



**Joondalup
Primary School**
Independent Public School

Learning in Harmony

Joondalup Primary School

Annual Report 2021



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.

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From the Principal



Joondalup Primary School (Joondalup PS) is a vibrant and busy school for Kindy -Year 6 students in the Joondalup area. We have continued to make decisions that align with the school's business plan and Department of Education 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 students social and emotional skills.

After a slightly delayed start, 2021 went on to have a sense of normalcy allowing us to proceed with teaching and learning programs as intended. Starting the new school year with a Smoking Ceremony was a way of acknowledging 2020 as a challenging year, and welcoming in 2021 with a sense of optimism.

As the year progressed and COVID-19 remained a concern for the community, minor adjustments were made to our school operations to optimise the safety and wellbeing for students, staff and the broader community. These adjustments included the increased use of Connect as our preferred class-family contact platform, being ready for implementation of learning from home if necessary, and maintaining action plans that would ensure a well-considered response as circumstances changed.

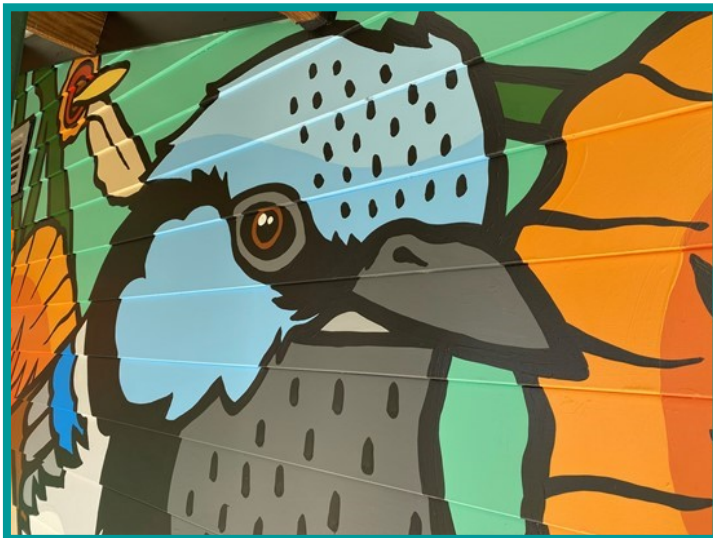
As a school we continued to support charities and P&C Association fundraisers, showcased our musical and athletic talents at big events, participated in staff professional learning programs, and saw improvements to the school grounds.

I would like to sincerely thank the wonderful Joondalup PS staff for their work throughout the year. As always, they have taken the changes and improvements in their stride. They have demonstrated a willingness to professionally support each other through collaborative planning and offered encouragement, resources and time as they implemented new teaching programs. Staff remained steadfast in their core beliefs that improved teaching and learning was essential, and that relationships with each other, children and families, mattered.

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 ensures 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, five parent representatives and two community representatives all of whom bring different and welcomed perspectives to how the school can achieve the business plan targets and realise the strategies.



The Board's key actions for 2021 were:

- Discussing and noting the 2021 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 2021
- Supporting and attending a range of Joondalup PS activities including the Athletics Carnival, the Year 6 Graduation Ceremony, and Colour Run
- Regularly kept up to date about the school's responses to COVID-19 and acting as a valuable interface between the staff and community as this helped to ensure our responses were appropriate and well-understood
- Discussing and approving the processes for seeking staff, student and community feedback for the 2022-2024 business plan
- Approving the Delivery and Performance Agreement
- Endorsing the 2022 School Development Days

To all of the Board members, thank you for your support of the school. 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 joint P&C Association. This inclusive group works together on behalf of all students at Joondalup Schools. This small but active parent group engaged with the school community in a number of ways including subsidising the Year 6 camp, running Mother's Day and Father's Day stalls, holding a highly successful Colour Run, running the school disco, purchasing interschool sport uniforms, 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 is a great support and adds to the many projects and opportunities for students and staff.



Celebrations

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

- Smoking ceremony
- One Big Voice performance
- Faction Athletics Carnival and Tug of War
- Interschool Athletics Carnival
- Easter Hat Parade
- Colour Run Fundraiser
- Celebrated Book Week
- Year 6 Camp to Dwellingup
- NAIDOC Week celebrations
- Reconciliation Week acknowledgement
- Carols by Candlelight
- ANZAC Day ceremony



- Numerous fundraising events for the broader community including Neurodiversity Day
- National Science Week
- Year 6 Graduation
- Education Assistant Appreciation Week
- International Women's Day
- Clean Up Australia Day
- Enterprise Day
- Dodgeball Tournament

Student Numbers

Joondalup PS is an Independent Public School catering for 415 students in Pre Primary to Year 6 and 42 Kindy students who attend part time (5 days per fortnight). The numbers are based on census data for Semester 2 2021.

