



# PARKERVILLE PRIMARY SCHOOL

## Annual Report 2018



Always Our Best

## Message from the P & C

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Last year was my first as President, but I had been on the Committee for some years previously.

I can honestly say that I am in awe of all those people who so willingly give of their time and efforts to contribute to fundraising events. The children and staff benefit so much.

Unfortunately, some children have graduated to year 7, so their parents are no longer involved. We are hopeful that changing to a day time meeting will increase our numbers.

Most people would agree that the P&C highlight of the 2018 year was helping the school to resurface the bitumen courts!

Probably our fundraising highlight for 2018 was the 'market night'. Also, the sausage sizzle at Bunnings was a great event. The 2018 day was dry and sunny, which was welcomed, as in 2017 we put up with wind and rain. As with most fund raising events we have the general public chipping in, which is encouraging.

We are very thankful too for the tremendous support of our Principal and Deputy Principal. The class room teaching staff and the support staff are to be thanked as well.

This year (2019) we have a new treasurer and secretary. Thanks to the two ladies who are assisting Amy and Nerrida. Thanks also to Hadyn for his guidance on the financial side.

We look forward to continuing our fund raising. The Committee members have some great ideas, which we will work on. Most times the front office has forms for buying products, with some of the money going to our school.

Yours faithfully.

Brian Mathews

## Message from the School Council

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Parkerville Primary School's current Board is in its third and final year of tenure and has continued to create and establish strong links within the school and local community.

The School Board has recently participated in the Public School Review and the outcome was positive. It has been noted that the school has a strong community feel and culture and is student driven both academically and socially.

The School Board works hard to achieve the best outcomes for our students by providing insight, recommendations and general discussion at our regular meetings to the principal, teacher faculty and other school organisations such as the P & C.

The School Board has had considerable input in to Parkerville's IPS Business Plan and has continued to monitor its effectiveness and progress throughout the year. We have had an active role in the formulation of the Delivery and Performance Agreement and endorsed the Annual budget including the approval of fees and charges.

As an active and vibrant School Board we have achieved great success in the last 3 years and look forward to handing over the reins to a new committee in 2020.

Amy Brookes

Chair

Parkerville Primary School Board

## Our Mission

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We are committed to providing a welcoming, inclusive, community-orientated school that embraces high standards and empowers staff and students to achieve their personal best.

## Our Values

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A – Always our Best

C – Caring for All

E – Everyone Can Achieve

The ACE values drive everything from school planning to student behaviour. They are displayed throughout the school and the ACE song is sung at every assembly.

## Our Vision 2017-2019

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We will use research-based best practise to respond to the needs of our students by presenting innovative and explicit learning opportunities incorporating new technologies, pastoral care programmes that encourage exemplary behaviour and specific, targeted interventions.

*It is with great pleasure that I present  
Parkerville Primary School's **2018 Annual Report.***



## ***Self-assessment;***

Over 2018, we started preparing for the Public School Review that took place in Term 1, 2019. This has led to some strong data collection and responses in the following areas:

- Student Achievement and Progress;
- Relationships and Partnerships;
- Leadership;
- Quality Teaching;
- Learning Environment and
- Use of Resources.

Staff met with the review team to 'tell our story' and work through the evidence I submitted online. It was a very positive experience, with the review team feeding back about our honesty and commitment to improvement. We were judged as effective however, we will continue to develop areas of weakness, ensuring that we are able to deliver a quality education for all our students.

## ***Improving outcomes***

Over 2018, we continued the implementation of improvement programs that targeted all students as well as teaching quality. As mentioned in last year's report, we were working on developing our National Quality Standard (NQS) planning and implementation and our Talk4Writing delivery and impact as well as improving numeracy pedagogy and teacher clarity.

Ms Whitelock, lead the auditing of our NQS performance starting with surveying all staff to build evidence for each QA and collating that evidence.

The survey and responses were used to build a Quality Improvement Plan (QIP) to improve our best practise and attend to the Quality Areas (QA)s that were deficient as well as maintaining performance in all areas.

