

**North Parmelia Primary School, School Report 2020**

## **Overview**

The school's vision is 'Together, we will be daring and robust learners.' Currently North Parmelia PS (NPPS) has an enrolment of 298 students and the NPPS ICSEA is 935. Currently, based on the Student Centred Funding Statement, 14% of the students identify as Aboriginal students, 13% of the students have some level of disability and 55% experience some level of disadvantage. NPPS follows the focus of the Classroom First Strategy which places the emphasis of learning on the interaction between the classroom teacher and the students. There are many programs in place to support this interaction including Friendly Schools Plus, a Sustainability Strategy, the concept of Good Standing, Crunch and Sip and a Learning Club. These programs are designed to support classroom teachers to engage the students and deliver a relevant and effective learning experience. The school is well resourced with two computing labs, interactive white boards in all learning areas, adequate reading, mathematics, science and sports resources and air conditioned classrooms throughout. The school has established a common instructional approach that has delivered very positive learning outcomes for students. The approach is characterised by explicit instruction, the use of warm ups, a whole school spelling program and literacy and numeracy blocks. Recent results based on NAPLAN, the School Survey of parents, students and staff and the ACER Socio – Emotional survey reveal the most positive results in recent times.

NPPS has established excellent partnerships within the local community. The school is well supported by the City Of Kwinana. This interaction occurs through programs such as the LYRIK Awards and participation in local land care activities. Foodbank supports the Breakfast Club, which occurs on Thursday mornings. The Smith Family supports a Learning Club in the school and many students benefit from the Learning For Life Scholarships delivered by the Smith Family. The P and C and School Council are strong supporters of the school. Both of these organisations are effective and constructive. An exciting partnership has been forged with the WA Symphony Orchestra and NPPS called Crescendo. This program commences with voice and then develops to the teaching of instruments, with the aim of developing the child's potential generally and in relation to music specifically.

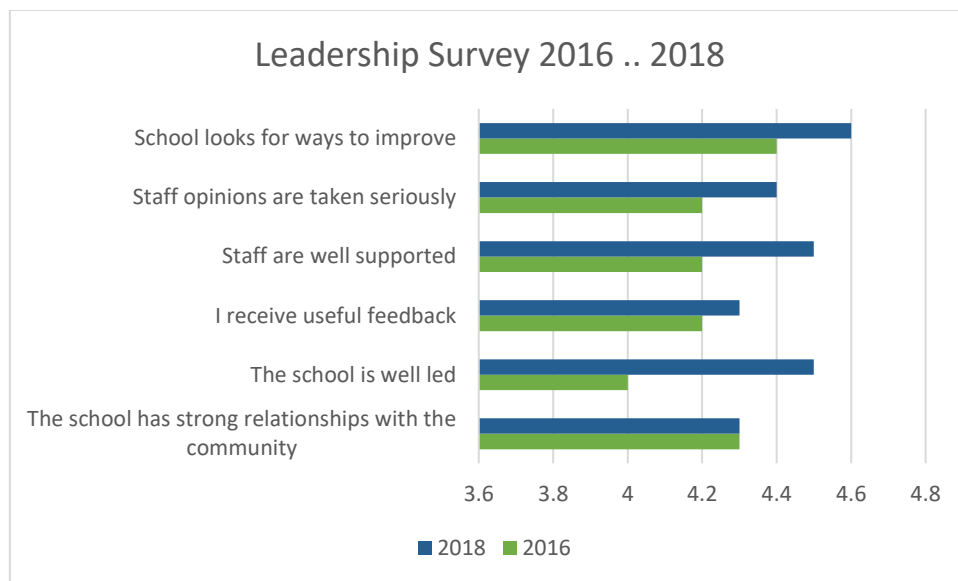
The staff members of NPPS are the school's strength. They have been stable for some time and reveal a strong commitment to the school and the students. Distributed leadership and high levels of collaboration are evident. Staff reveal the capacity to develop engaging programs that ensure solid learning takes place. They interact with the students, their colleagues and the school community in a caring manner, ensuring that the individual needs of students are catered for. Staff are very supportive of ongoing school improvement.

The school uses the following tools to reflect on performance: The ACER Teaching and Learning School Improvement Framework; The NQS; Data Derived from DOE WA and NAPLAN Sources and AITSL Leadership and Teacher Standards. The self – reflection has been vigorous and has assisted to embed ongoing school improvement.

## **Leadership**

### Leadership Survey

In 2016 North Parmelia PS implemented a committee structure and a distributed leadership model to manage the school improvement program. Staff meet in phase of development meetings that complement the committee meetings. Further to this staff meetings and professional learning days are utilised to maintain the school improvement process. The school also has a distributed leadership committee that meets regularly. This structure encourages staff ownership of the school improvement program.



This graph identifies survey results reflective of leadership practises. In both 2016 and 2018 results were positive, with results indicating high levels of satisfaction with leadership at the school. The comparative graph reveals improvement from 2016 to 2018, in relation to the already strong results.

## **Relationships**

### ACER Social Emotional Well Being Survey

In 2016 North Parmelia PS implemented a committee structure and a distributed leadership model to manage the school improvement program. A highly effective committee has been the Relationships Committee which has overseen very positive school tone and sentiment results and the implementation of a new Health and Well – Being policy and a family engagement strategy. The following graphs reveal the effectiveness of these programs.

**Social Emotional Well Being Survey**

	<b>Overall SEW</b>					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
North Parmelia	3.1	7	23.3	24.8	34.1	7.8
Kwinana Ave	8.7	13.5	22.0	24.9	28.5	2.5
Aust	2.3	11	20.4	28.8	33.8	3.6

	<b>Overall SEW Yr 6</b>					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
North Parmelia	0	8	24	36	24	8
Kwinana Ave	3.6	16.7	17.6	25.5	32.4	4.2

	<b>Social-Emotional Wellbeing</b>			<b>Emotional Skills</b>		
	Low	Moderate	High	Low	Moderate	High
North Parmelia	11.6	39.5	48.8	23.3	26.4	50.4
Kwinana Ave	23.5	38.8	37.7	31.0	32.5	36.5
Aust	15.4	42.7	41.9	24.2	36.7	39.2

	<b>Social Skills</b>			<b>Learning Skills</b>		
	Low	Moderate	High	Low	Moderate	High
North Parmelia	11.6	19.4	69	13.2	27.9	58.9
Kwinana Ave	21.0	20.1	59.0	23.0	33.5	43.5
Aust	17	25.8	57.2	19.8	31	49.2

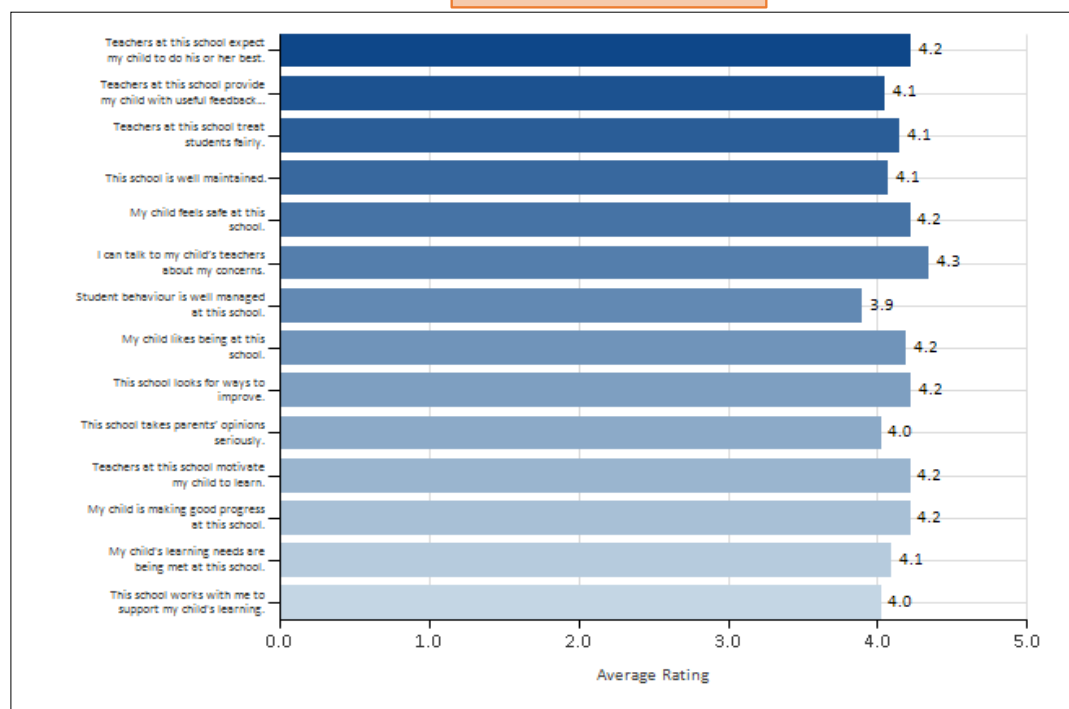
These tables reveal positive sentiment amongst students concerning their social and emotional well – being when compared to Kwinana schools and the overall Australian results. These results are a combination of a variety of factors including the building of strong relationships with the students and the community. The school also benefits from a stable and competent staff and the implementation of effective whole – school strategies. These strategies focus on reinforcing the fundamentals of learning and a multiple intelligence approach designed to capture the interests of all students. There is a focus on a positive Health and Well – Being policy that emphasises students taking responsibility for their own choices and restorative practices. As a result of the whole – school strategies students feel confident and safe as they learn and progress through the years.

