



**Joondalup
Primary School**
Independent Public School

Learning in Harmony



Joondalup Primary School

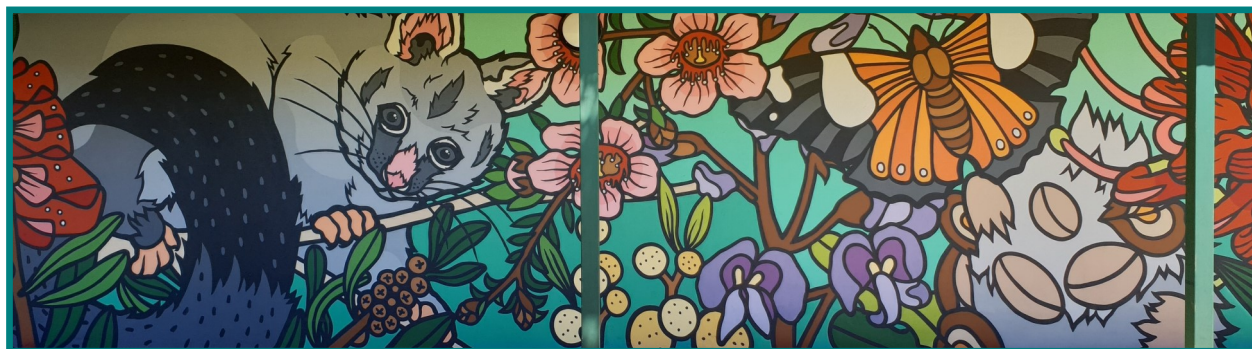
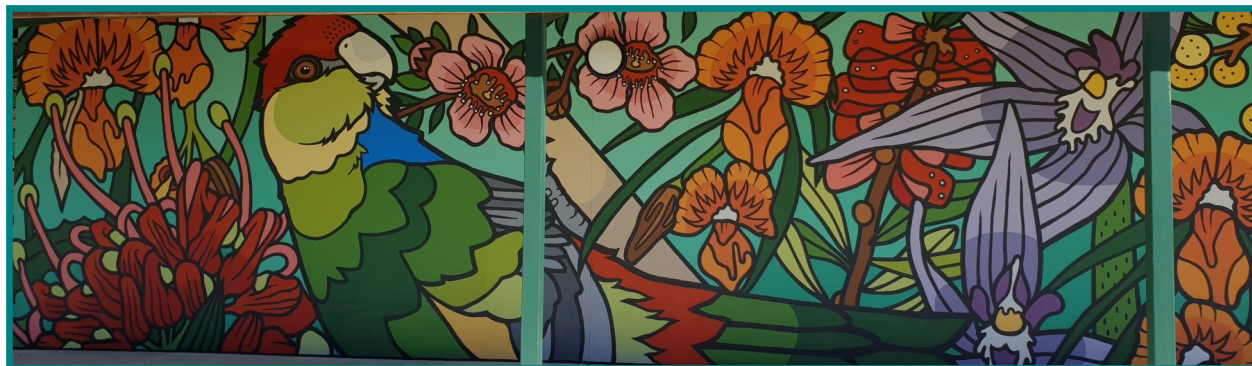
Annual Report 2020

School Vision Statement

Joondalup Primary School strives to provide opportunities through positive, enjoyable and diverse learning experiences to enable our students to become resilient, respectful, active, life-long learners who contribute positively to society.

Contents

Page 3	From the Principal
Page 4	School Board
Page 5	P&C Association
Page 6	Celebrations
Page 7	Student Numbers
Page 8	Staff News
Page 9	Specialist Programs
Page 11	Progress against the identified priorities and targets
Page 14	Attendance
Page 15	Finance
Page 17	Data Review
Page 21	National School Opinion Survey
Page 22	Parent Survey
Page 23	Staff Survey
Page 24	Student Survey



From the Principal

Joondalup Primary School (Joondalup PS) is a vibrant and busy school for K-Year 6 students in the Joondalup area. We have continued to make decisions that align with the school's business plan and Department priorities. Specifically, we have focused on a range of whole school curriculum strategies to improve student achievement and implemented programs and key messaging to build their social and emotional skills.

2020 was a year like no other with COVID-19 bringing some restrictions and uncertainty for the school and community. The school responded efficiently through the provision of learning from home packs and stationery, and the regular use of online platforms for sharing lessons and communication between teachers and their students.

In Term 4 of 2020 Joondalup PS participated in a whole school review with a director from Public School Accountability and a principal colleague. School Board and P&C Association representatives, staff and students shared experiences and provided evidence against 'The Standard' set by the Department. Our self-assessment deemed our school to be **effective**, which was validated by the reviewers. It is anticipated our next school review will be in 2023 or 2024 at which we will further demonstrate the achievements made at the school. A copy of the final report can be found at

<https://joondalupps.wa.edu.au/independent-public-school-review-2020>

I would like to sincerely thank the wonderful staff of Joondalup PS for their work throughout the year. They have risen to the many challenges and remained committed to providing the best learning opportunities for all students.



School Board

The school has a very active and committed School Board who participates in school governance in a number of areas. Their conversations, advice and reflection ensure that the school direction aligns with the business plan, and that key actions comply with legislative requirements for all School Boards.

The school board has four staff representatives, four parent representatives and three community representatives all of whom bring different and welcomed perspectives to how the school can operate to achieve its targets.



