

Parkwood Primary School Annual School Report 2022

Growth through learning

Parkwood
PRIMARY

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Introduction

Dear parents, carers and school community members

The 2022 school year commenced with the appointment of a new substantive principal, Mr Craig Skinner. He brought to Parkwood Primary his extensive knowledge and experience in improving student outcomes through a whole school explicit teaching approach.

To support the implementation of a whole school pedagogy, during Semester 1, a number of practices and programs were introduced, including Seven Steps to Writing Success and Prime Maths. Timetables were reviewed to quarantine time for daily reviews, a strategy to build students' automatic recall of previously learned knowledge and skills, in Literacy and Numeracy in all K-6 classes.

Ongoing Covid-19 restrictions for the first part of the year continued to have an impact on the availability of professional learning for staff; excursions and incursions for students; and engagement with the community. Continuity and routines were affected by staff being required to isolate and the challenge of securing relief teachers to cover staff absences. We commend families, staff and students on their flexibility and resilience during this time.

In Term 3, Mr Skinner was appointed Director, Public School Review until the end of 2022 and I accepted the position of Principal, Parkwood Primary School in his absence.

Although Covid continued to have some impact on our school and the wider community, the gradual lifting of restrictions allowed many whole school events to resume. During Semester 2 we enjoyed Book Week Parade; Faction and Interschool Carnivals; Graduation and Final Assemblies. School Board and P&C were able to meet in person, with online options for members. Staff meetings and professional learning provided staff opportunities to develop their capacity in the whole school process and programs introduced in 2022 to improve student outcomes.

At the end of 2022 we farewelled long-standing staff members Di Phillips and Maria Niven, as they embarked on the next stage of their journey. We thank both Maria and Di for their contributions to the education of students at Parkwood over many years.

In recruiting teachers for 2023 we identified applicants with strong explicit teaching skills and willingness to support the development of their peers. At the end of Term 4 we invited new teachers to join Parkwood staff for a day of planning and induction. This day provided a valuable opportunity for new staff to collaborate with their peers in preparation for the new school year.

I trust that you find this report to be a practical and informative summary of our 2022 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.



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

Our positive, safe and supportive environment enhances students' learning outcomes and social behaviour skills.

- 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 (IEC) classes.

The school is driven by the belief that every student is capable of successful learning. We seek to enhance our understanding 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.	Attendance rates were lower than in previous years, across WA Public Schools. 2022 attendance rates at Parkwood Primary were 88.2% in comparison to 88.0% for Like Schools and 86.6% for WA Public Schools. Student transiency increased from 11.6% in 2021 to 23.9% in 2022, reflecting opening of borders following COVID-19 travel restrictions.	Achieved
Improve (increase) the wellbeing of students and staff.	In 2022 student and staff wellbeing continued to be impacted by COVID-19. Further changes occurred in the leadership team during 2022 which impacted on the school community.	In Progress
Achieve at or above the mean performance of like schools, in all NAPLAN assessments.	**Numeracy 2022** **Yr 3 Close to Like Schools** **Yr 5 Above Like Schools** **Reading 2022** **Yr 3 Above Like Schools** **Yr 5 Below Like Schools** **Writing 2022** **Yr 3 Above Like Schools** **Yr 5 Above Like Schools** **Spelling 2022** **Yr 3 Above Like Schools** **Yr 5 Above Like Schools** **Grammar & Punctuation 2022** **Yr 3 Above 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.	NAPLAN assessments were not conducted in 2020 due to COVID-19. As a result, Progress data from Year 3 to Year 5 is unavailable.	N/A

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.	**Numeracy - as tested** Year 3 Band 6- 10 PPS 11% Like Schools 12% Band 5 PPS 14% Like Schools 19% Band 4 PPS 40% Like Schools 31% Band 3 PPS 22% Like Schools 23% Year 5 Band 8- 10 PPS 10% Like Schools 4% Band 7 PPS 17% Like Schools 16% Band 6 PPS 31% Like Schools 29% Band 5 PPS 21% Like Schools 34% **Reading – as tested** Year 3 Band 6- 10 PPS 33% Like Schools 28% Band 5 PPS 13% Like Schools 25% Band 4 PPS 30% Like Schools 20% Band 3 PPS 13% Like Schools 15% Year 5 Band 8- 10 PPS 10% Like Schools 9% Band 7 PPS 25% Like Schools 24% Band 6 PPS 25% Like Schools 32% Band 5 PPS 21% Like Schools 22% **Writing – as tested** Year 3 Band 6- 10 PPS 20% Like Schools 16% Band 5 PPS 29% Like Schools 36% Band 4 PPS 29% Like Schools 27% Band 3 PPS 15% Like Schools 13% Year 5 Band 8- 10 PPS 8% Like Schools 5% Band 7 PPS 15% Like Schools 12% Band 6 PPS 33% Like Schools 33% Band 5 PPS 21% Like Schools 30%	Met
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

High Quality Teaching and Learning

English

In 2022, the Literacy leadership team worked collaboratively with staff to consolidate and embed evidence-based literacy practices in Parkwood PS. Our focus to embed a structured Literacy approach that reflects the Science of Reading to enable best outcomes in Literacy for our students. Parkwood PS embarked on the Science of Reading journey in 2019 and has since embedded evidence-based programs that target the Big Six areas of Literacy: oral language, phonological awareness, phonics, vocabulary, writing and comprehension. Our excellent partnership with Fremantle Language Development Centre continues and the coaching and professional learning opportunities that arise from this partnership, established since 2020, have resulted in the improvement of teacher capacity in implementing highly effective literacy programs at Parkwood.