## Relationships

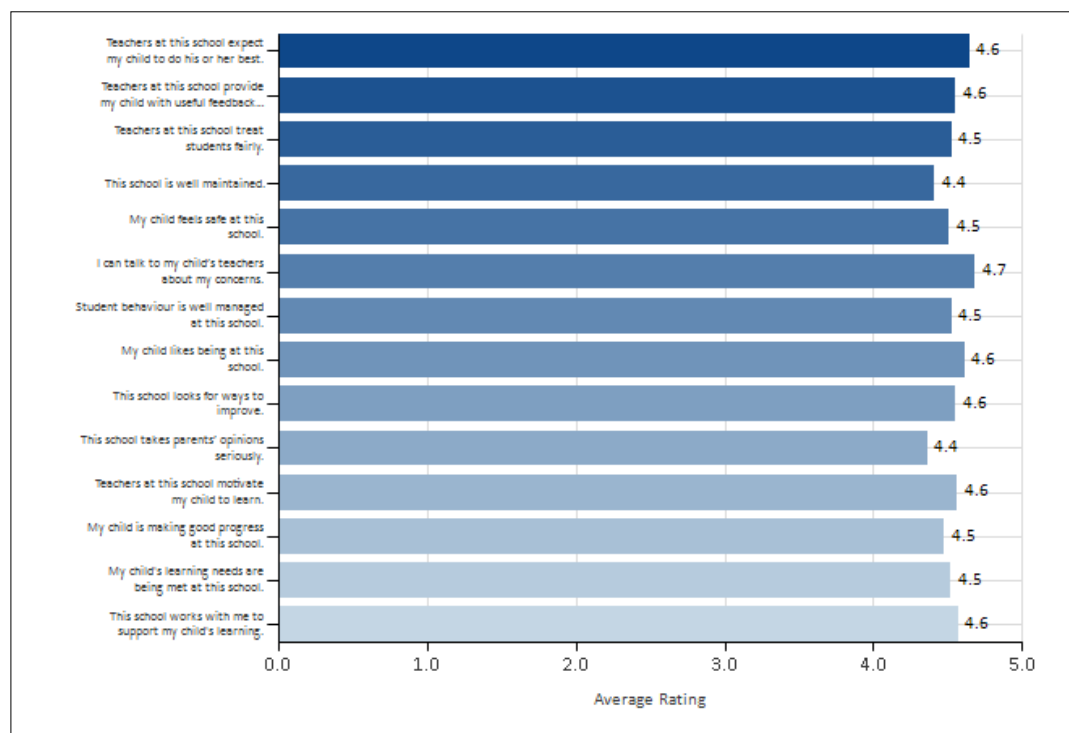
### Parent, Staff and Student Surveys

# Parents

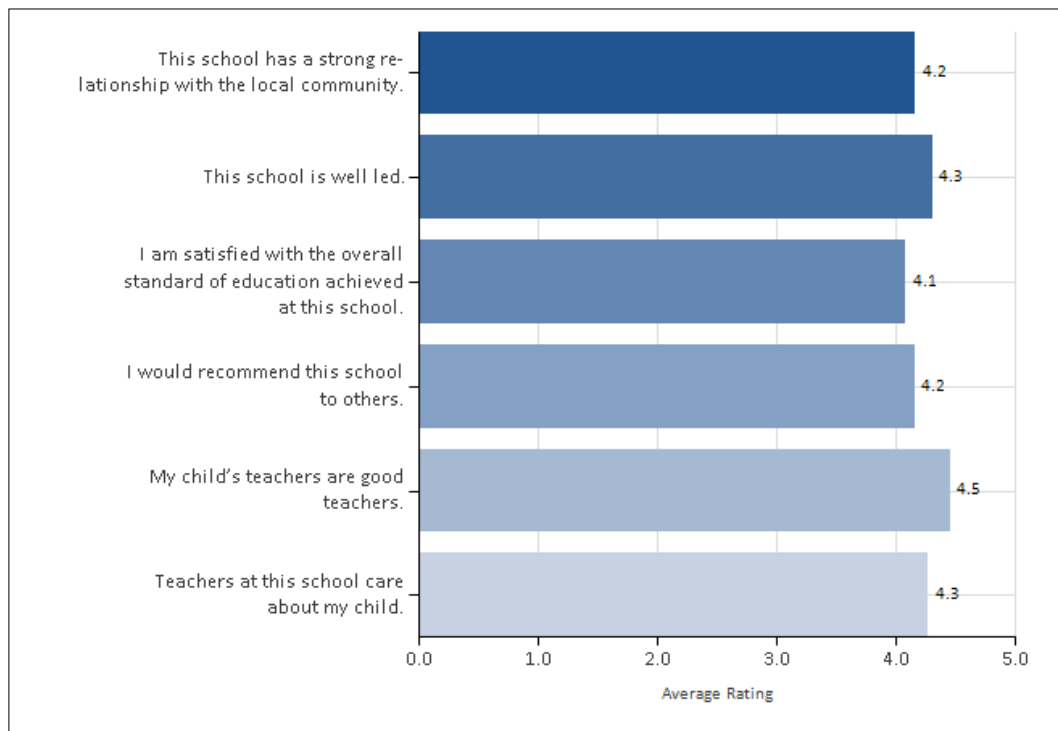
2016



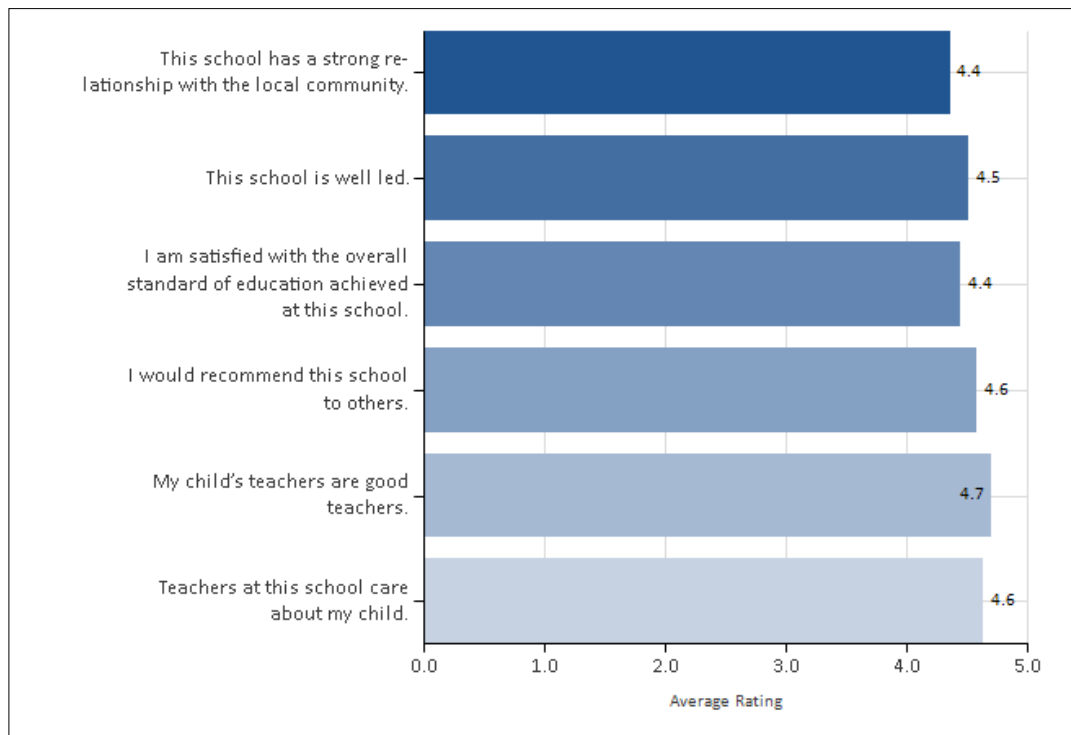
2018



2016



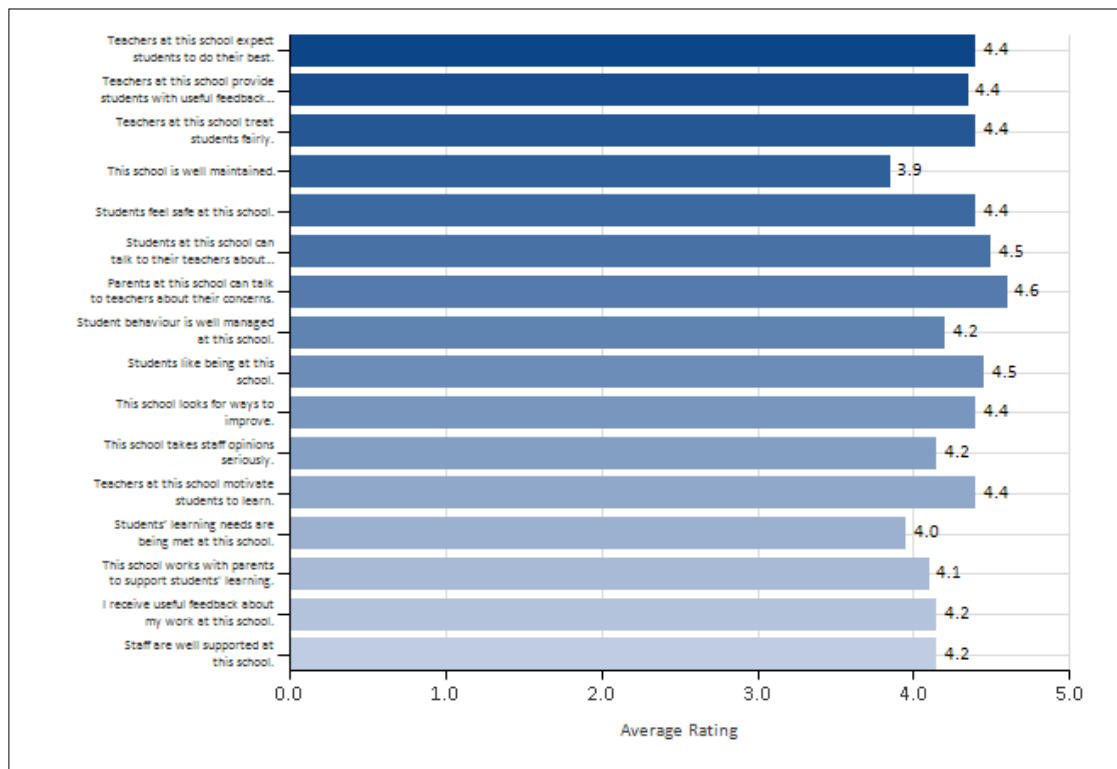
2018



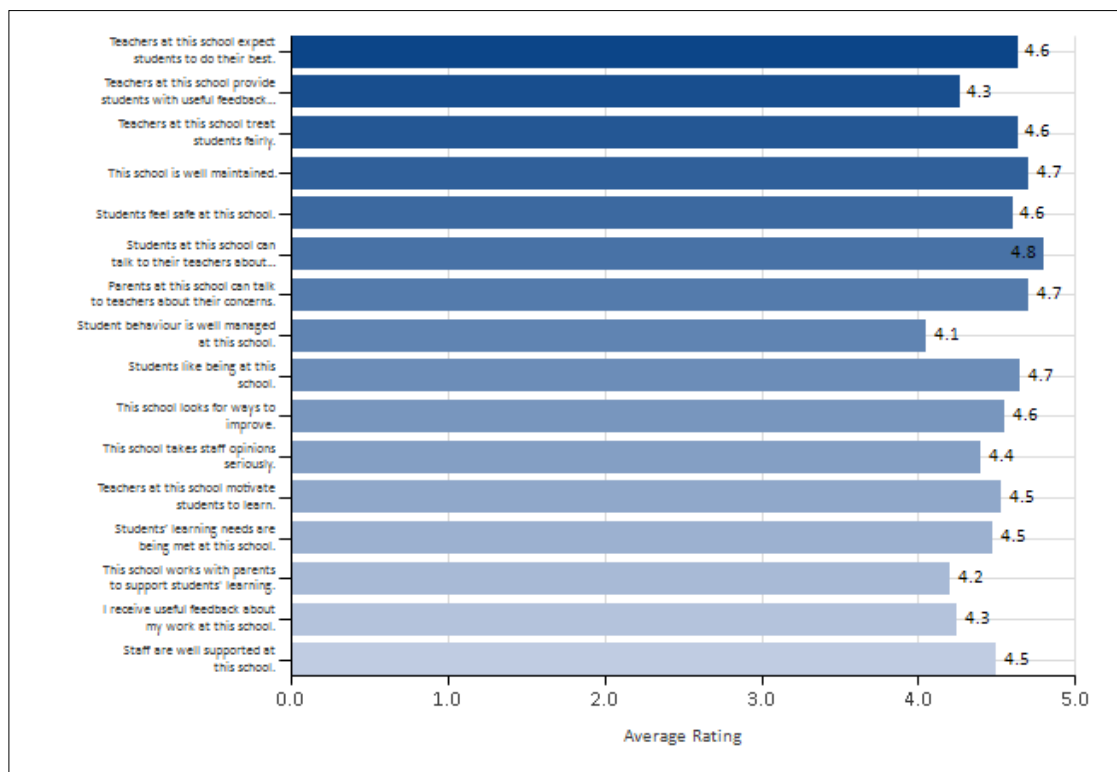
Comparison of 2016 and 2018 results reveals consistent improvement in the opinions of parents and carers.