The Board's key actions for 2020 were:

- Discussing and noting the 2020 Budget and ongoing monitoring of the school's financial management
- Reviewing and approving recommendations for estimated school contributions and charges for all year levels in 2020
- Supporting and attending a range of Joondalup PS activities including the Athletics Carnival, the Year 6 Graduation Ceremony, and Colour Run
- Participating in School Review process by looking at data and school submissions, and having the opportunity to talk on the day of the review
- Approved the Delivery and Performance Agreement
- Endorsed the 2021 School Development Days

To all of the Board members, a genuine thank you for your support of the school particularly at the peak of COVID-19 and during the School Review process. Your input and encouragement made a significant difference to our successes and did not go unnoticed.



P&C Association

Joondalup PS and Joondalup Education Support Centre have a combined P&C. This inclusive group works together on behalf of all students at Joondalup Schools. Whilst it has been a difficult year for fundraising, the P&C continued to support the school community in a number of ways including subsidising the Year 6 camp, running Mother's Day and Father's Day stalls, assisting with Carols by Candlelight, running a highly successful Colour Run, operating a canteen five days a week, and managing the School Banking program.

I would like to thank the P&C Association's Executive Committee and all of its members for their commitment to the school. The hours invested in volunteering makes a significant difference to the school and are greatly appreciated.

I have pleasure in presenting our community with the Annual Report for the 2020 school year.

Carol Selley

Principal

Celebrations

There is always something exciting happening at Joondalup PS and lots to celebrate. Some of our highlights are listed:

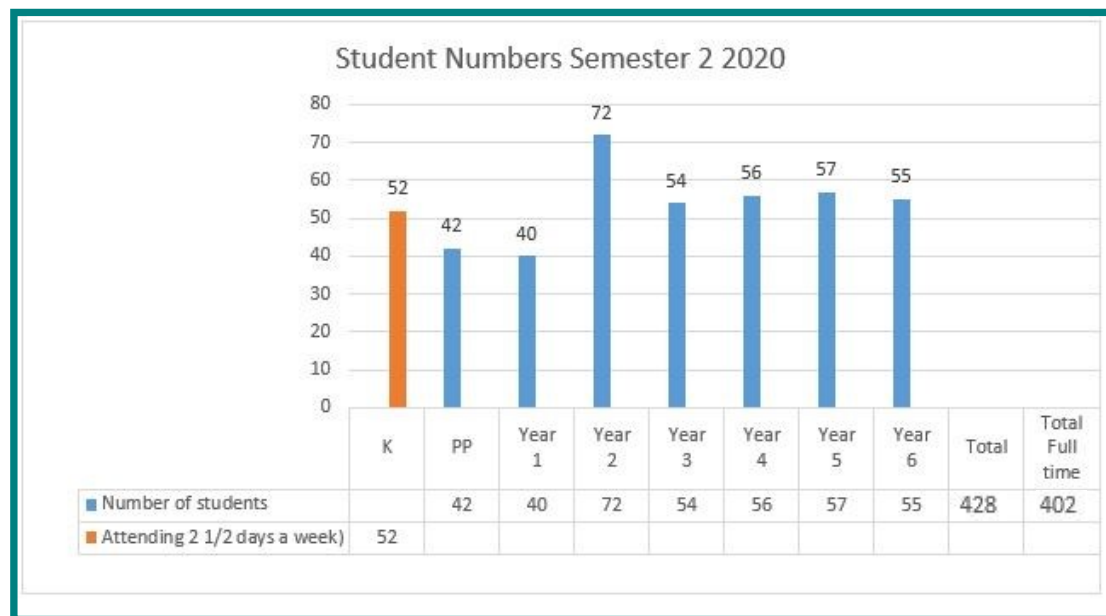
- Improvements to Nature Play area
- Improvements to buildings, installation of a new shed and installation of a bore filter to reduce staining on buildings and walkways
- Book Fairs which resulted in new resources for the school
- Parent Open Night
- Faction Athletics and Tug of War
- Colour Run Fundraiser
- Celebrated Book Week
- Year 6 Camp to Dwellingup
- New School Captain election process
- NAIDOC Week celebrations
- Christmas Carols and Digital Arts Night



- Numerous fundraising events for the broader community including World Down Syndrome Day
- Clean up Day
- Additional funding for the bush tucker garden
- Installation of the Yarning Circle
- Increased recycling opportunities
- Happiness Day and Health and Wellbeing Day
- National Science Week
- Year 6 Graduation
- Education Assistant Appreciation Week
- International Women's Day

Student Numbers

Joondalup PS is an Independent Public School catering for 402 students. The following numbers are based on census data for Semester 2 2020.



Twenty students identify themselves as Aboriginal or Torres Strait Islander and 22 students have English as an Additional Language or Dialect.

Students predominantly enrol at Belridge Senior College after Year 6. Some also attend Joseph Banks Secondary College.





Staff News

High quality teaching and support is essential to improving student achievement. All staff members are committed to improving their own performance. Staff have been involved in the school's performance development process where they are able to highlight their strengths, contribute to formal and informal collaborative groups, and share with and get feedback from colleagues during classroom observations. The high level of staff engagement is indicative of their commitment to being the best educators they can be.

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

There are three full time school administrators, 27 part-time and full-time teaching staff, and 17 ancillary staff including four administrative office staff, 11 education assistants, one part-time Aboriginal and Islander Education Officer, and one part-time school psychologist.

Joondalup Schools also have one part-time Chaplain who works four days a week, and four permanent cleaners. The cleaning staffing profile has been supplemented with four part-time cleaners who have worked specifically during COVID-19.