Students predominantly enrol at Belridge Senior College and Joseph Banks Secondary College for secondary schooling.

Student Numbers (as at 2021 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	55	47	45	74	56	55	62	415
Part Time	42								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students



Staff News

High quality teaching and support is essential to improving student achievement. Staff have been involved in the school's performance development process where they were able to highlight their strengths, contribute to formal and informal collaborative groups, 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.

At the end of the year we celebrated the retirements of Mr Joe Ferroloro, Mrs Sandi Hird and Mrs Peta Chance. These teachers were acknowledged for their long commitment to public education.

Joondalup PS ran a merit selection process for teachers which resulted in two staff members being offered permanent roles and three teachers being offered fixed term contracts.

Two teachers were selected to be part of the Joondalup Learning Community's Future Leaders program giving them access to additional professional learning on topics such as managing difficult people, developing a school culture, and strategic planning. Other staff maintained their connection with the Joondalup Learning Community through learning areas hubs in Science, and Aboriginal Cultural Standards Framework implementation.

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

	Number	FTE – Full time and part time
Principal and Associate Principals	3	3.0
Teaching staff	26	21.0
Clerical staff	3	2.4
Gardening	1	0.4
Aboriginal and Torres Strait Islander Officer	1	0.6
Other non-teaching staff	14	11.6
Total	48	38.9

Specialist programs



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

The Indonesian program includes learning the language and the cultural aspects of life in Indonesia. Students learnt Indonesian dancing, how to play angklung music, and how to make rice paper rolls. Selected students performed Indonesian dancing and played the angklung at Lakeside Shopping Centre at the end of the year.

Strongly 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 a blend of ‘making’ and ‘responding’. Students used a range of materials such as clay, paint, soft pastels, crayons, and different papers, and were taught the techniques and processes required to create a quality finished piece of art. Students reflected on their own work and that of their classmates as well as viewing the art of well-recognised artists from across the world.

The Science program comprises of classroom-based work where teachers teach the content and knowledge of specific science (such as biology, chemical change) and work in the school laboratory. The latter is taught by a specialist teacher who develops Scientific Inquiry Skills of observations, testing hypotheses, posing questions, controlling variables, and accurate data collection. National Science Week’s theme was ‘Food’ and students participated in a number of activities in the lab with a focus on ‘Farm to Plate’. The school successfully applied for grants and used the money to increase the number of plants in Nature Play.

Specialist programs (cont.)

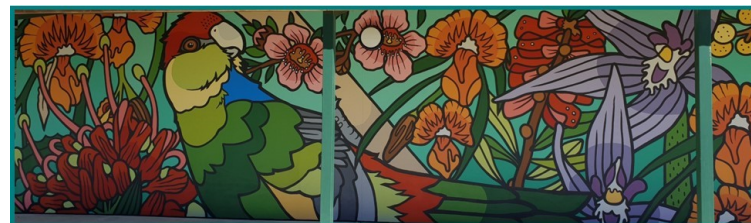
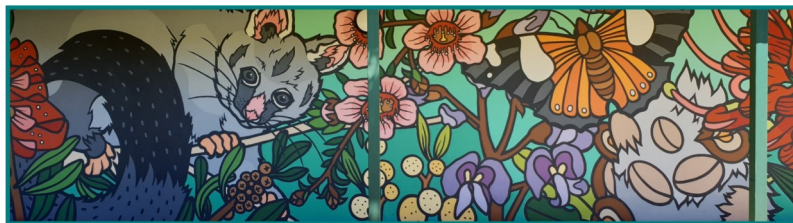
The Physical Education program incorporates learning how to play a range of team games and developing athletic skills. Embedded in the program are movement skills, equipment use skills (netballs, tennis balls, basketballs, tee balls), how to play fairly and celebrate wins and accept losses, and the role 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.

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

For the first time, students from Years 3-6 participated in One Big Voice, an event where a number of selected school choirs sang in unison at the RAC Arena. It was an amazing opportunity for the students to showcase their musical talents. Weeks of rehearsal and planning led to a night that students and families talked about many weeks after the event.

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, 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 implementing new initiatives to ensure the business plan is part of our every day approach.