The highlights of the year include our Book Week and Simultaneous Story time events. These whole school events reflected our priority of promoting Literacy and Reading through whole school events.

Strategies in English in 2022:

- Embedded the Heggerty Phonemic Awareness program to address the Phonemic Awareness skills of our K-2 students.
- Embedded Letters and Sounds. Class observations and coaching opportunities provided in 2021 have resulted in the program being implemented with fidelity for students in K-2.
- Continued refining the structure of our Literacy Blocks and Daily Reviews. Class observations and coaching by instructional coaches and highly effective staff in K-2 improved capacity. School visits to high performing schools also enabled staff to develop their understanding of expectations of what an effective Literacy Block and Daily Review should encompass.
- Implemented the Seven Steps for Writing program for students in Years 3-6. Support was provided to staff in improving the implementation process by enlisting a Seven Steps Coach from Bertram Primary School. Staff participated in coaching and modelling of best practice in Seven Steps for Writing. In 2023, we will identify and develop the capacity of an Instructional Coach. The Instructional Coach will work with staff in developing their skills in implementing Seven Steps for Writing effectively.
- Staff in K-2 and the Intensive English Centre engaged in professional learning in Talk For Writing. The program will be implemented in 2023. An Instructional Coach will be identified, and professional learning opportunities will be provided to enable the instructional coach to build teacher capacity in implementing the Talk For Writing program effectively.
- Staff in Years 3-6 engaged in professional learning in PLD Literacy program. We started the process in 2022 by conducting a trial in 4 classes, ranging from Years 3 to 6, to get a deeper understanding of some of the challenges faced by teachers during the implementation of the program. Staff worked collaboratively to address the challenges and celebrated successes. The program addressed our targets for students in Years 3-6. It will be implemented in 2023.

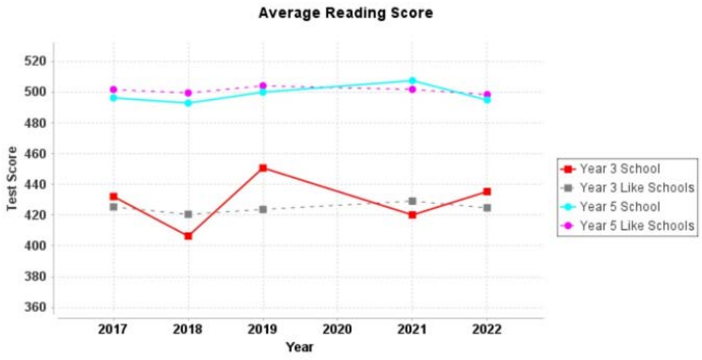
High Quality Teaching and Learning

English Cont...

DATA COLLECTION

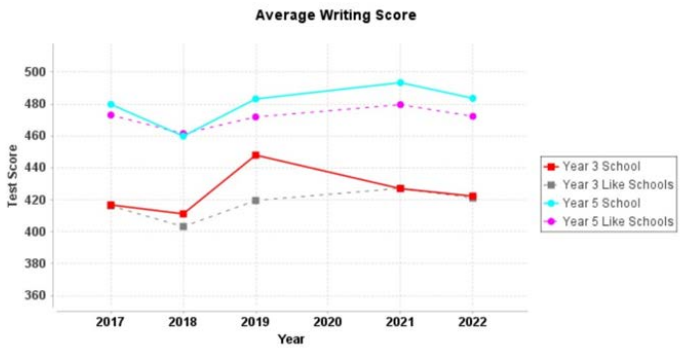
Comparative Performance data for 2022 assessments is not available due to NAPLAN being cancelled in 2020 due to Covid-19.

Reading Performance



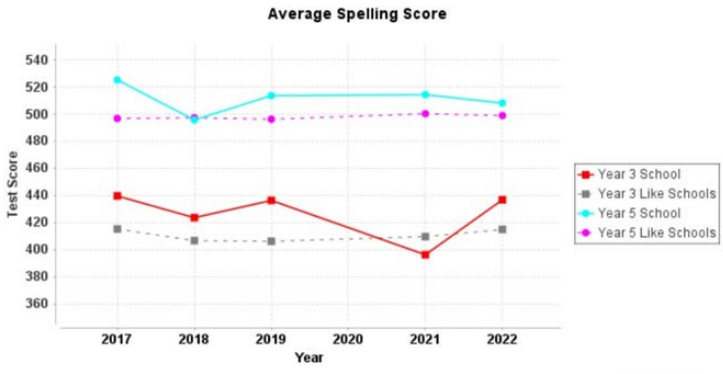
Parkwood Primary NAPLAN reading mean score is above Like Schools in Year 3 and close to Like Schools in Year 5.

