



Parramatta State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 400 students, of whom approximately 60% identify from Indigenous cultural backgrounds. Our Prep to Year6 curriculum is established using the Australian Curriculum including the General Capabilities, catering for Student Diversity and Inclusive practices and embedding the Cross Curriculum Priorities including Aboriginal and Torres Strait Islander Histories and Cultures.

Parramatta SS has the Cairns Early Childhood Development Program on site which supports children aged 0-5 years with significant educational support needs arising from a diagnosed or suspected disability in the categories of autism spectrum disorder (ASD), hearing impairment, intellectual disability, physical impairment, speech-language impairment and vision impairment.

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 2016

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 regarding 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 2016, our core priorities were:

- Review and Refine the Pedagogical Framework
- Refine and Embed Whole School Reading Culture
- Refine and Embed Collaborative Practices
- Refine Differentiated Practices to Cater for the Learning Needs of all Students
- Improve Student Achievement in Upper 2 Bands
- Know your Learner – Data Based Decision Making
- Implement a System to Target and Support Students Attending less than <85%
- Positive School Culture – Embed Positive Behaviour for Learning
- Junior Secondary Transition
- Connecting with Parents and Caregivers
- Implement Staff Wellbeing
- Improve School Learning Environments

Future Outlook

Our School's improvement agenda for 2017 focuses on two improvement priorities:

1. Review and Refine the Whole School Curriculum Plan
2. Review and Refine Pedagogical Practices

This will be evidenced by the following measures:

- Student Achievement Results - 80% A-C results
- Develop Whole School systematic Curriculum Plan
- Reduction in Student Disciplinary absences from 2016 to 2017 by 20%
- Student Attendance 92% for 2017

Progression towards 2017 priorities and actions:

Improvement Priority 1. Review and refine Whole School Curriculum Plan

Strategy:	Collaboratively develop Whole School curriculum plan		
Actions	Timeline	Responsible Officer(s)	
Collect Baseline data on current practices for curriculum development Collaborative develop achievement targets and goals for 2017 Identify Process Create WS curriculum plan Capability Development	Term 2	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Strategy:	Collaborative planning process for curriculum planning; Teachers collaboratively unpack the curriculum requirements with a focus on the Achievement Standards and The Content Descriptors		
Actions	Timeline	Responsible Officer(s)	
Review and Establish Baseline, Provide opportunities, time and resources (HR, capability and programs) to collaboratively unpack curriculum with Class teachers	Ongoing	Principal, Deputy Principal, HOC, HOSES	
Strategy:	Develop process for moderation		
Actions	Timeline	Responsible Officer(s)	
Refine Assessment collections and achievement standards in Collaborative planning; Develop internal moderation process and initiate external moderation links.	Term 4	Principal, Deputy Principal, HOC	
Strategy:	Refine and embed Curriculum including all General Capabilities, Cross Curriculum Priorities and Student Diversity		
Actions	Timeline	Responsible Officer(s)	
Curriculum plans include General Capabilities with a focus on Reading - Learning to Read and Reading to learn	Ongoing	Deputy Principal, HOC	
Language awareness PD for Teacher to support I/EALD and EALD learner.	Ongoing	Deputy Principal, HOC	
Attendance Strategies to focus on curriculum engagement	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC	
Linking Positive Behaviour for Learning with Curriculum plan. Embedding and refining process for PBL including establishing Tier 2 and 3 PBL.	Term 4	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Developing well-being programs to Curriculum through General Capabilities - Personal and Social Capability	Term 4	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Strategy:	Building Capability development (Knowledge, understanding, skills and application) in Australian Curriculum		
Actions	Timeline	Responsible Officer(s)	
Identifying areas for Capability development, planning to ensure the needs are address and collecting evidence of success - Gusky model to measure success	Ongoing	Principal, Deputy Principal, HOC, HOSES	

Improvement Priority 2. Review and Refine Whole School Pedagogical practices

Strategy:	Initiate the review of current pedagogical practices and Investigate other theories, frameworks and best practice research that informs our practice		
Actions	Timeline	Responsible Officer(s)	
Investigate and build staff awareness of range of pedagogical approaches	Term 3	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Strategy:	Create a coherence vision for Whole School Pedagogical Practice. Including: - the roles of leaders, teachers, students and parents. - School wide and personal success Measures - Professional Development to build capability		
Actions	Timeline	Responsible Officer(s)	
Using the Whole School Curriculum plan to reflect and create a school process to review current pedagogical practices.	Term 3	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	451	211	240	298	85%
2015*	401	201	200	234	84%
2016	379	202	177	223	83%

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 2016, 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

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 60% of students come from a Torres Strait Islander and Aboriginal background and our student approximately 43% 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	2014	2015*	2016
Prep – Year 3	19	19	21
Year 4 – Year 7	22	23	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Parramatta State School delivers the Australian Curriculum utilizing the C2C resources as needed. In 2017 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 43% of our students come from an English as an Additional Language or Dialect background, as a result in 2017 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 2017 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 0-5 years of age.