2016

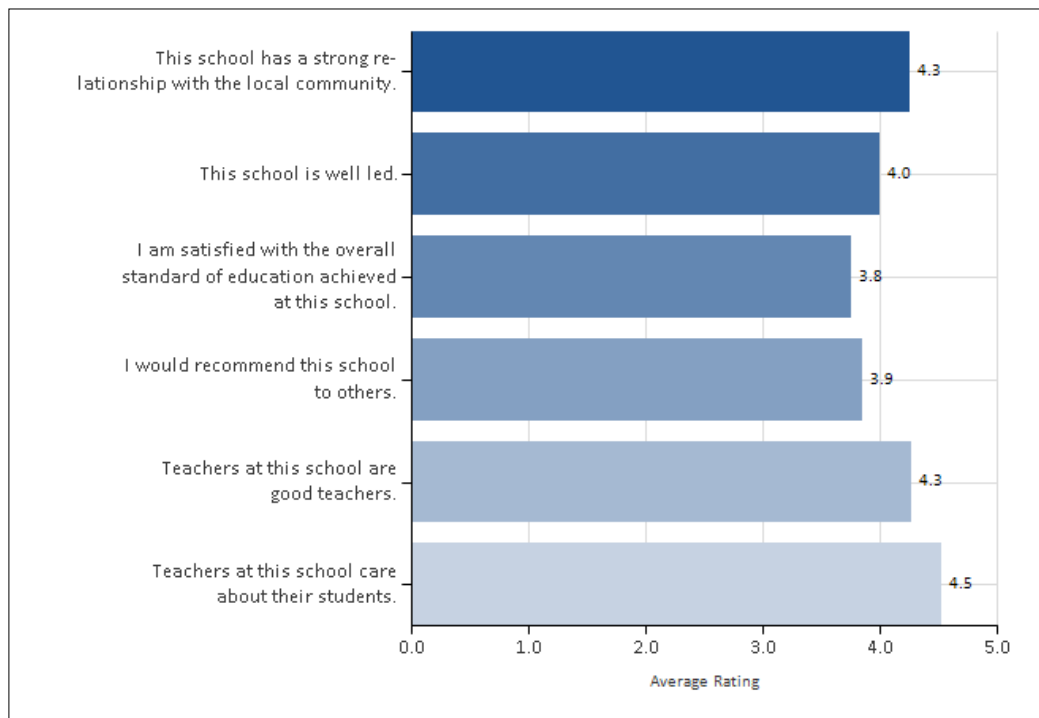
# Staff



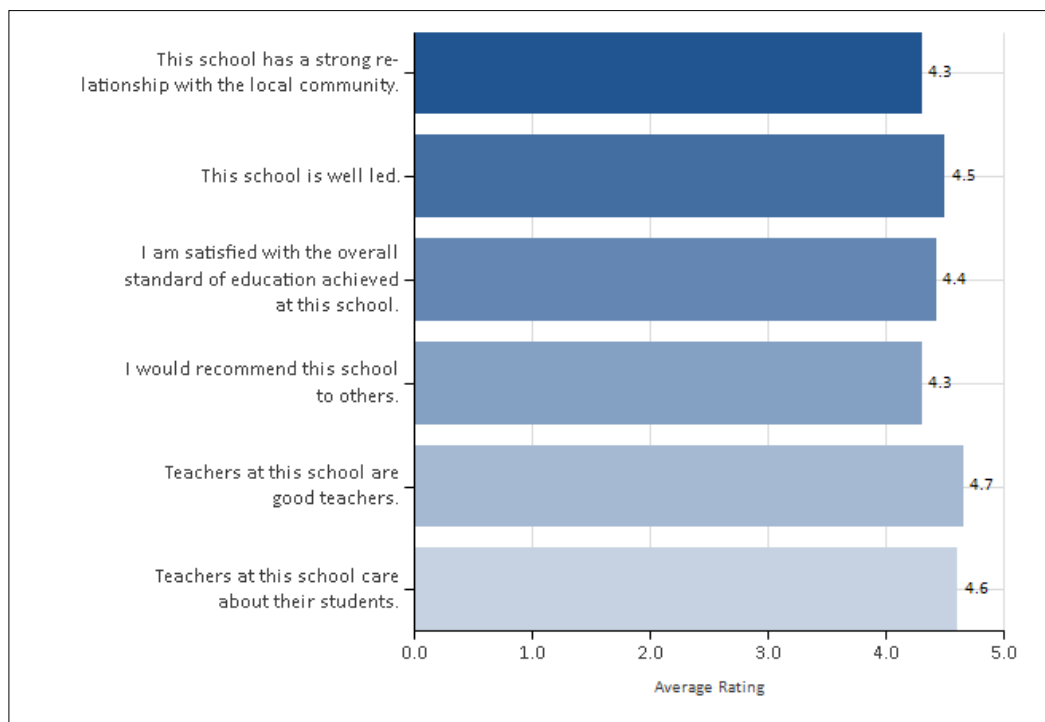
2018



2016



2018

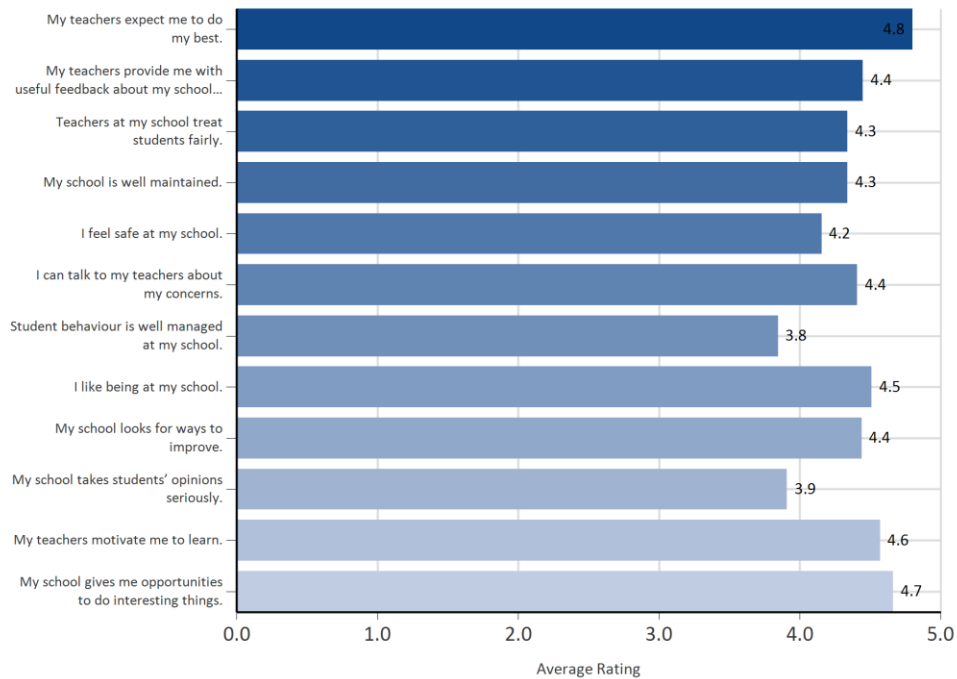


As with the parent and carer survey, comparison of 2016 and 2018 survey results for staff reveal a consistent improvement over areas examined.

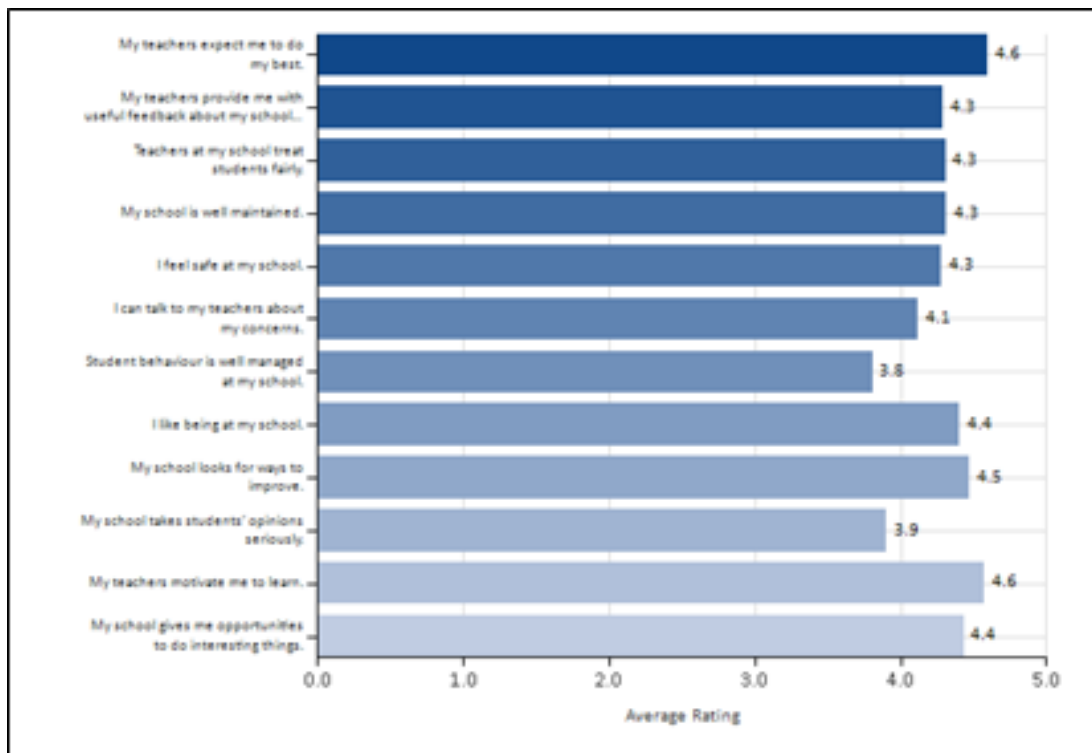


# Students

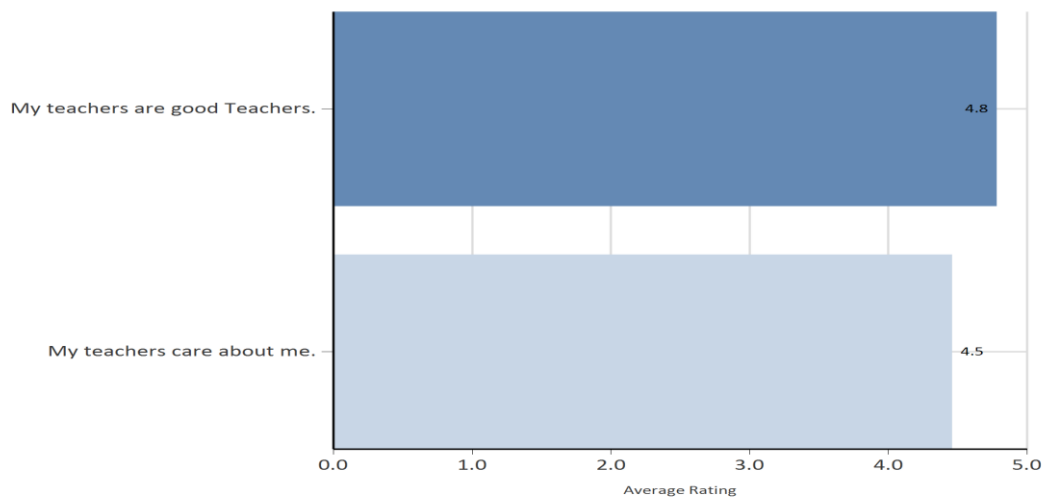
2016



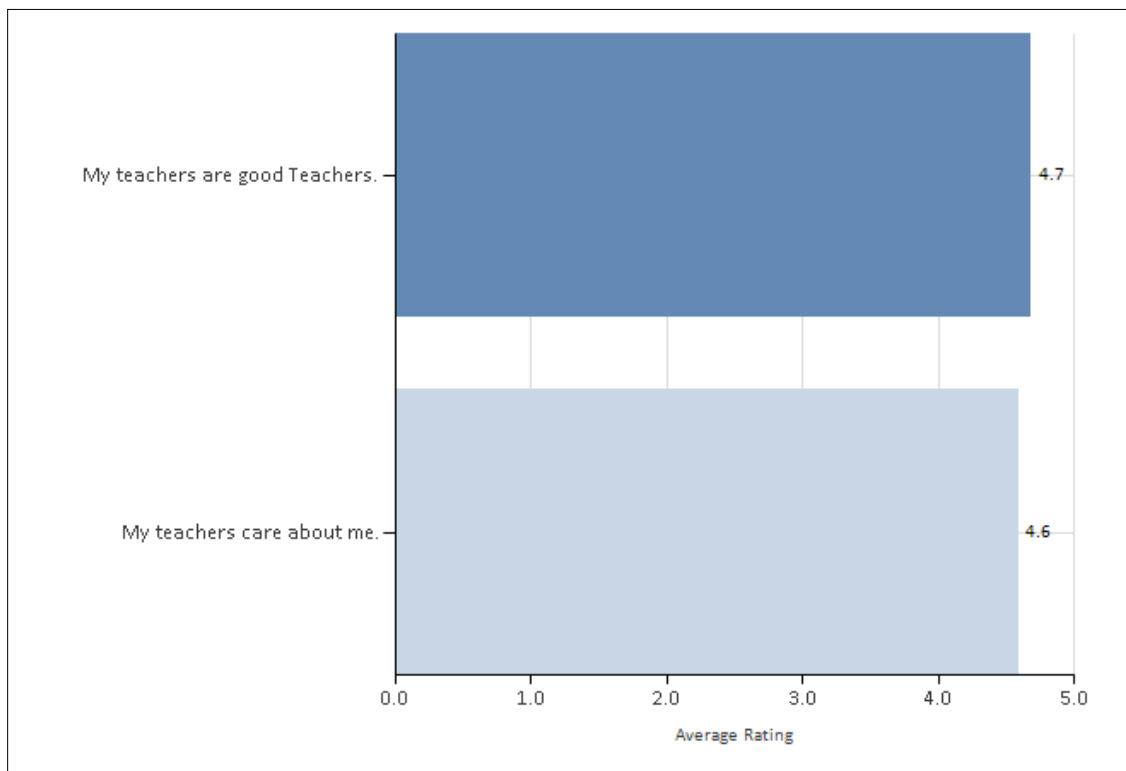
2018



2016



2018



*Consistent improvement in results between 2016 and 2018 is clearly evident. This is a factor of the effort the school has put into building positive relationships with all groups in the North Parmelia PS community. Further to this the number of participants in the current sample was high, increasing the reliability and validity of the data. Nevertheless, the Relationships Committee is continuing to explore strategies focussed on being more receptive to the opinions, feelings and ideas of parents and carers, students and the staff.*

## **Significant Support and Engagement Programs**

At North Parmelia PS a blend of programs are apparent that both provide a structured learning experience for the students with a focus on developing essential skills and understandings in core learning areas such as Literacy, Numeracy, Science and HASS and also programs that provide for student engagement and a multiple intelligence experience for the students. These programs are outlined below:

### **P and C**

*The P and C made another significant contribution to the school. The P and C engaged in fund raising, managed school banking, provided lunches regularly and conducted Easter, Mother's Day, Father's Day and Christmas raffles. The P and C provide the school superb support and the resourcing they deliver supports Mathletics, Hip Hop, Reading Eggs and other programs and school improvement initiatives, including the painting of the school and building programs, and most recently the payment for the bus for In – Term Swimming.*