Specialist programs

The school offers specialist programs in Indonesian for Year 3-6 children, Visual Art, Music, Science and Physical Education. The content of these programs aligns with the WA Curriculum.

The Indonesian program includes learning the language, as well as the many cultural aspects of the life of an Indonesian. Students learnt Indonesian dancing, how to play angklung music, and how to make rice paper rolls. Selected students perform Indonesian dancing and play angklung at Joondalup Shopping Centre at the end of the year.

Incorporated in the Indonesian learning program is the use of technology to record songs, speech, and animate drawings using Indonesian words and phrases.

The Visual Art program is weighted towards 'making' using a range of materials such as clay, paint, soft pastels, crayons, and different papers. Children are taught the techniques and processes required to create a quality finished piece of art. When 'responding' to art, children reflect on their own work, as well as viewing the art of others including the masters such as Vincent van Gogh, or the work of their peers.



The Music program encompasses a range of musical learning experiences – singing, clapping, movement, and instruments including xylophones, drums and ukuleles. The program includes the essential elements of developing skills and theory to develop musically-aware and skilled children. The choir practised two times a week and showcased their talents at the Carols by Candlelight event and Year 6 Graduation.

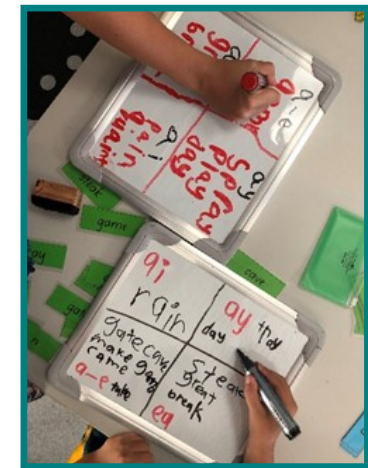
Specialist programs (cont.)



The Science program is a blend of classroom-based work where teachers teach the content and knowledge of the Science Understanding and Science as Human Endeavour curriculum and the specialist teacher develops Scientific Inquiry Skills of observations, testing hypotheses, posing questions, controlling variables, and accurate data collection. National Science Week was a significant event in 2020 and the school was successful in being identified as one of three winners for WA in the Australian Science Teachers Association competition.

The Physical Education program incorporates learning how to play a range of team games and developing athletic skills. Embedded in the program are movement skills, equipment use skills (netballs, tennis balls, basketballs, tee balls), how to play fairly and celebrate wins and accept losses, and the role of umpires. The annual Physical Education schedule includes the faction and interschool athletics carnivals, cross-country running, and interschool winter lightning carnival, and Dodgeball competition, which we won comfortably.

In addition to these in-class specialist programs, students have the opportunity to participate in Moorditj Kadadjiny for our Aboriginal students, Gardening Club, Breakfast Club, Running Club, Choir, Our School Cares About Reading (OSCAR), and Our School Cares About Mathematics (OSCAM).





Progress against the identified priorities and targets

Joondalup PS's Business Plan includes six focus areas. We are constantly making decisions and putting things in place to demonstrate how the business plan is part of our every day.

Focus Area 1

To monitor and improve student achievement we have:

- Collected and reviewed student achievement data to measure the progress of whole year levels across a range of curriculum areas
- Used data to identify students for the inclusion in the before school reading (OSCAR) and Maths (OSCAM) programs
- Used data to inform and monitor documented curriculum plans for individual and small group students
- Reviewed playground behaviour data to identify areas where greater supervision is needed and to identify the types of behaviours most frequent in the school
- Reviewed classroom data to validate school programs such as 'Friendly Schools', and teacher specific behaviour management strategies in their own rooms
- Monitored the progress of Kindy children in the areas of fine motor skills, number knowledge, colour identification and comprehension
- Used data to identify the school curriculum priorities for the coming year

Focus Area 2

To continue to provide quality teaching we have:

- A range of operational plans which include information about curriculum content and assessment requirements
- Provided Year 3-6 staff with professional learning in 'Sounds-Write', a synthetic phonics program which builds students spelling ability, and subsequently in reading and writing skills
- Continued to use Mathletics as a key resource in the school's Maths program
- Offered a range of specialist learning programs for students
- Conducted research into the next phase in the development of student writing skills through a whole school program
- Fully implemented the Western Australian Curriculum in all classes across all learning areas

Progress against the identified priorities and targets (cont.)

Focus Area 3

To maintain and improve the *learning environment* we have:

- Provided support to vulnerable students through the provision of in-class support with education assistants
- Identified and received funding for student's needs and documented the provided in-school intervention
- Revised the school's behaviour management plan and reinforced our Code of Conduct - 'Be Responsible', 'Be Respectful' and 'Be Safe'
- Used the National Quality Standard as a reflection tool specifically for the work being done in the Kindy to Year 2 classes
- Provided intensive support to our vulnerable children through the services of a school psychologist and school chaplain
- Maximised relationships with outside agencies to provide a wrap-around service for families



Focus Area 4

To build school *leadership* we have:

- Worked in teams to ensure consistency in the learning and assessment program across the classes
- Maximised the skills of the Senior Teachers and Level 3 Classroom Teacher in specific areas such as Maths, English, Science, Technologies, Ed Connect volunteering management, Grounds Committee, and Finance Committee
- Allocated time and funding for the school administrative team to participate in a four-day workshop focused on long term planning

Progress against the identified priorities and targets (cont.)

