



Parramatta State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Parramatta State School, located centrally in Cairns, strives for success for all students in a welcoming and accepting environment. We set high expectations on achievement for all and encourage diversity in teaching practices to better cater for individual learning needs and styles. We are a school of many and diverse cultures, with a student body of 420 students, of whom approximately 55% identify from Indigenous cultural backgrounds, and have indigenous perspectives embedded across our curriculum. Our Prep to Year 6 curriculum is established using the Australian Curriculum including the General Capabilities and Cross Curriculum Priorities of the Australian Curriculum. The school supports curriculum learning, differentiated pedagogies, Inclusive education practices supporting Special Education Programs, including Early Childhood Development Program. Parramatta SS is a Positive Behaviour for Learning school which has a focus on social skilling programs (SSIS). Our values are RESPECT, SAFETY and LEARNING R.S.L. Our school is active in the school community with participation in ANZAC Day, NAIDOC Week, local sporting activities, environmental camps and excursions, a Fancy Dress Ball, Student Council, choir and traditional Indigenous Dances Troupes. Our school is supported by our families and our Parents and Citizen's Association, which provides advice and supports the resourcing of the school.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

The Parramatta State School Annual Report outlines the progress made by the school in relation to students, curriculum and staff outcomes.

At Parramatta State School we set high expectations for student attendance, academic achievement and social capabilities and work closely with parents, caregivers and the community to ensure every child achieves to their potential.

In 2017, our core priorities were:

1. Review and Refine the Whole School Curriculum Plan

- Collaboratively develop Whole School curriculum plan
  - Collaborative planning process for curriculum planning;
  - Teachers collaboratively unpack the curriculum requirements with a focus on the Achievement Standards and The Content Descriptors of the Australian Curriculum
  - Develop process for moderation
  - Curriculum plans include General Capabilities with a focus on Reading – Learning to Read and Reading to learn
  - Language awareness PD for Teacher to support I/EALD and EALD learner.
  - Attendance Strategies to focus on curriculum engagement
  - Linking Positive Behaviour for Learning with Curriculum plan.
  - Embedding and refining process for PBL including establishing Tier 2 and 3 PBL.
  - Developing well-being programs to Curriculum through General Capabilities - Personal and Social Capability
2. Review and Refine Pedagogical Practices
- Initiate the review of current pedagogical practices and Investigate other theories, frameworks and best practice research that informs our practice
  - Implementing a range of pedagogical approaches
  - Using the Whole School Curriculum plan to reflect and create a school process to review current pedagogical practices.

### Future Outlook

Our School's improvement agenda for 2018 focuses on improvement priorities:

1. Review and Refine the Whole School Curriculum Plan
  - Continue Collaborative planning process for English across all year levels.
  - Commence collaborative planning process for Maths curriculum across all year levels.
  - Continue moderation of assessment for English curriculum area. Commence moderation process for Maths curriculum area. Align to Achievement standards of AC
  - ECDP - Develop process for moderations of Literacy using the Literacy Continuum
  - Language awareness PD for Teacher to support I/EALD and EALD learner.
  - Capability development in focus areas of Literacy - reading and writing
  - Response to intervention
  - Embedding Inclusive educational practices
  - Capability development in curriculum differentiation – inclusive practices
2. Review and Refine Pedagogical Practices
  - Initiate the review of current pedagogical practices and Investigate other theories, frameworks and best practice research that informs our practice
  - Implement reflection, coaching and mentoring protocols for pedagogical practice
  - Using and Inquiry cycle approach including developing progression lines / chain of evidence, collaboratively develop a whole school Pedagogical Framework
3. Culture that Promotes Learning
  - Initiating, developing and embedding Social and Emotional Learnings SSIS in student learning and aligning to curriculum
  - Linking Positive Behaviour for Learning with Curriculum plan. Embedding and refining process for PBL including establishing Tier 2 and 3 PBL.
  - Wellbeing aligned to the 5 dimensions identified in DE Staff Well-Being Framework.
  - Attendance Strategies to focus on curriculum and Pedagogical engagement
  - attendance case management process for individuals and groups
  - Attendance rewards

This will be evidenced by the following measures:

- 80% A-C Academic Achievement in English
- 80% A-C Academic Achievement in Maths

