



Kyilla

PRIMARY SCHOOL

• KATA DJINUNG •
TO SEE AND TO UNDERSTAND

Kyilla Primary School

Annual Report

2020

Kyilla Primary School

AN INDEPENDENT PUBLIC
SCHOOL

Selkirk Street, NORTH PERTH
Western Australia 6006
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Our Vision: Building a Strong Foundation for Life

Guided by our expectations, Kyilla's children thrive academically and socially. Our school fosters a culture of collaboration and provides a learning environment in which children problem-solve utilising creative and critical thinking.



Building a
Strong foundation
for life.





School Context:

Tucked away in the quiet streets of North Perth, Kyilla Primary School is a vibrant and inclusive Independent Public School with 360 children. Children are at the foundation of our decision making processes. Together with families and the community, Kyilla builds the critical foundations of learning through establishing a sense of belonging and connection. Children feel safe, valued and confident to tackle academic and personal challenges.

Dedicated and passionate staff work collaboratively to build the capacity of every child. A culture of lifelong learning is present amongst staff and there is a strong commitment to professional learning with a focus on evidence based teaching practices. Children are engaged in learning programs that are challenging, interesting and differentiated to improve outcomes for all. Kyilla is proud of our specialist programs which include: Music, Visual Arts, Science, Physical Education, Instrumental Music, and Japanese. We also offer a variety of before and after school programs. Our wide range of opportunities help children find their strengths and interests.

We have a high level of parental involvement in our school. An engaged School Board sets the strategic direction and monitors the school's progress. Our Kyilla Community Farmers Market, established by the P&C, makes a significant financial contribution to the school. The market provides an ongoing connection between our school and the surrounding community. We enjoy a positive school culture and our reputation has led to growth in numbers. Construction is scheduled to commence in 2021 on a state of the art, multipurpose learning space.

2020 proved to be a challenging year for everyone. But with tremendous support from the entire school community we overcame the challenges of COVID – 19 and continued to deliver a consistent education program. A number of activities were cancelled or modified due to health and safety reasons, but we were still able to deliver on major school events like our Athletics Carnival, the 75th Anniversary of the school, Year 6 Camp, Graduation and the annual Christmas Concert.

In the latter half of 2020, the School Board was focused on reviewing the school's progress against the 2018 – 2020 Business Plan, and developed a new Plan for 2021 – 2023.

This Annual Report gives a broad perspective of Kyilla Primary School with its activities, progress and achievements in 2020.

Jo Hine
Principal

Lee Beatty
Board Chair

Business Plan Review 2018-2020

R Red: Not Yet

A: Amber: Working towards

G: Green: On track

Develop High Quality Staff

Build a coaching culture	2018-2019			2019-2020		
<ul style="list-style-type: none"> Develop and implement a GROWTH Coaching plan 	R	A	G	R	A	G
<ul style="list-style-type: none"> Increase the number of staff whom are trained in GROWTH Coaching 	R	A	G	R	A	G
<ul style="list-style-type: none"> Use GROWTH Coaching in Performance and Development Cycle 	R	A	G	R	A	G
<ul style="list-style-type: none"> Establish coaching groups 	R	A	G	R	A	G
Comments <i>Review of coaching approach from groups to instructional coaching in 2021</i>						
Develop self-reflective practice	2018-2019			2019-2020		
<ul style="list-style-type: none"> Engage in relevant professional learning 	R	A	G	R	A	G
<ul style="list-style-type: none"> Implement peer observation and feedback processes 	R	A	G	R	A	G
<ul style="list-style-type: none"> Use self-reflective tools eg AITSL assessment and student surveys 	R	A	G	R	A	G
Comments <i>Student survey for Years 4 to 6</i>						
Create leadership opportunities	2018-2019			2019-2020		
<ul style="list-style-type: none"> Continue to follow a distributive leadership model 	R	A	G	R	A	G
Comments <i>All teachers offered leadership roles</i> <i>Time allocated</i>						
Ensure that staff are skilled in the delivery of whole school learning programs	2018-2019			2019-2020		
<ul style="list-style-type: none"> Provide ongoing professional learning, identified through Performance and Development Cycle 	R	A	G	R	A	G
Comments <i>New teachers to the school booked in for courses of whole school programs</i>						