In response to working with Paul Swan, we developed a plan to improve our teacher clarity in Mathematics through the implementation of *We Are Learning To* (WALTs) and *What I Am Looking For* (WILF).

Teachers worked in Phase of Learning Teams to develop the WALTs and WILFs and fed back to the teams about successes, streamlined practise and conducted classroom observations.

This teaching practise is now embedded in our quality teaching culture through our operational planning and identification of whole school, non-negotiable practises.

In response to Year 5 data, Ms Woodley and Mrs Boyd identified a process; Learning Sprints, that may assist in attending to gaps for students.

They attended professional learning, conducted a trial collecting data and evidence and presented the process to the whole of staff at the start of 2019.

## ***Collaboration***

In 2017 we introduced Phase of Learning Teams (POLTs) to increase collaboration and collegial support. We continue to use these teams for planning and decision making.

From the success of the POLTs, we have introduced Year Level teams that will meet during collaborative DOTT every 3 weeks to plan, assess and support each other.

Over 2018 we started reviewing our school-wide Behaviour Support Policy. We developed an office response flow chart as well as updated our Bullying Prevention Policy. We will continue to develop our responses to behaviour in 2019.

Over 2018, we developed a model for distributed leadership, with a variety of staff in leadership roles as managers, coordinators, mentors or cost-centre managers.

Key staff members, including Level 3 teachers and senior teachers, have taken responsibility for leading areas of the school e.g. NQS, SAER Programs, ICT, Learning Sprints, Sustainability, Lexile.

Over 2018 and continuing into 2019, our Level 3 teachers have led a SAER focus, including our CAST (Comprehension and Semantic Talking), Support-a-Reader and mastery programmes.

## ***Community***

A third of our families participated in the National School Opinion Survey and most indicated a high level of satisfaction in all areas surveyed, with responses in the 4-5 range (agree-strongly agree). Our lowest score (4) was in the management of student behaviour, which has scored lowest in the last three surveys. This was also reflected in the Staff survey.

We will continue to focus on the reduction of unauthorised absences by responding more rigorously (every 2 weeks) to unexplained absences with notes home.

The school will continue to encourage and advise the community about the impact of absences particularly for vacation during the term, via the SZAPP, website and newsletter.

As the management of student behaviour is our lowest score, we have started to review our Behaviour Support Policy. We will continue building this process and share with the community. In 2019 the Leadership team will investigate positive behaviour programmes that may fit our context. We have continued over the year and, into 2019 to run parent volunteer groups that have strengthened the participation of parents in our daily activities.

We look forward to a successful 2019 and we would like to thank the community for all the support over 2018.

## **Twilight Christmas Market – P&C.**

What an absolute highlight of the year for our school community the Twilight Markets were. This P&C organised Fete raised \$10 000 and contributed to the overall fundraising that has resulted in the upgrading of our courts. The P&C fundraising committee worked exceptionally hard to plan, organise and execute the very successful day. The school cannot thank the P&C enough for the valuable personal time that was contributed to this event by a multitude of parents and carers.

Carolyn Nunn

## ***Looking forward***

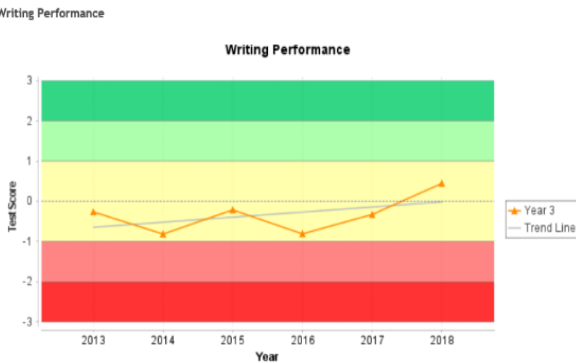
Over 2019 we will continue to adjust the Behaviour Support Policy through staff consultation and feedback as well as focus on the implementation of our anti-bullying policy.

