

*Parramatta State Primary School*  
*122 Mulgrave Road*  
*Cairns Q 4870*  
*Ph: 07 40428111 Fax: 07 40428100*  
*E-mail: the.principal@parramatss.eq.edu.au*  
*Principal: Paul O'Reilly*  
*Acting Deputy Principal: Damien Forsyth-Stewart*  
*Head of Curriculum: Marc Davis*

## **School Report 2007**

Parramatta State School is a community of learners where students, staff and parents all feel welcome. The current partnerships, and those that continually develop, help to create an atmosphere that makes Parramatta State School a special place.

Parramatta's student population is diverse. It is through the staff's expertise and knowledge of this diversity that programs have been initiated promoting a togetherness of cultures.

**Education at Parramatta School is a partnership. Parent involvement is encouraged and valued. The Principal and Teachers of Parramatta State School are committed to each child's progress at our school.**

Parramatta State School was established in 1927 in the centre of Cairns. In the 1950's Parramatta State School was one of the largest schools outside of Brisbane with an enrolment of over 1000 students. The development of the northern beach suburbs and the southern suburbs has impacted on the enrolment numbers of Parramatta State School, which currently number approximately 380 students.

Our small school community is very well supported by students and parents with a strong sense of ownership. Parents feel very comfortable to come in and out of the school and talk with the teachers.

### **OUR CURRICULUM**

Our school has developed a whole of school *scope and sequence* for each key learning area, identifying what students should know and can do specific to each year level. The basis for this includes:

- QSA Essential Learnings, which describe what students are expected to know and to do at key points along the P-10 learning continuum.
- Syllabus documents and statements of content.
- Repertoires of practice from new basics tasks, and
- Bound for success working documents.

Teachers develop tasks / product oriented units / agreed projects / common tests across each year level for the purposes of developing common assessment and reporting standards.

Our school focuses on the Program Achieve – You Can Do It program in social and personal development. This program focuses on individual development as well as developing as a positively caring and contributing member of a group. This program is complimented by the Rock and Water development program.

In addition, our school focuses on the following activities throughout the school year:

- Student Council
- School camps
- Interschool sport – Yr 6 and 7

- School Music Program – Choir, Rock Band
- Parramatta Idol – end Term 2
- NAIDOC Week – end Term 2
- Fancy Dress Ball – end Term 3



## STUDENTS

Parramatta State School consists of 398 students Prep to Yr7, as well as an Early Intervention Education Campus (Special Education Development Unit) catering for 55 students aged 0-5 years old. Student progress reporting occurs each term Face to face interviews and re[ports are available in Terms 1 and 3, with written reports issued in Terms 2 and 4.



The suburban community is comprised of a broad cross section of occupations and cultural groupings. The student population reflects the social and cultural diversity of the community. A significant feature of the school is its multi-cultural population.

The percentage of Aboriginal and Torres Strait Islander students ranges from 60 - 65%. Our school has instigated a range of programs that aim to support these students within Parramatta. The school currently has a wide range of programs and procedures supporting Aboriginal and Torres Strait Islander families within the school. The Community Annex, a part-time liaison officer, Aboriginal and Torres Strait Island dance teams support these students in a very positive manner.

Students with special needs are well supported within our school community. Our Early Intervention Education Campus provides the Cairns District base facility for supporting parents and children under 5 years of age in preparation for schooling. Other such campuses are located at Cairns West State School and Isabella State School. Students with learning difficulties, intellectual impairments, physical impairments and students with English as a

Second Languages are supported through an active special needs committee which co-ordinates program modifications appropriate to the student's needs.

## SCHOOL PERFORMANCE

The following table indicates our school performance as compared to overall performance of State Schools:

### 2007

<i>Dimension</i>	<i>Measures</i>	<i>Yr3</i>	<i>Yr5</i>	<i>Yr7</i>
Reading	School Average	483	557	605
	State Average	527	606	672
	% above National Benchmark	72%	44%	50%
Writing	School Average	431	549	549
	State Average	523	600	681
	% above National Benchmark	55%	85%	64%
Numeracy	School Average	456	537	554
	State Average	521	588	648
	% above National Benchmark	56%	49%	18%

**2006**

<i>Dimension</i>	<i>Measures</i>	<i>Yr3</i>	<i>Yr5</i>	<i>Yr7</i>
Reading	School Average	465	648	648
	State Average	529	672	672
	% above National Benchmark	84%	73%	73%
Writing	School Average	409	643	643
	State Average	516	688	688
	% above National Benchmark	59%	85%	85%
Numeracy	School Average	435	548	607
	State Average	522	593	646
	% above National Benchmark	43%	63%	48%