Productive relationships with the community

Communicate effectively with Parents and Carers	2018-2019			2019-2020		
<ul style="list-style-type: none"> Use an agreed whole school app, in classrooms and administration 	R	A	G	R	A	G
<ul style="list-style-type: none"> Develop a whole school communication policy 	R	A	G	R	A	G
<ul style="list-style-type: none"> Provide regular updates on student progress to parents and carers 	R	A	G	R	A	G
Comments <i>Use of Connect App for 2021</i> <i>COVID has impacted on feedback processes</i>						
Engage Parents and Carers in school programs	2018-2019			2019-2020		
<ul style="list-style-type: none"> Identify skills of parents and carers that can be utilised within the school 	R	A	G	R	A	G
<ul style="list-style-type: none"> Improve National Schools Opinion Survey parent/staff satisfaction results and address any concerns 	R	A	G	R	A	G
Comments <i>Have been unable to utilise parents due to COVID</i>						
Embed practices of sustainability in conjunction with the wider community	2018-2019			2019-2020		
<ul style="list-style-type: none"> Develop a whole school sustainability plan including existing practices 	R	A	G	R	A	G
Comments <i>Year 6 student leaders driving sustainable practices</i> <i>Recycling program</i> <i>Composting food scraps</i>						
Promote Kyilla Primary within the local and wider community	2018-2019			2019-2020		
<ul style="list-style-type: none"> Actively seek opportunities to showcase Kyilla Primary, for example, entering competitions, capitalise on markets to display student work, positive use of social media 	R	A	G	R	A	G
<ul style="list-style-type: none"> Foster the school's relationship with the City of Vincent 	R	A	G	R	A	G
Comments <i>COVID impacted on networking opportunities</i> <i>75th Birthday was a significant event with support from the community and City of Vincent History Centre</i>						



Delivery of High Quality Teaching and Learning

Cater for all student abilities and interests	2018-2019			2019-2020		
<ul style="list-style-type: none"> Use diagnostic assessment to determine readiness before each unit of work 	R	A	G	R	A	G
<ul style="list-style-type: none"> Differentiate learning activities and expectations 	R	A	G	R	A	G
<ul style="list-style-type: none"> Provide students with a range of relevant, interesting and engaging learning opportunities 	R	A	G	R	A	G
Comments <i>Continuing to develop formative assessment opportunities</i>						
Make learning intentions and expectations explicit	2018-2019			2019-2020		
<ul style="list-style-type: none"> Learning intentions and success criteria are made explicit at the beginning of each lesson 	R	A	G	R	A	G
Comments <i>PD for learning intentions and success criteria</i> <i>Consistency throughout classes</i>						
Implement an evidence-based lesson design structure	2018-2019			2019-2020		
<ul style="list-style-type: none"> Use an agreed lesson design structure for lesson planning 	R	A	G	R	A	G
Comments <i>Kyilla way lesson design</i>						
Embed evidence-based approaches to teaching of literacy and numeracy	2018-2019			2019-2020		
<ul style="list-style-type: none"> Consolidate whole school programs 	R	A	G	R	A	G
Comments <i>All programs embedded across the school</i>						
Integrate technology into all learning areas	2018-2019			2019-2020		
<ul style="list-style-type: none"> Technology is used to enhance learning experiences 	R	A	G	R	A	G
Comments <i>Continuing to build staff capacity in technology usage</i>						



Provide a Safe and Supportive Environment that Optimises Conditions for Learning

Provide a positive and orderly learning environment	2018-2019			2019-2020		
<ul style="list-style-type: none"> Provide whole school professional learning on Classroom management strategies (CMS) and implement CMS across the school 	R	A	G	R	A	G
Comments <i>Commenced PBS in 2020</i>						
Build the resilience, conflict resolution and relationships skills of the students	2018-2019			2019-2020		
<ul style="list-style-type: none"> Use cooperative learning strategies in classes 	R	A	G	R	A	G
<ul style="list-style-type: none"> Develop and implement a whole school wellbeing plan 	R	A	G	R	A	G
Comments <i>Continued to implement Friendology</i>						
Create a culture of high expectations	2018-2019			2019-2020		
<ul style="list-style-type: none"> Foster a 'growth mindset' within the school community 	R	A	G	R	A	G
<ul style="list-style-type: none"> Develop student leaders 	R	A	G	R	A	G
<ul style="list-style-type: none"> Have clear and visible expectations for all stakeholders 	R	A	G	R	A	G
Comments <i>PBS expectations developed</i> <i>All Year 6 students involved in leadership projects</i> <i>Investigation of Grow Your Mind, for implementation in 2021</i>						



