



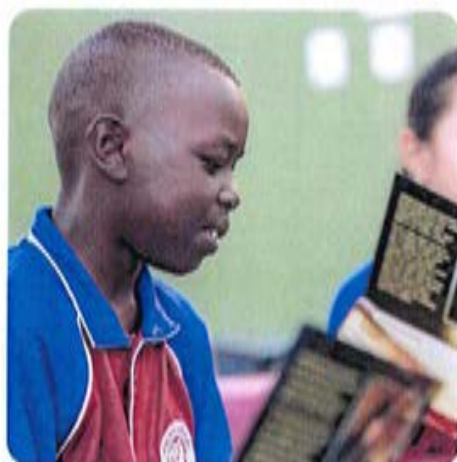
# Parkwood Primary School Annual School Report 2021

*Growth through learning*



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## Introduction

Dear parents, carers and school community members,

It is my pleasure to present to you the Parkwood Primary School 2021 Annual School Report. This report provides a summary of our school's performance in the following areas:

- School initiatives and programs
- Student attendance data
- Resource management
- Highlights and noteworthy achievements

Parkwood Primary School underwent a change in school leadership in 2021. After many years as principal, Mr Paul Burke was appointed to Coogee Primary School and Ms Janine Muir joined Parkwood Primary School as principal during second semester. We thank Paul and Janine for their contributions to Parkwood Primary School.

Our staff works tirelessly, empowering students to thrive in an inclusive and engaging learning environment. Thank you to each and every Parkwood staff member for your dedication, collaboration and professionalism throughout 2021.

The School Board and P&C Association, along with the Parkwood school community, provided ongoing and active support to our school in a year where COVID-19 continued to impact on both school and family routines. We thank our school community for their flexibility and willingness to adapt to changing guidelines and requirements to ensure the continuity of students' learning.

I trust that you find this report to be a practical and informative summary of our 2021 school year. Additional information can be found on the Department of Education's Schools Online website at <http://www.det.wa.edu.au/schoolsonline> or the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).



Jane Weir  
Principal



## Our Vision

Our school motto is '[Growth Through Learning](#)' and our vision is to develop well-rounded individuals, who possess the social and personal competencies to reach their potential and contribute to their communities.

Through this shared vision we seek to engage students in a learning environment that builds upon existing skills and knowledge and motivates them to pursue goals and achieve their personal best.

Our environment is characterised by:

- Prioritising student learning
- Having high expectations
- Being culturally diverse and inclusive

## Our Beliefs

At Parkwood Primary School we believe that [successful students](#) are at the core of school improvement and accountability. We believe high quality [teaching](#) and providing a safe, caring and inclusive learning environment are prerequisites for improving student achievement. We believe effective school [leadership](#), strategic school resource deployment, and building strong internal and external [relationships](#) enable improved student achievement.



## Our Values

We believe it is important for all members of our school community to be:

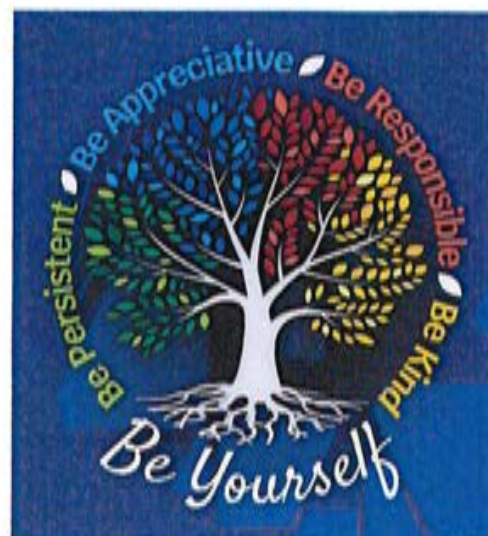
- Persistent
- Appreciative
- Responsible
- Kind

## Our School Community

Parkwood Primary School has been serving the Parkwood community for over 40 years. Ours is a richly multicultural school with many nationalities represented in both mainstream and Intensive English Centre classes.

The school is driven by the belief that every student is capable of successful learning. We seek to enhance our understanding of and commitment to the needs and aspirations of our students, their families and the broader community whilst building and maintaining positive and caring relationships.

There is a strong collegial culture of mutual trust amongst staff, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.



## Progress- Achievement of Business Plan 2020-2022 Targets

2020-2022 TARGETS	SCHOOL PROGRESS	ACHIEVED
Increase student behavioural (participation), emotional and cognitive (motivation and self-regulation) engagement.	Student engagement in 2021 continued to be impacted by COVID-19.	In Progress
Improve (increase) the wellbeing of students and staff.	In 2021 student and staff wellbeing continued to be impacted by COVID-19. Several changes in the leadership team also occurred during the year.	In Progress
Achieve at or above the mean performance of like schools, in all NAPLAN assessments.	<b>Numeracy 2021</b> Yr 3 Below Like Schools Yr 5 Above Like Schools <b>Reading 2021</b> Yr 3 Below Like Schools Yr 5 Above Like Schools <b>Writing 2021</b> Yr 3 Above Like Schools Yr 5 Above Like Schools <b>Spelling 2021</b> Yr 3 Below Like Schools Yr 5 Above Like Schools <b>Grammar &amp; Punctuation 2021</b> Yr 3 Below Like Schools Yr 5 Above Like Schools	In Progress
The progress of stable cohort of students will be equal to or better than like schools.	<b>Stable Cohort Yr 3 – 5</b> <b>Numeracy</b> Stable cohort has higher Moderate and High Progress, lower Very High Progress <b>Reading</b> Stable cohort has higher Very High Progress but also higher Low and Very Low Progress	In Progress



