

Parramatta State School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

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

At Parramatta State School we believe that every child can achieve given the right circumstances, and we are relentless in our search for those circumstances to facilitate such success. We set high expectations regarding attendance – 'everyday matters for every student' and we work closely with parents, caregivers and the community to ensure every child achieves to their potential.

In 2015, our core priorities were:

- To build teacher capacity in explicit teaching.
- To attain national benchmarks in literacy and numeracy.
- To maximize student attendance.
- To provide a safe, supportive and disciplined school environment for all students.

Our high expectations culture is evidenced by:

- Our commitment to quality instruction aligned with the Australian Curriculum. Our school has seen continued improvement in NAPLAN student outcomes.
- Our commitment to students' social and emotional wellbeing through our PBL (Positive Behaviour for Learning) program and a range of SEL programs, tailored to meet the needs of individuals and a current, P&C endorsed Responsible Behaviour Program that clearly outlines expectations and consequences.
- Differentiated learning opportunities to support student success
- Extra curricula opportunities.

Parramatta State School delivers a quality, holistic education for students with an ongoing commitment of academic, cultural, sporting and leadership activities and opportunities for students. Students participate in numerous events, including camps, Choir, Student Council and Reader's Cup.

School progress towards its goals in 2015

Improving Teaching:	<ul style="list-style-type: none"> • The ongoing coaching and mentoring of teachers (including Beginning Teachers) to maintain a precise focus on teaching and learning • The continued refinement of explicit teaching and consolidations daily • Ongoing enhancement of the teaching of phonics • The implementation of the Australian Curriculum in the key learning areas of English, Maths, Science, History and Geography • The ongoing application of the Parramatta Teaching and learning framework and the 'Curric tool'.
Attaining benchmarks in literacy and numeracy :	<ul style="list-style-type: none"> • Master Teacher appointed and focussed on school wide reading program • Additional teachers employed to target intervention • Five weekly data review in reading with adjustments a required • Continuation of Mt Isa Oral Language program • Continuation of Foundational Learning programs • Employment of Speech Language Pathologist to oversee oral language and intervention programs (P-2) • Continuation of 'Ready Set School' to engage parents and caregivers and students in learning
Attendance and Student Welfare:	<ul style="list-style-type: none"> • Creation of Head of Student Services position to develop attendance system • Employment of additional support staff including Social Worker, Youth Worker and increased Guidance Officer FTE • Refine and embed PBL practices across the school
Inclusive Schooling Practices:	<ul style="list-style-type: none"> • Implement whole school complex case management process • Initial RTI system implemented – for review in 2016 • Continuation of QSIL implementation

Future outlook

<p>Improving Teaching :</p>	<p>Employ Pedagogical Coach to strengthen coaching and feedback culture</p> <p>Review pedagogical framework to include focus on Explicit Teaching, Marzano Dimensions of Learning and Consolidations</p> <p>Focus on critical content (Australian Curriculum)</p>
<p>Refining and embedding data-driven decisions:</p>	<p>Strengthen five weekly data reviews to align with collaborative planning meetings</p> <p>Establish Specific Role Descriptions for DPs, HOC, MT, GO</p> <p>All staff to complete ADP/PDPs</p> <p>Embed use of data literacies and data walls</p> <p>Response to Intervention model implemented to track and monitor the effectiveness of learning interventions on individual student outcomes</p>
<p>Attendance and Student Welfare:</p>	<p>Establish purpose built Engagement and Attendance team to monitor student, case manage students and implement targeted strategies</p> <p>Implement Positive Education to compliment PBL (align with Geelong Grammar program, initiate Head of Student Services 2017)</p> <p>Ongoing professional development for teachers to support understanding of student behaviour - PBL, profiling</p>
<p>Connecting Parents and Caregivers with their children's learning:</p>	<p>Newsletter published weekly</p> <p>Revamp school assemblies and celebrations</p> <p>Transition and orientation program developed with local Early Childhood providers to facilitate the successful entry to formal schooling for Prep students</p> <p>Participate in Dr George Otero workshops – community engagement</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	437	230	207	283	83%
2014	451	211	240	298	85%
2015	401	201	200	234	84%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Parramatta State School has an enrolment catchment plan in place. In 2015, 401 students were enrolled at Parramatta State School. This includes 70 students who were on partial attendance at the ECDP, (Early Childhood Development Program). Students in this program come from all across the region – with outreach services provided at Innisfail, Weipa and Thursday Island. Student are referred to this program - all of whom have significant developmental difficulties and disabilities. 58% of the total student cohort identify as Aboriginal or Torres Strait Islander. 5% of students have an identified disability. The school has an ICSEA of 853 and as such, is recognized as 'low socio-economic'. There is an increasing number of migrant students enrolling at Parramatta SS.