2020 Highlights



Basketball
Competition

Harmony Day



Colour Run



Drama Club

Faction Athletics Carnival



2020 Highlights

GRIP Leadership Conference



Interschool Athletics Carnival

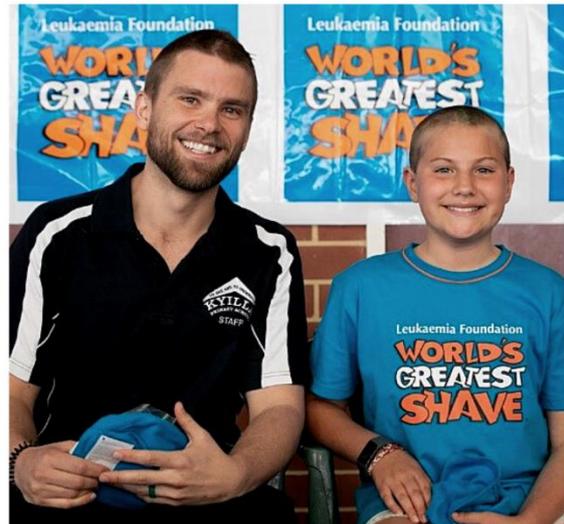


2020 Highlights

Year 6 Camp & Graduation



World's Greatest Shave



New Building

In August 2020, the State Government announced a \$6.9 million dollar classroom block to replace transportable classrooms. The new building will have 10 classrooms including four purpose built early childhood classrooms.

Kyilla's 75th Anniversary 1945 – 2020

We celebrated our 75th Anniversary with an Open Day on Saturday 24th October. Hundreds of former staff, students and parents flocked to Kyilla and enjoyed history displays, a theatre play and the school choir, amongst other items. The Anniversary Committee worked with the City of Vincent's History Centre to produce a history of the school and capture oral histories from previous generations. A time capsule was built to commemorate the occasion.



Kyilla's Re-branding

Kyilla sought community feedback to update the school logo to better reflect the ever-changing, modern world. Our inspiration was based on the school motto "Kata Djinung" which in the Whadjuk Noongar language translates to "To see and to understand". The update of our logo and use of Whadjuk language reflects Kyilla's links to Aboriginal culture.

Working in collaboration with an Aboriginal Artist, a modern boomerang icon representative was created to reflect belonging and understanding. The silhouette of the logo in its entirety is like a house (our school). The central image in the boomerang is representative of an eye for seeing, and the image itself is the indigenous symbol for meeting place. The overall essence for the new brand captures our school family and community, belonging and working together. The new logo was revealed at Kyilla's 75th Anniversary.



2020 School Destinations of the 2019 Student Cohort

Year Level : Male: 21 Female: 17 Total: 38

Destination Schools	Male	Female	Total
4038 Mount Lawley Senior High School	10	12	22
1178 Servite College	1	2	3
4213 Bob Hawke College	2		2
1440 St George's Anglican Grammar Sch	1	1	2
1151 Trinity College	2		2
4134 Warwick Senior High School	1	1	2
4002 Applecross Senior High School	1		1
1100 Aranmore Catholic College	1		1
1041 Christ Church Grammar School	1		1
4012 Churchlands Senior High School	1		1
6020 Sir David Brand School		1	1
1154 Wesley College	1		1

Numeracy

2020 was a year of growth and change for Numeracy at Kyilla. We embraced a more hands on approach teaching and learning for our students. Our staff teach new concepts explicitly and support learning through the use of concrete materials. Learning experiences are engaging, relevant and are designed to promote and to develop a deep understanding of the mathematical concepts taught.

Maths Week was celebrated in Term 4. Throughout the week all classes participated in a round robin maths competition and enjoyed problem solving activities in the library. A 'maths walk' was created on the front school path to promote the discussion of mathematics between carers and children.

Our Pre-Primary students marked 100 days of school with an olden day dress-up and enjoyed a variety of mathematical activities based on the number 100. This is a favourite annual event for both teachers and students alike.

Mathematical success was achieved beyond the boundaries of Kyilla. A number of students from Years 3 to 6 completed in the state-wide Have Sum Fun Online competition resulting in a fabulous achievement from two teams, placing second and third in their category.

Professional learning is an important facet of ensuring a quality Numeracy program. In 2020, a highlight was a full-day on the use of concrete materials and games that engage mathematical thinking in students by the highly regarded Paul Swan. In addition, our Numeracy Leader attended the 2020 WA Annual Maths Conference to keep abreast of new developments and research.

In order to improve the capacity of staff to lead and improve the planning, teaching and assessment of numeracy at Kyilla our Numeracy Committee applied for, and was accepted into the 'Empowering Leaders of Mathematics' programme developed and run by the Education Department of WA. We look forward to attending these learning sessions in 2021.