### **School Council**

*The School Council is the strongest it has been in recent memory. The School Council meets each term and provides support, advice and feedback regarding the school's operation. The input of the School Council into the school's operation is highly valued.*

### **Sustainability Program**

*The Sustainability Program permeates all areas of the school. Sustainability is an important part of classroom programs and is also evident in programs such as the Recycling Program. The Sustainability program encourages community participation and provides leadership opportunities for upper primary students. Recycling operates throughout the school and there are a number of gardens apparent in various areas of the school. The Sustainability Program provides a very positive focus within the school.*

### **Crescendo**

*This incredible program is delivered in the school by the Western Australian Symphony Orchestra. It commenced in 2014 with Pre-Primary students and has now progressed to Year 6 students. The program commenced with the teaching of singing and has now progressed to the teaching of violin. It is based on the El Sistema Program that operates in Venezuela. The program has been a significant teaching, motivational and learning experience for the students and the entire North Parmelia PS community.*

### **Smith Family**

*The Smith Family has an effective support role in the school. A significant number of students at North Parmelia PS receive Smith Family sponsorships called Learning For Life. The Smith Family also operates a Learning Club in the school which is particularly engaging for the children. Further to this, students participate in a range of home support programs. In Term 4, 2020 the Smith Family delivered the Future Jobseeker Program to students in Year 5.*

### **Food Bank and Breakfast Club**

*The school operates a Breakfast Club one day per week and a significant proportion of the food is supplied by Foodbank. Records of attendance at the School Breakfast Program have been kept since June 2009 when Red Cross became involved with donations of foodstuffs and appliances to the school. It actually began a couple of years before when students attending cross country training before school required breakfast which the school provided. Food Bank now provides most of the requirements needed and the school the rest. SBP also incorporates events such as - Walk to School Day, BHP Big Breakfast and Multi-Cultural Day etc. The average attendance is 15% - 16% of the student population. Parents, caregivers and young siblings are encouraged to attend with the lure of tea/coffee and breakfast as an incentive. A group of willing staff volunteers keep the running of SBP to a premium and the atmosphere is a happy and friendly environment.*

### **Hip Hop**

*For many years now a Hip Hop program has operated in the school. This has been highly motivational and engaging. The progress the students have made in the area of dance has been significant. The Hip Hop program complements the other creative programs in the school including Visual Arts, and the Crescendo Program, as well as complementing the Physical Education Program.*

### **Specialist Classes**

*The Specialist classes in operation at North Parmelia PS are LOTE (Indonesian), Visual Arts and Physical Education. These are highly motivational and engaging programs. They complement the range of creative endeavours in place in the school. As part of the Physical Education program students participate in a range of interschool sports, competing against students from other Kwinana Federation schools. These activities are particularly motivational and complement the Health and Well Being policy. In 2018 LOTE Indonesian was introduced and is proving highly motivational and instructional.*

### **Crunch and Sip**

*The school incorporates Crunch and Sip into the daily program to encourage healthy eating.*

### **Songroom**

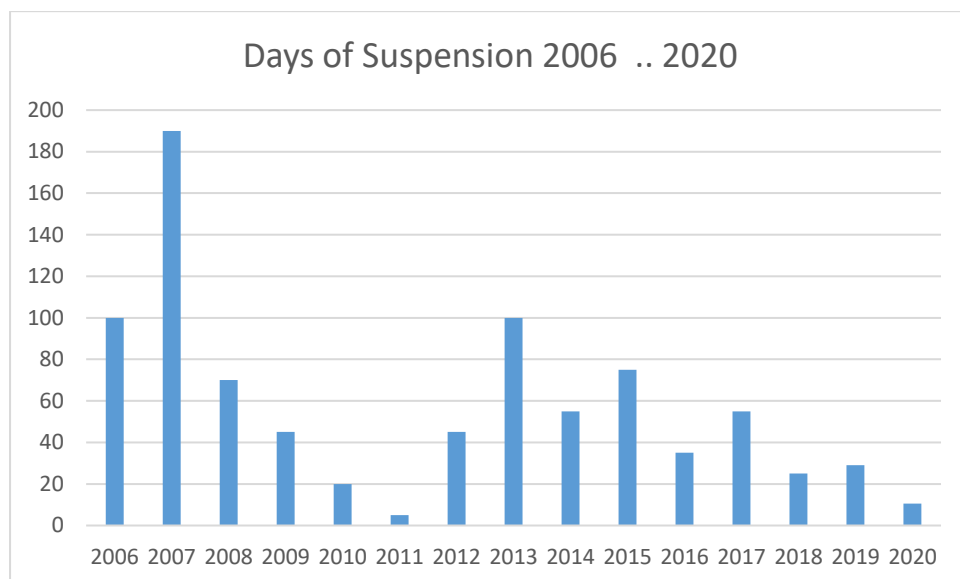
*Songroom are currently implementing a Deadly Arts program in the school. This relationship will continue throughout the remainder of 2020 and the first half of 2021. The program combines the arts and cultural perspectives to build cultural understandings and enhanced relationships.*

### **Institute of Indigenous Well - Being and Sport**

*The Institute commenced working in the school in 2020. The program being implemented is called the Young Achiever Club. Students are taught about Noongar Culture and once again cultural perspectives, improved relationships and an enhanced sense of well-being are the objectives of the program.*

## Learning Environment

### Days of Suspension 2006 - 2020



Graphing the days of suspension is merely a rough indicator of the nature of the learning environment at North Parmelia PS. This graph reveals a steady decline in the rate of suspensions over time, which reflects the strong work that has gone into developing a positive tone and learning environment in the school. This graph should be viewed in conjunction with the very positive ACER Social and Emotional survey results and the positive school survey results.

### Attendance Overall Primary






	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public School	School	Like Schools	WA Public School	School	Like Schools	WA Public School
2017	91.8%	92.1%	93.8%	86.4%	82.3%	81.2%	91.2%	90.1%	92.7%
2018	91.8%	92.3%	93.7%	85.5%	83.2%	80.8%	91.1%	90.8%	92.6%
2019	90%	91.5%	92.7%	84%	80.8%	79.5%	89.2%	90%	91.6%

Due to COVID-19 comparative 2020 data for attendance has not been created. This report has therefore included 2019 data. The target for authorised attendance was to be above 50%, whilst it was 47%. The attendance rate for 2019 was 89.2%, whilst Like – Schools was 90.0 % and the overall WA percentage was 91.6%. Given this the school failed to achieve the targets of equal to or above like – schools comparatively and above 50% for authorised absences. These results will be further analysed and attendance practices will be reviewed. Aboriginal attendance results were comparatively good.

# Student Achievement

## Australian Early Development Census

Table 2 – AEDC domain results over time for your school.

		2009		2012		2015		2018		Significant change in developmentally vulnerable children	
		n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
 Physical health and wellbeing	On track	26	57.8	26	61.9	11	26.8	22	50		
	At risk	7	15.6	7	16.7	13	31.7	3	6.8		
	Vulnerable	12	26.7	9	21.4	17	41.5	19	43.2	◆	●
 Social competence	On track	18	40	23	54.8	21	51.2	14	31.8		
	At risk	12	26.7	12	28.6	13	31.7	6	13.6		
	Vulnerable	15	33.3	7	16.7	7	17.1	24	54.5	◆	◆
 Emotional maturity	On track	22	48.9	21	51.2	17	41.5	17	38.6		
	At risk	15	33.3	12	29.3	10	24.4	6	13.6		
	Vulnerable	8	17.8	8	19.5	14	34.1	21	47.7	◆	◆
 Language and cognitive skills (school-based)	On track	12	26.7	20	47.6	27	65.9	21	47.7		
	At risk	14	31.1	10	23.8	5	12.2	9	20.5		
	Vulnerable	19	42.2	12	28.6	9	22	14	31.8	◆	◆
 Communication skills and general knowledge	On track	28	62.2	27	64.3	13	31.7	11	25		
	At risk	7	15.6	6	14.3	16	39	11	25		
	Vulnerable	10	22.2	9	21.4	12	29.3	22	50	◆	◆

◆ Significant change  
● No significant change

## Comparison AEDC Kwinana

Domain 1 Physical Health and Wellbeing					No Std
School	Total Std	At Risk	Vulnerable (10%)	AR +V	
School 1	132	12.9	7.6	20.5	27
School 2	63	7.9	23.8	31.7	20
School 3	54	5.6	3.7	9.3	5
School 4	19	5.3	15.8	21.1	4
North Parmelia	41	37.1	41.5	78.6	32
School 6	46	6.5	13	19.5	9
	355	12.55	17.6	30.1	107

Domain 2 Social Competence					No Std
School	Total Std	At Risk	Vulnerable (10%)	AR +V	
School 1	132	15.9	12.1	28	37
School 2	63	17.5	14.3	31.8	20
School 3	54	14.8	9.3	24.1	13
School 4	19	10.5	15.8	26.3	5
North Parmelia	41	31.7	17.1	48.8	20
School 6	46	8.7	23.9	32.6	15
	355	16.5	15.4	31.9	113

Domain 3 Emotional Maturity					No Std
School	Total Std	At Risk	Vulnerable (8%)	AR +V	
School 1	131	14.5	10.7	25.2	33
School 2	63	14.3	11.1	25.4	16
School 3	54	13	11.1	24.1	13
School 4	19	36.8	15.8	52.6	10
North Parmelia	41	24.4	34.1	58.5	24
School 6	46	10.9	15.2	26.1	12
	354	19.0	16.3	35.3	125