## Progress- Achievement of Business Plan 2020-2022 Targets Continued..

2020-2022 TARGETS	SCHOOL PROGRESS	ACHIEVED
The distribution of NAPLAN achievement for our stable cohort across proficiency bands (all NAPLAN assessment areas) will be equal to or better than like schools.	<b>Numeracy- as tested</b>  <b>Year 3</b>  Band 6-10   PPS 8%   Like Schools 11% Band 5   PPS 17%   Like Schools 21% Band 4   PPS 33%   Like Schools 29% Band 3   PPS 22%   Like Schools 24%  <b>Year 5</b>  Band 6-10   PPS 11%   Like Schools 6% Band 5   PPS 21%   Like Schools 17% Band 4   PPS 25%   Like Schools 33% Band 3   PPS 25%   Like Schools 28%	Met
	<b>Reading- as tested</b>  <b>Year 3</b>  Band 6-10   PPS 25%   Like Schools 28% Band 5   PPS 23%   Like Schools 23% Band 4   PPS 18%   Like Schools 22% Band 3   PPS 20%   Like Schools 14%  <b>Year 5</b>  Band 6-10   PPS 15%   Like Schools 11% Band 5   PPS 23%   Like Schools 24% Band 4   PPS 31%   Like Schools 31% Band 3   PPS 20%   Like Schools 22%	
	<b>Writing- as tested</b>  <b>Year 3</b>  Band 6-10   PPS 14%   Like Schools 17% Band 5   PPS 54%   Like Schools 44% Band 4   PPS 14%   Like Schools 22% Band 3   PPS 13%   Like Schools 11%  <b>Year 5</b>  Band 6-10   PPS 2%   Like Schools 5% Band 5   PPS 26%   Like Schools 14% Band 4   PPS 34%   Like Schools 34% Band 3   PPS 25%   Like Schools 32%	
Increase the number of collaborative partnerships within and outside our school community that support student learning and wellbeing.	Community partnerships were challenging to develop during COVID-19 restrictions, however the school maintained existing partnerships using a range of strategies.	In Progress

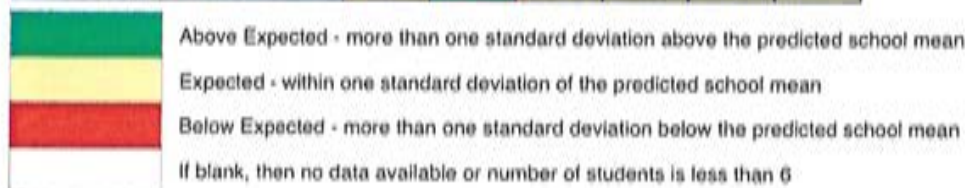
# Student Achievement Data

The Comparative Performance Graph compares a school's performance to a modelled expected performance across the NAPLAN assessment areas for Year 3, 5, 7 and 9.

## Comparative Performance Summary

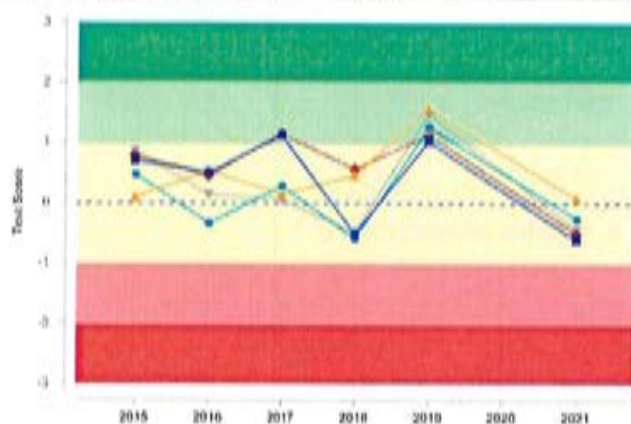
ICSEA: 1028 (4)

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	-0.5	1.0	-0.6	-1.6	-1.2	-0.2
Reading	-0.6	1.3	-0.3	-0.5	-0.3	-0.4
Writing	0.5	1.6	0.1	-0.6	0.7	-0.2
Spelling	0.6	1.1	-0.5	-1.6	-0.3	-0.5
Grammar & Punctuation	-0.5	1.5	-0.4	-0.5	0.2	-0.9