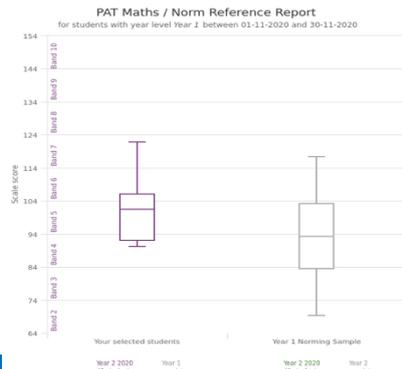
Continued funding is provided for 0.2FTE Numeracy Leader to support implementation of Numeracy across the school and work in conjunction with the Numeracy Committee on building whole-staff capacity. The Numeracy Committee is focused on implementing the learning from ELM over the course of 2021 and supporting the staff in implementing the key strategies in the Numeracy Operational Plan.

In 2021 we look forward to utilising the information garnered from the ELM program to guide our whole-school planning and delivering professional learning for teachers. Maths week will be made bigger and better under the banner of STEAM Week during Term 4. 'Numero', a mathematical computation game is to be rolled out to staff and students culminating in attendance at an interschool competition in Term 4.

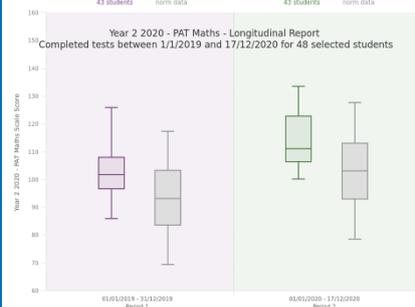


Numeracy continued

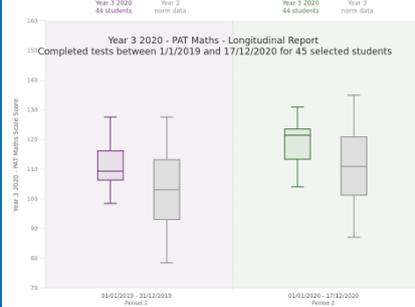
Year 1 2020



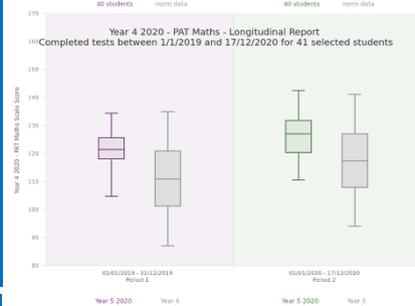
Year 2 2020



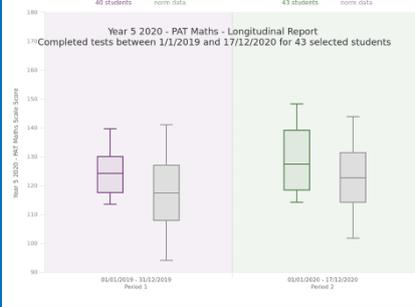
Year 3 2020



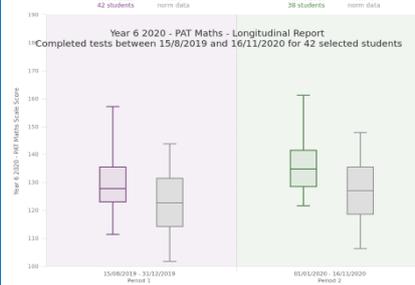
Year 4 2020



Year 5 2020



Year 6 2020



Data:

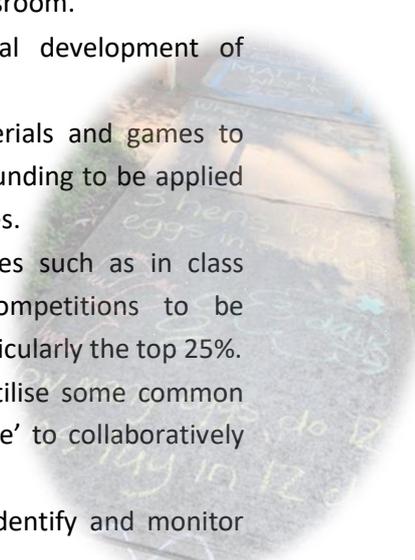
PAT-M data has been compiled from 2019 and 2020 to detail progress for the students over two years compared to both the Norming Sample and prior year results.