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 individuals and small groups of students
- 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
- Supported and provided resources for Year 3-6 staff to embed 'Sounds-Write', a synthetic phonics program, into their classroom practice
- Provided K-2 staff with professional learning in 'Talk for Writing', a structured program that promotes vocabulary, text structure and innovation to create interesting and diverse texts
- Provided K-1 teachers with professional learning in 'Heggerty', a phonological awareness program that teaches foundational skills for reading and writing words
- Continued to use Mathletics as a key resource in the school's Maths program
- Offered a range of specialist learning programs for students
- 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:

- Supported vulnerable students through the provision of experienced education assistants in the classroom and playground
- Identified and received funding for students with specific needs and provided in-school intervention
- 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
- Engaged some staff in 'Team Teach' training to develop their understanding of how difficult behaviours escalate, appropriate levels of staff response, and how to re-engage students in learning

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 in specific areas such as Maths, English, Science, Technologies, Ed Connect volunteering management, Grounds Committee, and Finance Committee



Progress against the identified priorities and targets (cont.)

Focus Area 5

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

- Maintained communication platforms between the school, families and the community through class newsletters, an improved school website, and school app, and introduced and maintained Connect
- Worked closely with the P&C Association to support them in their endeavours
- Accessed support from Candlewood IGA and Bakers Delight for food for Breakfast Club and other key events
- Provided placements for many pre-service teachers and occupational therapists from Edith Cowan University
- Undertook a review process for the after and before school care, and vacation care, provide in line with Department of Education requirements

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
- Improved the school grounds through planned infrastructure spending
- Developed greater flexibility for the use of financial resources allowing teachers to purchase items specific to the needs of their students
- Purchased new furniture and ICT equipment
- Benefited from Department funded extension to the carpark and new playground equipment
- Enjoyed a refurbished staffroom and library
- Painted classroom doors to brighten classrooms

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”.

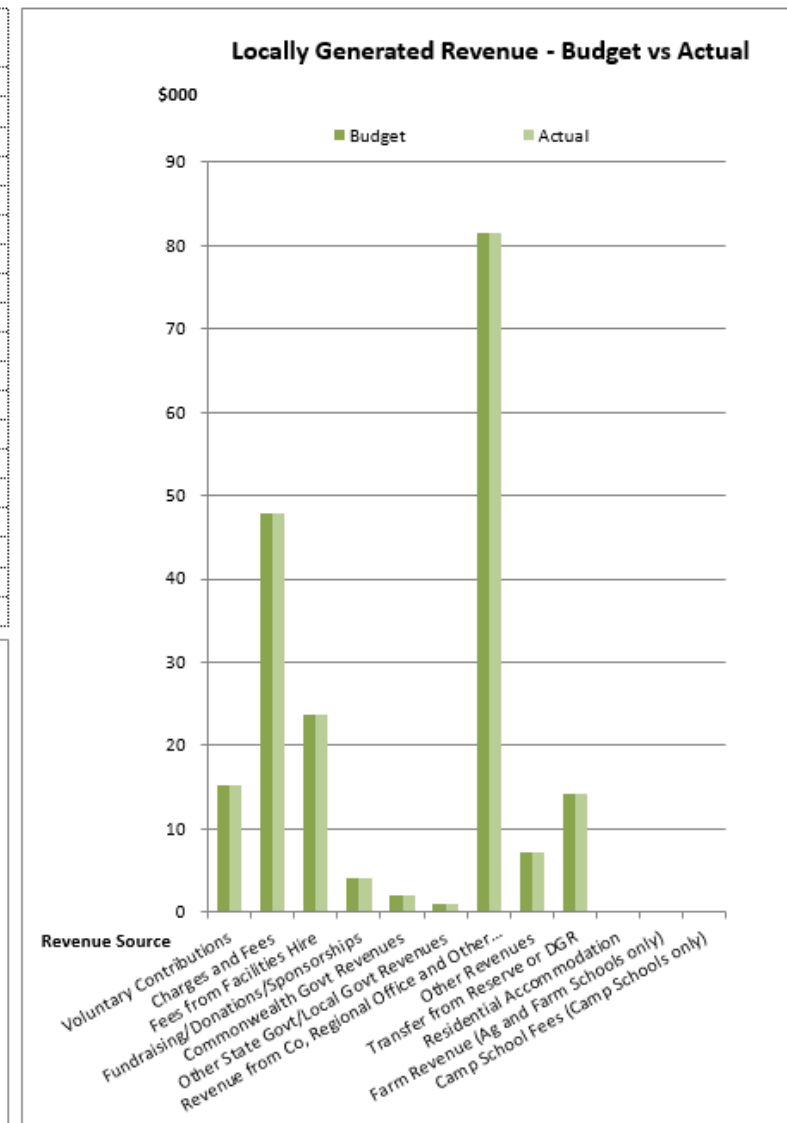
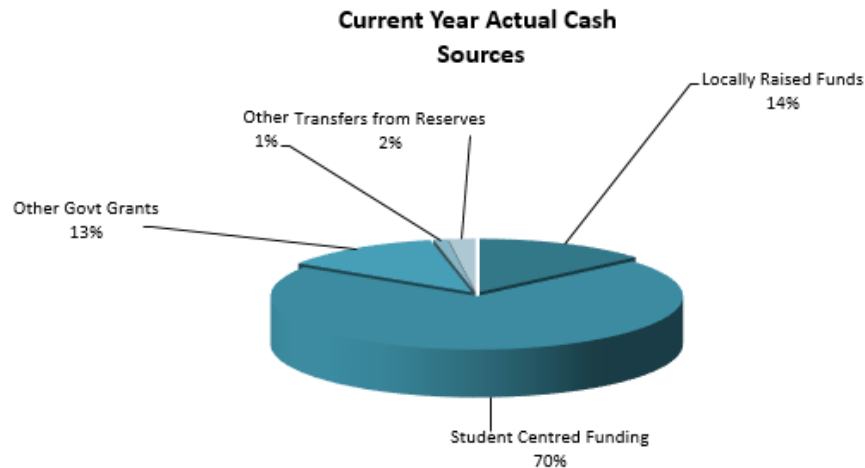
The overall student attendance for the year was 90.2 percent. COVID -19 impacted on the regularity of student absence and this is reflected in the data. In the previous two years, the school attendance rate was higher as 2019 was 91.4 percent and 2020, 91.7 percent.