Domain 4 Language and Cognitive Skills					No Std
School	Total Std	At Risk	Vulnerable (6.5%)	AR +V	
School 1	132	10.6	9.1	19.7	26
School 2	63	1.6	12.1	13.7	9
School 3	54	1.9	9.3	11.2	6
School 4	19	5.3	21.1	26.4	5
North Parmelia	41	12.2	22	34.2	14
School 6	46	8.7	8.7	17.4	8
	355	6.72	13.72	20.43	73

Domain 5		Communication and General Knowledge			No Std
School	Total Std	At Risk	Vulnerable (8.5%)	AR +V	
School 1	131	10.7	6.9	17.6	23
School 2	63	17.5	12.7	30.2	19
School 3	54	3.7	5.6	9.3	5
School 4	19	21.1	21.1	42.2	8
North Parmelia	41	39	29.3	68.3	28
School 6	46	21.7	13	34.7	16
	354	19.0	14.8	33.7	119

These graphs reveal the characteristics of students entering the early years' program at North Parmelia PS. Combined with anecdotal evidence and the school ICSEA of 935 these results are clear indicators of the challenges students experience in regards to their readiness for learning. They enter school at significantly greater levels of vulnerability when compared to the rest of the nation on all AEDC domains. Further to this they reveal that they are the most challenged of all Kwinana students, whilst Kwinana generally is an area that reveals significant challenges in terms of students' readiness for school. On the majority of domains there are 50% or more of the students at the "at risk" or "vulnerable" level. The school is targeting resources to the early years using school resources, state provided resources and through the adoption of a common NPPS curriculum approach.



## NAPLAN 2019

This is the fourth year that North Parmelia Primary School has achieved all of the NAPLAN targets set by staff or exceeded them. This is a significant change from the years previous to 2016. This is a direct result of a number of factors. For many years the staff have been stable, competent and committed. In 2015 .. 2016 the staff worked collaboratively to develop a NPPS Common Curriculum Approach. This approach is characterised by a whole – school spelling program including the 1000 NPPS Sight Words, warm ups in the areas of numeracy, spelling and grammar and punctuation, explicit teaching, structured literacy blocks and numeracy blocks and a structured approach to the teaching of writing. The grammar and punctuation warm up was introduced in 2018 and has resulted in immediate positive results with an above expected performance in the Year 5 Punctuation and Grammar assessment. This is even more noteworthy when changes to the ICSEA are considered where the ICSEA moved from 904 in 2018 to 935 in 2019. Data clearly demonstrates a decline in the number of students in the bottom 20% of performance and a resultant increase in the number of students in higher bands. It is felt that the structured approach introduced as part of the NPPS Common Curriculum Approach and the use of repetition has achieved this result. It is expected that all staff will apply the NPPS Common Curriculum Approach in their classrooms. Commitment to this expectation is evident through the classroom observations conducted annually, performance management and the NAPLAN results.

### NAPLAN Comparative Performance for Year 3

Year 3	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy	-0.1	-1.1	0.2	-0.5	0.1	-0.9
Reading	-1.0	-1.0	0.2	-0.5	0.5	0.5
Writing	-0.9	-0.4	0.6	-0.1	-0.2	-0.1
Spelling	-1.1	-1.2	0.9	-0.3	-0.1	0.5
Grammar &	-0.2	-0.3	0.6	-0.4	0.8	0.6

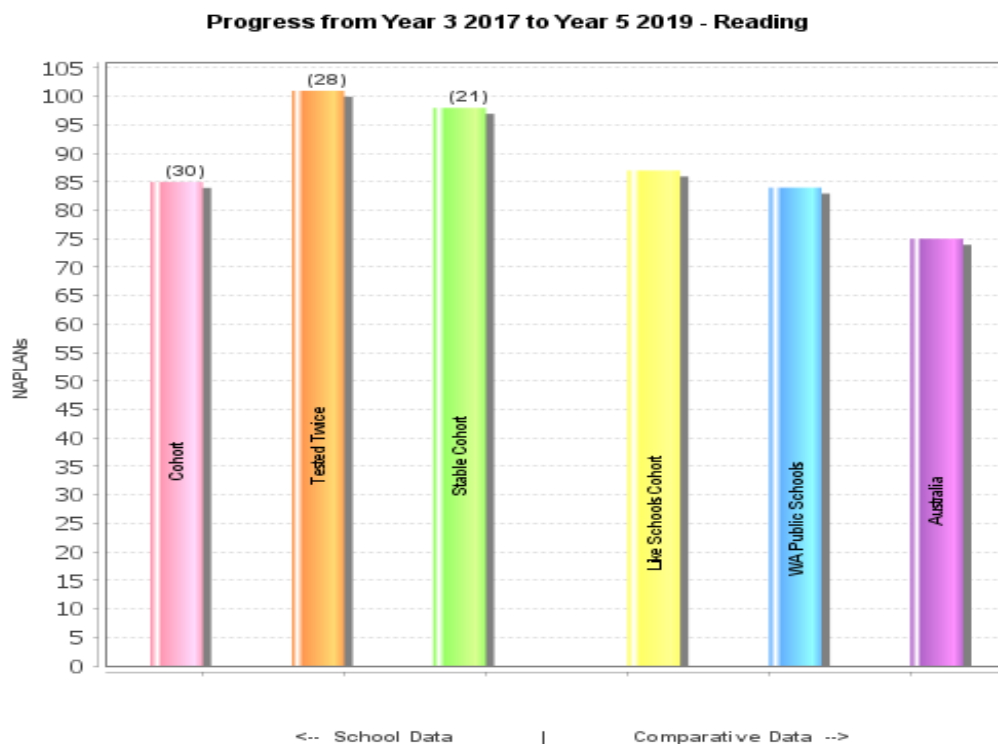
1	<b>Above Expected</b> - more than one standard deviation above the predicted
2	<b>Expected</b> within one standard deviation of the predicted school mean
3	<b>Below Expected</b> - more than one standard deviation below the predicted school
	If blank, then no data available or number of students is less than 6

## NAPLAN Comparative Performance for Year 5

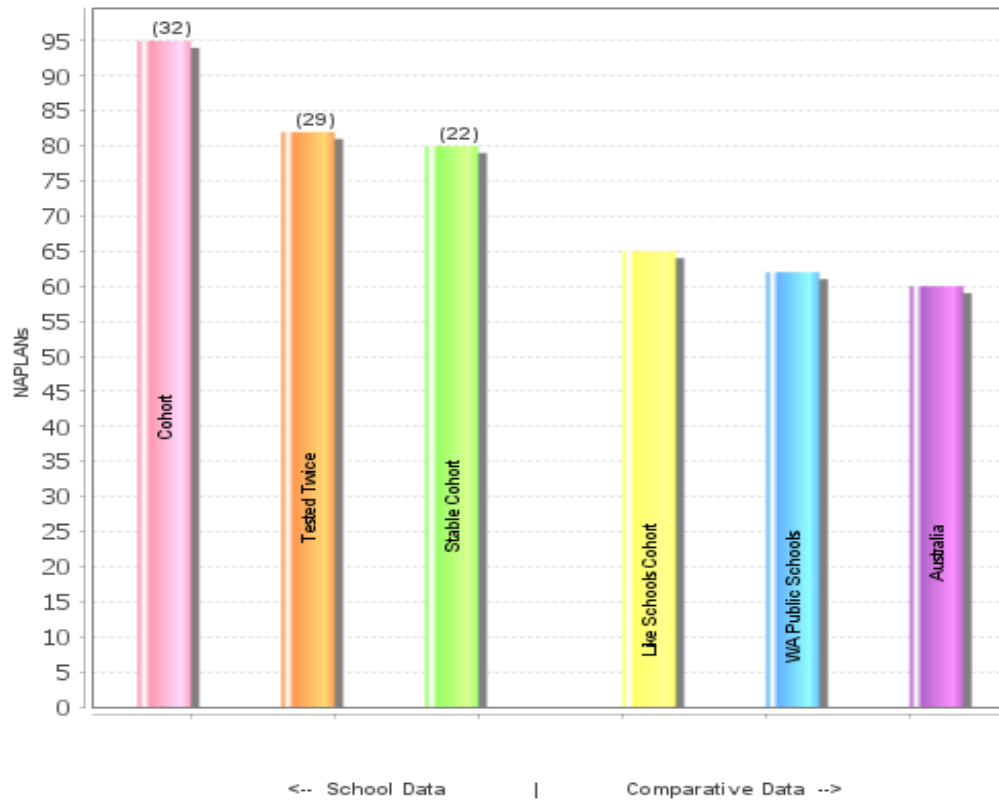
Year 5	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy	-1.2	-0.2	-0.9	0.1	0.5	-0.7
Reading	-0.8	-0.4	0.0	-0.1	0.9	0.6
Writing	-0.9	1.0	0.2	0.6	1.2	0.6
Spelling	-0.8	0.5	0.0	-0.4	1.4	0.9
Grammar &	-0.6	0.5	0.7	-0.4	0.1	1.1

1	<b>Above Expected</b> - more than one standard deviation above the predicted
2	<b>Expected</b> within one standard deviation of the predicted school mean
3	<b>Below Expected</b> - more than one standard deviation below the predicted school
	If blank, then no data available or number of students is less than 6