What we see:

- Year 1: Students were above the national Year 1 Norming Sample. There is a minimal 'tail'.
- Year 2: Students were above the national Year 1 and 2 Norming Sample. Results in 2020 indicate a strong improvement in the bottom 50% of students. Our top 25% improved from 107.8 to 122.6 points.
- Year 3: Students are slightly below the Norming Sample in 2020. However, progress was made over the year, especially in the top 25% in which we see the 'top' narrowing. These students are a focus in 2021.
- Year 4: Students performed above the norm in both 2019 and 2020. We see a good improvement in the results of the top 25% and a reduction in the tail.
- Year 5: Students performed above the norm in both 2019 and 2020. Our top 25% students progressed well, however was minimal movement in our bottom 50%. This is a focus point in 2021.
- Year 6: Our students performed exceptionally well against the national Norm Sample. We saw strong improvement over 2020 in the results of the entire cohort, particularly in the bottom 25%.

Recommendation:

- Creation of a whole school planning document based on the 'Emerging Leaders of Mathematics' program to ensure all fundamental mathematics skills and associated vocabulary is being taught across year levels.
- All staff to be guided by the 2021 Numeracy Operational Plan when planning, teaching and assessing mathematics in the classroom.
- Focus on continued professional development of teachers.
- Continued use of concrete materials and games to consolidate learning. Numeracy funding to be applied to purchase of additional resources.
- Additional extension opportunities such as in class differentiation and external competitions to be provided to engage students, particularly the top 25%.
- Teachers of like year levels to utilise some common 'Duties Other Than Teaching Time' to collaboratively plan and moderate.
- Introduce diagnostic testing to identify and monitor students in need of intervention.



Literacy

In 2020 we continued with our whole school writing program, Talk4Writing. This approach to writing sees students move through three phases – imitation, innovation and independent application. A key feature in the imitation phase is students internalising the language structures needed to write by ‘talking the text’. Teachers then use a shared and guided writing approach to develop student’s ability to compose inspired and powerful texts. This year also saw the development of Literature Spine, a list of high-quality literature to be read-aloud and enjoyed by each class.

Seeing the success of Talk4Writing, our school undertook professional learning in Talk4Reading. This learning built teachers understanding of the knowledge and skills students required to achieve reading comprehension and delivering this through three phases – imitation, investigation and independent application.

Our structured synthetic phonics program is delivered using Promoting Literacy Development (PLD). This program assists students in developing key ‘word attack’ skills for both spelling and reading. PLD is implemented from K-6, ensuring a consistent approach to the way in which we teach.

This year saw the reinvigoration of Brightpath writing assessment and better utilising the data to inform our teaching practise. Three staff members attended training to become narrative lead markers and support staff in building their competency in assessing student’s work. Our Literacy Leader attended training on interpreting the Brightpath data and how it can be used to set writing targets.

A highlight this year was Book Week with the theme of ‘Curious Creatures, Wild Minds’. Members of the Literacy Team set up a ‘hook’ to inspire student’s creativity; a large nest with interesting items that a curious creature had collected. Children participated in various activities throughout the week including story walks and character dress ups. Author Karen Blair spent time with each year group reading her wonderful stories and she led students in creating an amazing mural.

Moving forward, we will continue to ensure new staff are given professional learning in our whole school literacy programs. With a focus on high quality teaching and learning, teachers will be using part their collaborative DOTT times to moderate student work and set learning intentions. To further develop our use of Brightpath as an effective data collection tool, some teachers will be attending professional learning in oral narrative assessment for the early years and also how to use Brightpath as formative assessment method.



Literacy Continued

A focus of Talk4Writing and Talk4Reading is building a culture of reading. In 2021, our school will be focusing on teaching library skills to ensure students are using the library efficiently to explore engaging texts and a wide range of authors.

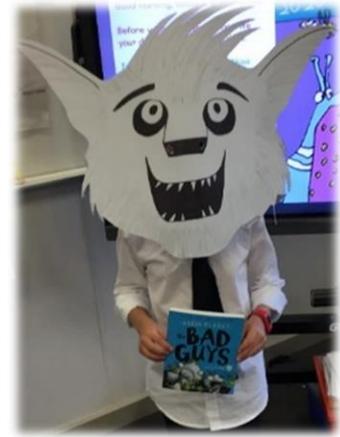


Results

Brightpath State Averages

	Term 2, 2019
Year 1	189
Year 2	249
Year 3	288
Year 4	324
Year 5	356
Year 6	391

Although these state averages are from 2019, they can still be used to gauge student performance against like year groups across Western Australia.