The School SAER policy will link to the BSP to provide a more targeted support for teachers and students with identified behavioural difficulties through escalation profiling.

Teachers will revisit training to enter Behaviour data in SIS and follow procedures to input appropriate data.

The school's support team – School Psychologist, Chaplain, Principal and Deputy Principal will continue to meet regularly to develop better responses and specialised support.

## Focus Area 1: Always our Best – Excellence in Learning

Improvement Intentions	Progress	Continuing 2019																																																			
Literacy																																																					
<ul style="list-style-type: none"><li>Decrease the percentage of students from Year 4 to Year 6 achieving <u>below basic</u> in Lexile growth data by 50% from 2016-2019.</li><li>Continue the upward trend of the Year 3 cohort in NAPLAN writing in the 2017-2019 results.</li><li>20% of students tracking below their chronological age in SA Spelling will show progress from Term 1 to Term 3 in 2017, 2018 and 2019 assessments.</li></ul>	<table><caption>Percentages of Students Achieving BR</caption><tr><th></th><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>Year 4</td><td>23</td><td>22</td><td>19</td></tr><tr><td>Year 5</td><td>15</td><td>11</td><td>16</td></tr><tr><td>Year 6</td><td>15</td><td>13</td><td>11</td></tr></table> <p>Although the decrease is not great, it is still encouraging and on track, given cohort factors that can impact.</p> <div><p>Writing Performance</p></div> <p>This has well and truly been achieved for the last two years and is aligned with the implementation of Talk 4 Writing over the last two years.</p> <table><caption>Student Growth – SA Spelling Term 1-3</caption><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Number of students tested</td><td>27</td><td>47</td><td>38</td><td>48</td><td>44</td><td>29</td></tr><tr><td>No. of students below chronological age (term 1)</td><td>6</td><td>24</td><td>7</td><td>15</td><td>20</td><td>13</td></tr><tr><td>Growth (Term 3)</td><td>6</td><td>24</td><td>7</td><td>15</td><td>17</td><td>13</td></tr><tr><td>Stayed same</td><td>0</td><td>0</td><td>0</td><td>0</td><td>3</td><td>0</td></tr></table>		2016	2017	2018	Year 4	23	22	19	Year 5	15	11	16	Year 6	15	13	11		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number of students tested	27	47	38	48	44	29	No. of students below chronological age (term 1)	6	24	7	15	20	13	Growth (Term 3)	6	24	7	15	17	13	Stayed same	0	0	0	0	3	0	<p>Whole School ‘Words Read” goal thermometer and sausage sizzle; Biweekly winning ‘words read’ class; Lexile Stars programme with the Gold Star trophy.</p> <p>Continue Talk4Writing focus across the whole school as well as the use of the Brightpath assessment tool;</p> <p>Identify students who need the Spelling mastery tool implemented and continue to track; CaST programme to be concentrated in the early years to identify learning</p>
	2016	2017	2018																																																		
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	<table><tr><td>Backward growth</td><td>0</td><td>0</td><td>2</td><td>3</td><td>2</td><td>2</td></tr></table> <p>96% of students tracking below chronological age showed growth. Of concern, though are the students who had backward growth.</p>	Backward growth	0	0	2	3	2	2	difficulties earlier; Investigate students with backward growth.																																
Backward growth	0	0	2	3	2	2																																			
Numeracy																																									
<ul style="list-style-type: none"><li>Arrest the downward trend in NAPLAN Numeracy performance of the 2016, 2017 and 2018 cohorts.</li><li>The 2016 Year 1 cohort to achieve less than 2% of students below the NMS in 2018 NAPLAN.</li></ul>	<p>Average Numeracy Score</p> <table><tr><th>Year</th><th>Year 3 School</th><th>Year 3 Like Schools</th><th>Year 5 School</th><th>Year 5 Like Schools</th></tr><tr><td>2014</td><td>390</td><td>405</td><td>495</td><td>495</td></tr><tr><td>2015</td><td>425</td><td>400</td><td>495</td><td>495</td></tr><tr><td>2016</td><td>395</td><td>405</td><td>505</td><td>495</td></tr><tr><td>2017</td><td>410</td><td>410</td><td>495</td><td>495</td></tr><tr><td>2018</td><td>410</td><td>410</td><td>460</td><td>495</td></tr></table> <p>Last year I noted the probability of the Year 5 cohort for 2018 having difficulty when they sat the NAPLAN, and this has happened. Despite numerous intervention strategies applied, the cohort did not improve their performance</p> <table><tr><th colspan="3">2018 NAPLAN Results Year 3</th></tr><tr><th>Above National Minimum Standard</th><th>At National Minimum Standard</th><th>Below National Minimum Standard</th></tr><tr><td>30</td><td>4</td><td>0</td></tr></table> <p>The Year 3 cohort performed well in the NAPLAN in Numeracy, meeting the target set in Year 1.</p>	Year	Year 3 School	Year 3 Like Schools	Year 5 School	Year 5 Like Schools	2014	390	405	495	495	2015	425	400	495	495	2016	395	405	505	495	2017	410	410	495	495	2018	410	410	460	495	2018 NAPLAN Results Year 3			Above National Minimum Standard	At National Minimum Standard	Below National Minimum Standard	30	4	0	<p>Continue to investigate and apply interventions that may assist the students achieving below expectation to improve.</p> <p>Continue to apply Learning Sprints for identified, whole school deficits to boost numeracy performance. Tables Mastery program applied across the school to encourage the development of whole school basic fact knowledge.</p>
Year	Year 3 School	Year 3 Like Schools	Year 5 School	Year 5 Like Schools																																					
2014	390	405	495	495																																					
2015	425	400	495	495																																					
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## Focus Area 2: Caring for All – Exemplary Behaviour and Attendance

Improvement Intentions	Progress	Continuing 2019									
<b>Behaviour</b>											
<ul style="list-style-type: none"> <li>• Increase the percentage of students from years PP-6 achieving “consistently” in ABE and P&amp;SL reporting in the following areas: <ul style="list-style-type: none"> <li>★ Sets goals and works towards them with perseverance – Yrs. 3-6;</li> <li>★ Sets goals and works towards them – PP-2.</li> </ul> </li> </ul>	<p>Percentage of lower primary students achieving CONSISTENTLY in ABE data in RTP</p> <p>2018- 78% 2017-65% 2016- 45%</p> <p>Percentage of upper primary students achieving CONSISTENTLY in ABE data in RTP</p> <p>2018- 70% 2017- 62% 2016- 63%</p>	<p>Continue the focus on goal setting at the start of each term;</p> <p>Continue the practise of setting goals with students and parents at 3-way conferencing;</p> <p>In Collaborative year level meetings, explicitly investigate what we are looking for and what activities will assist students to develop.</p>									
<b>Attendance</b>											
<ul style="list-style-type: none"> <li>• Decrease the number of students with unexplained absences from 1380 Half Days in 2015 to below 1000 HD in 2016, 500 HD in 2017 and 100 HD in 2018.</li> </ul>	<table border="1"> <thead> <tr> <th>2016</th><th>2017</th><th>2018</th></tr> </thead> <tbody> <tr> <td colspan="3">Unauthorised absences (in half days)</td></tr> <tr> <td>950</td><td>690</td><td>540</td></tr> </tbody> </table>	2016	2017	2018	Unauthorised absences (in half days)			950	690	540	<p>Continue to send physical notes every 2 weeks.</p> <p>Continue to publish articles about the impact of non-attendance.</p> <p>Follow up all unexplained absences through front office.</p>
2016	2017	2018									
Unauthorised absences (in half days)											
950	690	540									

## Focus Area 3: Everyone Can Achieve – Excellence in Innovation and Inclusion

Improvement Intentions	Progress		Continuing 2018						
SAER									
<p>• Decrease the percentage of the Year 4 (2017 cohort) students achieving an overall D in Literacy Waves from 2017-2019.</p> <p>• Decrease the percentage of Year 4 (2017 cohort) students achieving a D in end of year reporting in numeracy over 3 years.</p>	<table><tr><td>Semester</td><td>% of Year 5 (2018) Students Achieving a D grade - Literacy</td></tr><tr><td>Sem. 1</td><td>34.9% of cohort</td></tr><tr><td>Sem. 2</td><td>33.3 %of cohort</td></tr></table>		Semester	% of Year 5 (2018) Students Achieving a D grade - Literacy	Sem. 1	34.9% of cohort	Sem. 2	33.3 %of cohort	<p>Implement mastery programmes for maths and spelling concepts for students who are a D.</p> <p>Re-invigorate the response to WAVES intervention.</p> <p>Development of DATA wall to track growth for every student.</p> <p>Implement Semantics targeted assessment and response.</p> <p>New SAER response planning developed to target a more diverse range of learning difficulties.</p>
	Semester	% of Year 5 (2018) Students Achieving a D grade - Literacy							
	Sem. 1	34.9% of cohort							
	Sem. 2	33.3 %of cohort							
	<table><tr><td>Semester</td><td>% of Year 45 (2018) Students Achieving a D grade - Mathematics</td></tr><tr><td>Sem. 1</td><td>42.9% of cohort</td></tr><tr><td>Sem. 2</td><td>41.9% of cohort</td></tr></table>		Semester	% of Year 45 (2018) Students Achieving a D grade - Mathematics	Sem. 1	42.9% of cohort	Sem. 2	41.9% of cohort	
	Semester	% of Year 45 (2018) Students Achieving a D grade - Mathematics							
	Sem. 1	42.9% of cohort							
	Sem. 2	41.9% of cohort							
	<p>The number of students achieving a D in both literacy and numeracy in reports was lower than 2017 but we did not manage to move many students over the year. There were many and varied reasons for this and the staff have reflected constantly on this lack of movement and failure of students to respond to interventions.</p>								

## ***Priority Area 2 – High Quality Teaching***

Milestones	Progress
<ul style="list-style-type: none"> <li>• <b>Development of Collegiate Support Teams for all staff.</b></li>   <li>• <b>Enhance our <i>Student Voice</i> across the school to improve wellbeing for students.</b></li>   <li>• <b>Develop a Quality Improvement Programme (QIP) for the implementation of the National Quality Standard (NQS) by 2017.</b></li> </ul>	<p>Staff have continued to participate in POLT, SLAT (Specialist Learning Area) and EAST (Educational Assistant) Teams that meet alternatively to Staff Meetings. Over 2019, the introduction of Year Level Collaborative teams will commence to further narrow down appropriate intervention or extension and collegiate support.</p> <p>The Student Council ran special projects that enhanced the school's values programme;            Term 1 – The Friendship Project            Term 2 – The Environmental Project            Activities were designed by the councillors to include the whole school and encourage leadership in our senior students and a connection for students.            This programme will continue into 2019.</p> <p>Our level 3 Early Childhood teacher, Ms Whitelock, lead the auditing of our NQS performance starting with surveying all staff to build evidence for each QA and collating that evidence.            The survey and responses were used to build a QIP to improve our best practise and attend to the QAs that were deficient as well as maintaining performance in all areas.</p> <p>The QIP has resulted in a more open and accountable process, improvement in best practise and better reflection and evidence-provision of staff.</p>

### ***Priority Area 3 – Effective Leadership***

<b>Milestones</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• <b>Support and guide staff in the implementation of the Aboriginal Cultural Framework (ACF) by 2019.</b></li> </ul>	Key staff have been trained in the ACF and planning for audit and implementation will be developed over 2018 ready for an improvement programme to be implemented in 2019.
<ul style="list-style-type: none"> <li>• <b>Engage staff in a cycle of whole school self-assessment and Improvement</b></li> </ul>	The development of our evidence for the Public School Review has seen a real focus on our processes, policies and interventions for students. We have applied numerous, new interventions in response to application of this cycle e.g. learning sprints.

### ***Priority Area 4 – Strong Governance and Support***

<b>Milestones</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Continual school review of the DPA requirements.</li> </ul>	A document has been developed to assist the school and Board to audit our performance against the DPA requirements and will be implemented in 2018. This document sets out all the areas that we need to engage with to meet the responsibilities of our Independent Public-School agreement.
<ul style="list-style-type: none"> <li>• Lifting the profile of the school board.</li> </ul>	The School Board continued to raise their profile in 2018 with several projects including photos on the website for each member, an open forum where parents were invited to attend and an end of year Book Award to a Year 6 recipient.



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## *Highlights of 2018*

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NAPLAN Online

ANZAC Day Assembly

Swimming Carnival

HEC Public Speaking

Bickley Leadership Day

P and C Disco

P and C Fete

T20 Cricket

NAIDOC Day activities and Gina

May the 4<sup>th</sup> Fun Day

HEC Spelling Bee (Junior and Senior division winners)

Outdoor Classroom Day

Year 6 Fundraiser Disco

Parent and Volunteer Thank-You Morning Tea

National Simultaneous Story Telling Day

Speeches for School Leaders

End of Year Resilience Concert

Pirate Day for Childhood Brain Cancer

Midvale Hub workshops for parents

Cross Country

Massed Choir

Year 6 Graduation

Colour Run

HEC Science Quest

Book Fair

Faction Athletics

Year 6 Camp

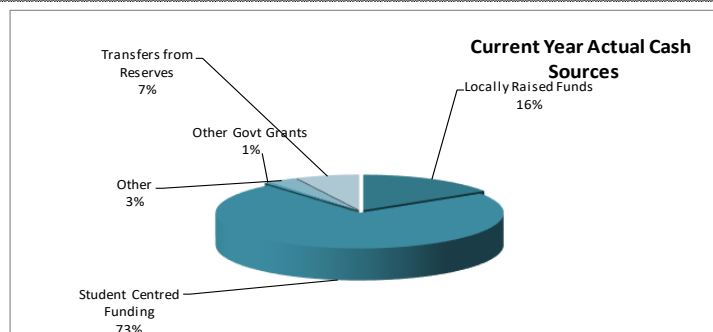
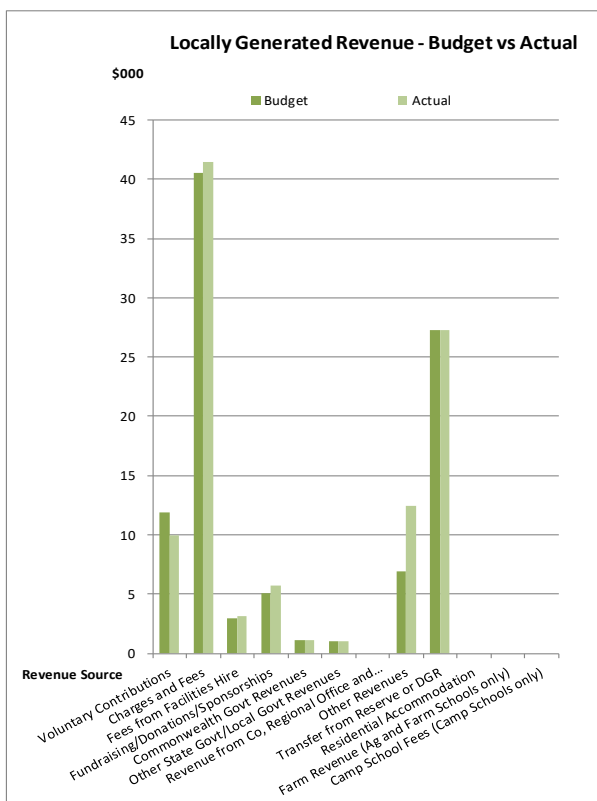
First Aid Focus

HEC Arts Festival

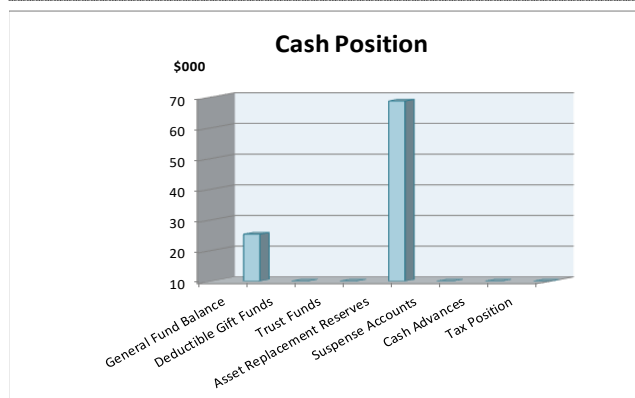
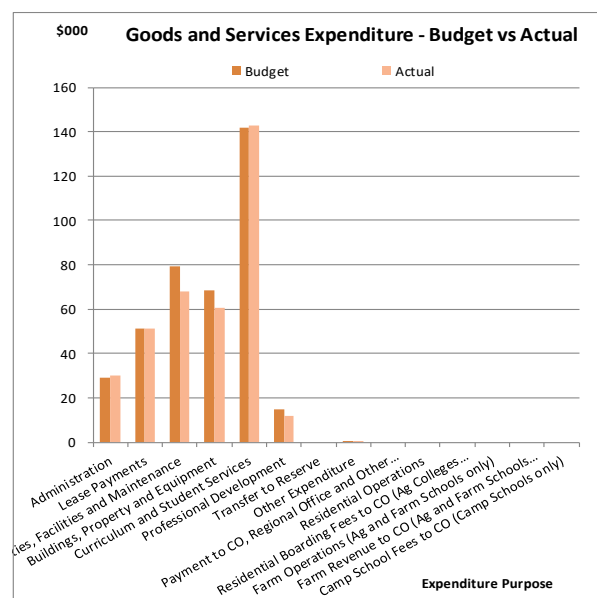
Lightning Carnival

## Parkerville Primary School Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,880.00	\$ 9,978.10
2	Charges and Fees	\$ 40,492.00	\$ 41,453.06
3	Fees from Facilities Hire	\$ 3,000.00	\$ 3,181.82
4	Fundraising/Donations/Sponsorships	\$ 5,124.00	\$ 5,716.54
5	Commonwealth Govt Revenues	\$ 1,148.00	\$ 1,148.47
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,937.00	\$ 12,494.36
9	Transfer from Reserve or DGR	\$ 27,230.00	\$ 27,230.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 96,811.00	\$ 102,202.35
	<b>Opening Balance</b>	\$ 10,861.65	\$ 10,861.65
	<b>Student Centred Funding</b>	\$ 277,275.00	\$ 277,275.46
	<b>Total Cash Funds Available</b>	\$ 384,947.65	\$ 390,339.46
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 384,947.65	\$ 390,339.46



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 28,959.00	\$ 29,800.82
2	Lease Payments	\$ 51,437.00	\$ 51,437.09
3	Utilities, Facilities and Maintenance	\$ 79,140.00	\$ 67,995.75
4	Buildings, Property and Equipment	\$ 68,609.00	\$ 60,515.78
5	Curriculum and Student Services	\$ 141,545.00	\$ 143,005.00
6	Professional Development	\$ 14,957.00	\$ 11,957.32
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 301.00	\$ 303.04
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 384,948.00	\$ 365,014.80
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ 384,948.00	\$ 365,014.80
	<b>Cash Budget Variance</b>	\$ -0.35	\$ 0.35



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 98,126.12</b>
Made up of:	
1 General Fund Balance	\$ 25,324.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 68,706.86
5 Suspense Accounts	\$ 5,844.60
6 Cash Advances	\$ -
7 Tax Position	\$ 1,750.00
<b>Total Bank Balance</b>	<b>\$ 98,126.12</b>