**2005**

<i>Dimension</i>	<i>Measures</i>	<i>Yr3</i>	<i>Yr5</i>	<i>Yr7</i>
Reading	School Average	489	522	625
	State Average	548	614	689
	% above National Benchmark	75%	25.7%	60.6%
Writing	School Average	467	540	708
	State Average	509	606	746
	% above National Benchmark	75.9%	68.5%	90.9%
Numeracy	School Average	470	520	589
	State Average	534	605	663
	% above National Benchmark	63.9%	41.7%	46.9%

**Yr 2 NET - 2007**

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Reading	% Students Not Requiring Additional Support	27	76
Writing	% Students Not Requiring Additional Support	56	85
Numeracy	% Students Not Requiring Additional Support	62	81

**Yr 2 NET - 2006**

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Reading	% Students Not Requiring Additional Support	54	76
Writing	% Students Not Requiring Additional Support	71	85
Numeracy	% Students Not Requiring Additional Support	80	81

**Yr 2 NET - 2005**

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Reading	% Students Not Requiring Additional Support	44.7	75.3
Writing	% Students Not Requiring Additional Support	68.1	84.9
Numeracy	% Students Not Requiring Additional Support	68.1	80.1

## VALUE ADDED

Percentage of Year 5 students at or above the State mean or who have improved considerably since Year 3:

Literacy Overall 90%

Numeracy Overall 83%

Percentage of Year 7 students at or above the State mean or who have improved considerably since Year 5:

Literacy Overall 74%

Numeracy Overall 44%

### Satisfaction Surveys

#### 2007

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Students	Overall Rating	2.67	3.02
Parents	Overall Rating	2.80	2.90
Staff	Overall Rating	2.74	2.85

#### 2006

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Students	Overall Rating	2.76	3.00
Parents	Overall Rating	3.28	2.91
Staff	Overall Rating	2.51	2.85

#### 2005

<i>Dimension</i>	<i>Measure</i>	<i>School</i>	<i>State</i>
Students	Overall Rating	2.82	2.99
Parents	Overall Rating	2.96	2.92
Staff	Overall Rating	2.59	2.85

### Student Average Attendance - 2007

All Students	Semester 1	86.3%
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### Student Average Attendance - 2006

All Students	Semester 1	85.1%
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## STAFF

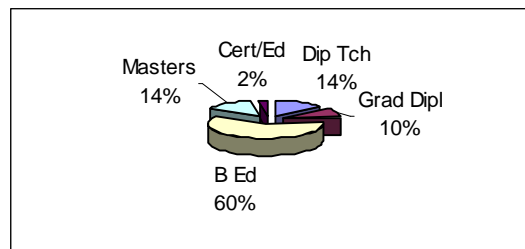
Our staff are dedicated to their profession and continually focus on current trends through upgrading knowledge and skills to implement the most recent accepted practices in education.

Focuses of staff development are on the following areas:-

- Curriculum Development and implementation of new curriculum,

- Behaviour Management strategies,
- Teaching strategies.

Teaching Staff by Highest Tertiary Qualification



**STAFF STATISTICS 2007**

Staff Attendance	95%
Staff Retention	77%

**STAFF STATISTICS 2006**

Staff Attendance	94%
Staff Retention	82%

**Expenditure on and Teacher Participation in Professional Development**

The key areas of this teacher professional development were:

- Syllabus implementation
- Literacy Training - P-3 Teachers and all teacher aides
- Student Work Sample moderation
- Developing units of work with Curriculum Coordinators.
- Curriculum Development for Students with Disabilities
- Beginning Teachers Development
- Assessment Workshops

The involvement of the teaching staff in teacher professional development activities during 2007 was 88%, at an expenditure of \$19755.

**PARENTS AND CITIZEN’S ASSOCIATION**

Our P&C Association operates the tuckshop and the Outside School Hours Care Program through employed co-ordinators and is an important body in contributing to our school planning and resources. The committee meet on the third Tuesday of each month at 2:00pm, with meetings running for no longer than 60 minutes.

Parents are encouraged to become involved in their child’s education in a number of ways. This can include voluntary support in the classroom, tuckshop support, accepting committee positions, fundraising and working bee support. A key fundraiser for our school annually is running a carpark for the annual Cairns Show.

Weekly newsletters inform students and families of current information, issues and upcoming events.

Our school adopts and ‘Open Door’ policy where parents are invited to become involved in all aspects of the school. We believe that students, whose parents are actively involved in their education, will perform at a higher level.