Kyilla's Brightpath Narrative Mean Results (Cold Task)

	Term 2, 2020	Term 1, 2021
Year 1	210	148
Year 2	287	243
Year 3	297	278
Year 4	354	326
Year 5	344	355
Year 6	438	383

What are we seeing?

- In Term 2 2020, all year levels are achieving above the state average for Term Two except in Year Five.
- The mean score for the Year Five cohort was below the mean score of the Year Four cohort by 10 points.
- The Year One cohort in 2020 are the Year Two cohort in 2021. They improved 33 points.
- The Year Two cohort in 2020 are the Year Three cohort in 2021. They declined 9 points.
- The Year Three cohort in 2020 are the Year Four cohort in 2021. They improved 29 points.

Literacy Continued

- The Year Four cohort in 2020 are the Year Five cohort in 2021. They have only improved 1 point.
- The Year Five cohort in 2020 are the Year Six cohort in 2021. They have improved 39 points.

Why are we seeing what we are seeing?

- Talk4Writing is continuing to improve outcomes for our students.
- Staff are more consistent in their Brightpath moderation of writing tasks. Student achievement may not have decreased, rather our judgements are more accurate of student's abilities.

Promoting Literacy Development (PLD)

The South Australian Spelling Test is administered at the end of every year in order to determine a student's spelling age. Below are the average spelling ages of students in each year level.

Year Level	Avg. Spelling Age	Year level	Avg. Spelling Age
PP	6 years 3 months	4	11 years 6 months
1	7 years 7 months	5	13 years
2	10 years	6	13 years 11 months
3	10 years 7 months		

What are we seeing? Each year level's average spelling age is above their chronological age.

Why are we seeing what we are seeing? This is evidence that our whole school program of PLD is achieving positive results.

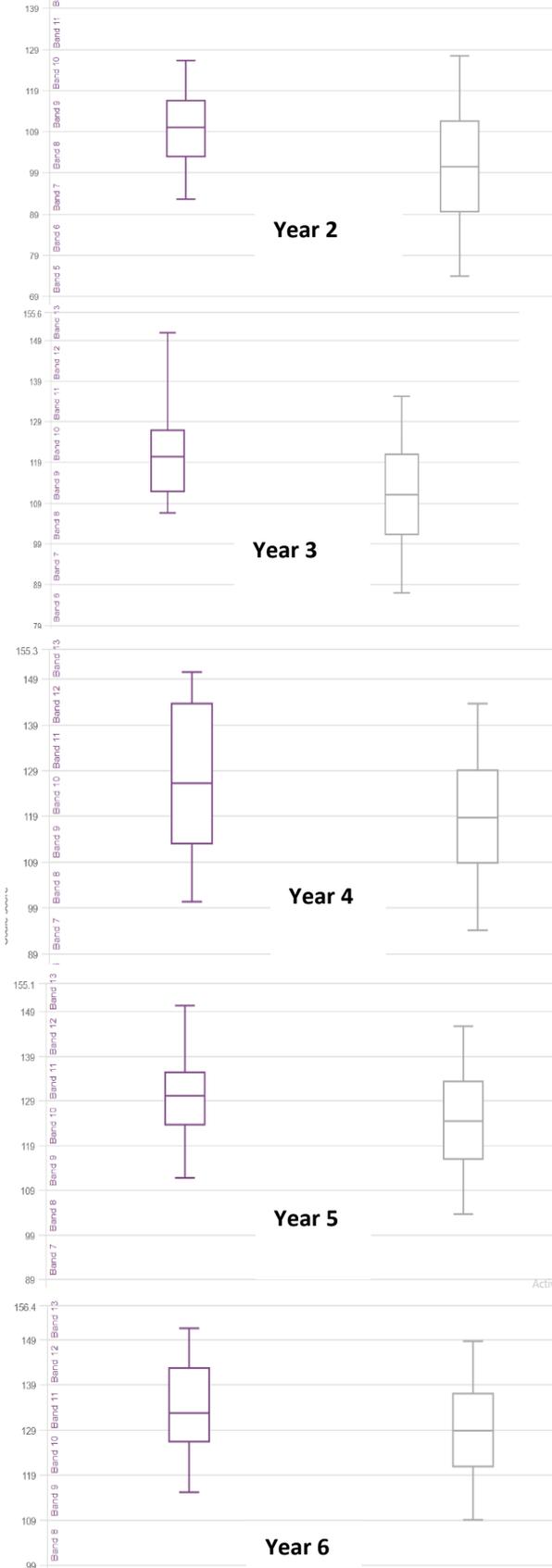
Reading in the Early Years

Students in Grade One are assessed in reading using the PM Benchmark Reading and Comprehension tests. In 2020, we saw the average level for Year One students at the end of Semester One at Level 9, increasing to an average of Level 16 by the end of the year. This demonstrates an average increase of seven reading levels. Using the PLD program and Kindy and Pre-Primary has been instrumental in teaching our students in the early years to be able to identify and isolate sounds which allows them to decode unfamiliar words. We introduced a new decodable reading assessment (the Dandelion Reader Placement Assessment) which allows us to identify which stage of reading and pre-reading students are at. We have invested in more decodable reading series for early Grade One to continue allowing our students to read at their level, rather than moving too quickly to predictable texts.