- 70% A-C Academic Achievement in Science
- 90% of Year 2 students at PM benchmark 22.
- 100% of EALD students are Bandscaled. 100% of EAL/D students on or above a Bandscale level 5 can access the curriculum for all areas. 70% of EALD Students will reach a level 5 Bandscale.
- 90% of ICP students are receiving a C achievement.
- Students with special needs are well supported at my (SOS Staff)
- Every pre-prep student in ECDP will have a 25% improvement in at least 1 IEP goal from baseline (GAS Scale).
- 30% reduction in students at risk of not achieving NMS
- 15-20% improvement in U2B Reading, Writing and Spelling.
- 10% increase in NAPLAN participation
- Increase staff awareness of access to PD (SOS – Staff)
- A Whole School pedagogical Framework, that includes a range and balance of pedagogical approaches will be developed collaboratively by staff by December 2018.
- 100% of Teachers are involved in coaching and mentoring for curriculum and pedagogy
- Decrease in Student Disciplinary Absences - maintain high expectations for behaviour.
- Attendance target 92%
- 65% of students attending 90% or more of the time
- 90% of prep-age students in ECDP will be transitioned for enrolment in the Prep Year of school – Based on the needs and support of that student
- Increase in SOS well-being of employees is a priority for my school

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	401	201	200	234	84%
<b>2016</b>	379	202	177	223	83%
<b>2017</b>	329	171	158	179	86%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Parramatta State School's student population is diverse, with the suburban community comprising of a broad cross section of occupations and cultural groupings. The student population reflects the social and cultural



diversity of the surrounds. A significant feature of the school is its multi—cultural community. Our school population consists of approximately 54% of students come from a Torres Strait Islander and Aboriginal background and our student approximately 57% of our student speak more than one language or dialect (EALD). Our school caters for students from Prep to Year 6, as well as a Special education program (SEP) and an Early childhood development program (ECDP) catering for 85 students aged 0—5 years old.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	21	23
Year 4 – Year 6	23	23	23
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Parramatta State School delivers the Australian Curriculum utilizing the C2C resources as needed. In 2018 the school will maintain a strong focus on the General Capabilities of the Australian Curriculum including Literacy focusing on reading and writing, Numeracy, ICTs, Personal and Social Capabilities and Intercultural Understandings. Approximately 57% of our students come from an English as an Additional Language or Dialect (EAL/D) background, as a result in 2018 Language Awareness, including indigenous languages are a focus of the curriculum implementation. Student Diversity and Cross- Curriculum Priorities, including Aboriginal and Torres Strait Islander Histories and Culture and Asia and Australia’s Engagement with Asia are a focus. During 2018 consistency in curriculum delivery is attained through collaborative planning practices including the year level teachers and the leadership team.

The Cairns Early Childhood Development Program delivers curriculum through the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines to children pre-schools from ages 0-5years of age.

A Whole School Curriculum Framework was developed during 2017. Parramatta State School had begun to explore pedagogical practices and is investigating Age Appropriate Pedagogies.

### Co-curricular Activities

Parramatta State School values a well-rounded education for all students, embodying cultural, sporting and academic achievements. The Student Council promotes student leadership and provides students with opportunities to run several school, community and environmental charity projects each year. Year 6 students conduct weekly assemblies and school leaders represent the school at various community functions.

In 2017 the School engaged in Indigenous Leadership programs in the school and in the educational community to support the future and emerging Indigenous Leaders.

Performing Arts, including classroom music is implemented across all year levels. The school has a choir which performs at assembly and other school functions. The school also has a drumming group and a dancing group which perform at various community events. In 2017, a school rock band was created to preform at school assemblies.

Our school has a Torres Strait Islander Dance group, led by a Teacher Aide who is also Torres Strait Islander Elder in the community. This Dance group is also supported by community volunteers who are also Torres Strait Islander Elders. The Torres Strait Islander Dance group has been invited to perform at many openings and closing of meeting for Government agencies including the Department of Education and Training and in local community events and celebrations.

Health and Physical Education is provided to all year levels. Students from years 4, 5 & 6 compete in interschool sport including rugby league, netball, softball and soccer. In term 4 all students have the opportunity to participate in a Learn to Swim program.

Community involvement in the school is facilitated through a range of events, most notably sporting carnivals, Stand Together Day, NAIDOC Week and the annual Fancy Dress Ball, which has been a part of the Parramatta State School traditions since the school opened in 1927.

In 2017 the school celebrated 90 years since it was established in 1927.

### How Information and Communication Technologies are used to Assist Learning

Information and communication capabilities are delivered through the subject areas as a part of the Australian Curriculum. Students use ICT to define and plan information searches of a range of primary and secondary sources. They locate, access, generate, organise and/or analyse data and information and apply criteria to verify the integrity and value of the digital data, information and sources using ICT. As a part of the STEM agenda students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. Students communicate using ICTs to share ideas and information to collaboratively construct knowledge and digital solutions.