Writing Performance



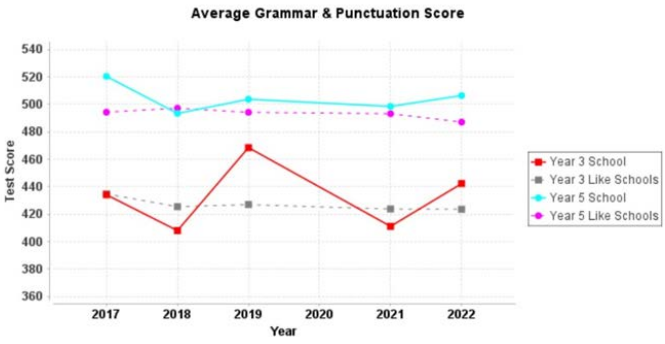
Parkwood Primary NAPLAN writing mean score is at Like Schools in Year 3 and above Like Schools in Year 5.

Spelling Performance



Parkwood Primary NAPLAN spelling mean score is well above Like Schools in Year 3 and above Like Schools in Year 5.

Grammar & Punctuation Performance



Parkwood Primary NAPLAN grammar & punctuation mean score is well above Like Schools in Year 3 & Year 5.

High Quality Teaching and Learning

Mathematics

In 2022, mathematics was a High Quality Teaching and Learning priority area.

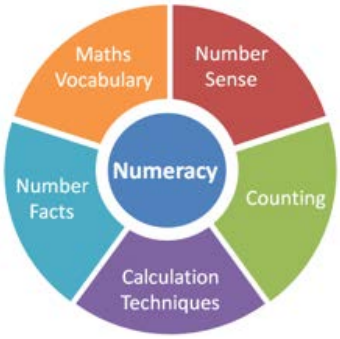
Developing a whole school approach to the structure of an effective maths lesson through research of best practice, allowed us to embed explicit instruction and daily reviews to support student learning. Our maths leadership team collaborated with staff to trial PRIME Maths in Years 1-4. The PRIME Maths approach enables students to develop a deep understanding of mathematical concepts.

Highlights of 2022:

- Whole school problem-solving maths incursion from the 'World of Maths' where students were provided with opportunities to solve hands-on challenges.
- Classroom resources were created to support the PRIME Maths program.
- The purchase of PRIME workbooks to support the trial program.
- Utilisation of NAPLAN based problems to support student readiness for NAPLAN

Strategies to structure a high-quality Maths lesson:

- Explicit and systematic instruction of number sense
- Repeated practice of effective counting strategies
- Direct and systematic instruction in calculation techniques
- Direct instruction in the language of mathematics
- Cumulative instruction in developing number facts



In 2023, we will:

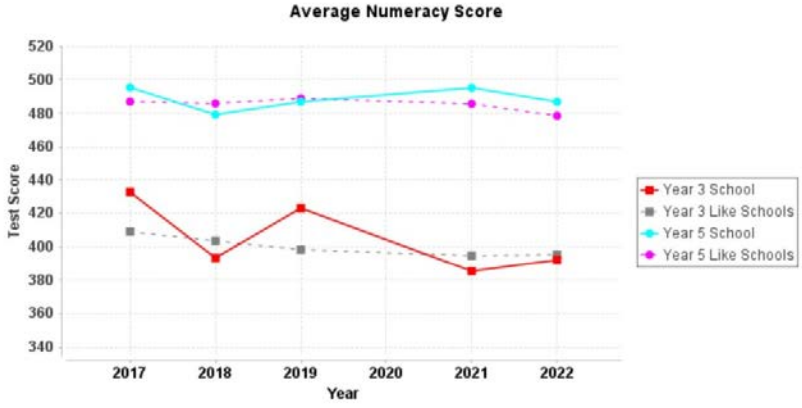
- Provide professional learning for staff for the implementation of the PRIME Maths Program
- Purchase resources to support the PRIME Maths program
- Make connections between maths language and literacy
- Continued refining of a structured mathematics lesson

Data Collection

Comparative performance data for 2022 assessments is not available due to NAPLAN being cancelled in 2020 due to COVID.

Numeracy Performance

Average Numeracy Score

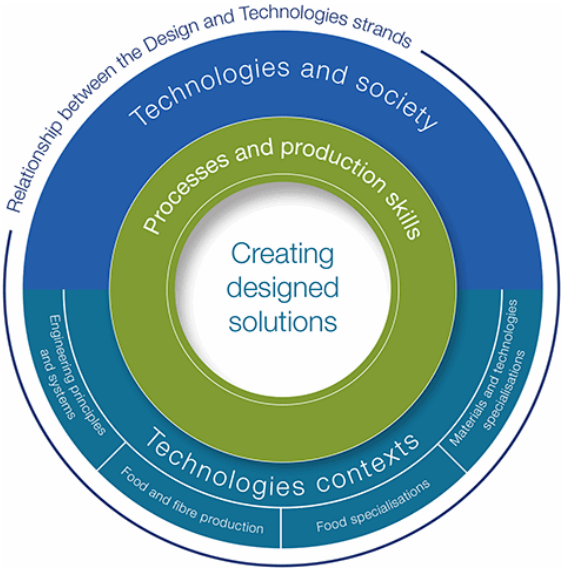


Parkwood Primary NAPLAN numeracy mean score is at Like Schools in Year 3 and above Like Schools in Year 5.