Focus Area 5

To continue to build *relationships and partnerships* we have:

- Maximised communication platforms between the school, families and the community through the use of Class Dojo, class newsletters, blogs, an improved school website, and school app
- Worked closely with the P&C Association to support them in their endeavours
- Accessed support from the Candlewood IGA for goods for events and Breakfast Club
- Supported our Cambodian partner school, Srang Primary School, through the Angkor Project
- Provided placements for many pre-service teachers and occupational therapists from Edith Cowan University
- Promoted OSHClub, which operates on site, as a before and after school care provider

Focus Area 6

To maximise all *resources* available to the school we have:

- Strategically allocated funding to identified priorities including staff development and curriculum areas
- Leased new interactive panels and desk top computers for all classrooms
- Improved the school grounds through planned infrastructure spending
- Developed greater flexibility for the use of financial resources for teachers to purchase items specific to the needs of their students
- Purchased new furniture



Attendance

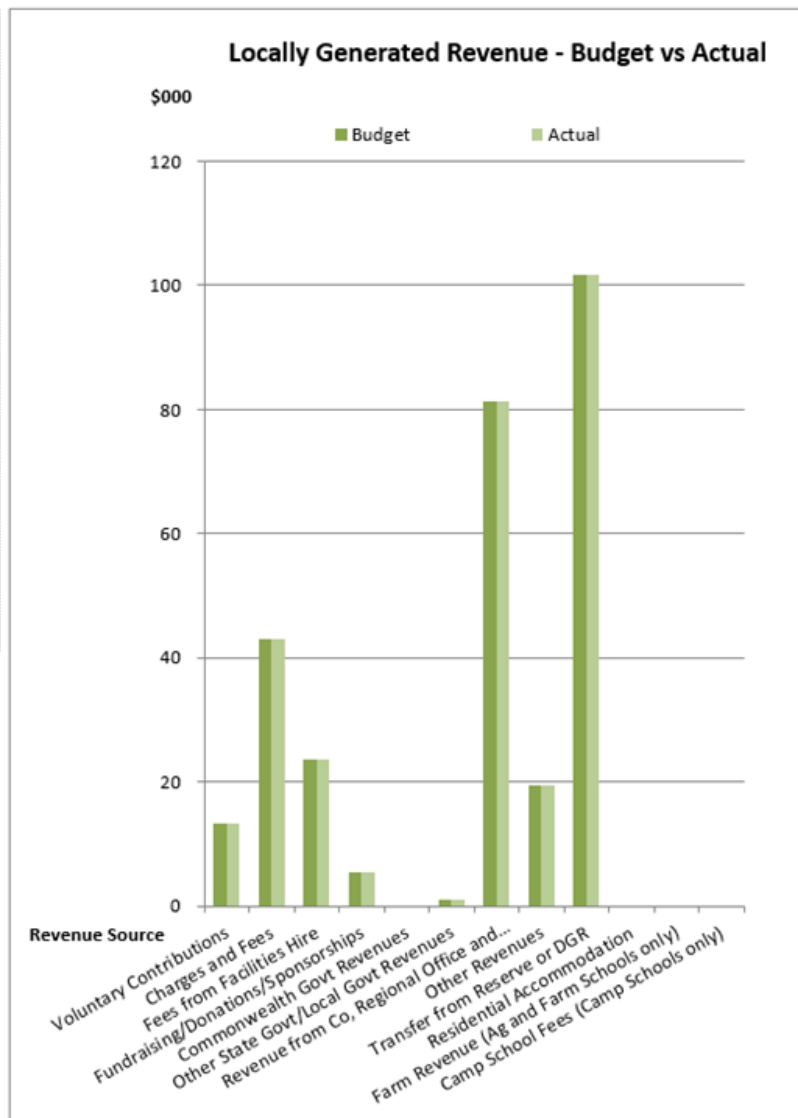
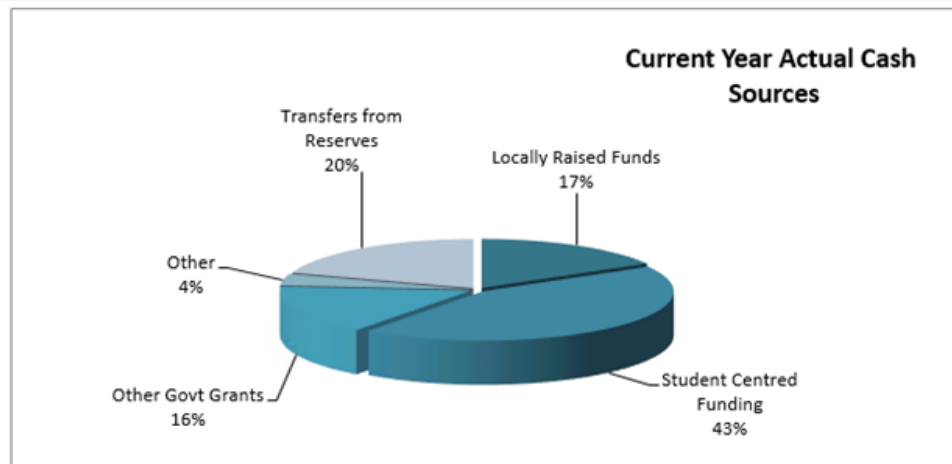
Attendance is a priority at Joondalup PS and we continue to work towards achieving the target of “combined percentage of students attending in the Regular and Indicated categories to be 93 percent or above”.

