

# Parramatta State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	122 Mulgrave Road Parramatta Park 4870
Phone	(07) 4042 8111
Fax	(07) 4042 8100
Email	the.principal@parramatss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Wayne Kirk

## Principal's foreword

### Introduction

The School Annual Report provides detailed information on Parramatta State School and its current performance levels, operations, students, staff and future directions.

Parramatta State School was established in 1927 and is centrally located in the Cairns City. The school serves a very diverse and multi-cultural school community of whom approximately 60% identify from indigenous cultural backgrounds and 33% from language backgrounds other than English. Many of the indigenous students also come from language backgrounds other than Standard Australian English. In February 2013, the school had an effective enrolment of 462 students from Prep to Yr.7, as well as an Early Childhood Development Unit catering for 50 students from birth to 5 years of age. The school also provides a Special Education Program for approximately 40 students from a range of disabilities, of which half are unit based and half included in mainstream classes.

Our school has focussed on delivering a core curriculum, aimed at strongly developing student's capacity in Literacy and Numeracy, as well as the full range of curriculum areas. In 2011, Parramatta SS commenced a four year strategic initiative as a Low SES National Partnership School. From 2011 – 2014, the school will receive an additional \$300,000 per year to assist in improving student learning outcomes through innovative approaches to leadership, school operations, teaching, student learning and parent community partnerships

### School progress towards its goals in 2013

The following are some of the significant achievements of 2013 that relate to the key priorities and goals of our four year National Partnership Strategic Plan and are a result of actions identified in our Annual Improvement Plan:

- Implementation of Corrective Reading Decoding (DI) for students significantly below Reading benchmarks
- Streaming of Yr. 3-7 classes, enabling teachers to more effectively respond to student needs

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through implementation of targeted intervention programs

- Implementation of Mt Isa Oral Language Program for all P-2 and targeted Yr. 3-7 students
- Implementation of Guided Reading Program for P to Yr.3/4 students

### Data Successes

- Yr.3 **Reading & Writing** (NMS), **Spelling** (U2B); **Reading, Writing, Spelling, G&P** (MSS)
- Yr.5 **Reading, Spelling & Numeracy** (NMS); **Spelling, Numeracy, G&P** (U2B); **Reading, Spelling, Numeracy, G&P** (MSS)
- Yr.7 **Spelling** (NMS); Writing, **Spelling**, Numeracy, G&P (U2B); **Spelling** (MSS)

### Data Challenges

- Yr.3 **Numeracy** & Spelling (NMS); Reading & **Numeracy** (U2B); **Numeracy** (MSS)
- Yr.5 Writing (U2B)
- Yr.7 **G&P** (NMS); Writing, **G&P** (MSS)

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### Future outlook

#### **The School Improvement Priorities and Strategies for 2014 are:**

- Implement explicit teaching to a high standard in all classrooms
- Implement daily literacy and numeracy consolidation sessions in all classrooms
- Develop the capacity of teachers in the explicit and systematic teaching of phonics and reading
- Implement Mt Isa Oral Language Program for all Prep to Yr.2 classrooms
- Implement systems to enable Principal & DP to be in classrooms 20% of their time to provide coaching & feedback to teachers
- Implement Foundational Learning Programs (Corrective Reading Decoding, Reading Mastery & Phonemic Awareness)
- Build and support collaborative effort within year level teams to more effectively differentiate student learning & respond to individual student needs
- Build staff understanding of and capacity to implement more inclusive schooling practices through the MSSWD strategy
- Continue to support the use and development of the PSS Curriculum tool to identify whole school curriculum and assessment priorities and teaching differentiation
- Individual student performance targets are set and measured each semester in Reading, Spelling & Numeracy
- Year level teams work collaboratively to review student performance data to establish needs based groups in Reading, Writing, Spelling & Numeracy
- Teachers monitor student reading and numeracy performance data (2 to 5 weeks) to review the effectiveness of targeted teaching programs, provide students with supportive feedback and to reorganise instructional groups
- Utilize the explicit teaching, consolidation and reading components of the FNQ Improving Teaching System to guide instructional and teacher capability development
- Refine and embed SWPBS systems and practices across the school
- Review and modify/ add to existing communication channels so as to enhance the exchange between parents, school and community
- Identify and build partnerships & relationship opportunities with business and the wider community