The school identified that less than 1 percent of the students were severely at risk for non-attendance. Reasons were investigated and high level support was made available to these families.

For those children whose attendance was of moderate concern, the school maintained regular contact with families, conducted home visits, and our Aboriginal and Islander Education Officer, school psychologist and chaplain provided additional support as required.

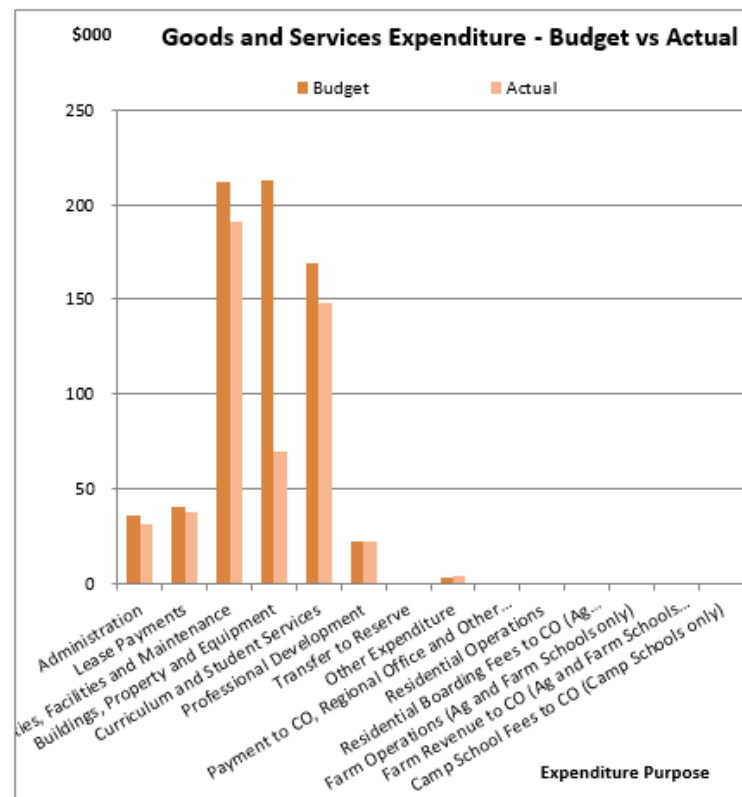
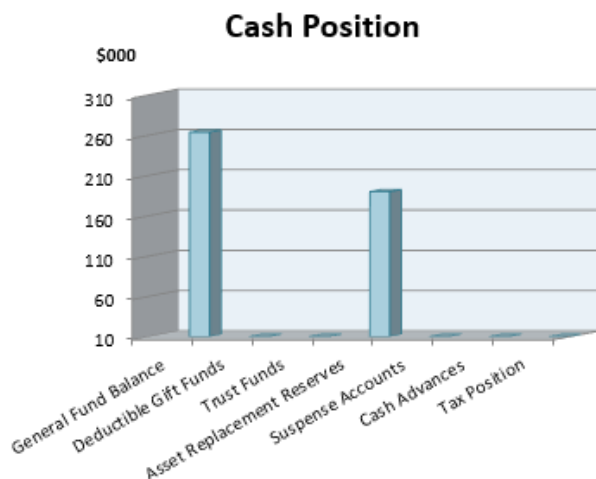
Finance