The student Regular and Indicated attendance in Semester 1 was 75 percent with COVID-19 and school closure significantly impacting on the number of students at school. Semester 2’s Regular and Indicated attendance is 94 percent meaning our target has been achieved.

For those children whose attendance was identified as moderate or severe, regular contact is maintained with families, home visits conducted, and the Aboriginal and Islander Education Officer, school psychologist and chaplain provide support to families.

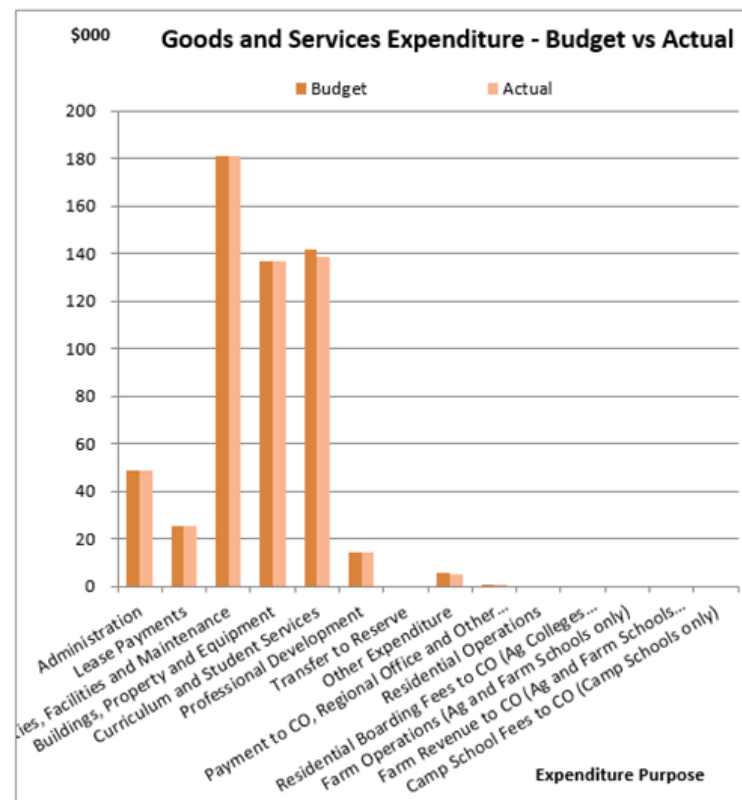
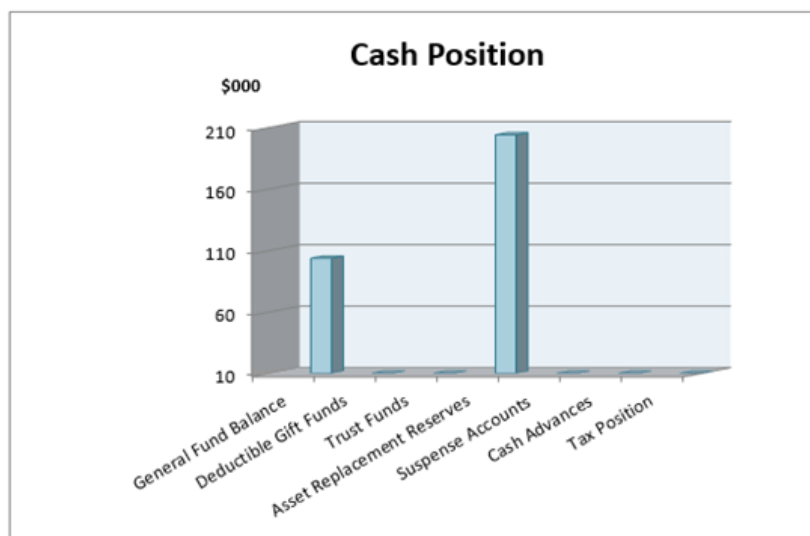
Finance

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,290.00	\$ 13,290.00
2	Charges and Fees	\$ 43,084.75	\$ 43,084.32
3	Fees from Facilities Hire	\$ 23,636.00	\$ 23,636.37
4	Fundraising/Donations/Sponsorships	\$ 5,332.00	\$ 5,332.17
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 81,384.32	\$ 81,384.25
8	Other Revenues	\$ 19,442.31	\$ 19,444.79
9	Transfer from Reserve or DGR	\$ 101,810.52	\$ 101,810.52
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 288,979.90	\$ 288,982.42
	Opening Balance	\$ 140,622.00	\$ 140,622.18
	Student Centred Funding	\$ 222,597.33	\$ 222,597.63
	Total Cash Funds Available	\$ 652,199.23	\$ 652,202.23
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 652,199.23	\$ 652,202.23



Finance (cont.)

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 48,417.29	\$ 48,418.17
2	Lease Payments	\$ 25,404.85	\$ 25,405.22
3	Utilities, Facilities and Maintenance	\$ 180,855.39	\$ 180,855.92
4	Buildings, Property and Equipment	\$ 136,554.87	\$ 136,555.03
5	Curriculum and Student Services	\$ 141,241.94	\$ 138,589.82
6	Professional Development	\$ 13,981.28	\$ 13,981.45
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,686.64	\$ 4,638.98
9	Payment to CO, Regional Office and Other Schools	\$ 90.00	\$ 90.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 552,232.26	\$ 548,534.59
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 552,232.26	\$ 548,534.59
	Cash Budget Variance	\$ 99,966.97	



Cash Position as at:	
Bank Balance	\$ 301,233.81
Made up of:	\$ -
1 General Fund Balance	\$ 103,667.64
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 203,977.48
5 Suspense Accounts	\$ 1,177.69
6 Cash Advances	\$ -
7 Tax Position	\$ (7,589.00)
Total Bank Balance	\$ 301,233.81

Data Review

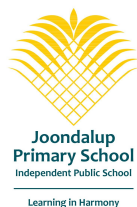
In addition to Year 3 and 5 NAPLAN data, the school uses class-based assessments, student reports, PAT (Progress Assessment Testing), On-Entry testing for Pre-Primary students, 'Words their Way' diagnostic spelling, 'Sounds-Write' assessments, RAT (Rainbow Assessment Tool) and surveys. Not all of this data is used in a whole school context and instead informs work being done with individuals and small groups.



Broadly staff use data to:

- look for trends in achievement
- measure achievement and progress against the targets set in the business plan
- identify aspects of curriculum areas that require more targeted teaching
- identify students at risk of not achieving their academic potential
- measure the Joondalup PS achievement against Like Schools which have a similar Index of Community Socio-Education Advantage (ICSEA)
- monitor the implementation of whole school strategies
- identify and inform the school if a new approach is required for a specific curriculum area
- inform detailed classroom planning

In 2020 no schools completed NAPLAN. The following information is based upon the targets in the current business plan and data collected in 2019. The achievement of the target is highlighted in green.



Data Review (cont.)

Target: NAPLAN achievement (as shown in Average NAPLAN Scores) will be at or above 'like schools' in all five assessment areas in Years 3 and 5

Subject	Year 3			Year 5			School Target
	JPS	Like Schools	Variance	JPS	Like Schools	Variance	
Numeracy	398	400	-2	465	483	-18	Year 3 – Not achieved Year 5 – Not achieved
Reading	434	415	+19	477	493	-16	Year 3 – Achieved Year 5 – Not achieved
Writing	412	419	-7	452	461	-11	Year 3 – Not achieved Year 5 – Not achieved
Spelling	409	405	-4	483	489	-6	Year 3 – Not achieved Year 5 – Not achieved
Grammar and Punctuation	432	428	4	468	486	-18	Year 3 – Achieved Year 5 – Not achieved

Table: Average NAPLAN scores for 2019

NAPLAN 2019	Students in the top 20%			
	Year 3		Year 5	
Assessment Area	JPS	Like Schools	JPS	Like Schools
Numeracy	20%	17%	13%	17%
Reading	22%	14%	9%	15%
Writing	7%	13%	10%	14%
Spelling	22%	16%	16%	14%
Grammar & Punctuation	24%	16%	9%	17%

Table: Percentage of students in the top 20 percent comparing JPS with Like Schools.

Target: Maintain and/or increase the percentage of students in the top 20 percent in all five assessment areas compared to 'like schools'

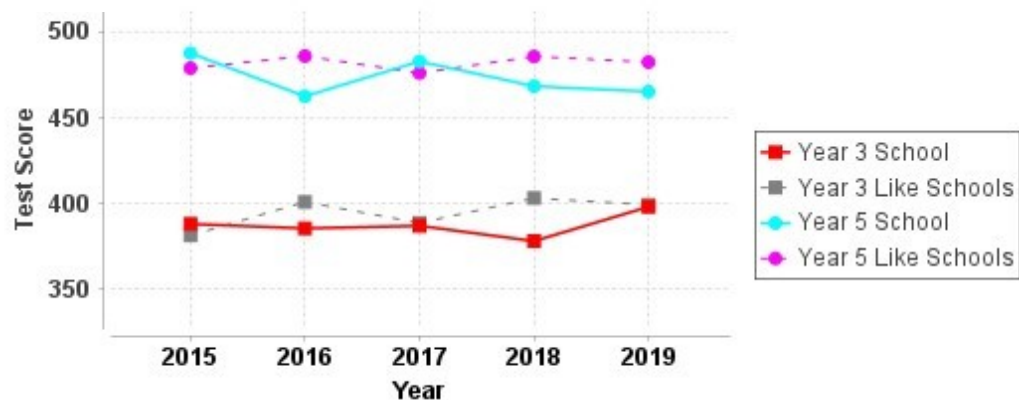
Target: Maintain and/or decrease the percentage of students in the bottom 20 percent in all five assessment areas compared to 'like schools'

NAPLAN 2019	Students in the bottom 20%			
	Year 3		Year 5	
Assessment Area	JPS	Like Schools	JPS	Like Schools
Numeracy	20%	18%	35%	19%
Reading	20%	17%	29%	18%
Writing	22%	11%	24%	18%
Spelling	15%	16%	20%	19%
Grammar & Punctuation	31%	18%	18%	17%

Table: Student achievement in bottom 20% for 2019

Data Review (cont.)