Technologies

In 2022 the technologies learning area incorporated the cross-curricular priority of sustainability. This allowed the student students to become more aware of sustainable practices through the context of food and fibre production. Students used our Inquiry Model to research, apply ICT and Digital Technologies skills to such topics as:

- Paddock to Plate
- Food Waste
- Aboriginal Bush Tucker
- Forests
- Careers in Agriculture
- Cotton & Wool



Highlights of 2022:

- Zoom time with a dairy farmer in Tasmania
- Completing the Feast Program provided by Oz Harvest
- Resourcing the technologies program for the cooking program
- Planting our Harmony Garden and cooking with the produce
- Creating 'shell midden' models
- Creating stop-motion animations of careers in agriculture

In 2023, we will:

- Strengthen and encourage responsible use of ICT through creating Parkwood PS Technology Rules aligned with Parkwood PBS Values
- Promote cyber safety within classrooms and parent community
- Audit and maintain resources for digital technologies
- Provide opportunities for students to build on their understanding of algorithms and robotics
- Ensure that teachers and students have access to materials to support design technologies
- Create scaffolds on pages and keynotes for classroom teacher to utilise across learning areas

Science

Parkwood Primary School has a full-time specialist science teacher for Years 1-6 in the Science Lab and a specialist science teacher for IEC, integrating language into science education in classrooms. Early childhood teachers integrate science globally in Pre-Primary and Kindy. Year 3-6 PAT Science data shows all students are at or above expected level.

Highlights of 2022:

- Implementation of explicit teaching strategies across year levels
- Continuation of hands-on activities linked to real life examples of science
- High level of engagement in science lessons







In 2023 we will:

- Bring together a Science Committee to assist with whole school events and initiatives.
- Continue to develop and refine explicit teaching using reviews.
- Continue to maximise opportunities for students to participate in engaging hands-on lessons.

History and Social Science (HASS)

In 2022, teachers across the school continue to access and implement the WA curriculum. History and geography commence in Pre-Primary. Civics and citizenship has been introduced in Year 3 and economics and business in Year 5.

Year Levels	Semester 1	Semester 2
Pre Primary to year 2	History	Geography
Year 3 and 4	History Civics and Citizenship	Geography
Year 5 and 6	History Civics and Citizenship	Geography Economics and Business

The 'Inquisitive Program', an inquiry-based approach to HASS, continues to be utilised and implemented. The program aims to build skills and competencies sequentially and promotes differentiated learning activities. High impact strategies, such as explicit teaching, feedback, multiple exposures, collaboration and metacognition are included.

Highlights of 2022:

- An inclusive event to celebrate Harmony Day
- Our whole school ANZAC Service and related classroom activities
- Recognition and special classroom activities to celebrate NAIDOC week
- Various excursions in different year levels







Health and Physical Education

As we started to return to some form of normality in 2022, our physical education program found its feet once again. With interschool activities and carnivals back on the cards, our students were again able to represent their factions, their school, and themselves in a variety of sporting contexts.

Notable events through the year included the South Canning Interschool Sports Association (SCISA) cricket competition (held in conjunction with the WACA), the Interschool League Tag comp with Rugby League WA, our SCISA summer and winter sport carnivals, and of course our intra- and interschool Cross Country and Athletics competitions.

Our in-house athletics carnival, held in Term 3, was another successful two days of sport with over 500 children involved. Competing across sprints, team games, tabloids jumps and throws, Red Faction took the title for the 6th year in a row. We may see things begin to change in future years, however, with Blue Faction not far behind in sprints and dominating in the team games.

Term 4 saw the annual Lynwood Senior High School Super 7s competition: a 7-a-side football comp run by the Lynwood Senior High School soccer academy, including a large number of ex-Parkwood students. With 65 total Parkwood Primary School students in attendance, our Division A Boys team finished in third place, while our Girls once again took home the champions trophy for the sixth year running. In addition, one of our students was awarded the coveted MVP trophy.

Shifting focus to 2023, we are looking to expand the breadth of sports offered at Parkwood Primary School, both during physical education sessions and out of school hours. In particular, introducing sports, such as orienteering, that may sit outside of normal programs, and which have cross-curricular links. We believe that physical activity is a cornerstone of a healthy lifestyle and wish to expand and extend opportunities to all students, no matter their current physical abilities or preference. We will be looking to the wider community in this endeavour, and welcome input accordingly.





German

In 2022 students were taught German by Frau Lois Tidman, who was assisted by Frau Daniela Ausserhofer, our Language's Assistant Teacher.

Students from Year 2-6 were actively engaged in the German languages program, participating in learning activities to develop and expand their knowledge and understanding of the German language and culture, and to celebrate applying this knowledge wherever possible. Songs, language clips, and Education Perfect all were popular resources used in the delivery of the program.