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,345.00	\$ 15,345.00
2	Charges and Fees	\$ 47,797.00	\$ 47,795.74
3	Fees from Facilities Hire	\$ 23,636.00	\$ 23,636.36
4	Fundraising/Donations/Sponsorships	\$ 4,172.00	\$ 4,171.83
5	Commonwealth Govt Revenues	\$ 1,962.95	\$ 1,962.95
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 81,393.96	\$ 81,393.76
8	Other Revenues	\$ 7,164.53	\$ 7,165.96
9	Transfer from Reserve or DGR	\$ 14,274.39	\$ 14,274.39
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 196,745.83	\$ 196,745.99
	Opening Balance	\$ 103,667.00	\$ 103,667.64
	Student Centred Funding	\$ 469,121.89	\$ 469,121.89
	Total Cash Funds Available	\$ 769,534.72	\$ 769,535.52
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 769,534.72	\$ 769,535.52



Finance (cont.)

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 35,903.55	\$ 31,354.10
2	Lease Payments	\$ 40,756.55	\$ 37,756.11
3	Utilities, Facilities and Maintenance	\$ 212,115.15	\$ 191,202.10
4	Buildings, Property and Equipment	\$ 212,774.85	\$ 70,181.53
5	Curriculum and Student Services	\$ 169,202.29	\$ 148,316.22
6	Professional Development	\$ 22,657.11	\$ 22,657.38
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,716.00	\$ 4,444.97
9	Payment to CO, Regional Office and Other Schools	\$ 185.00	\$ 185.00
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	\$ 697,310.50	\$ 506,097.41
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 697,310.50	\$ 506,097.41
	Cash Budget Variance	\$ 72,224.22	



Cash Position as at:	
Bank Balance	\$ 422,594.26
Made up of:	
1 General Fund Balance	\$ 263,438.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 189,703.09
5 Suspense Accounts	\$ 1,152.06
6 Cash Advances	\$ -
7 Tax Position	\$ (31,699.00)
Total Bank Balance	\$ 422,594.26

Data Review 2021



The school collects achievement data through a range of programs including NAPLAN, Progressive Achievement Tests, On-entry assessments and Rainbow Assessment Tools (RAT) for Pre-Primary children, Words Their Way diagnostic spelling, and Sounds-Write assessments.

Staff used data to:

- look for trends in achievement
- measure achievement and progress against the targets set in the Business Plan
- identify key curriculum areas that require more targeted teaching
- identify students at risk of not achieving their academic potential
- inform teaching programs
- measure the Joondalup PS achievement against like schools with a similar Index of Community Socio-Education Advantage (ICSEA).
- monitor the implementation of whole school strategies
- inform the school if a new approach is required for a specific curriculum area

This annual report explicitly addresses the school's achievement against NAPLAN related targets outlined in the business plan.

Data Review (cont.)

The following tables show the average NAPLAN score calculated by using all of the student scores who completed the test in that year. It is a measure that allows the school to directly compare Joondalup PS's results with like schools. Addressing the gaps in performance is detailed in subsequent pages.

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 2021			Year 5 2021			School Target
	JPS	Like Schools	Variance	JPS	Like Schools	Variance	
Numeracy	383	400	-17	493	487	+6	Year 3 – Not achieved Year 5 – Achieved
Reading	396	428	-32	503	504	-1	Year 3 – Not achieved Year 5 – Not achieved
Writing	396	428	-32	473	476	-3	Year 3 – Not achieved Year 5 – Not achieved
Spelling	375	412	-37	506	505	+1	Year 3 – Not achieved Year 5 – Achieved
Grammar and Punctuation	396	427	-31	513	499	+14	Year 3 – Not achieved Year 5 – Achieved

Average NAPLAN scores for 2021

Target:

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

NAPLAN 2021	Students in the top 20%			
	Year 3		Year 5	
Assessment Area	JPS	Like Schools	JPS	Like Schools
Numeracy	11%	20%	20%	17%
Reading	7%	21%	22%	18%
Writing	9%	18%	13%	17%
Spelling	4%	19%	17%	19%
Grammar & Punctuation	10%	19%	22%	18%

Student achievement in top 20% for 2021

Target:

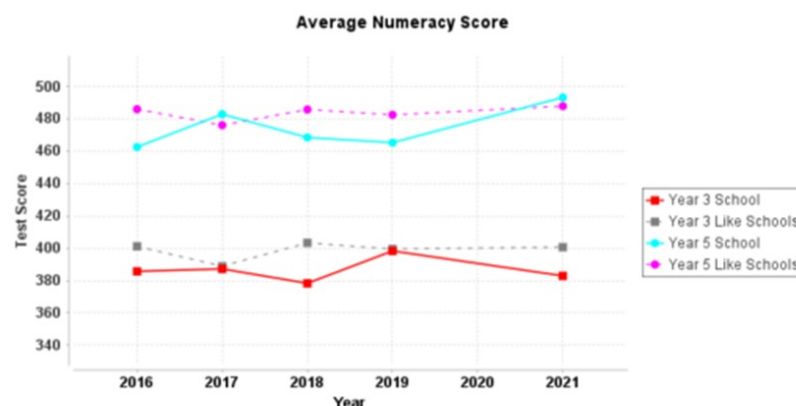
Maintain and/or decrease the percentage of students in the bottom 20 percent in all five assessment areas compared to 'like schools'