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	420	181	239	84%
2012	435	212	223	84%
2013	437	230	207	83%

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

## Characteristics of the student body:

Our student body is composed a range of cultural backgrounds and nationalities. Due to the nature of the general population of Cairns, our student population has a transient percentage. This is addressed with the employment of a Mobility Support Teacher who assists families on enrolment to the school as well as exit to a new location.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	24	20
Year 4 – Year 7 Primary	23	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	56	45	38
Long Suspensions - 6 to 20 days	5	4	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Mt Isa Oral Language and Phonological Awareness Program for Prep, Yr.1 and 2 students
- Reading Program involving structured reading groups for Prep to Yr.4 students
- Corrective Reading Decoding Program as a targeted intervention program for students significantly below reading benchmark expectations from Yrs. 3-7
- Japanese (LOTE) for students performing at or above year level expectations from Yrs.3 to 7

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### Extra curricula activities

- Range of sporting activities
- Aboriginal & Torres Strait Islander traditional dance program
- NAIDOC Week of Celebrations
- Breakfast and Lunch Program
- Drumbeat, Choir and School Band programs
- Camping Program for Yr.5 and 6 students
- Mentoring Program for student leaders

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### How Information and Communication Technologies are used to assist learning

- Teachers use the in-house developed PSS Curric tool as their point of reference, to ensure consistent, rigorous curriculum delivery
- Every classroom is serviced with computers and classes are able to access a computer lab for focussed whole class lessons and research. Our library is also available for ICT use and research during class and lunch breaks.
- All teaching staff are issued with their individual laptop computer and each classroom also has a fixed mounted data projector
- Use of digital cameras by students in their studies is active across our year levels and students then use these photos in their reports and curriculum work.
- All students have access to the Internet.

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## Social climate

Parramatta SS commenced implementation of the School Wide Positive Behaviour strategy in 2011. After three years of implementation, significant progress and improvement to the school climate has been achieved. This is supported by Parent Opinion Survey data with 100% of parents/ carers agreeing that their child is safe at this school and 93% of parents believing that student behaviour is well managed.

In 2013, the school also received funding to employ a Youth Worker. This funding will continue over the next three years. Through National Partnership funding, the school has employed additional Guidance Officer time, which has enabled the provision of support programs for 'at risk' and disadvantaged students.

## Parent, student and staff satisfaction with the school

The excellent increase in parent satisfaction levels achieved in 2012 have been pleasingly maintained in 2013, with 100% satisfaction achieved in all but two measure areas. Very pleasing student satisfaction levels have been maintained in 2013, with more than 90% agreement achieved in half the measure areas. One area where student satisfaction has dropped and worthy of further investigation is that student's feel safe at their school. In relation to staff satisfaction, in all measures except two, staff agreement is above 90%. This is a very positive outcome. The two lower measures requiring an analysis are:

1. they receive useful feedback about their work at their school (S2071)
2. their school is well maintained (S2078)

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	89%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	93%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	89%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	96%
they like being at their school* (S2036)	99%	98%
they feel safe at their school* (S2037)	94%	85%
their teachers motivate them to learn* (S2038)	98%	96%
their teachers expect them to do their best* (S2039)	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%

## Our school at a glance

teachers treat students fairly at their school* (S2041)	85%	94%
they can talk to their teachers about their concerns* (S2042)	86%	84%
their school takes students' opinions seriously* (S2043)	82%	89%
student behaviour is well managed at their school* (S2044)	88%	85%
their school looks for ways to improve* (S2045)	89%	94%
their school is well maintained* (S2046)	83%	96%
their school gives them opportunities to do interesting things* (S2047)	99%	94%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	75%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	93%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	78%
their school gives them opportunities to do interesting things (S2079)	94%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

### Involving parents in their child's education

At Parramatta State school, we welcome positive interaction from parents and family members and have a good relationship with our P&C. Family members assist in a range of ways from supporting in classrooms, in the tuckshop, P&C Association support and targeted fundraising.

We value the success our students have when there is a joint approach to student development and their learning and education. Our fortnightly newsletter, *Parramatta Press*, is issued on Tuesdays and includes general information for families, upcoming events, parent and general community notices and a weekly class feature section.