## Social Climate

### Overview

Parramatta State School has high expectations for all students for both academic performance and standards of behaviour. Behaviour expectations are supported by our Well-Being and Positive Behaviour for Learning Programs which includes our overarching values of Respect, Safety and Learning or RSL. The School has a Responsible Behaviour Plan for Students that outlines the expected behaviours and possible consequences.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	96%	97%
this is a good school (S2035)	100%	87%	94%
their child likes being at this school* (S2001)	100%	95%	91%
their child feels safe at this school* (S2002)	100%	95%	94%
their child's learning needs are being met at this school* (S2003)	100%	91%	94%
their child is making good progress at this school* (S2004)	100%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	94%
teachers at this school motivate their child to learn* (S2007)	100%	95%	94%
teachers at this school treat students fairly* (S2008)	100%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	100%	100%	88%
this school takes parents' opinions seriously* (S2011)	100%	95%	87%
student behaviour is well managed at this school* (S2012)	100%	90%	84%
this school looks for ways to improve* (S2013)	100%	91%	93%
this school is well maintained* (S2014)	100%	90%	94%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	92%	95%
they like being at their school* (S2036)	83%	91%	99%
they feel safe at their school* (S2037)	93%	87%	95%
their teachers motivate them to learn* (S2038)	94%	90%	96%
their teachers expect them to do their best* (S2039)	94%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	97%
teachers treat students fairly at their school* (S2041)	79%	82%	94%
they can talk to their teachers about their concerns* (S2042)	83%	80%	91%
their school takes students' opinions seriously* (S2043)	87%	81%	93%
student behaviour is well managed at their school* (S2044)	71%	77%	87%
their school looks for ways to improve* (S2045)	93%	92%	97%
their school is well maintained* (S2046)	90%	88%	85%
their school gives them opportunities to do interesting things* (S2047)	89%	88%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	82%	85%
they feel that their school is a safe place in which to work (S2070)	96%	82%	83%
they receive useful feedback about their work at their school (S2071)	83%	71%	63%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	90%	93%
students are encouraged to do their best at their school (S2072)	96%	91%	83%
students are treated fairly at their school (S2073)	91%	82%	83%
student behaviour is well managed at their school (S2074)	91%	65%	64%
staff are well supported at their school (S2075)	71%	59%	50%
their school takes staff opinions seriously (S2076)	59%	59%	49%
their school looks for ways to improve (S2077)	79%	85%	62%
their school is well maintained (S2078)	71%	68%	58%
their school gives them opportunities to do interesting things (S2079)	71%	85%	63%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The school has enjoyed strong partnerships with the local community and while these have waned over the past few years, the foundations remain. Re-establishing these partnerships has been a priority this year. A number of 'meet & greet' events were hosted as well as numerous events for parents and students. NAIDOC, Social and sporting events enjoy huge community participation.

Twice a year there are either a Meet the Teacher or Parent/ Student and Teacher conversations/ interviews for parents to engage in their child's education.

The number of parent volunteers has increased to support students in the classroom in the areas of literacy and numeracy. Parents are encouraged to volunteer to support the curriculum.

There is a dedicated P&C which supports the school and provides input in strategic decisions. Parents and caregivers are heavily involved in the development of plans for students at risk.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

All students from Prep to Year 6 engaged in Life Education Program to support students' understanding of personal safety, physical safety, cybersafety, health and Wellbeing.

Respectful relationship is also taught through the Australian Curriculum. Students explore ethical understanding and respectful relationship, fostering the development of personal values and attributes and respect for others.

In 2017 Parramatta State School employed a full time Guidance Officer who worked with a Youth Worker, a Social Worker and Engagement teacher and their families to support respectful relationships.

In 2018, Social Skills Improvement System – Social - Emotional Learning has been identified as a focus for support from the Positive Behaviour for Learning committee.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	61	155	81
Long Suspensions – 11 to 20 days	1	3	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Our school makes every effort to reduce its environmental footprint and offset our carbon emissions. We are involved in community gardens, tree planting programs, recycling programs, solar and conserving energy and water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	346,142	1,641
2015-2016	334,493	3,629
2016-2017	118,310	2,028

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	32	6
Full-time Equivalents	32	19	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	11
Graduate Diploma etc.**	2
Bachelor degree	26
Diploma	
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$51 743.

