



PARKERVILLE PRIMARY SCHOOL

Annual Report 2017



Always Our Best

Message from the P & C

We have been lucky enough this year to have 17 P&C members and have had enough members at each meeting to achieve a quorum. They are a fantastic, energetic group of parents who have contributed significantly with all events.

MONEY RAISED

We have had a busy year and have raised over \$20 000 for our School.

Fundraising included Maggie Dent seminar which was opened to the Hills' parents, 3 sausage sizzles (Bunnings, Election day and Athletics Carnival), the Mother's Day and Father's Day stalls, bulbs and toilet paper fundraisers, Name Pavers, a wood raffle, P & C Disco, Crazy Hair Day, the annual Easter Raffle and the Colour Run. The Canteen also contributes significantly to P&C funds. The uniform shop did not turn a profit this year as we had a change of uniform and had large purchases to make while old stock had to be written off.

We have a Christmas Fete locked in for December 2018 and planning was started for this last year with the appointment of a fete committee to oversee the event details.

MONEY SPENT

This year, besides the normal expenses of affiliation fees, insurance and pizza for kids during the meetings, we are saving toward the resurfacing of the school courts. This is a big project and, if we are patient – the result will be magnificent. We also purchased lights and a smoke machine so we can save on a DJ for discos next year. Some money was spent in the early learning area to support the development of the nature play area.

It has been a very successful year.

Julie Smith

President P&C

Message from the School Council

Parkerville IPS School Board is currently in its second year of operation. We have a wide selection of parents and teachers who bring a variety of invaluable skills and opinions to our meetings which are held at least once a term.

We have been working studiously on our Business Plan and ensuring it reflects our current goals, identifiable student needs and community expectations.

Carolyn Nunn as Principal has spent much time explaining and ensuring the Board understands the current needs, future goals and challenges of running a progressive, innovative and IT capable school.

The School Board has made one of its goals to increase its presence and profile in the community. As a Board, we created a Year 6 Award that was presented in 2017 at our Concert Evening to a student who demonstrated outstanding community spirit; in line with our commitment as a school board to the ACE Values.

This year our goal is to place profiles of all School Board members and a short blurb on their skills and interests on the Parkerville Website. We are also keen on getting the parent body to attend an Open Parent School Board meeting for later in the year.

Our School Board is passionate about educating our students and supporting the leadership team of the school to gain better outcomes for our children.

Amy Brookes

Chair

Parkerville Primary School Board

Our Mission

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

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 2016-2018

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 **2017 Annual Report.***

Self-assessment;

Target Investigation:

As a staff, in Phase of Learning and Curriculum Teams, we investigated the alignment of our targets against our data. Given that we developed targets before we became and IPS, it was an excellent exercise to realign them with our 3-year Business Plan as well as continue to ensure that they are realistic and achievable.

Last year, we decided to realign our priorities with those of the Department's Strategic Plan and this has allowed us to introduce some crucial milestones to our plan.

In the following report you will see how we are tracking against each target and how we are planning to continue to improve outcomes for our students.

Mrs Bartlett Retirement - 2017

After many years with the Department of Education, Mrs Bartlett retired to spend time with her family, particularly her grandchildren, and to go camping! We wish her all the best and thank her for all the years of dedication to our school.

Uniform Change

The uniform changeover has gone smoothly with many students now sporting our new look. The reports from parents are that they are happy with the quality of the shirts and that they are proud of the 'smartness' of the uniform.

Improving outcomes

Some new initiatives implemented in 2017 include the Talk 4 Writing process that is a structured process that has 3 stages in the writing process. As a school we are seeing its impact on vocabulary and story structure.

The National Quality Standard is a nation-wide standard that all early childhood and pre-school facilities need to attain. We have always attended to ensuring we are on track to meet the standard but, in 2017, we investigated more intensely our current position and how we could move forward by developing an audit and action plan that is being implemented for 2018.

Collaboration;

Over 2016, teachers worked in Curriculum Teams to track progress and make decisions about curriculum implementation. In 2017 we added Phase of Learning Teams (POLTS) in which teachers, EAs and specialist teachers, collaborated in groups based on area of teaching. This has allowed us to align practise and discuss year level issues more appropriately. It has also allowed staff to build collaborative teams for peer support.