NAPLAN 2021	Students in the bottom 20%			
	Year 3		Year 5	
Assessment Area	JPS	Like Schools	JPS	Like Schools
Numeracy	28%	16%	15%	15%
Reading	24%	16%	22%	15%
Writing	36%	15%	25%	20%
Spelling	28%	17%	17%	18%
Grammar & Punctuation	23%	16%	15%	16%

Student achievement in bottom 20% for 2021

Data Review (cont.)

Average Numeracy Score



Numeracy - Year 3

Year 3 Numeracy data is a concern as the school's achievement is lower than like schools.

Looking at the progress demonstrated from the On-Entry assessments in Pre-Primary to the Year 3 NAPLAN data, 25 percent of those students made high or very high progress. 40 percent of the students made low or very low progress and whilst initially a concern, further interrogation indicates that most of these students achieved a C or better grade in their end of year report. Generally, those students who achieved well at Pre-Primary level continued to build on their Maths learning. To decrease the gap between Joondalup PS and like schools attention will be directed at those whose progress could be accelerated.

The teachers have looked at test items to identify key areas in the Year 3 Numeracy assessment that need to be learning focus areas and these are as follows:

Measurement and Geometry

- Tell time to quarter to and past and half past the hour
- Use a calendar to identify a specific date, and determine the number of days in each month
- Rotation and flip of shapes
- Use informal units (such as blocks) to compare the length of two objects
- Use a grid to describe a place or landmark on a map

Number and Algebra

- Multiplication as repeated addition
- Recall multiplication and division facts
- Recognise and use common fractions such as half, quarter, eighths
- Understand big numbers to 10 000
- Solve word problems
- Follow a number sequence that starts from any given number

Statistics and Probability

- Identify possible outcomes of an event – likely, unlikely, possible, certain

Data Review (cont.)

Numeracy - Year 5

The upward trend in the Year 5 score is positive and 2021 is the first year since 2017 where the school has outperformed like schools. Closer interrogation of individual student results showed that 37 percent demonstrated high or very high progress meaning that from their starting point in Year 3 there has been significant growth on achievement. Twenty five percent showed moderate progress which means that they maintained their level of achievement in NAPLAN from Year 3 to Year 5.

In relation to mathematical content the teachers have summarised the focus areas to be:

Measurement and Geometry

- Use scaled instruments to measure and compare length, mass, capacity, and temperature
- Convert minutes to seconds to solve a problem
- Use directional language
- Use a timetable

Number and Algebra

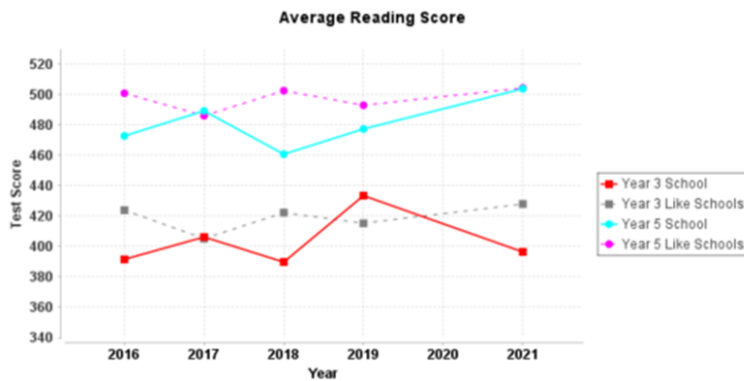
- Locate decimals and fractions on a number line, and compare and order decimals
- Continue or create a pattern using fractions, decimals, and whole numbers
- Recognise the place value system for tenths and hundredths
- Develop efficient written and mental strategies to solve problems

Statistics and Probability

- Interpret data on different displays



Data Review (cont.) Average Reading Score



Reading - Year 3

The difference between the Year 3 Reading achievement of like schools and Joondalup PS is very significant. Of concern is 38 percentage of students have made very low or low progress. For a few students, low attendance has significantly impacted on achievement. Within the 38 percent, a number of students have documented learning plans, are being closely monitored by teachers, and are being supported in and outside of the school. There are some staff concerns that children who achieved well in Pre-Primary have not made moderate or better progress as expected.

Twenty three percent of the students achieved high and very high progress and it is notable that they have maintained this trajectory from Pre-Primary.