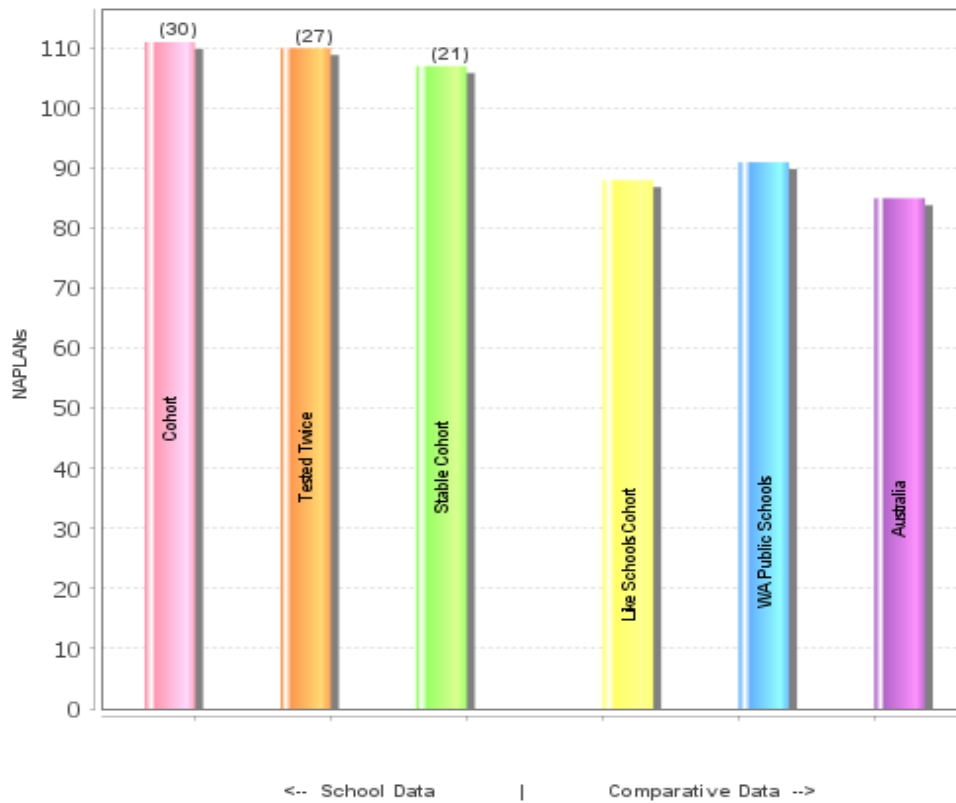
The above tables further confirm the improved performance of students on the NAPLAN tests over the past four years.



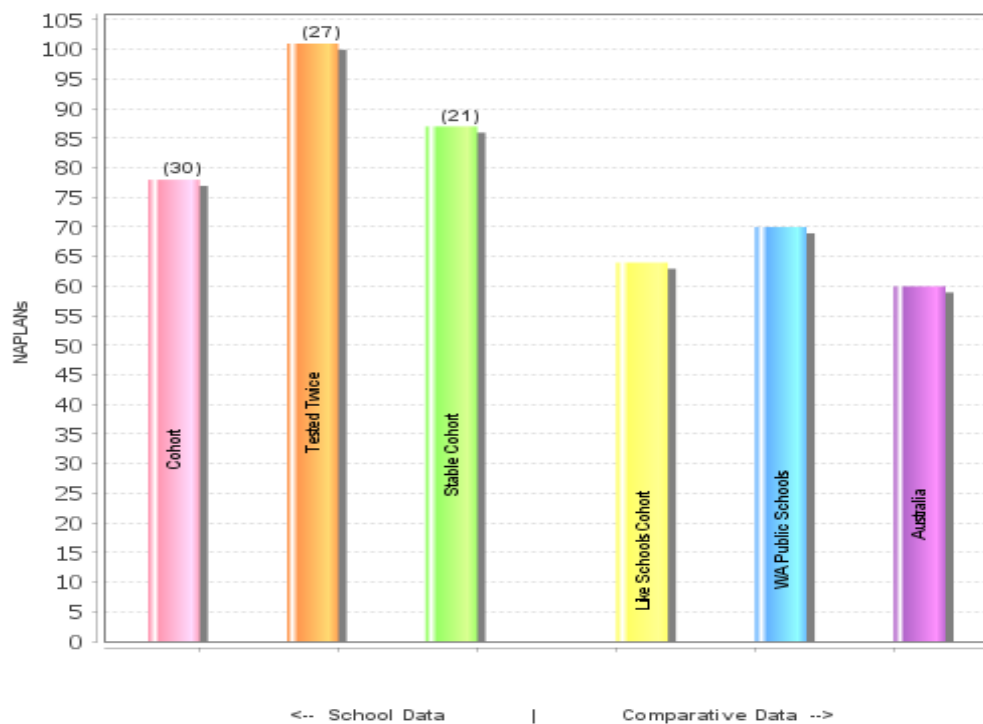
### Progress from Year 3 2017 to Year 5 2019 - Writing



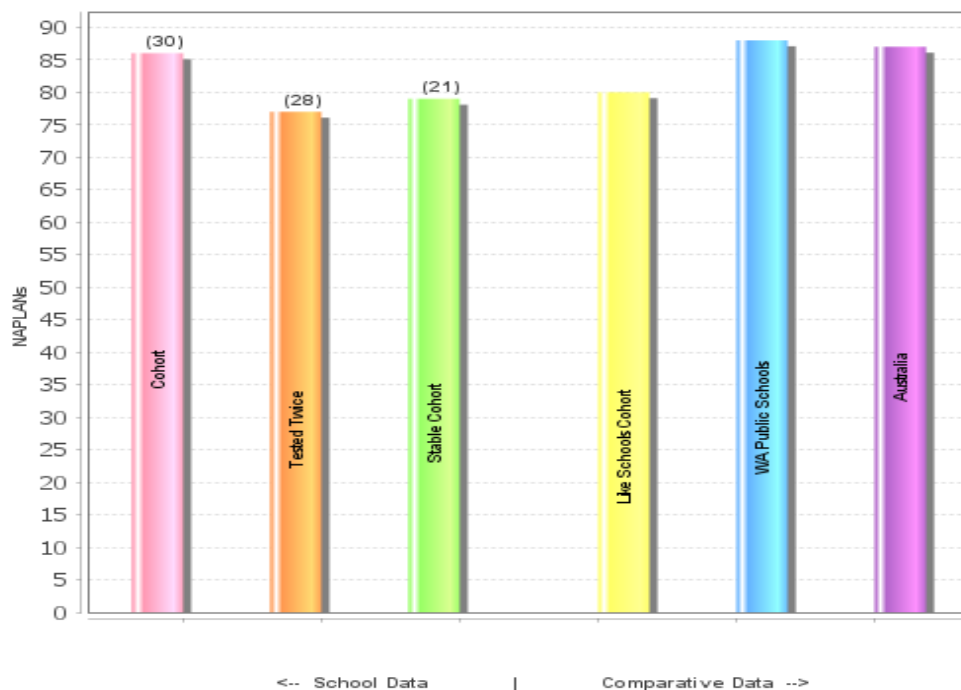
### Progress from Year 3 2017 to Year 5 2019 - Spelling



**Progress from Year 3 2017 to Year 5 2019 - Grammar & Punctuation**



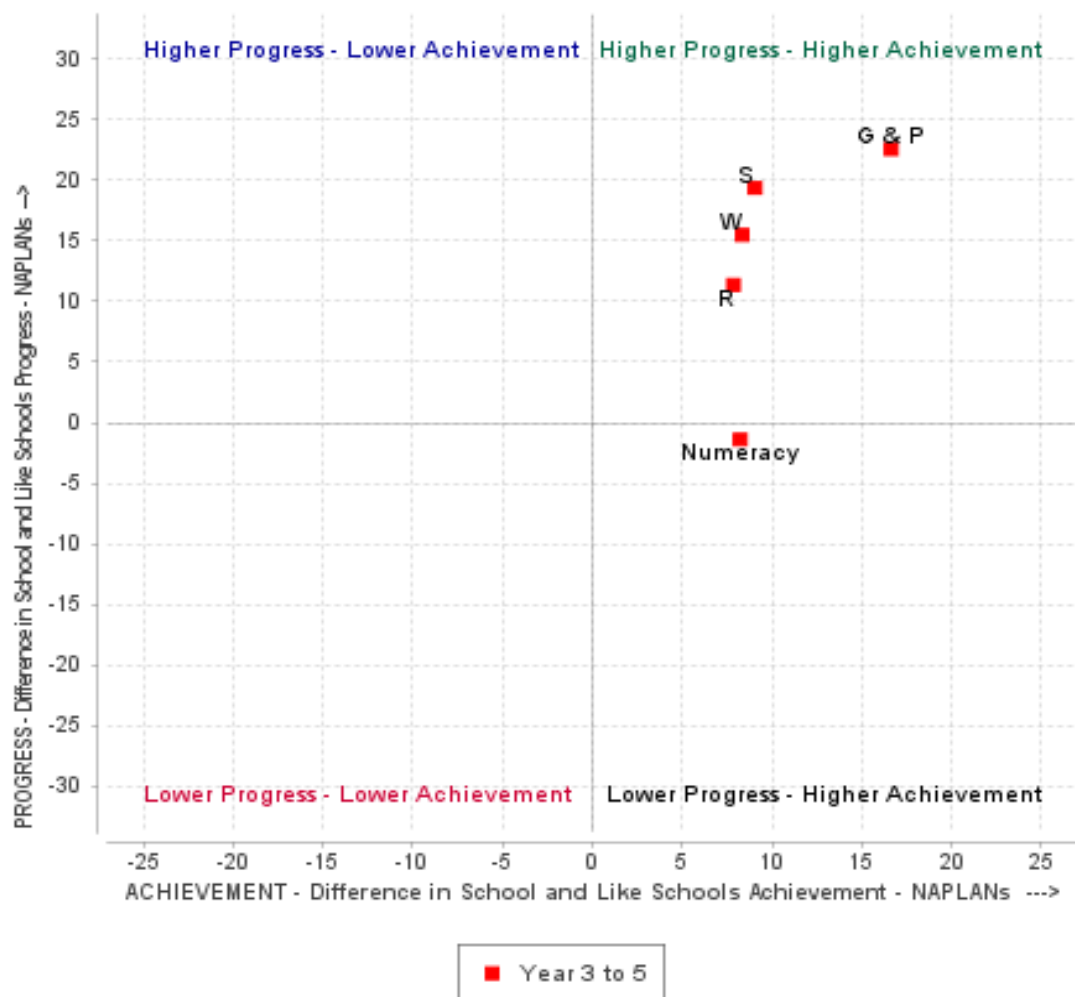
**Progress from Year 3 2017 to Year 5 2019 - Numeracy**



Although the NAPLAN Numeracy result achieved the target in 2019 the results are at the lower end of expectation. For this reason Numeracy has been identified as an area for priority examination.