Following professional learning undertaken by our Early Years Leader in 2020, 2021 will see the introduction of the Rainbow Assessment Tool (RAT-R) in Kindy-Year One. This assessment will further assist in gathering data about student's phonological awareness and evaluating pre-literacy skills to allow for more targeted intervention.



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TO SEE AND TO UNDERSTAND



What are we seeing?

- Year 2: students were almost on par with the norming sample in the top 25%. Our middle 50% and bottom 25% are above the norming samples.
- Year 3: students achieved well above the norming sample. It is pleasing to see that there is a minimal 'tail'. The top 25% of students are achieving significantly higher than the norming sample.
- Year 4: students are achieving above the norming sample although the spread of students is quite large. Particularly in the middle 50%.
- Year 5: students achieved above the norming sample. The middle 50% of students are close together in achievement. We have a fairly even number of students in the top and bottom 25%.
- Year 6: students achieved above the norming sample. The median is at the lower end. We have a fairly even number of students in the top and bottom 25%.

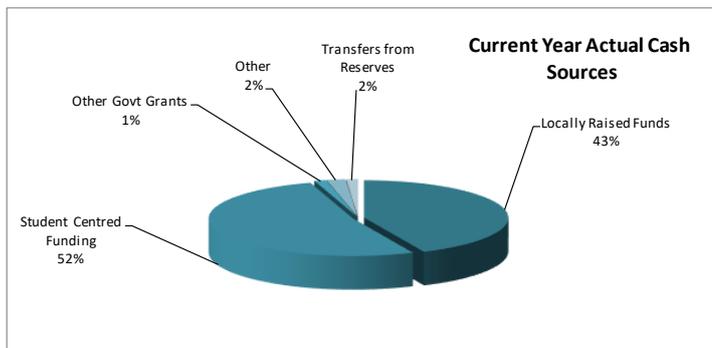
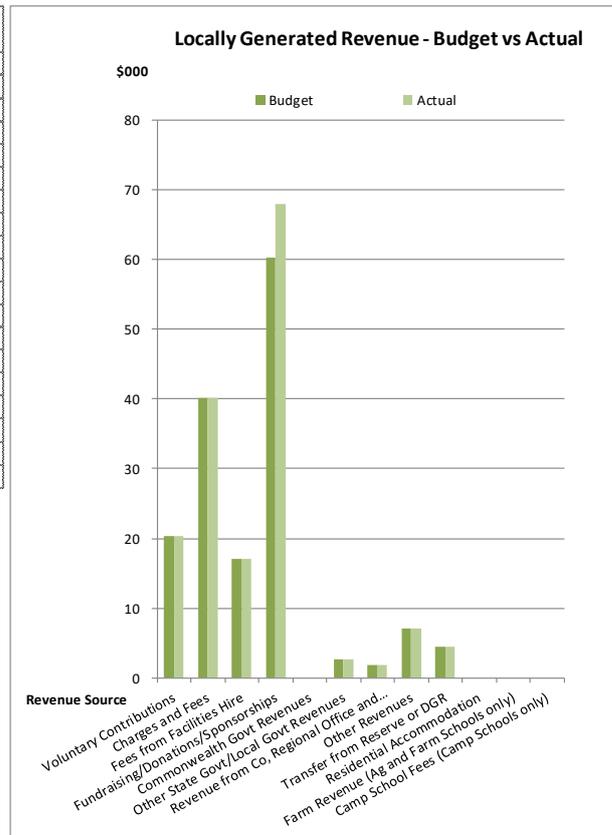
Why are we seeing what we are seeing?

- Talk4Writing and Talk4Reading are having a positive impact on student outcomes. They work together to build literacy skills in both reading and writing.
- PLD is building 'word attack' and vocabulary knowledge amongst students.
- Additional education assistance support in years 3 has assisted in decreasing the gap for lower achieving students.