Reading - Year 5

The Year 5 progress from 2018 to 2021 has been positive. In 2021 the school achieved equal to like schools in the test scores and performed above the expected trend line calculated on past scores. Eighteen percent of the Year 5 students achieved low progress; however, a third of these students have maintained a C grade. Thirty four percent achieved moderate progress and were able to maintain the grade allocated to them by the class teacher. It is particularly pleasing to identify those students who have made high progress acknowledging that learning and formal assessments does not come easily for them.

Consistently in both Year 3 and 5 data, teachers have determined that vocabulary is a concern across all year levels. When reading unfamiliar texts be it a narrative, report, website or brochure, the children's limited exposure to the more complex language impacts on comprehension, and ability to read fluently, and the development of strategies to determine the meaning of an unknown word. To address this, teachers have introduced word walls in the classroom, broadened the scope of language used in Sounds Write (particularly in years 4-6) and increased attention to technical language across all curriculum areas.

Data Review (cont.)

Writing-Year 3

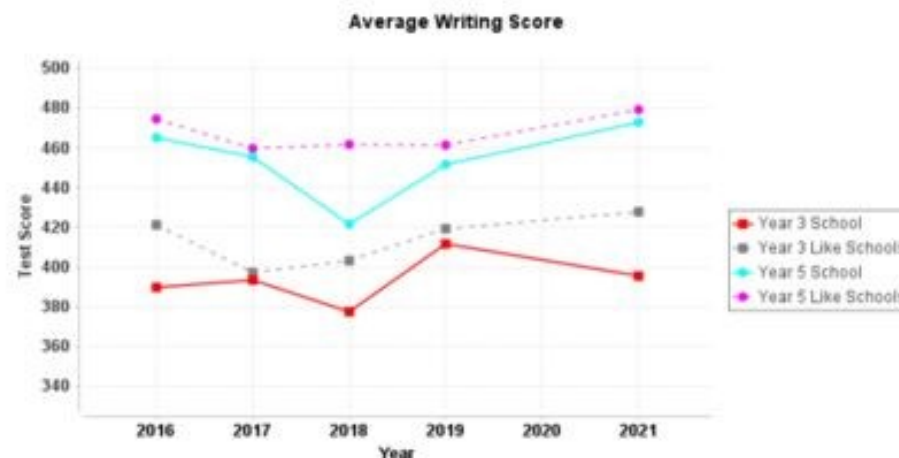
In Year 3 61 percent of the students achieved above the school's mean of 396. Of the 39 percent who were below the school mean, 20 percent are at National Minimum Standard or below. These students have been identified by the teachers and are being closely monitored through a documented plan and different classroom strategies. The assessment data shows that the students can write a cohesive narrative and demonstrate an awareness of who the reader is likely to be.

Writing –Year 5

The Year 5 NAPLAN score was only three points below like schools. Sixty one percent were above the school mean, with 85 percent of those students being above the 'like school' average. The students demonstrated creativity, consistent sentence structure, and strong spelling skills in their narratives. The area that requires attention is that of the overall text structure.

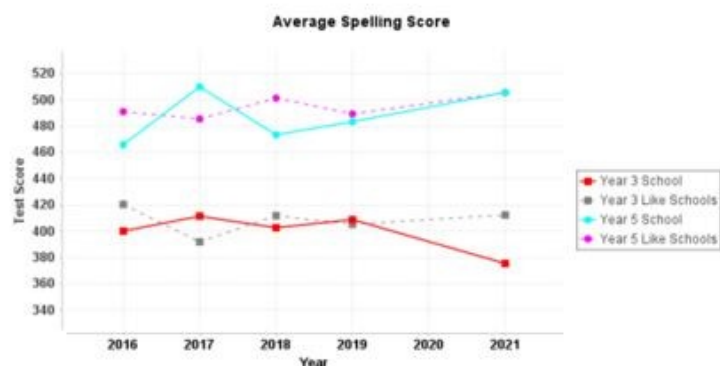
The school has undertaken steps to address the decline in achievement in Year 3 writing results. In 2021 Pre-Primary to Year 2 staff undertook formal training and implemented 'Talk for Writing' in their classes. The program provides a clear process where children can talk about different text types, understand key features, be able to vary the vocabulary used and then create texts independently. The program will be extended to Year 3-6 classes in 2022.

Average Writing Score



Data Review (cont.)

Average Spelling Score



Many of the common errors made by children in the mid to lower range were spelling discrimination for words with a sound that could be represented in multiple ways e.g., or – pork; ore – more; our – pour; oor – poor; and aw – saw.

In the higher levels children made errors with words that included the endings of ant, ent, ance, ence, and where the /s/ sound can be represented by either /s/ or /c/.