The major professional development initiatives are as follows:

- Australian Curriculum
- Positive Behaviour for Learning
- Supporting students with disabilities
- Coaching and teaching literacy and numeracy
- Facilities, health and safety
- Leadership support

The proportion of the teaching staff involved in professional development activities during 2017 was 90%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	82%	84%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

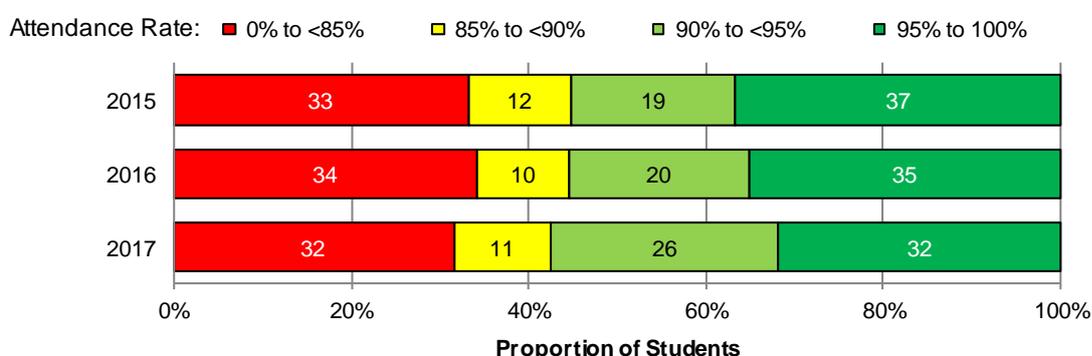
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	85%	88%	86%	89%	88%	88%						
2016	88%	82%	85%	85%	86%	89%	91%						
2017	87%	89%	85%	85%	89%	88%	90%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student absence is considered to be either 'explained' or 'unexplained'. Explained absence is when a satisfactory explanation is provided and the student's enrolment is considered continuous. If there are no explanations from parents and/or caregivers regarding absences, particularly those which are regular and ongoing, the school implements the following processes:

- Daily text messages are sent to the parent/caregiver for students who have an unexplained absence.
- Absence letters are generated and sent home. These letters request a reason for the absence and parents are asked to sign the letter and return it to the school.
- Where there is a continuation of unexplained absences, or absences without satisfactory explanation, the Engagement Team, led by the Deputy Principal makes contact with the home, initiates interventions and follows up.
- If unsatisfactory attendance continues, the Deputy Principal(s) and Principal intervene. This may include commencing formal processes - Enforcement of Compulsory Schooling and Compulsory Participation as per Education Queensland policy and the Education (General Provisions) Act.

Parramatta State School is committed to achieving attendance targets and continually promotes attendance at school by:

- Employing a dedicated staff to engage students in learning and improve attendance at school
- Celebrating attendance on weekly assembly – the coveted 'Attendance Trophy' and through benchmarks and rewards.
- Monitoring attendance data to identify trends and patterns and using these to inform interventions.
- Case manage student attendance reviewed on a weekly basis
- Identifying and rewarding classes with either 100% or 96% daily attendance
- Celebrate classes who have high daily attendance with visits and stickers from the leadership team
- Promoting the importance of attendance through the newsletter and school signs.

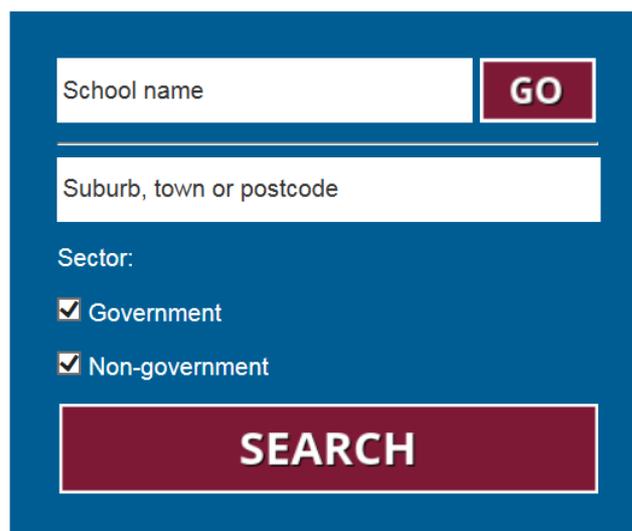
Rolls are marked twice daily at the commencement of the school day and after the second recess. Text messages for unexplained absences are sent at 9:30am. The school acknowledges those students with 100% attendance by issuing certificates and extrinsic rewards.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion