent attendance)

In Term 3, nine of our Stage 3 Indigenous students attended a three day AECG STEAM camp at Yarramundi. During their time at the camp, students participated in activities designed to open up future educational and employment pathways in the areas of science, technology, engineering, art and maths.

Students in Koori Club have experienced some wonderful achievements this year. They choreographed and performed a fantastic interpretation of *How the Birds Got Their Colours* for our NAIDOC week assembly. Our Koori Club students also had the opportunity to work with Aboriginal artist Kerry Williams to revamp our old wooden seats into amazing work of art.

Our NAIDOC Week assembly last week was a wonderful event. Our special guests, Will and Jiah, along with their mentor Todd from St John's High School, entertained us with their didgeridoo playing, spoke about their Aboriginal culture and hosted a question and answer session.



## 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.