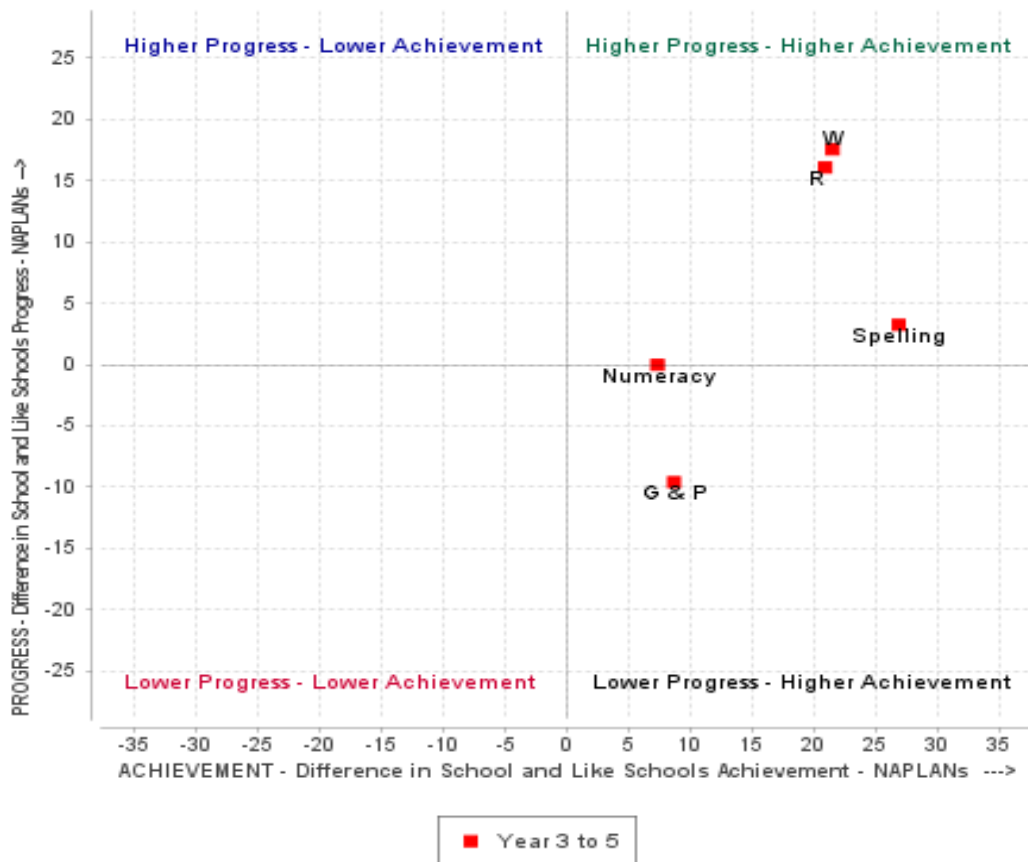
## Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019



## Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



It is clear that in regards to the NAPLAN tests the desired outcome is to have the test results in the right top quadrant, that being higher progress and higher achievement. In 2018/2019 NPPS student results had 8 out of 10 tests achieving this result. This is further confirmation of the value adding occurring as a result of the NPPS Common Curriculum Approach. Further to this, the result has been achieved in a context where the ICSEA has moved from 904 to 935.

### **Comparison Over the Years in Regards to Students Achieving Higher Than the Minimum Standard**

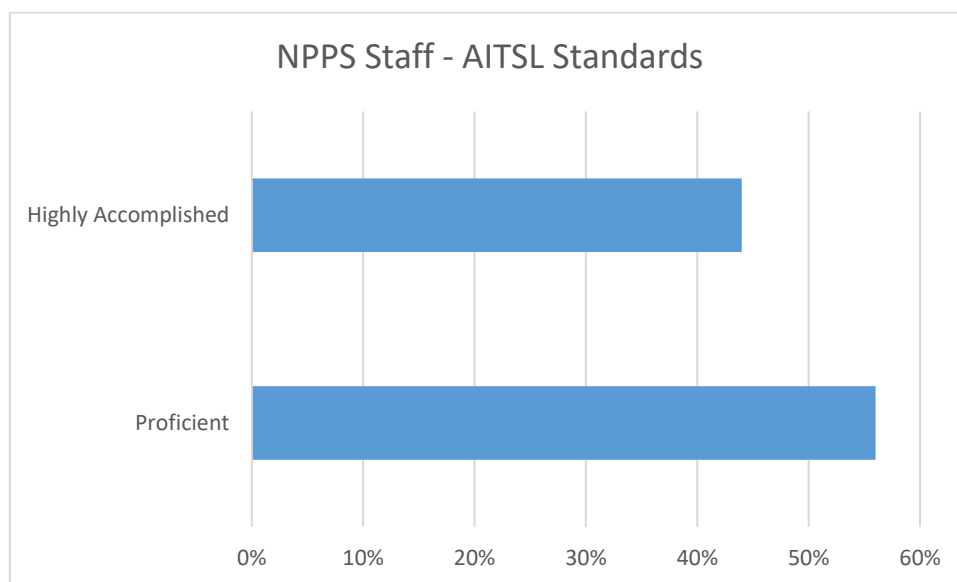
Due to COVID-19 there was no NAPLAN testing in 2020. However, the teachers at North Parmelia PS have shown themselves to be able to assess students as revealed on the student reports with a high level of correlation to the NAPLAN bands and therefore we can make judgements concerning their capacity to achieve the minimum standards based on 2020 student report results. The results are revealed in the table below.

	<b><u>2015</u></b>	<b><u>2015</u></b>	<b><u>2018</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>	<b><u>2019</u></b>	<b><u>2020</u></b>	<b><u>2020</u></b>
	At or Below Minimum Standard	Above Minimum Standard	At or Below Minimum Standard	Above Minimum Standard	At or Below Minimum Standard	Above Minimum Standard	At or Below Minimum Standard	Above Minimum Standard
<b>Year 3 Literacy</b>	63%	37%	44%	56%	33%	67%	38%	62%
<b>Year 3 Numeracy</b>	64%	36%	38%	62%	35%	65%	41%	59%
<b>Year 5 Literacy</b>	53%	47%	31%	69%	35%	65%	31%	69%
<b>Year 5 Numeracy</b>	56%	44%	35%	65%	40%	60%	38%	62%
<b>Average</b>	59%	41%	37%	63%	36%	64%	37%	63%

The results revealed in this table are extremely powerful as they reveal a clear trend whereby the implementation of the common curriculum approach at North Parmelia Primary School has reversed earlier trends in terms of where students are achieving in relation to the NAPLAN bands. Where prior to 2016 there were essentially sixty percent in the lower bands at the minimum standard or below, there are now over sixty percent of the students above the minimum standard or higher. The common curriculum approach, with all it entails, has lifted the majority of the students in to the higher achievement bands.

### **Teacher Quality**

As part of the performance management process teaching staff rated their performance against the AITSL standards. Their ratings were then moderated through classroom observations by the administration team. The graph represents those moderated judgements. The results reveal a competent teaching workforce.



The school has a workforce plan in place that ensures continuity into the foreseeable future. New staff to the school are inducted into the NPPS Common Curriculum approach which further guarantees sustainability of the approach and the outcomes.



### **Use of Resources**

North Parmelia PS has had a functioning Finance Committee for longer than 12 years. At the most recent audit, which was some years ago, the school achieved a rating of “Excellent”. The school also has a functioning School Council, which is presented with the annual budget each year, and further is presented with all relevant financial reports at each meeting. The School Council is presented with the schedule for voluntary contributions, the book list costings and planned expenditure for out of pocket expenses in September of each year, for their approval. The financial operations of the school are effective and compliant with DOE WA policy.

The most recent audits have resulted in very positive outcomes.

Audit Year	Rating
2010	Good
2013	Excellent

The school is compliant with the policies of DOE WA, including the requirement to expend 96% of the annual budget.

The school has adequate reserves and funding to sustain current programs and priority focus areas into the foreseeable future.

The school has engaged in significant programs and projects to upgrade the buildings, grounds and resources in recent times. Resourcing from federal and state governments, combined with school and P and C funds and targeted grant submissions has resulted in the most significant improvement program in recent times. This improvement program has encompassed outdoor facilities, buildings, toilets, floor coverings, painting and digital technology upgrades.

In 2020 the school received \$3 170 000 in income. The school spent \$2 915 500 in staff salaries and \$376 000 in cash. The school therefore spent 104% of its 2020 budget allocation. The over expenditure is a system driven initiative and expectation to bring school resources into balance.