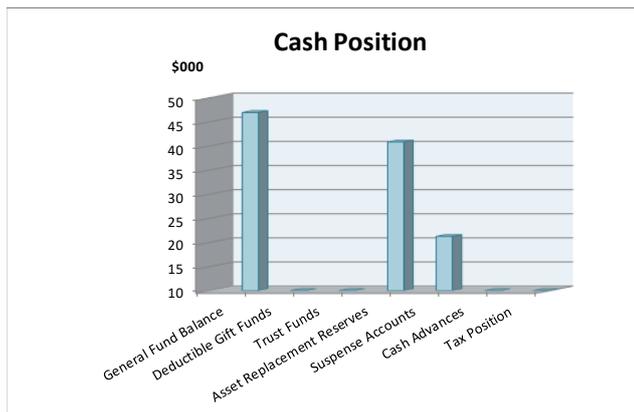
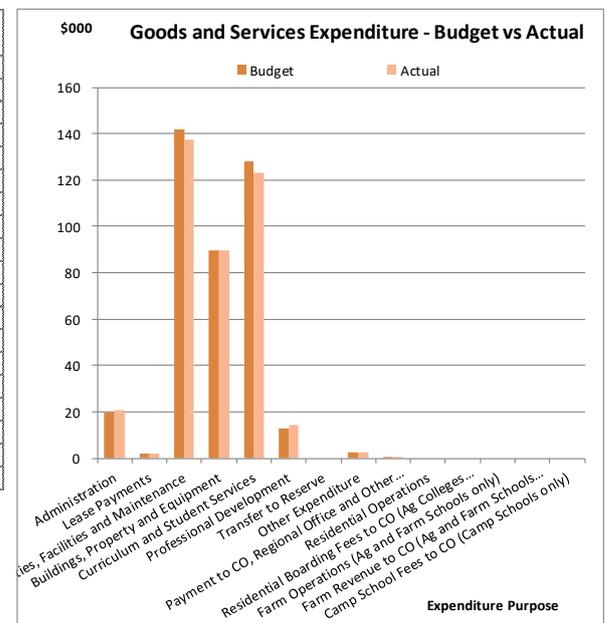
Recommendation:

- Professional learning in specific learning disorders in order to plan intervention programs. This is to include middle and upper years.
- Continued support for staff to implement Talk4Reading.
- Build a bank of decodable readers for the early years.
- Quality differentiated instruction to extend students using higher-order questioning.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 20,361.60	\$ 20,391.60
2	Charges and Fees	\$ 40,203.49	\$ 40,203.49
3	Fees from Facilities Hire	\$ 17,036.36	\$ 17,036.36
4	Fundraising/Donations/Sponsorships	\$ 60,207.55	\$ 68,007.55
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,600.00	\$ 2,600.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,892.56	\$ 1,892.56
8	Other Revenues	\$ 7,132.79	\$ 7,132.89
9	Transfer from Reserve or DGR	\$ 4,500.00	\$ 4,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 153,934.35	\$ 161,764.45
Opening Balance		\$ 100,300.85	\$ 100,300.85
Student Centred Funding		\$ 175,340.08	\$ 175,340.08
Total Cash Funds Available		\$ 429,575.28	\$ 437,405.38
Total Salary Allocation		\$ 3,322,954.55	\$ 3,322,954.55
Total Funds Available		\$ 3,752,529.83	\$ 3,760,359.93



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 19,717.75	\$ 20,593.04
2	Lease Payments	\$ 2,039.00	\$ 2,048.68
3	Utilities, Facilities and Maintenance	\$ 141,706.65	\$ 137,327.88
4	Buildings, Property and Equipment	\$ 89,574.24	\$ 89,791.67
5	Curriculum and Student Services	\$ 128,097.46	\$ 123,199.32
6	Professional Development	\$ 12,863.61	\$ 14,488.15
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,682.51	\$ 2,597.50
9	Payment to CO, Regional Office and Other Schools	\$ 415.00	\$ 435.00
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		\$ 397,096.22	\$ 390,481.24
Total Forecast Salary Expenditure		\$ 3,264,828.55	\$ 3,264,828.55
Total Expenditure		\$ 3,661,924.77	\$ 3,655,309.79
Cash Budget Variance		\$ 32,479.06	



Cash Position as at:	
Bank Balance	\$ 106,734.10
Made up of:	\$ -
1 General Fund Balance	\$ 46,924.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 40,812.60
5 Suspense Accounts	\$ 21,238.36
6 Cash Advances	\$ -
7 Tax Position	\$ (2,241.00)
Total Bank Balance	\$ 106,734.10