Upon completion of year 6, students mainly transition to either Cairns State High School or Trinity Bay State High School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	19	19
Year 4 – Year 7 Primary	22	22	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	38	56	61
Long Suspensions - 6 to 20 days	2	3	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Parramatta State School delivers the Australian Curriculum utilizing C2C resources as needed. The school maintains a strong focus on reading, literacy and numeracy to provide quality foundations for all. Consistency in curriculum delivery is attained through common planning documentation and processes, overseen by the Head of Curriculum and recorded in the Parramatta 'Curric tool'.

Extra curricula 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 six students conduct weekly assemblies and school leaders represent the school at various community functions.

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.

HPE is provided to all year levels and students from years 4, 5 & 6 compete in interschool sport in 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, NAIDOC and the annual Fancy Dress Ball.

How Information and Communication Technologies are used to improve learning

A range of electronic devices, including iPads and computers are utilized across the school. Two computer labs are available for class use. These enhance learning as do the projectors and whiteboards which have been installed in every classroom. Classrooms are fitted with sound field systems to support students with hearing loss.

Social Climate

Parramatta State School promotes the Positive Behaviour for Learning System P-6. Students and staff adhere to three behavioural expectations: Be Safe; Be Respectful; Be a Learner. These expectations are explicitly taught through classroom lessons and revisited every week during assembly.

This year, Parramatta State School employed a full time Guidance Officer who worked with a Youth Worker, a Social Worker and Head of Student Support to support students and their families. This includes providing lunches for students in need.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
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%	86%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	100%
this school works with them to support their child's learning (S2010)	89%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	86%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	89%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	94%	98%
they like being at their school (S2036)	98%	96%	83%
they feel safe at their school (S2037)	85%	85%	93%
their teachers motivate them to learn (S2038)	96%	99%	94%
their teachers expect them to do their best (S2039)	100%	97%	94%
their teachers provide them with useful feedback about their school work (S2040)	89%	92%	89%
teachers treat students fairly at their school (S2041)	94%	82%	79%
they can talk to their teachers about their concerns (S2042)	84%	91%	83%
their school takes students' opinions seriously (S2043)	89%	83%	87%
student behaviour is well managed at their school (S2044)	85%	74%	71%
their school looks for ways to improve (S2045)	94%	95%	93%
their school is well maintained (S2046)	96%	94%	90%
their school gives them opportunities to do interesting things (S2047)	94%	93%	89%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	88%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	75%	83%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	90%
students are encouraged to do their best at their school (S2072)	100%	96%	96%
students are treated fairly at their school (S2073)	100%	96%	91%
student behaviour is well managed at their school (S2074)	94%	96%	91%
staff are well supported at their school (S2075)	90%	92%	71%
their school takes staff opinions seriously (S2076)	93%	96%	59%
their school looks for ways to improve (S2077)	100%	96%	79%
their school is well maintained (S2078)	78%	96%	71%
their school gives them opportunities to do interesting things (S2079)	94%	96%	71%

'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 information evenings. NAIDOC and sporting events enjoy huge community participation.

There is a small, but 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.

Reducing the school's environmental footprint

Parramatta State School is actively working with students to reduce our environmental footprint. A small group of staff and students implement a recycling program and organic garden. This also promotes responsible citizenship as well as environmental awareness.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	320,120	2,612
2013-2014	283,939	2,502
2014-2015	346,142	1,641

*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.