Highlights of 2022:

- Year 2's began their year with making and receiving a **Schultüte**, to get them started on their German learning journey.
- Year 2's also celebrated Klein Gunthers Geburtstag.
- In Term 1 students in Year 3-6 participated with great enthusiasm in the Education Perfect Championship, with students flocking to the German room in their lunchtimes to participate. Our combined efforts earned us 2nd place in German in WA, and we had over 50 proud winners of prizes and certificates.
- Students in Year 4-6 participated in the TAGWA Kunst und Poesie (art and poetry) competition and produced work of an incredibly high standard.
- Year 5 and 6 students also participated in the DAS examination – a state examination which sets them alongside their peers in WA and our performance indicated that we were comparable to our companion German schools

In 2023, we will:

- Continue to present the German language to students in different and motivating formats.
- Further, explore the possibilities that Education Perfect offers to for developing students and providing differentiation.
- Explore the possibility of a German Day for the Year 3's and 4's – maybe in conjunction with Bull Creek and Shelley Primary schools.
- Offer all students from Year 2-6 a food tasting lesson.
- Participate in the Education Perfect Championships, the Kunst und Poesie competition and the DAS exams as a means of taking the German language out of the classroom.
- Investigate ways the use of German may be integrated into other aspects of the school day.







The Arts

Performing Arts

In 2022, students from Years 1-6 were taught dance by specialist teachers Mrs Carly Hart (T1-2) and Miss Cassandra de Prazer (T3-4).

- By the end of 2022 80% of students demonstrated the achievement standard for dance at their year level.
- Students strengthened their understanding of dance through reflections and reviews of performances.
- Students strengthened their understanding of the theory of dance through the implementation of reviews.
- Students competed in the Wakakirri Story Dance competition.
- Students were offered the opportunity to participate in extra-curricular activities, including a dance troupe and senior choir.
- Selected students in Year 5 and 6 were involved in a Specialist Instrumental Music Program.

Highlights of 2022:

- Wakakirri Story Dance Competition- Parkwood Primary School received awards for best backstage crew, best creative use of the signature motif and the spirit of Wakakirri award. We were also nominated for a National Festival Award: Mental Health Story.
- Introduction of dance troupe and senior choir, comprised of members from Year 4 to 6.
- Year 6 break dance workshops with Pepito.
- Senior choir performance at Stocklands Riverton.
- Performing arts night.
- Instrumental music lessons offered through the Instrumental Music School Services (IMSS).

In 2023, we will:

- Continue dance troupe and senior choir, offering more places for students in Year 4-6
- Attend competitions and performances including School to Stage and WAGSMS
- Introduce drama as a learning area for students from Year 1-6
- Host a Performing Arts Night where our extra-curricular groups get to perform for the community
- Hold a whole school end of year concert









Additional Programs

BYOD iPad Program

In 2022, the school continued to develop the Bring Your Own Device program (BYOD) from Years 4-6. There was a focus on developing both staff, and student knowledge in acquiring the explicit skills required in Information and Communication Technology (ICT). A Technology Curriculum team was established to improve whole-school pedagogy and practice in using technology for creation, rather than consumption. Student outcomes in the areas of Technologies demonstrate the purpose and benefit of ICT integration in the classroom, resulting in increased uptake in the BYOD iPad Program.

Strategies:

- Provision of targeted Professional Learning in Apple Software and Apps.
- Provision of Professional Learning in integrating the use of iPads into the curriculum.
- Resourcing and auditing of school iPads within the school.
- Provision of iPads to all staff.
- Continued partnership with Winthrop Australia for the BYOD iPad Program.
- Parent information session and walkthrough for the BYOD iPad Program.
- Parent information workshop on NAPLAN Online and how to navigate NAPLAN's ICT platform.

In 2023, we will:

- Continue to upskill staff in integrating ICT across the curriculum.
- Develop whole-school plans in the use of appropriate apps for each year level.
- Deliver parent workshops on Cyber Safety.
- Provide staff with coaching from the school's deputy, Jenifer Graham, who initiated the BYOD Program in 2017.



Talented and Gifted

In 2022 our talented and gifted program was reimplemented two sessions a week, for Year 4-6 students selected using the Myers Gifted and Talented Checklist.

Highlights

- A group of students made to the finals of STUWA Science Talent Search
- Students were provided with opportunities to engage in Real-Life problem-solving activities and develop their critical and creative thinking skills beyond the expected year level.

In 2023, we will:

- Develop a more thorough selection process, utilising assessment data from across learning areas.
- Attend professional learning in the talented and gifted space.
- Develop teacher capacity to identify and engage talented and gifted students within classrooms through sharing of professional learning at a whole school level.
- Participate in STUWA Science Talent Search competition in at least two categories across year levels.

Health and Wellbeing

Positive Behaviour Support (PBS)

In 2022, despite unforeseen disruptions due to COVID, the PBS Leadership Team continued to implement a whole school approach to behaviour management. This occurred through a consultative process with the aim of a positive school culture that is consistent and shared by the whole school community.