This collaboration will continue in 2018.

Community;

The P & C continued to be a supportive and proactive body with a new executive that introduced social functions to widen their accessibility to the community.

The council transitioned to a board with some new members coming onto the team; both staff and parents.

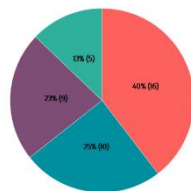
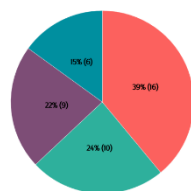
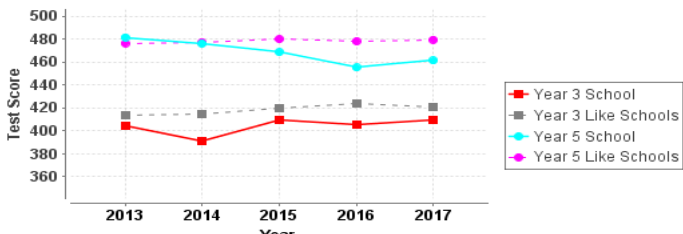
Looking forward

2018 will be an exciting year as we continue to build programmes and work towards which are aimed at improved outcomes for students and support for teachers.

We are expanding our community collaboration with our parent volunteer group taking on projects that will add value to our school.

Priority Area 1 – Success for All Students

Focus Area 1: Always our Best – Excellence in Learning

Improvement Intentions	Progress	Continuing 2018												
Literacy														
<ul style="list-style-type: none">Decrease the percentage of students from Year 4 to Year 6 achieving below basic in Lexile growth data by 50% from 2016-2019.Continue the upward trend of the Year 3 cohort in NAPLAN writing in the 2017-2019 results.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.	<div><div><p>This report shows the percentage or number of students in each proficiency band.</p><p>School Calendar 2016</p><p>Year 4</p><p>Below Basic: 10% (0) Basic: 23% (0) Proficient: 40% (0) Advanced: 27% (0)</p></div><div><p>This report shows the percentage or number of students in each proficiency band.</p><p>School Calendar 2017</p><p>Year 4</p><p>Below Basic: 10% (0) Basic: 22% (0) Proficient: 39% (0) Advanced: 29% (0)</p></div><p>Graphs indicate that there has been little movement in numbers since 2016.</p><div><p>Average Writing Score</p><p>Test Score</p><p>Year</p><p>Year 3 School Year 3 Like Schools Year 5 School Year 5 Like Schools</p></div><p>The 2017 Year 3 cohort (red line) have shown a slight improvement in average scores from 2016, back in line with our 2015 scores.</p><table><tr><th>Year Level</th><th>% of total students Below Term 1 2017</th><th>% of students below chronological age showing progress - Term 4 2017</th><th>% of students who moved above their chronological age – Term 4 2017</th></tr><tr><td>1-3</td><td>23%</td><td>96%</td><td>22%</td></tr><tr><td>4-6</td><td>39%</td><td>85%</td><td>32.5%</td></tr></table></div> <td><p>Lexile programme to be extended to younger students who can achieve a BR or above. Track cohort weaknesses through CARS assessments.</p><p>Continue using Brightpath as assessment and start using teaching points for planning; Implementation of Talk4Write.</p><p>Spelling mastery programme to be implemented for those who continue to track below chronological age.</p></td>	Year Level	% of total students Below Term 1 2017	% of students below chronological age showing progress - Term 4 2017	% of students who moved above their chronological age – Term 4 2017	1-3	23%	96%	22%	4-6	39%	85%	32.5%	<p>Lexile programme to be extended to younger students who can achieve a BR or above. Track cohort weaknesses through CARS assessments.</p> <p>Continue using Brightpath as assessment and start using teaching points for planning; Implementation of Talk4Write.</p> <p>Spelling mastery programme to be implemented for those who continue to track below chronological age.</p>
Year Level	% of total students Below Term 1 2017	% of students below chronological age showing progress - Term 4 2017	% of students who moved above their chronological age – Term 4 2017											
1-3	23%	96%	22%											
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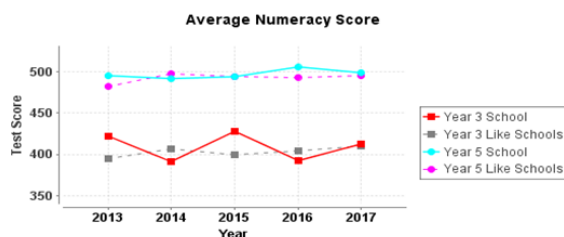
Most students who were tracking under their chronological age have moved level, some significantly. A good percentage of those students also moved levels from below chronological age to at or above.



