

Parramatta State School

Queensland State School Reporting

2014 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 My School website and the Queensland Government data website.
Contact person	Tania Kiatara

Principal's foreword

Introduction

This School Annual Report provides detailed information about 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. In February 2014, the school had an effective enrolment of 451 students from Prep to Yr.7, as well as an Early Childhood Development Unit catering for 120 students from birth to 5 years of age. The school also provides a Special Education Program for approximately 30 students with a range of disabilities, of which half are unit based and half included in mainstream classes. The school has an Outside School Hours Program and dental clinic on site.

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.

School progress towards its goals in 2014

	2014	2015
Improving teaching <i>e.g. explicit teaching and consolidations</i>	✓	ongoing
Literacy and numeracy <i>e.g. Direct instruction agenda, Mt Isa Oral language</i>	✓	ongoing
Attendance and student welfare <i>e.g. SWPBL, Youth worker</i>	✓	ongoing
Inclusive school practices <i>e.g. case management practices</i>	✓	ongoing

Future outlook

A key area for focus in 2015 will be improving regular, uninterrupted student attendance, as well as continuing to develop expertise in explicit teaching and the development of tools like learning consolidations.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	435	212	223	84%
2013	437	230	207	83%
2014	451	211	240	85%

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

Characteristics of the student body:

Parramatta State School serves a diverse and multi-cultural school community of whom approximately 60% identify from indigenous cultural backgrounds and 40% from language backgrounds other than English. Many of the indigenous students also come from language backgrounds other than Standard Australian English.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	20	19
Year 4 – Year 7 Primary	23	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	45	38	56
Long Suspensions - 6 to 20 days	4	2	3
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- P - 7 C2C assessment as outlined in PSS Curric tool (C2C sheets / lessons / activities are used for context). Teachers may combine assessment for integrated units.
- P - 7 STARS Plus strategies explicitly taught (Prep from Semester 2) Weekly focus outlined in PSS Curric tool
- P - 7 Soundwaves – Sounds and spelling to be taught weekly identified in PSS Curric tool
- Prep - Mt Isa oral language program – then continued in year 1 and 2 on a needs basis – identified by ST:LaN and Speech Therapist
- Prep - SRA phonemic awareness program – 110 lessons until Week 6 term 3 (available to Year 1 and 2 for remedial programs)
- P - 2 Parramatta high frequency words (Teaching and learning framework), and M100+
- P - 7 PSS editing code included in Bookwork expectations
- P - 7 PSS Guided reading script
- P – 3 Handwriting conventions and EQ Handwriting P—3

Extra curricula activities

- Range of sporting activities offered
- Aboriginal and Torres Strait Islander traditional dance program
- NAIDOC celebrations including community breakfast
- Drumbeat, choir and school band programs
- Camping program – Year 5
- Mentoring program for student leaders
- Parramatta's got talent

How Information and Communication Technologies are used to assist learning

- PSS Curric tool is an electronic resource outlining the curriculum expectations. It is currently used by over 300 Queensland schools
- Parramatta has two computer labs for whole class lessons
- Every classroom at Parramatta is fitted with a data projector
- All teachers has personal laptops to prepare and present lessons
- All classrooms have wired internet access
- All non-specialist classrooms have wireless internet
- All students have personal email addresses and access to the internet
- iPads are used extensively in supporting students with special needs

Social Climate

Parramatta continued to embed School Wide Positive Behaviour Learning (SWPBL) throughout 2014 with excellent outcomes as expressed in parent/carers survey responses.

Parramatta continues to employ a youth worker, additional guidance support and a Speech Language Pathologist, all of which continue to assist all students.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
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)	94%	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%	100%	86%
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%	100%	86%
this school works with them to support their child's learning* (S2010)	100%	89%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	86%
student behaviour is well managed at this school* (S2012)	93%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	89%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	96%	94%
they like being at their school* (S2036)	99%	98%	96%
they feel safe at their school* (S2037)	94%	85%	85%
their teachers motivate them to learn* (S2038)	98%	96%	99%
their teachers expect them to do their best* (S2039)	97%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	92%
teachers treat students fairly at their school* (S2041)	85%	94%	82%
they can talk to their teachers about their concerns* (S2042)	86%	84%	91%
their school takes students' opinions seriously* (S2043)	82%	89%	83%
student behaviour is well managed at their school* (S2044)	88%	85%	74%
their school looks for ways to improve* (S2045)	89%	94%	95%
their school is well maintained* (S2046)	83%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	99%	94%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	88%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		75%	83%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		94%	96%
staff are well supported at their school (S2075)		90%	92%
their school takes staff opinions seriously (S2076)		93%	96%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		78%	96%
their school gives them opportunities to do interesting things (S2079)		94%	96%

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

'Agree' represents the 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.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Staff at Parramatta encourage positive interactions from parents and family members. Parents/carers are informed of student progress formally twice a year with written report cards. Interviews are encouraged.