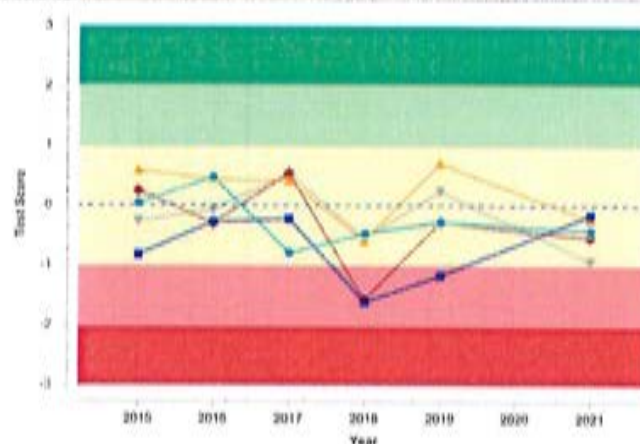


## Comparative Performance for Year 3 and Year 5

Comparative Performance: Year 3



Year 5

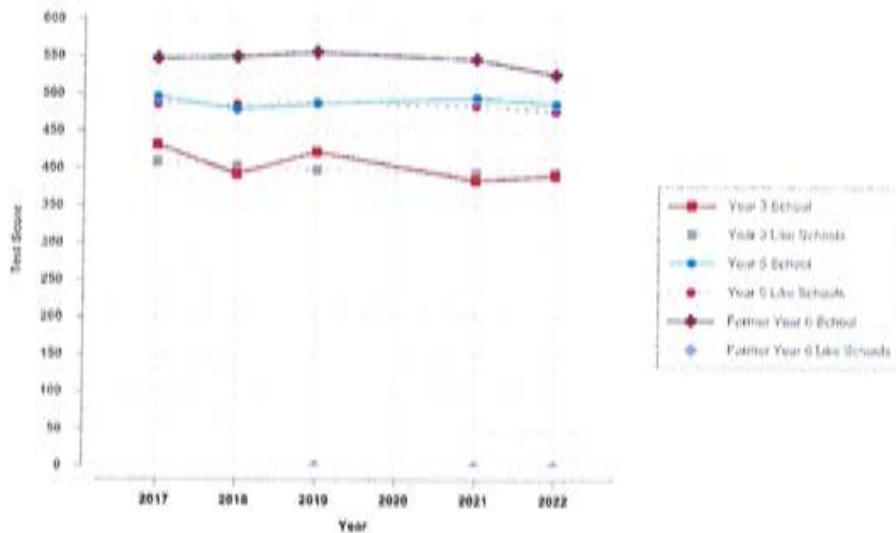




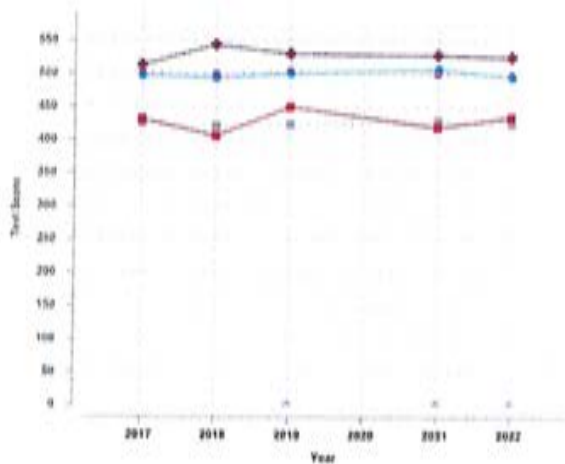
# Longitudinal Summary

Comparative data shows Parkwood was At or Above Like Schools in all Year 3 and Year 5 NAPLAN assessments in 2021. Parkwood trends mirrored those of Like Schools.