A Whole School Curriculum Framework is being 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 six students conduct weekly assemblies and school leaders represent the school at various community functions.

In 2016 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.

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.

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:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	87%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	100%	91%
their child is making good progress at this school* (S2004)	100%	100%	91%
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)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	95%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	86%	100%	95%
student behaviour is well managed at this school* (S2012)	100%	100%	90%
this school looks for ways to improve* (S2013)	100%	100%	91%
this school is well maintained* (S2014)	100%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	98%	92%
they like being at their school* (S2036)	96%	83%	91%
they feel safe at their school* (S2037)	85%	93%	87%
their teachers motivate them to learn* (S2038)	99%	94%	90%
their teachers expect them to do their best* (S2039)	97%	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	90%
teachers treat students fairly at their school* (S2041)	82%	79%	82%
they can talk to their teachers about their concerns* (S2042)	91%	83%	80%
their school takes students' opinions seriously* (S2043)	83%	87%	81%
student behaviour is well managed at their school* (S2044)	74%	71%	77%
their school looks for ways to improve* (S2045)	95%	93%	92%
their school is well maintained* (S2046)	94%	90%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	89%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	88%	82%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	100%	96%	82%
they receive useful feedback about their work at their school (S2071)	83%	83%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	90%
students are encouraged to do their best at their school (S2072)	96%	96%	91%
students are treated fairly at their school (S2073)	96%	91%	82%
student behaviour is well managed at their school (S2074)	96%	91%	65%
staff are well supported at their school (S2075)	92%	71%	59%
their school takes staff opinions seriously (S2076)	96%	59%	59%
their school looks for ways to improve (S2077)	96%	79%	85%
their school is well maintained (S2078)	96%	71%	68%
their school gives them opportunities to do interesting things (S2079)	96%	71%	85%

* 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.

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 a program or programs that focus on appropriate, respectful and healthy relationships.

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

Students explore ethical understanding and respectful relationship through the curriculum, fostering the development of personal values and attributes and respect for others.

In 2016 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 to support respectful relationships.

In 2017, Conflict Resolution 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	56	61	155
Long Suspensions – 6 to 20 days	3	1	3

Exclusions	0	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.

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, conserving energy and water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	283,939	2,502
2014-2015	346,142	1,641
2015-2016	334,493	3,629

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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	40	8
Full-time Equivalent	39	24	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate Diploma etc.**	2
Bachelor degree	32
Diploma	1
Certificate	1

*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 2016 were \$65,147.28

The major professional development initiatives are as follows:

- Explicit Teaching
- Australian Curriculum
- Profiling & Positive Behaviour for Learning
- Supporting students with disabilities
- Coaching and teaching literacy and numeracy
- Cultural Awareness
- Information Communication Technologies
- Facilities, Health and Safety
- Well-being
- Positive Education Support
- Leadership Support

The proportion of the teaching staff involved in professional development activities during 2016 was 83%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	83%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	84%	82%

*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 2016 for all Queensland Primary schools was 93%.

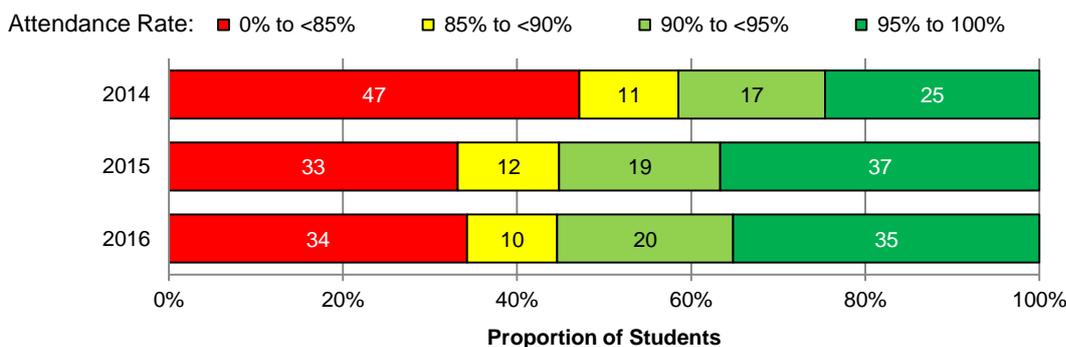
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	81%	84%	85%	84%	83%	82%	84%	80%					
2015	87%	85%	88%	86%	89%	88%	88%						
2016	88%	82%	85%	85%	86%	89%	91%						

*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 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 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
- 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

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