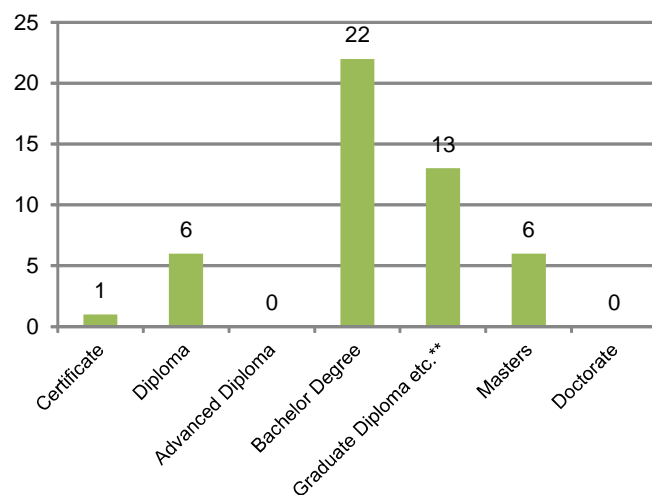
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	38	5
Full-time equivalents	42	22	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	13
Masters	6
Doctorate	0
Total	48



*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 2015 were \$36 574

The major professional development initiatives were as follows:

- Explicit Teaching
- Australian Curriculum
- Profiling & Positive Behaviour for Learning
- Supporting students with disabilities
- Coaching and teaching literacy and numeracy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of staff retained from the previous school year

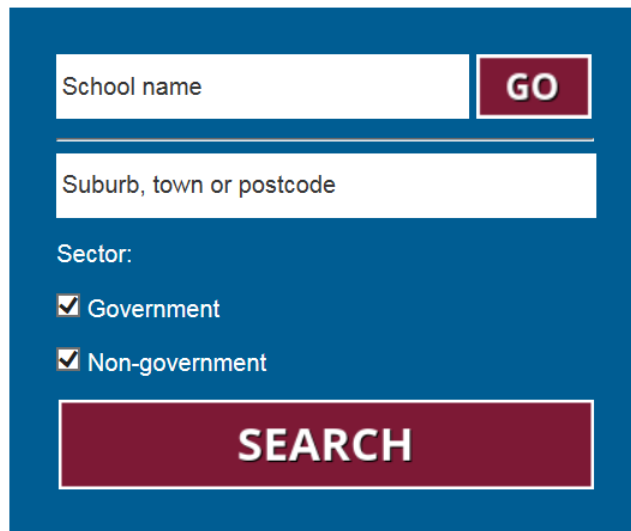
From the end of the previous school year, 92% of staff were retained by the school for the entire 2015 school year.

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	85%	83%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	80%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

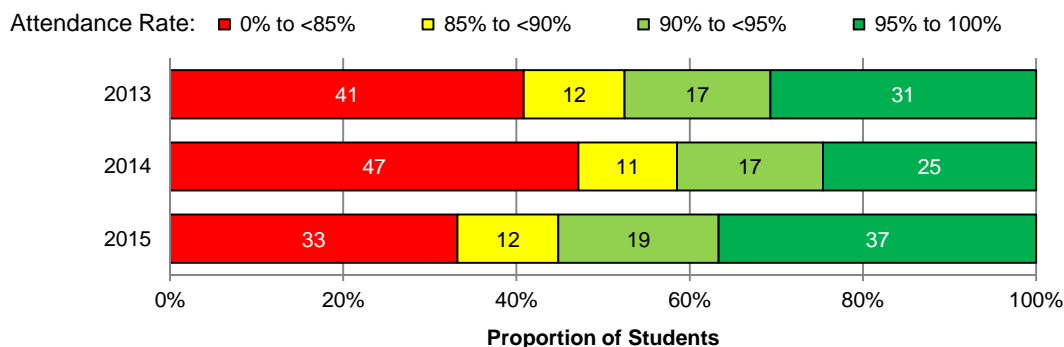
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	83%	84%	86%	86%	85%	85%	85%					
2014	81%	84%	85%	84%	83%	82%	84%	80%					
2015	87%	85%	88%	86%	89%	88%	88%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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 Head of Student Services 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 Head of Student Services.
- 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.
- 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.

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.

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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.