In 2022, all members of our school community were encouraged to continue to strive to be:

- Persistent
- Appreciative
- Responsible
- Kind

The PBS values are embedded in our practice. Staff explicitly teach target behaviours on a fortnightly basis. PARKY points are awarded freely and frequently to acknowledge positive behaviours at an individual, class and whole school level.

PBS Leadership Team 2022 highlights include:

- Welcome new staff members to our PBS Leadership Team
- An awareness of the three-tiered approach of PBS was developed
- Resources updated and distributed to each classroom with support
- School branding and visuals to consolidate our PARKY values around the school grounds including our stage area where assemblies are held
- Embed maximum student engagement through Classroom Management Strategies (CMS) and Instructional Strategies training
- Increase students' behavioural motivation and regulation, leading to increased engagement, improved learning outcomes and uplifting wellbeing across our whole school
- Pizza with the Principal rewards, acknowledgement and recognition of students who excel in implementing and demonstrating our PARKY Values
- Data from annual whole school community surveys has demonstrated PBS at Parkwood Primary School is supported by all stakeholders and has contributed towards developing an improved and engaging positive school culture

In 2023, our Parkwood Primary School PBS focus will include:

- Update of whole school Behaviour Policy to be consistent with current recommended and mandated practices
- Review and update referral process of minor and major behaviours to reflect our current school context.
- Continue to engage in relevant and updated PL opportunities for all staff which assist in effective implementation of whole school PBS
- Continue to embed PBS and promote the purpose, value and need for PBS as a whole school approach.

Intensive English Centre

Intensive English Centre (IEC) is an integral part of Parkwood PS and delivers a specialised, culturally and age-appropriate cross-curricula English language program to support students who are learning Standard Australian English (SAE) as an additional language or dialect. Stage 1 and students entering Year 1 who were born in Australia and require intensive support with English language acquisition are eligible for one or two years in the IEC, depending on their visa status.

An experienced team of educators, including specialists and ethnic education assistants, delivered a balanced and holistic program based on Western Australian Curriculum. The principles of teaching EALD supported by whole school approaches ensured student outcomes and readiness for mainstream environment. The Western Australian Curriculum was adapted with student progress supported through the four phases of English language acquisition: beginning, emerging, developing and consolidating in the four language modes of speaking, listening, reading/viewing and writing. The EALD Progress Map provides explicit information regarding the development of SAE. It is the most appropriate tool for planning, assessing, reporting, and monitoring students from culturally and linguistically diverse backgrounds.

Initiatives:

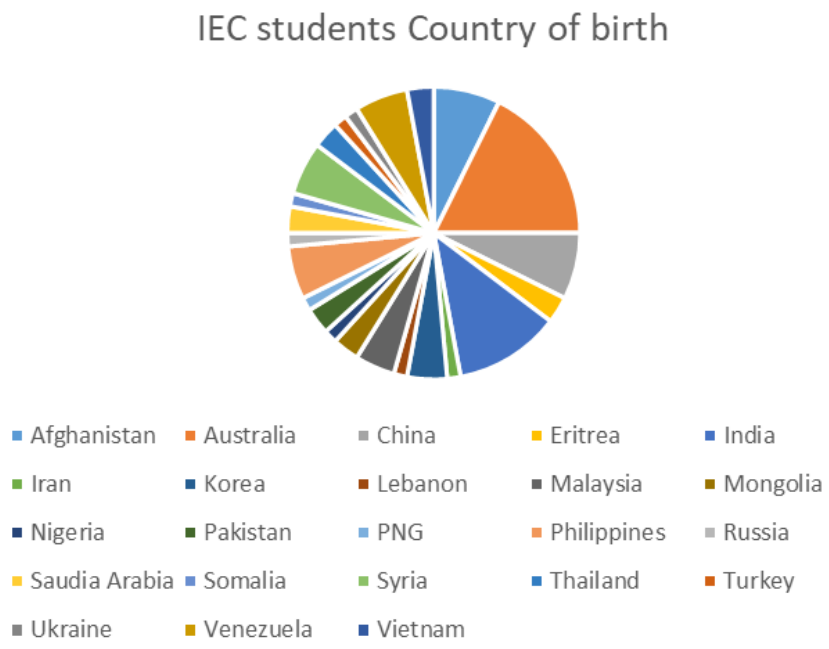
- Staff were trained in Talk for Writing to support our focus on oral language development, which must be part of every learning opportunity in the IEC.
- Effective case management and collaboration with a school psychologist and external agencies (inducing ASeTTS, Red Cross, Refugee Health) enhanced support for students at educational risk and informed exiting processes and future placements.
- Increased collaboration between IEC and mainstream staff providing Specialists classes in dance, drama, sport, science and technology was facilitated to maintain the focus on language development.
- Portfolios reflected a rich learning environment and effective monitoring of students' progress.
- Planning for 'Settle in Program' delivered by Communicare for 2023 was initiated.
- A network between IECs was established and resulted in collaboration between centres to ensure best practice.

Enrolments

In 2022, we started with 3 IEC classes in Term 1 and built the capacity to provide enrolments to 90 students in Term 4 in 5 IEC classes. To accommodate the educational needs of the increased number of enrolments, a support teacher was appointed to work alongside the classroom teachers. An increased demand for enrolments at the end of 2022 resulted in planning for an additional IEC class for 2023. In Semester 1, 12 students exited to mainstream schools. In Semester 2 this number increased to 39. Six of these students transitioned to high school and one to Lynwood Senior High School IEC.