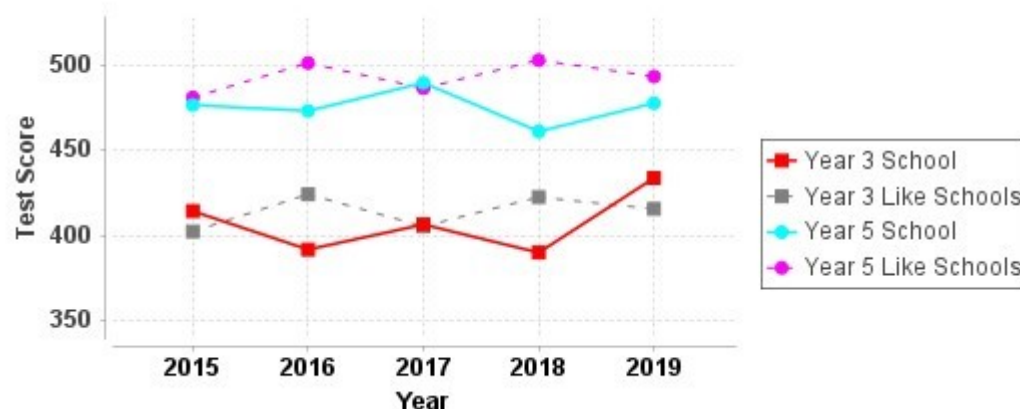
Average Numeracy Score



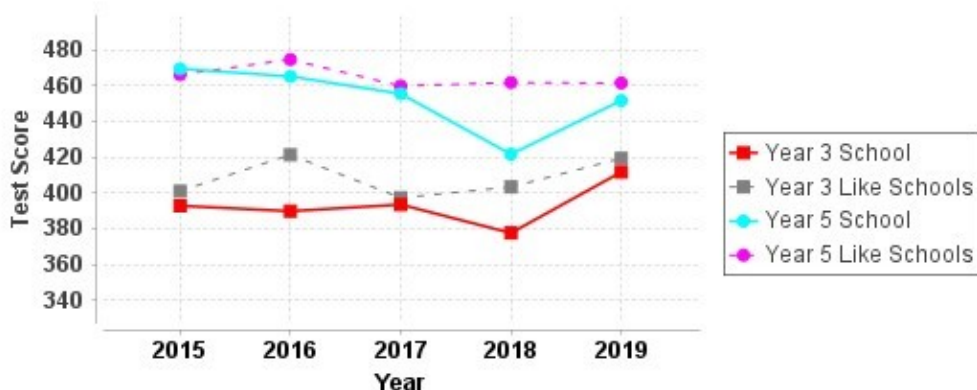
The downward trend in Numeracy in Year 5 is a concern. Closer interrogation of the data indicates that nearly half of the children tested in 2019 showed limited progress from Year 3 (2017) to Year 5 (2019) in the average scores achieved. The school will review its Maths program in 2021.

The Year 3 students in 2019 significantly achieved above Like Schools. The Year 3 students in 2017 were one point below Like Schools and then as Year 5s in 2019, were 16 points below Like Schools. A further review of the data shows that 52 percent of the Year 5s in 2019 made limited progress from Year 3 to Year 5.

Average Reading Score



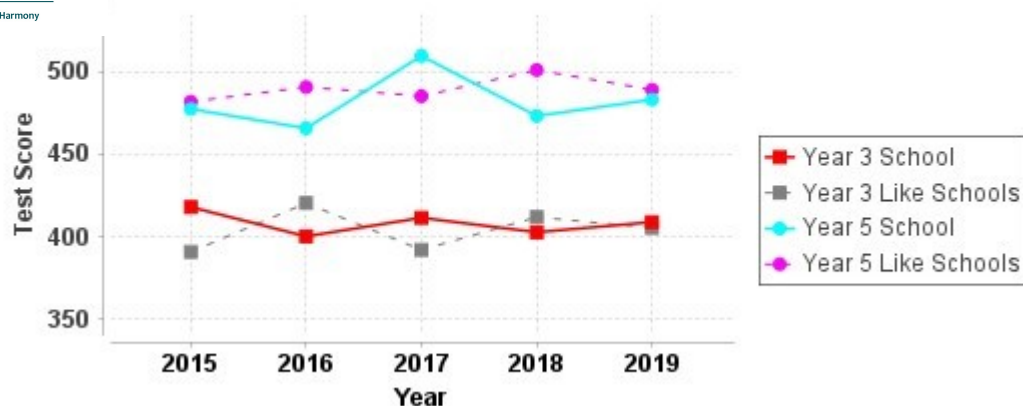
Average Writing Score



The upward trend in the Year 3 and Year 5 Average Writing Score from 2018 to 2019 is a positive and whilst the target has not been achieved, the gap between Joondalup PS and Like Schools is minimal.

Data Review (cont.)

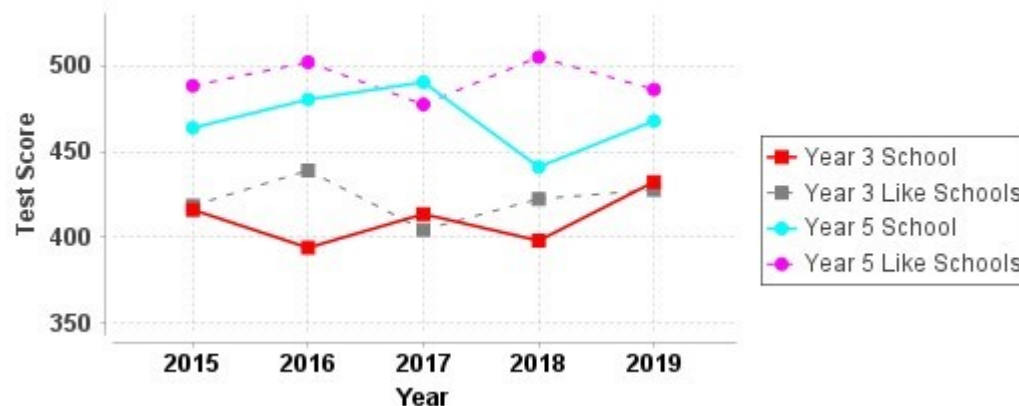
Average Spelling Score



There is a consistent trend in Year 3 Spelling data of the school achieving parity with Like Schools in 2018 and 2019. However, the Year 5 Spelling trend is less consistent. In 2019 there were six points between Joondalup PS and Like Schools in Year 5 Spelling. The effectiveness of the introduction and ongoing use of 'Sounds-Write' in the Kindy to Year 2 classes is reflected in the data. In 2021 'Sounds-Write' will be further expanded into Year 3 to 6 classes.