Parents are encouraged to attend school events including sports days, our annual Fancy Dress Ball, Friday parades and award celebrations.

The P&C is actively involved in school affairs, meeting regularly and contributing to the school newsletter and fundraising events.

Reducing the school's environmental footprint

Parramatta continued to reduce the school's environmental footprint during 2014 despite an increase in student numbers. The school continues to take advantage of green energy sources including solar panels installed over "A" block.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	325,102	3,682
2012-2013	320,120	2,612
2013-2014	283,939	2,502

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.

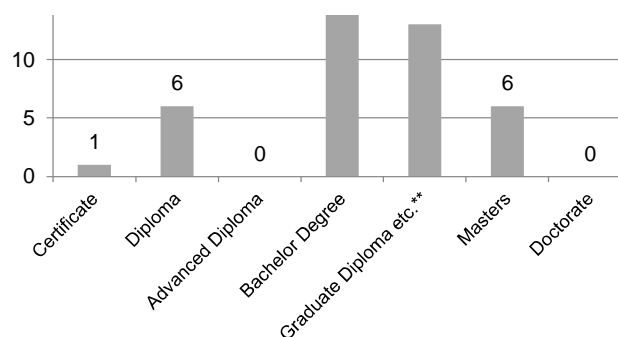
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	40	6
Full-time equivalents	43	24	5

Qualification of all teachers

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 2014 were \$31 590.

The major professional development initiatives are as follows:

- Reading Mastery coaching;
- Principal conference costs;
- First Aid and CPR;
- Curriculum development; and
- Counselling workshops.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	86%	85%	83%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

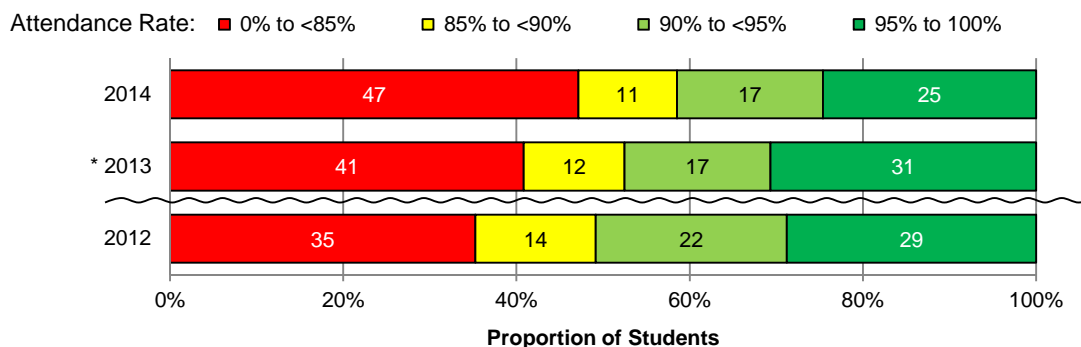
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	86%	86%	89%	85%	85%	88%	86%					
2013	83%	84%	86%	86%	85%	85%	85%					
2014	84%	85%	84%	83%	82%	84%	80%					

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 after 2012 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 DETE 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.

Rolls are marked twice a day. Continued absences are followed up initially by class teachers, and then administration staff.

To increase the number of students arriving 'on-time' a Ready Set School program was initiated. Students at school before 8:30 have access to games, homework help and reading in the library with parents, teachers and teacher aides.

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/>.

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Achievement – Closing the Gap

The gap in reading performance between Indigenous and Non-Indigenous students again continued to decrease in 2014. Closing the Gap gains in student performance measures, using NAPLAN mean scale scores, have shown improvements over the last 4 years in Year 3 and Year 5 Writing and Numeracy.

Closing the Gap attendance rates have improved from 7.7% to 6.9% 2013-2014, although overall attendance rates have remained relatively stable over the last 4 years.