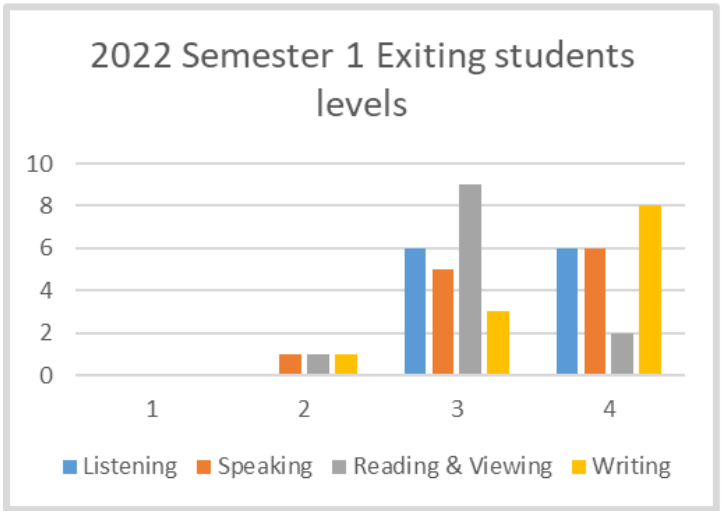
Intensive English Centre Cont...

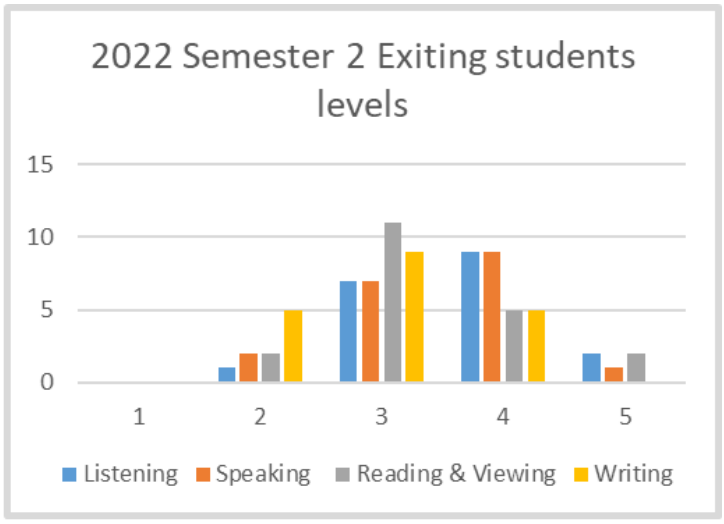
Cultural backgrounds





Student achievement and Progress Map levels





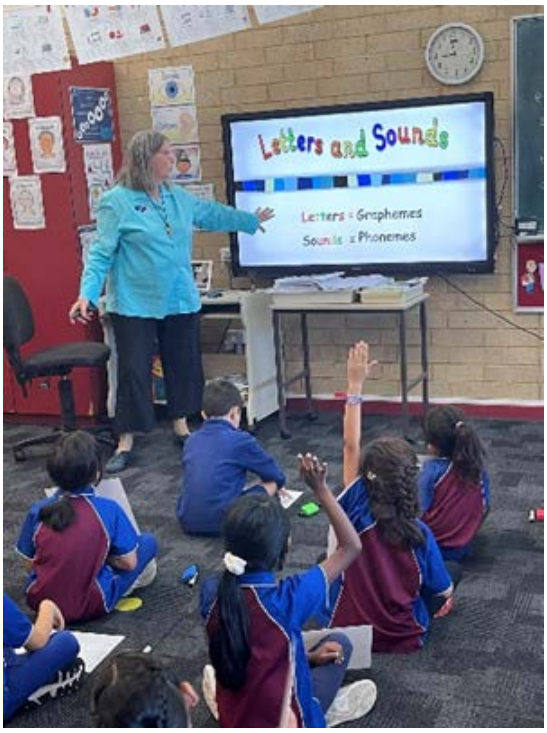
Highlights of 2022:

- Year 6 students participated in Senior Camp.
- Senior class was provided with Expressive Hearts Art Program in collaboration with ASeTTS to support social-emotional learning and transition to high school.
- Excursions and incursions, although still limited due to COVID restrictions, provided students with exciting and valuable learning opportunities outside the classroom.
- Two-week swimming program was provided for all students.






Riverton
eisureplex
Swim
Lessons


Letters and Sounds
Letters = Grephemes
Sounds = Phonemes





National Quality Standard

Quality Area	Self-Evaluation
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.	Working Towards
Quality Area 2: 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.	Met
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.	Working Towards
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.	Met
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.	Met
Quality Area 6 • Collaborative partnerships with families and communities • 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.	Met
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.	Met

Student Behaviour, Engagement and Attendance

Student Services

The Student Services Team developed and consolidated significant processes in support of our students and staff at Parkwood Primary School in 2022. The team comprised of a dedicated Deputy Principal for Student Services, School Psychologist (for both mainstream and IEC) and Learning Support Coordinator.