Our P&C meets on the third Friday of each month, currently at 9:00 am, shortly after parade.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2013, the student council continued with the energy busters program, involving student leaders in monitoring classroom use of electricity and reminding students and teachers of the importance of switching items off when not in the classroom. The school also received a grant under the National Solar School's Program to provide solar panels to take advantage of green energy sources.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	318,170	4,106
2011-2012	325,102	3,682
2012-2013	320,120	2,612

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

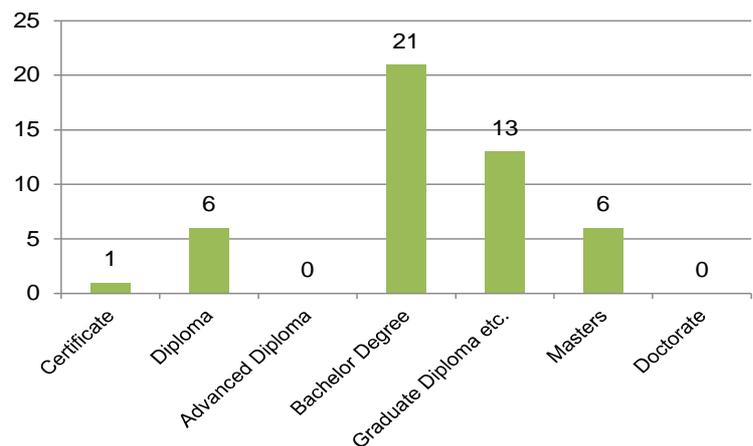
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	47	39	6
Full-time equivalents	40	23	5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.	13
Masters	6
Doctorate	0
<b>Total</b>	<b>47</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$40,000

The major professional development activities undertaken were:

1. Training in Foundational Learning Programs – Corrective Reading Decoding
3. Early Years Numeracy Project
4. Explicit Teaching
5. Leadership development activities

## Our staff profile

6. First Aide
7. Essential Skills of Classroom Management
8. Profiler Training
9. More Support for Students with Disability

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	83%	86%	85%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

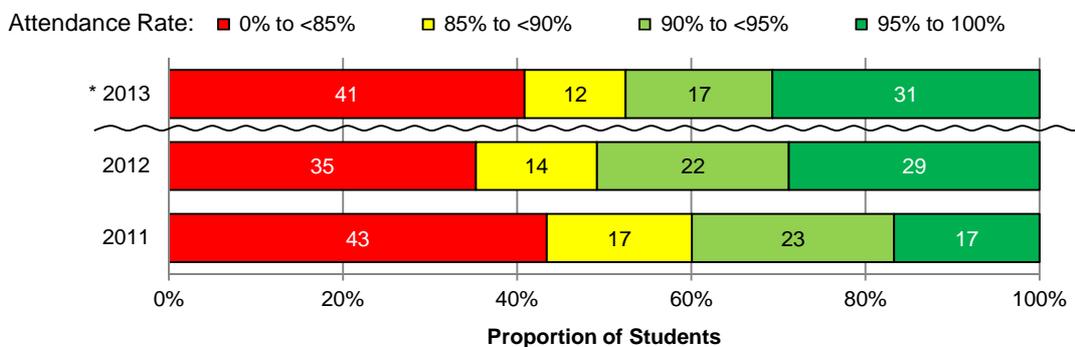
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	79%	80%	85%	84%	85%	83%	86%					
2012	86%	86%	89%	85%	85%	88%	86%					
2013	83%	84%	86%	86%	85%	85%	85%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Parramatta State School, this process is supported by the employment of a Mobility Support Teacher Aide, whose role is to facilitate the enrolment of new students and provide follow-up support to maximise their attendance. The school also employs an attendance officer, whose role is to collect marked rolls from teachers twice each day and follow-up to patterns of student absenteeism by conducting home visits, sending home letters and collecting and reporting on attendance data.

## Performance of our students

In 2013, the school continued with the presentation of attendance rewards for individual students and class groups who achieve attendance performance targets.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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**

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Search by suburb, town or postcode

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The gap in reading performance between Indigenous and Non-Indigenous students continued to decrease in 2013. This is a very pleasing result which can be attributed to the implementation of effective and consistent oral language, reading and phonological awareness programs from P-2. Increasing overall student attendance rates and closing the gap between indigenous and non-indigenous attendance continues to be a significant school priority, with the gap in students attendance increasing from 7% in 2012 to 8% in 2013.