The results from 2018 to 2019 in both Year 3 and Year 5 show an upward trend. The Year 3 students out performed Like Schools. Whilst the Year 5 score is significantly below Like Schools, there has been an improvement from 2018 to 2019.

Average Grammar & Punctuation Score



From 2018 to 2019 the gap between Year 5 Joondalup PS and Like School scores in Grammar and Punctuation, Writing, Spelling and Reading is closing.

National School Opinion Survey

In 2020 parents, staff and students were given the opportunity to respond to the National School Opinion Survey. The information provided identifies the school's strengths and what direction needs to be taken to continually improve.



Parent Survey

All of the scores for each item ranged between 4.0 and 4.6 with 5.0 being the highest possible score. The highest score with 4.6 is for 'My children like being at this school'. Linked with children liking schools, are the scores of 4.2 for 'Teachers ... motivate my child to learn', 'My child is making good progress' and 'I am satisfied with the overall standard of education achieved'.

Some of those statements can be linked to social and emotional development and behaviour, and respondents scored very favourably with 4.4 for 'My children feel safe'. Supporting this score is 4.2 for fair treatment of students, and 4.0 for 'Student behaviour is well managed'.

In the school generated open statement questions, parents were asked to complete the sentence 'Joondalup Primary School is' and the overall themes were:

- Friendly
- Supportive learning environment
- Good school with a nice community and experienced teachers
- A great place to learn
- Very inclusive

- Strong group of teachers
- Appreciation of the school's willingness to do the extra things during the testing times of COVID-19
- Provide mixed opportunities for children
- Maintaining the 'be safe', 'be respectful' and 'be responsible' message
- Made significant changes in 2020 which have been noted and appreciated

To get a sense of what the school could be in 2023, the parents have indicated:

- Improve the Kindy play areas and further develop Nature Play areas
- Improved NAPLAN results
- Build the positive sense of community within the school and through connections beyond the school gate
- Improve the physical space such as parking and cosmetic upgrades

Staff Survey

Twenty seven staff members responded to the survey with 63 percent of those having taught in the school for between 11 and 30 years.

With the maximum score being 5.0, the highest rating score of 4.7 was for 'Teachers expect students to do their best' and supporting staff expectations for children are 'I am satisfied with the overall standard of education achievement' (4.1), 'Teachers are good teachers' (4.1), 'Teachers care about their students' (4.5), and 'Teachers motivate students to learn' (4.4).

The second highest score with 4.6 was 'The school looks for ways to improve'. Staff have also indicated that the school is well led (4.4), staff opinions are taken seriously (4.0), and staff are well supported (4.0).

The lowest two scores relate to school maintenance (3.7) and feedback about work (3.6).

The staff were asked to complete the sentence 'Joondalup Primary School is ...' and key comments included:

- A place where children are well supported with the extra opportunities such as Breakfast Club, Reading Club, Running Club, Play and Learn
- A great place to work with committed staff who are prepared to 'go the extra mile' and has a community feel
- Returning to its original values and the respect it once had
- Regaining the cohesion as one campus
- Adapting and moving in the right direction which is hopeful
- Changing
- Place where relationships between the staff and children are valued

The staff were also asked what they wanted Joondalup Primary school to 'sound like, look like and feel like' in ...

12 months' time	3 years' time
<ul style="list-style-type: none"> • More play-based outdoor equipment • Streamlined planning processes for Phase of Learning Teams • Increased accountability • Improved facilities – cleaner, no bore stains, new undercover area • Reunited staff, cohesive teaching teams • More positive feedback about high quality teaching 	<ul style="list-style-type: none"> • Updated facilities • Return of fairness and equality • High staff morale • Improved community engagement • Strong leadership • Improved accountability through performance management



Student Survey

Ninety nine Year 5 and 6 students completed the survey during class time.

The highest score received was 4.5 for 'My teachers expect me to do my best' which is supported by 'My teachers motivate me to learn' (4.2), 'My teachers are good teachers' (4.4), 'My teachers care about me' (4.1).

The lowest scores related to behaviour management (3.5) and talking to teachers about their concerns (3.6). Sixty three percent agreed or strongly agreed that they could talk to their teachers about concerns, whilst 22 percent of children disagreed or strongly disagreed.

Conclusion

The compilation of this annual report and preparing for the School Review has allowed the school to identify a range of areas where we need to improve and/or maintain what is evidently good practice for Joondalup PS.

Future direction and actions for 2021 and beyond are summarised as:

- Review the school's approach to teaching mathematics specifically in Years 3 to 6 to improve the progress of student achievement
- Develop protocols for the involvement of the School Board and broader community in writing the next business plan which is needed for 2022-2024
- Maintain the school's focus on attendance
- Look for opportunities to develop leadership throughout the school
- Maintain the use of 'Sounds-Write', mapping its impact on student achievement
- Develop staff knowledge of student achievement data to inform planning and intervention
- Continue to strengthen the school's relationships with all key groups – School Board, P&C Association, broader community

Carol Selley

Principal

Ashley Gunning

School Board Chair