Semantics assessments for SAER students and programme developed to target small groups of SAER students.

Numeracy

- Arrest the downward trend in NAPLAN Numeracy performance of the 2016, 2017 and 2018 cohorts.



We are on track to continue to achieve an upward trend in both Year 3 and Year 5 cohorts. However, the Year 3 cohort, which did not perform overly well will sit Year 5 NAPLAN in 2018.

- The 2016 Year 1 cohort to achieve less than 2% of students below the NMS in 2018 NAPLAN.

Year	Average Score	Students Achieving below 50%
2015	84%	0%
2016	73%	8%
2017	76%	7%

This cohort is on track to perform well in the 2018 NAPLAN, showing a strong understanding of mathematical concepts. The continued assessment strength is despite the group growing by approximately 8 students.


Continue to evaluate the current programmes – Targetting Maths and Mental Maths.

Conduct MTS testing twice per year to continue to apply interventions at point of need.

Track On-Entry testing in numeracy from PP to Year 2 to support data.

Conduct MTS testing twice per year to continue to apply interventions at point of need.

Focus Area 2: Caring for All – Exemplary Behaviour and Attendance

Improvement Intentions	Progress				Continuing 2018
Behaviour					
<ul style="list-style-type: none">• Increase the percentage of students from years PP-6 achieving "consistently" in ABE and P&SL reporting in the following areas:<ul style="list-style-type: none">★ Sets goals and works towards them with perseverance – Yrs. 3-6;★ Sets goals and works towards them – PP-2.	Year Level	2015	2016	2017	<p>Implement whole school goal setting day at start of each term.</p> <p>Continue 3-way conferencing to combine home and school support for students' goals.</p> <p>Implement NEMLDC strategies (PD attended during 2017).</p> <p>Continue use of Learning Intentions and Success Criteria for all lessons.</p>
	Lower Primary (P-2)	43%	44.5%	68%	
	Upper Primary (3-6)	66%	63%	62%	
	<p>The early childhood cohorts are working significantly better in this area, which is to be expected as the concept of SMART goal setting has now been introduced much earlier. We would expect this skill development to show up in data as the early years move through the school into the middle and upper primary.</p>				
					

Attendance				
<ul style="list-style-type: none">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.			Implement the posting of letters every month to students with unexplained absences.	
	2015	2016		2017
	Unauthorised absences (in half days)			
	1380	955		690
	Our aim was to have our unexplained absences below 500 half days in 2017. Although we did not achieve this, we still significantly reduced the number from 2015.			

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

Improvement Intentions	Progress	Continuing 2018
SAER		
<ul style="list-style-type: none"> Decrease the percentage of the Year 4 (2017 cohort) students achieving an overall D in Literacy Waves from 2017-2019. 		
	Semester	% of Year 4 Students Achieving a D grade - Literacy
	Sem. 1	45% of cohort
	Sem. 2	25% of cohort
20% of the students that achieved a 'D' in semester 1 reporting managed to move to a 'C' grade before the end of the year. Most of these students were on <i>Group Education Plans</i> that targeted their deficits.		
		Implement mastery programmes for maths and spelling concepts for students who are a D. Re-invigorate the response to WAVES intervention.

●Decrease the percentage of Year 4 (2017 cohort) students achieving a D in end of year reporting in numeracy over 3 years.	Semester	% of Year 4 Students Achieving a D grade - Mathematics	Implement Semantics targeted assessment and response.
	Sem. 1	45% of cohort	
	Sem. 2	37.5% of cohort	
	Only 8% of students moved from a 'D' grade to a 'C' grade between semesters indicating that more work needs to be done in identifying appropriate responses to mathematical concept deficits.		

Priority Area 2 – High Quality Teaching

Milestones	Progress
<ul style="list-style-type: none"> Development of Collegiate Support Teams for all staff. Enhance our <i>Student Voice</i> across the school to improve wellbeing for students. Develop a Quality Improvement Programme (QIP) for the implementation of the National Quality Standard (NQS) by 2017. 	<p>Staff have developed POLT, SLAT (Specialist Learning Area) and EAST (Educational Assistant) Teams that meet alternatively to Staff Meetings.</p> <p>The Student Council ran special projects that enhanced the school's values programme; Term 1 – The Happiness Project Term 2 – The Friendship 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 2018.</p> <p>An NQS audit was completed and an improvement programme has been developed for implementation over 2018. A parent information board is being developed in 2018 to ensure parents become familiar with the standards.</p>

Priority Area 3 – Effective Leadership

Milestones	Progress
<ul style="list-style-type: none"> Support and guide staff in the implementation of the Aboriginal Cultural Framework (ACF) by 2019. 	<p>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.</p>
<ul style="list-style-type: none"> Engage staff in a cycle of whole school self-assessment and Improvement 	<p>Planning for improvement through the NQS has been designed for 2018.</p> <p>POLTs are assessing and moderating the implementation of curriculum and design year level appropriate interventions.</p> <p>Curriculum teams continue to monitor data and implementation of the curriculum as well as interventions for SAER students or cohorts.</p>

Priority Area 4 – Strong Governance and Support

Milestones	Progress
<ul style="list-style-type: none"> Continual school review of the DPA requirements. 	<p>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.</p>
<ul style="list-style-type: none"> Lifting the profile of the school board. 	<p>The School Board will raise their profile in 2018 with several projects including information on the website about each member, an open forum and information sessions for parents.</p>

Highlights of 2017

NAPLAN Online readiness test

ANZAC Day Assembly

Swimming Carnival

HEC Public Speaking

Bickley Leadership Day

Maggie Dent

May the 4th Fun Day

Outdoor Classroom Day

Year 6 Fundraiser Disco

Parent Thank-You Morning Tea

National Simultaneous Story telling Day

Jump Rope for Heart

Speeches for School Leaders

End of Year Dance Concert

Pirate Day for Childhood Brain Cancer

Midvale Hub Protective Behaviours for parents

Choir visit to Yallambee Retirement Home

HEC Science Quest

Book Fair

Faction Athletics

Year 6 Camp

First Aid Focus

P and C Disco

HEC Spelling Bee

Remida Workshop

Year 6 Graduation

Lightning Carnival

HEC Arts Festival

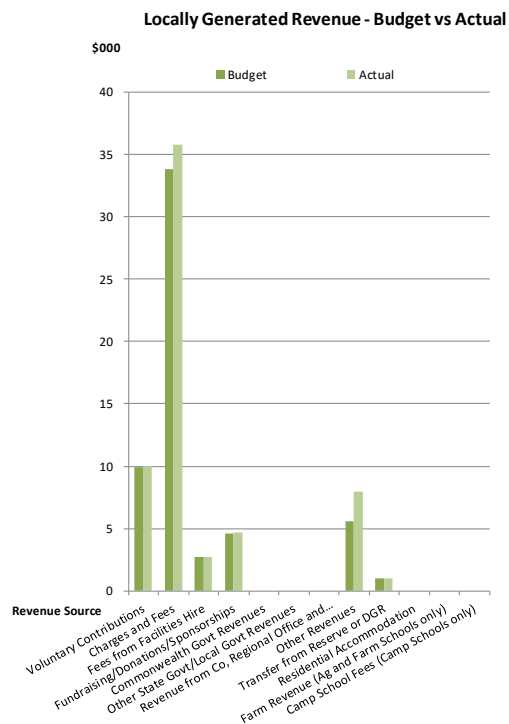
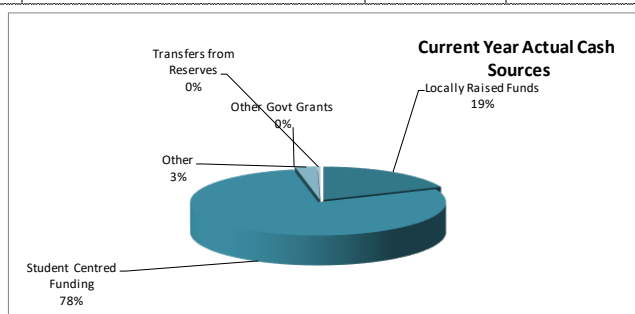
Cross Country

Colour Run

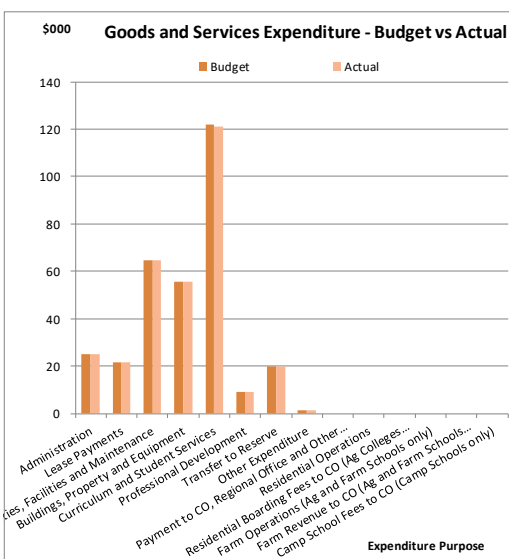
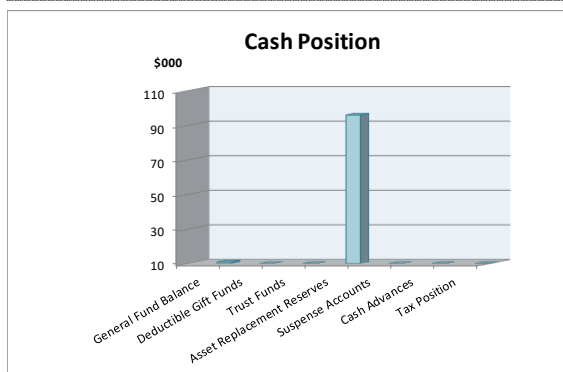


Parkerville Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 9,891.00	\$ 10,010.50
2	Charges and Fees	\$ 33,808.00	\$ 35,745.37
3	Fees from Facilities Hire	\$ 2,727.00	\$ 2,727.28
4	Fundraising/Donations/Sponsorships	\$ 4,564.00	\$ 4,703.86
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,609.00	\$ 7,932.22
9	Transfer from Reserve or DGR	\$ 1,000.00	\$ 1,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 57,599.00	\$ 62,119.23
Opening Balance		\$ 43,597.00	\$ 43,597.19
Student Centred Funding		\$ 223,686.00	\$ 223,685.92
Total Cash Funds Available		\$ 324,882.00	\$ 329,402.34
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 324,882.00	\$ 329,402.34



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 25,016.00	\$ 25,016.42
2	Lease Payments	\$ 21,466.00	\$ 21,465.96
3	Utilities, Facilities and Maintenance	\$ 64,820.00	\$ 64,760.50
4	Buildings, Property and Equipment	\$ 55,382.00	\$ 55,382.24
5	Curriculum and Student Services	\$ 121,790.00	\$ 121,215.51
6	Professional Development	\$ 9,223.00	\$ 9,222.77
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 1,475.00	\$ 1,477.29
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 319,172.00	\$ 318,540.69
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 319,172.00	\$ 318,540.69
Cash Budget Variance		\$ 5,710.00	\$ -



Cash Position as at:	
Bank Balance	\$ 105,143.26
Made up of:	-
1 General Fund Balance	\$ 10,861.65
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	\$ 95,936.86
5 Suspense Accounts	\$ 257.75
6 Cash Advances	-
7 Tax Position	\$ 1,913.00
Total Bank Balance	\$ 105,143.26