‘Sounds Write’ was introduced into PP-1 classes in 2017 and has since become a whole school program. Longitudinal data shows the program has been effective with Year 3 data being either above or close to like schools until 2019. Year 3 2021 data was significantly impacted upon by the disruption that COVID-19 brought in 2020.

Spelling-Year 3

Year 3 Spelling data showed 29 percent of the students achieved above the ‘like school’ average. This relatively low percentage is reflected in the graph that shows a significant gap between Joondalup PS’s score and that of like schools. Unlike other literacy assessments, the data also shows that the capabilities of Year 3 students are very diverse with individual results extending from the highest to lowest bands with only a few children in each. Those students with very low results were part of an intensive literacy program for part of 2021. Whilst the success of this program is not necessarily reflected in the data, the individual confidence and skills of the children improved.

Spelling-Year 5

Year 5 spelling achievement was slightly above like schools. Like the Year 3 data, the distribution of student achievement ranges from students working below national minimum standard to 50 percent working above the like school mean. The more difficult questions that were correct included words with multiple syllables and unusual spelling patterns.

Data Review (cont.)

Year 3 - Grammar and Punctuation

The Year 3 average NAPLAN score was below like schools. Where like schools have maintained a steady average score, Joondalup PS's line has several peaks and troughs. The 2021 score is the second lowest in the past five years (excluding 2020). There are a few key areas where the children did not achieve as expected and these include:

- Verb and adjective identification in a sentence
- Distinguishes what is and is not a correct sentence
- Use of correct punctuation in a simple sentence
- Ability to write a compound sentence
- Capital letters for a proper noun

More complex errors included:

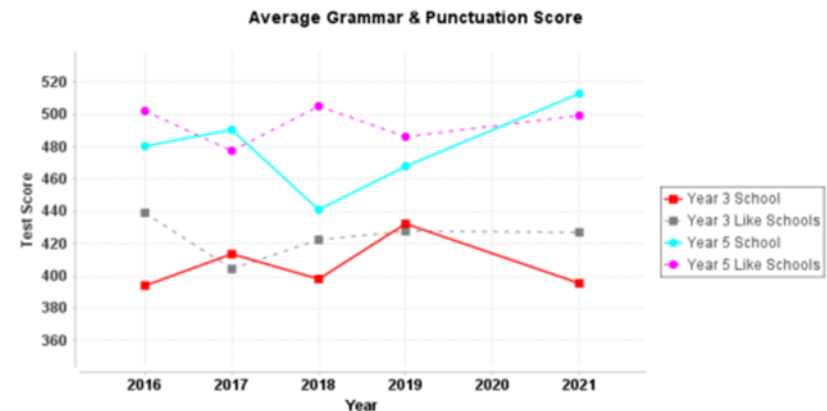
- Apostrophes for contractions
- Past and present tense in sentence

Year 5 - Grammar and Punctuation

The Year 5 average NAPLAN score was above like schools and the trajectory from 2018 has been positive. Comparing Year 3 to Year 5 scores, the 2019 Year 3 score was above like schools and this has been maintained for 2021. Forty two percent of the students achieved higher than the school's average, and there were some exceptionally high levels

of achievement. Students consistently used simple punctuation correctly, identified the difference between a command, question, and statement, and identified compound and complex sentences.

Average Grammar and Punctuation Score



Staff, parent and student feedback

In preparation for writing the 2022-2024 business plan, parents, staff and students were given the opportunity to identify aspects of the school they liked and those that required further work. Whilst the surveys were completed at different times and with different approaches to cater for audience, there were very common themes that will form the basis for the school's ongoing work. Summarised these themes are:

- Continue to build our teaching practices through whole school programs and to refine our craft
- Maintain the school's financial commitment to building school Information and Communication Technologies (ICT) resources and develop student and staff skills to use these tools effectively
- Continue to develop data literacy skills—what does the data tell us and what are we doing with the information
- Maintain strong relationships with the P&C Association and School Board
- Maintain the community support available through the school psychology service, chaplain, and links with outside agencies

- Make a significant decision about how we are responding to positive and negative behaviour
- Continue to improve outdoor and indoor learning spaces
- Develop and support staff and student leadership opportunities within the school

The school gives an undertaking to conduct the National School Opinion Survey mid-2022.



Conclusion

The compilation of this annual report and reflecting on the actions of 2021 underpins the future direction for 2022. The school will collate the next 2022-2024 business plan using the information gathered from the staff, students and parents. We are committed to its implementation of whole school programs and strategies that respond to the needs of the children. The relationship between the school, parents, students and community continues to be one that is highly valued and every opportunity will be used to maximise the opportunities that this presents.



Carol Selley
Principal



Lynne Alldred
School Board Chair