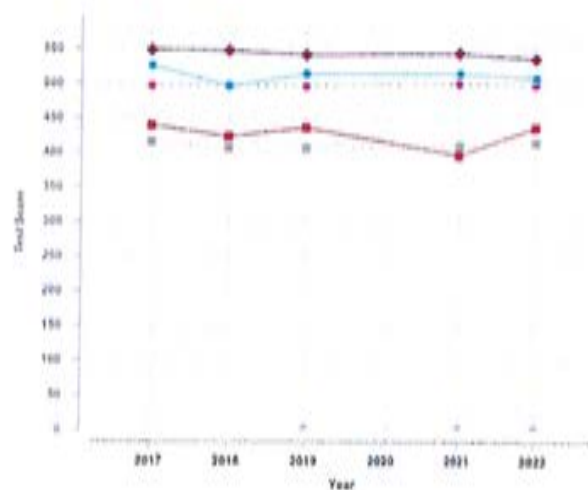
## Numeracy



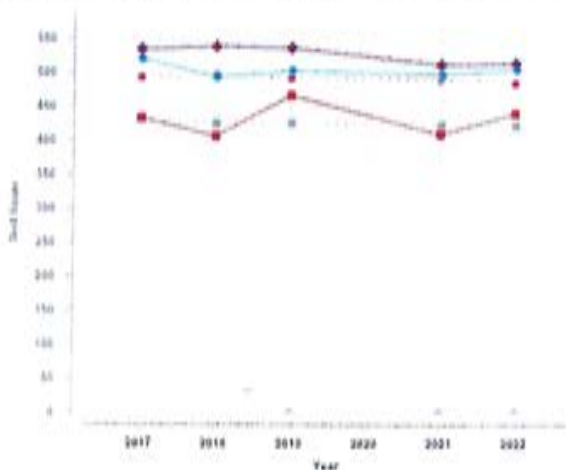
## Reading



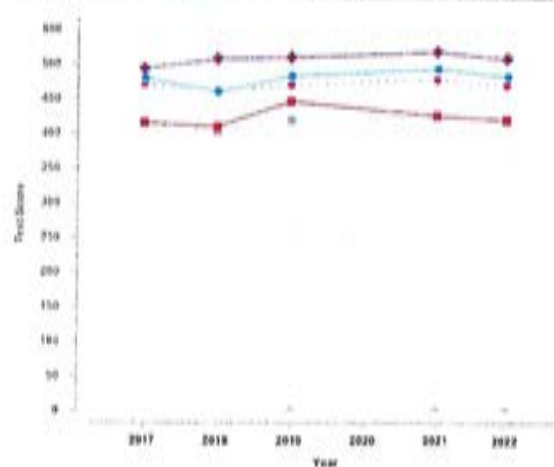
## Spelling



## Grammar and Punctuation



## Writing





# High Quality Teaching and Learning

## English

In 2021, Parkwood Primary School continued with a priority curriculum focus on English. We continued to support the delivery of the Letters & Sounds Program in K-2 to teach phonics and spelling through coaching, modelling and the purchase of resources (decodable readers). In this time, we found that Phonological Awareness is not embedded in the program and that teachers needed to add this to their teaching practice.

In 2021, we implemented the Words, Grammar & Fun Program from FLDC in K and Junior IEC. In Year 3-7 we continued to use the Words Their Way program in Spelling.

Major strategies in English included:

- In Semester 2, 2021, the Curriculum Leader spent some time reviewing and investigating programs and research based 'best practice' - Spelling Mastery, Heggerty, Letters & Sounds, Science of Reading, observing other like schools.
- Altered the 2022 Scope & Sequence for Phonics to include Year 3 in Letters & Sounds.
- PL and upskilling the Literacy Leader & Deputy in the Heggerty Phonemic Awareness Program to implement in 2022.
- Continued to support and implement the Letters & Sounds Phonics Program in K-2 through coaching, collaboration and resources (decodable readers).
- Promoted Literacy & Reading through whole school events.
- Implemented the Words, Grammar & Fun Program (FLDC) in K, PP & Junior IEC.
- Investigated whole school practice and framework for teaching vocabulary.
- Developed a Literacy Block Model for PPS that includes Daily Review & the PPS Instructional Model.





## Mathematics

In 2021 a handover of leadership was undertaken due to the retirement of our long-standing Maths leader. The new leaders were taken through the administration of PAT testing and Mathletics and analysis of school and system data.

Strategies in 2021 included:

- Audit of Maths Resources
- As part of the Lynwood Cell a moderation session was completed using a Common Assessment Task in Problem Solving and this supported the identification of the importance of Literacy in Maths and the need to implement Maths Literacy into our Maths sessions.
- Maths Leaders attended Paul Swan High 'Impact Teaching Strategies' professional development and presented this in Team Meetings.
- A survey was completed on how teachers are using Mathletics and what support they needed to implement the resource to produce the best outcomes for students.
- A review of links and resources was undertaken to ensure that connections were being made to the WA Curriculum.

Highlights in 2021 included:

- A comprehensive Instructional Model was created to support the teaching and learning of Problem Solving in Maths.
- Our Maths Leaders guided teachers through the analysis of student data in collaborative DOTT session and how to identify future learning goals for their students.
- Literacy resources were purchased to support the introduction of concepts through fiction and non-fiction texts.

## Technologies

In 2021, classroom teachers from PP-Year 6 continued to implement Technology lessons in accordance with the WA Curriculum. Students in PP-Year 3 are supplemented with school funded devices and students from Year 4-6 participate in a BYO iPad program.

In 2022 we will:

- Promote Design Technologies as a specialist learning area integrating sustainability and the Aboriginal Cultural Standards Framework.



### Highlights in 2021 included:

- Successful & engaging Book Week events to promote Literacy & Reading – author visits, Decorate Your Door Competition, Dress Up Parade & Book Fair. Well received by the community, students and staff with great feedback.
- K-2 registered and participated in the National Simultaneous Storytime.
- K-2 teachers delivered the Letters & Sounds Program with more fidelity and Tracking Booklets used by teachers to record and monitor student progress.
- Improved the Decodable resources for more access to all classes.
- Review and investigation into the 2020/2021 programs have initiated some good changes – ie. Implementation of Heggerty and Literacy Block Framework for 2022.



### In 2022 we will:

- Develop a PPS model of daily review requirements and a bank of slides for teachers to share.
- Embed greater targeted intervention for students identified by PAT data, NAPLAN and teacher judgement as requiring support in Literacy.
- Investigate spelling and literacy programs for Year 3-6.







## Science

Science is a key learning area for our school with Miss Gray as primary Science specialist teacher. Year 3-6 PAT Science data shows all students are above expected except Year 3.

### Highlights of 2021

- Students display a high level of engagement in Science
- Hands on activities support student learning
- Extension program provides broadening activities and opportunity to engage in High Order Thinking



### In 2022 we will:

- Support Science teaching in the classroom including integration with guided reading and STEM learning project resources.

## History and Social Science (HASS)

In 2021, teachers across the school implemented the WA Curriculum in their classrooms. The school implemented Inquisitive, an inquiry based approach to HASS.

### Highlights included:

- An inclusive day to celebrate Harmony Day
- Our whole school ANZAC Day assembly
- Recognition and special classroom activities to celebrate NAIDOC Week

## Health and Physical Education

Physical Education continued to be a specialist learning area in 2021 with Mr Che Hillson teaching this area of the curriculum to all students in PP-Year 6.

2021 saw the return of a modified Physical Education program, with numerous interschool activities and carnivals cancelled due to the ongoing pandemic. Thankfully, however, Parkwood PS students were still able to engage competitively across a number of sports.

Both our senior boys and senior girls teams were regional winners in the Woolworths Cricket Blast competition, earning an invitation to the Regional finals. With both teams acquitting themselves honourably, our boys managed to win a spot in the State Finals, played on the hallowed turf of The WACA. They battled hard, however weren't able to bring home the cup.

Our Year 5s and 6s were also invited to participate in the League Tag (modified Rugby League) and Super 7s (soccer) interschool tournaments. Our great depth of sporting prowess was on display, with our teams taking home the trophy from both competitions. The Faction Athletics carnival was another highlight of the year, held across two days with Red Faction winning for the 5th consecutive year. This led into our Interschool Athletics Carnival, which was modified to a 1-day event following a period of inclement weather. Despite some mishaps, Parkwood had two Runners-Up Champions in Year 5, and won the Year 6 Boys Champion trophy.

Outside of standard curriculum delivery and teaching, we were fortunate to have a number of incursions and opportunities provided by a range of sporting bodies; initiatives that we are keen to promote in the years to come. We have been visited by such organisations as WA Cricket Association, Rugby WA, Curtin University Hockey Club, The Western Force, Basketball WA and SEDA College. By fostering such partnerships, our students are able to have a greater depth of experience in the physical education.



# The Arts

## Performing Arts

In 2021, all students in PP-Year 6 were taught Dance by specialist teacher Mrs Carly Hart.

- 70 - 80% of students demonstrated the Achievement Standard for Dance at their year level.
- Opportunities were provided for differentiation to meet students' needs and capabilities.
- Students were able to engage in extra-curricular opportunities, including Wakakirri.
- Community involvement supported student participation in performances and events.
- Selected students in Year 5 and 6 were involved in a specialist instrumental music program.

Highlights in 2021 included:

- Instrumental music lessons via Primary Music Institute (PMI).
- End of year Dance performance involving students from PP-Year 6.

In 2022 we will:

- Introduce a Dance Troupe and Senior Choir.
- Introduce reviews to strengthen student knowledge of the elements of Dance and Drama.
- Make greater use of the local and wider community to enhance our Performing Arts program.



## Visual Arts

In 2021 Visual Arts was taught by classroom teachers.









## Languages: German

The learning of German language continued to thrive at Parkwood Primary School in 2021. Students from Year 2-6 were actively engaged in the German program and participated in learning activities to enable their knowledge and understanding of German and German culture to develop and grow. It is always challenging to fulfill curriculum requirements for the learning of German (or any language) when the curriculum is written with twice as many recommended teaching hours as real life allows! Frau Lois Tidman is passionate about the teaching of German Language and makes the most of the time she has

Following their taster lessons in Year 1, the Year 2's enthusiastically embraced their German learning by making and receiving a Schultüte to get them started on their journey.

We were enthusiastic participants in the Education Perfect Languages Championships in March, with many students flocking to the German Learning Area in the Library in their lunchtimes and recesses of the competition week. We had over 40 proud recipients of certificates and our combined efforts helped us come 2nd place in WA.

In Term 3 students from Year 4 to Year 6 had entries into the TAGWA Art and Poetry competition and the standard of work was amazing. Many of our Year 5 and 6 students also participated in the DAS exams, and we proudly acknowledged the efforts of all participants.





## BYOD iPad Program

The Bring Your Own Device Program was first implemented in 2017. The BYOD Program caters for students in Years 4-6 and provides students with enriched and purposeful learning experiences which develop critical and creative thinking. Students are encouraged to use technology as a means of 'creation, rather than consumption'.

Both staff and students engage in acquiring the skills and knowledge to innovate, problem-solve, collaborate, and communicate with others, while navigating the online world safely.



## Health and Wellbeing

Health and Wellbeing made significant gains at Parkwood Primary School in 2021. We established a comprehensive approach to working with students with special needs, disabilities and learning difficulties. The Business Plan Health and Wellbeing guiding principles led Parkwood students and staff to feel valued, supported, appreciated and cared for. Prioritising mental, emotional, social and physical needs of our students allowed us to provide optimal teaching and learning outcomes for all students. Health and Wellbeing is now being integrated into every day practices, academic and non-academic in the school.

Our work in this area included:

- Australian Student Wellbeing Framework School Survey
- Disability Resourcing Applications
- Data - Student Anxiety Groups
- HWB Student and Teacher Survey
- ABE Semester Reports
- NCCD Disability Data and moderation
- LSC - referrals and Case Conferences
- Performance Management with Level 3 Education Assistants



Specific highlights during 2021 included:

- Early Intervention Program (Years 1 -3) - Drama and Socio-emotional programs
- Implementation of Highway Heroes socio-emotional learning across K-6
- Trauma informed learning targeted through mindfulness and appropriate teaching strategies
- Processes streamlined and roles established in the Health and Wellbeing Team
- Providing teachers information on data-informed practise through the use of SEN Planning Tools
- Autism training provided for all Level 3 Special Educational Needs Education Assistants

## Positive Climate for Learning

In 2021, the Positive Climate for Learning team were working towards one of the key areas of our model - Collaboration. Collaboration with colleagues, members of the community and most importantly the students to create a learner focused environment. Co-design and student voice was a focus, with an art project designed and then created by Year 2 students and our local artist Matt Symons. We had the Canning Council's chief Landscape Architect work with our student leadership team to co-design the Piazza area. Local Indigenous Artist Krista Davies co-designed art pieces with students in Year 3 to complement the Piazza design. Outdoor Classroom Day was a whole school collaboration project and together with the student leaders presenting to the board was a successful end to our year's work.

Highlights in 2021 included:

- Completion of the Piazza Phase 1.
- Students presented to the Board twice and were able to build on their presenting skills.
- Completion of the Australian Bushland Mural in the Peaceful Place.
- Positive feedback from the staff, students, and community about the upgrades.
- School Review panel were extremely happy with the Positive Climate of the school and the grounds.





## Intensive English Centre

Parkwood Intensive English Centre (PIEC) provided specialist English as an Additional Language/Dialect (EAL/D) program for Stage 1 students newly arrived in Australia and students entering Year 1 who were born in Australia and speak a language other than English at home. Students were organised into multi-age groups based on specific needs in each phase of schooling. Phase 1 classes consisted of students with very limited Standard Australian English and Phase 2 classes comprised students who were more competent in the four language modes. Parkwood IEC commenced the 2021 year with 60 students and the academic year ended with 95 students from culturally and linguistically diverse backgrounds from 15 countries, and collectively speaking 19 countries.

Some of the initiatives that were implemented in 2021 were:

- In order to align our practice to the Science of Reading, decodable readers were purchased to replace levelled readers. Reading assessments were modified to reflect current research.
- Structured and comprehensive student portfolios were developed as part of the transition program for students who were transitioning to mainstream schooling. Our usual Transition to Mainstream parent workshop was cancelled due to COVID restrictions and was replaced by teachers contacting parents to provide information on transitioning to mainstream and how they could support their children.
- Individualised programs were put in place to support Students at Educational Risk. MultiLit, Letters and Sounds, Writing intervention and Friendship Group sessions facilitated by the Chaplain were implemented to support both academic and social/emotional needs of the students.





- To address the needs of students from a limited schooling background, volunteers from Mercy Connect were engaged to mentor and support students in building their Literacy and Numeracy skills and support them in developing social skills. The support provided by the volunteers enabled our students settle into the routines and expectations of an Australian classroom seamlessly.
- Refugee Health played a significant part in addressing physical and mental health issues of students from refugee backgrounds. The connection between home and school was strengthened through the involvement of this agency. This consequently saw an increase in the level of student engagement and performance.

Based on these initiatives, highlights for the Intensive English Centre included:

- Parent Teacher Interviews were highly successful, with a high level of parent engagement and almost 90% attendance from parents.
- Teachers received professional learning in the Science of Reading and have begun to align practice to the Science of Reading.
- Increase in the number of students enrolling led to the creation of more classes.



## National Quality Standard

Parkwood engaged in a NQS external review in 2021 to validate current practices and inform future planning.

Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	Working Towards	Working Towards
Quality Area 2 Children's health and safety	Met	Met
Quality Area 3 Physical environment	Working Towards	Working Towards
Quality Area 4 Staffing arrangements	Met	Met
Quality Area 5 Relationships with children	Met	Met
Quality Area 6 Collaborative partnerships with families and communities	Working Towards	Met
Quality Area 7 Governance and leadership	Met	Met

## Verifier's Comment

### 1 Quality Area 1: Educational Program and Practice

- Intentional teaching that incorporates a wide range of age-appropriate pedagogies, with a child-centred focus, guides the teaching and learning program across Kindergarten to Year 2 in most classrooms.
  - Children's agency is promoted and opportunities to share in decision-making, initiate learning and engage in self-directed activities are evident across learning areas in most classrooms.
- The school ensures it engages with families in a variety of ways to provide information about the program and their child's learning and wellbeing.

### 2 Quality Area 1: Children's Health and Safety

- Each child's wellbeing and comfort is provided for, appropriate opportunities to meet each child's need for rest and relaxation are provided in every classroom, and this includes mindfulness and yoga.
- All staff have now completed mandatory child protection training and protective behaviours are explicitly taught through the values and health programs.



### **3 Quality Area 3: Physical Environment**

- Classrooms were warm and welcoming and conducive to learning. The school is working towards ensuring the diverse interests, preferences and learning styles of all the children in each class are supported through an effective combination of explicit teaching and play-based learning in the learning environment.
- The school has a number of environmentally responsible programs, some of which include recycling, litter busters and water wise practices.

### **4 Quality Area 4: Staffing Arrangements**

- Educator-to-child ratios are maintained in Kindergarten with all educators having appropriate qualifications.
- Collaboration and collegiality are evident, with a culture of community actively supported by the leadership team.

### **5 Quality Area 5: Relationships with Children**

- Relationships with children is one of the strengths of Parkwood Primary School. A school wide approach has been implemented to facilitate and establish a sense of belonging for all children.
- Verifiers noted high quality independent negotiation and problem solving skills used by the children who were exposed to play-based learning experiences.

### **6 Quality Area 6: Staffing Arrangements**

- Families, including those from the IEC are supported from enrolment to facilitate their children's transition to school.
- School information is translated into languages prevalent in the school community and Ethnic Education Assistants assist families and children to engage with the school and learning.

### **7 Quality Area 7: Governance and Leadership**

- The Focus Areas in the Business Plan have been discussed and links are being made to streamline processes to meet the needs of the school's unique context.
- The school's workforce planning articulates expectations and requirements of incoming staff.



# Student Behaviour, Engagement and Attendance

## Enrolments

At the February 2021 Census we had a total of 586 students, which included 6 on fee-paying visas. Our funding for 2021 was based on this number.

The August Census showed a slight change in student numbers, with a total of 588 students which included 6 on fee-paying visas.

Breakdown	Full Time	Part Time Secondary	PT FTE Secondary	Total Count	Total FTE
Current Enrolments	586			586	586.00
less Census Not Counted/Participation					
less Duplicate Enrolments					
Counted For Census	586			586	586.00
less Ungraded					
less 3 year olds					
less Fee-Paying Visas	6			6	6.00
Funded Enrolments	580			580	580.00

In 2021 Parkwood Primary had a student transiency rate of 11.6%, This is lower than previous years due to the impact of the COVID-19 pandemic on travel and immigration.

Student Transiency	2021	11.6% (4)
	2020	17.1% (7)
	2019	27.2% (9)
	2018	22.8% (7)
	2017	27.1% (8)

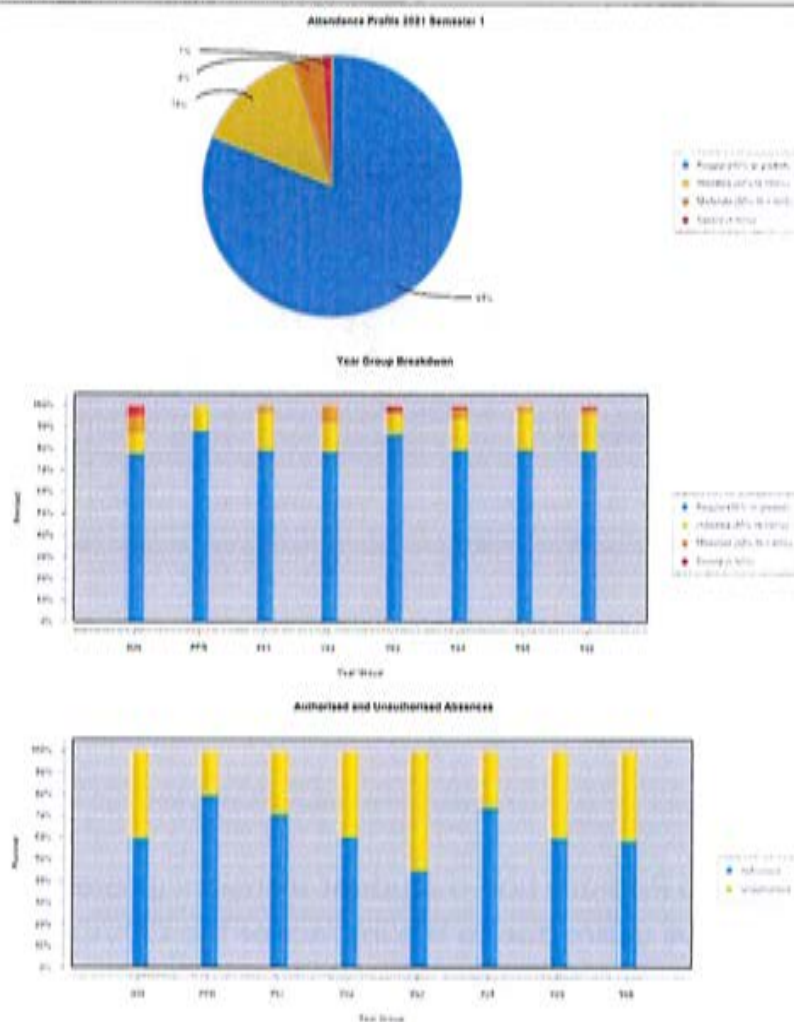


# Attendance

In 2021 Regular Attendance at Parkwood Primary was above that of Like Schools and WA Public Schools for Aboriginal and Non-Aboriginal students.

Regular Attendance in 2021 was higher than the previous two years.

Attendance data - 2021 Semester 1



# Suspensions

In 2021 eighteen students were suspended for a total of 34 days. The majority of suspensions were for one day.

Year	Suspensions	Students	Total Number of Days
2019	13	5	32
2020	7	3	9
2021	30	18	34

2021				
Year Group	Gender	Suspensions	Students	Days Suspended
Y02	M	6	2	7.5
Y03	F	1	1	1
Y04	F	2	2	3
Y04	M	3	2	2.5
Y05	M	7	6	8.5
Y06	M	8	5	7.5
Y07	F	1	1	1
Y07	M	2	1	3

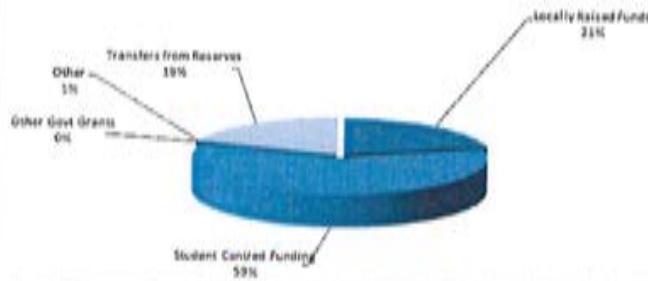
# Financial Summary



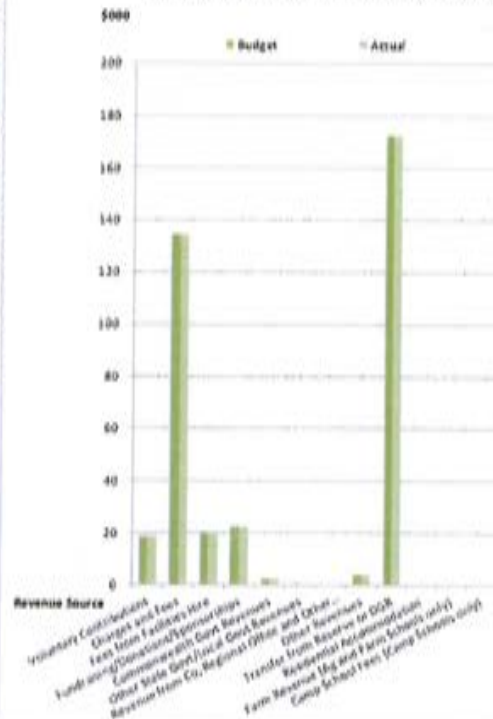
**Parkwood Primary School**  
Financial Summary as at  
Enter date. For example 31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 18,434.00	\$ 18,433.60
2. Charges and Fees	\$ 134,511.00	\$ 134,511.09
3. Fees from Facilities Hire	\$ 20,000.00	\$ 20,000.00
4. Fundraising/Donations/Sponsorships	\$ 22,359.00	\$ 22,389.13
5. Commonwealth Govt Revenues	\$ 2,189.00	\$ 2,189.37
6. Other State Govt/Local Govt Revenues	\$ 286.00	\$ 285.56
7. Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 3,955.00	\$ 3,956.77
9. Transfer from Reserve or DGR	\$ 172,330.59	\$ 172,330.85
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 373,964.59</b>	<b>\$ 373,956.37</b>
Opening Balance	\$ 209,097.00	\$ 209,096.59
Student Centred Funding	\$ 546,811.00	\$ 546,811.22
<b>Total Cash Funds Available</b>	<b>\$ 1,129,872.59</b>	<b>\$ 1,129,904.18</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 1,129,872.59</b>	<b>\$ 1,129,904.18</b>

**Current Year Actual Cash Sources**

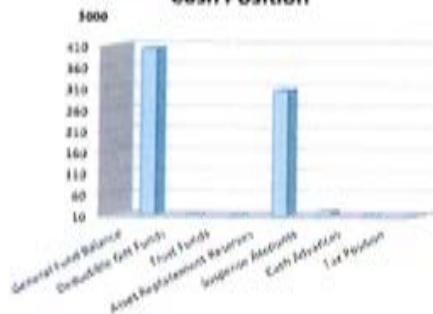


**Locally Generated Revenue - Budget vs Actual**

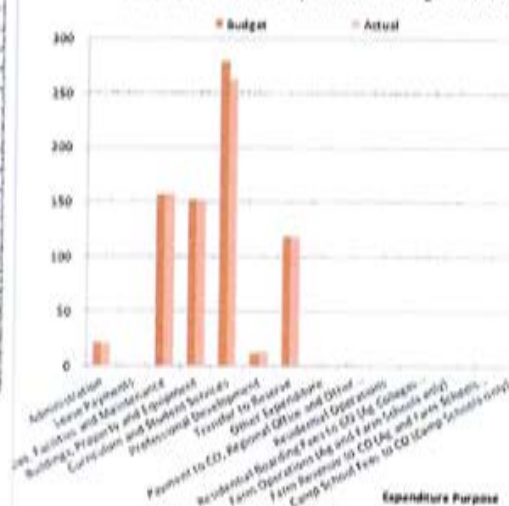


Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 21,222.00	\$ 21,183.73
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 157,213.09	\$ 157,578.34
4. Buildings, Property and Equipment	\$ 152,760.50	\$ 152,759.53
5. Curriculum and Student Services	\$ 279,378.99	\$ 262,708.09
6. Professional Development	\$ 11,760.00	\$ 13,662.90
7. Transfer to Reserve	\$ 118,693.00	\$ 118,693.00
8. Other Expenditure	\$ 1,349.00	\$ 1,349.65
9. Payment to Co, Regional Office and Other Schools	\$ 150.00	\$ 150.00
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>	<b>\$ 742,536.58</b>	<b>\$ 738,085.84</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 742,536.58</b>	<b>\$ 738,085.84</b>
Cash Budgets Variance	\$ 387,346.01	\$ -

**Cash Position**



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
Bank Balance	\$ 695,385.35
Made up of:	
1. General Fund Balance	\$ 401,818.34
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 304,104.75
5. Suspense Accounts	\$ 19,501.26
6. Cash Advances	\$ -
7. Tax Position	\$ 130,039.00
<b>Total Bank Balance</b>	<b>\$ 695,385.35</b>



The Parkwood Primary School Annual Report 2021 was endorsed by the School Board on  
1st December 2022.



Jane Weir  
Principal



Markus Trezdzick  
School Board Chair