We continued to provide a comprehensive approach to working with students with special needs, disabilities and learning difficulties, as well as supporting staff to provide effective teaching and learning outcomes for all students. A focus on mental, emotional and social wellbeing assisted in developing a safe environment for students to build their resilience and develop perseverance in order to enable them to be willing and confident learners at school.

Highlights of 2022:

- Early literacy intervention for students in Pre-primary to Yr 2
- Student support through a case management approach using Student Services Team
- Upskilling of existing and new staff using the SEN Planning Tool
- Supporting parents through case management and providing Triple P parent information seminars- Power of Positive Parenting & Fearless.
- Introduction and use of ABLES Assessment Tool to inform planning for tier 3 students
- Engagement of department agencies such SSEND & SSENS
- Identification and assessment of learning & development concerns
- NCCD disability data and moderation
- Level 3 Special Educational Needs Education Assistants completion of Autism training
- Disability Resourcing Applications (DRA)
- Liaison with outside agencies (such CPFS) to support students under care.
- Management and record keeping of documented plans

Visions for 2023:

- Further upskilling of staff in Trauma Informed Learning
- Inclusion of specialist Autism teacher to support Staff
- Inclusion of School Chaplain to support students and staff
- Senior literacy intervention program
- Introduction of Student Services Referral form



Attendance

Parkwood Primary Attendance was higher than Like Schools and WA Public Schools in 2022 for Non-Aboriginal Students and All Students. Attendance for Aboriginal Students was higher than WA Public Schools, but lower than Like Schools. The impact of COVID is likely to be a factor in this category being lower in 2022.

	Non-Aboriginal			Aboriginal			Total		
	School	Like-School	WA Public School	School	Like-School	WA Public School	School	Like-School	WA Public Schools
2020	93.2%	93.6%	93.2%	86.4%	84.8%	77.6%	92.9%	93.3%	91.9%
2021	93.7%	92%	92%	88.1%	88.4%	88.3%	93.5%	91.9%	91%
2022	88.9%	88.4%	88.4%	70.1%	78.1%	69.5%	88.2%	88%	86.6%

Student Transiency

Student Transiency increased to pre-Covid rates with border restrictions being eased in 2022 and an increase in migration to meet labour shortage requirements.

Student Transiency	
2018	22.8%
2019	27.2%
2020	17.1%
2021	11.6%
2022	23.9%

Suspensions

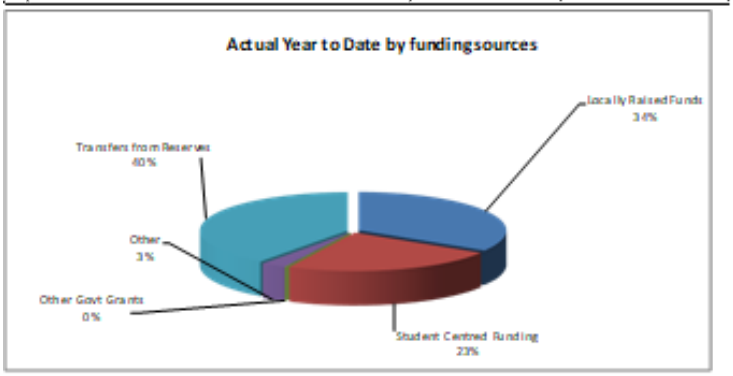
Students responded positively to a return to a more 'normal' school environment in 2022 and suspensions were down 1.7% from the previous year.

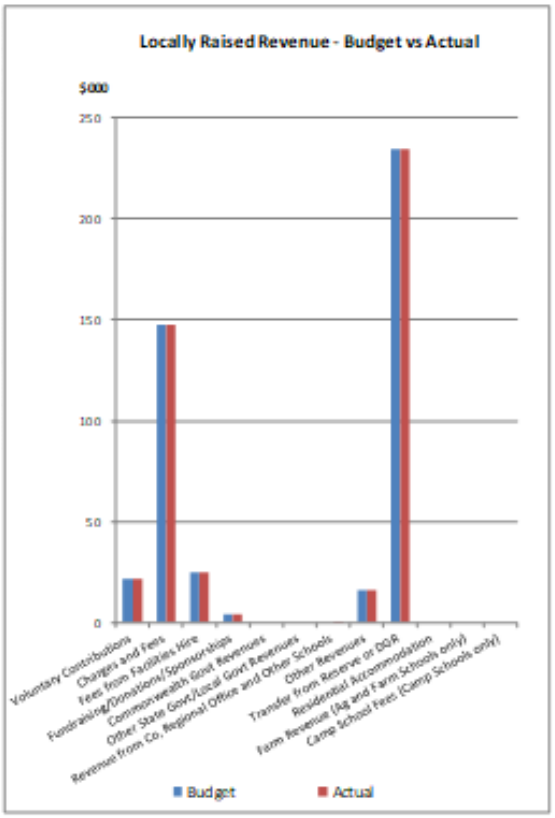
	2022
% of Students Suspended	1.2%
Change	-1.7%

Financial Summary

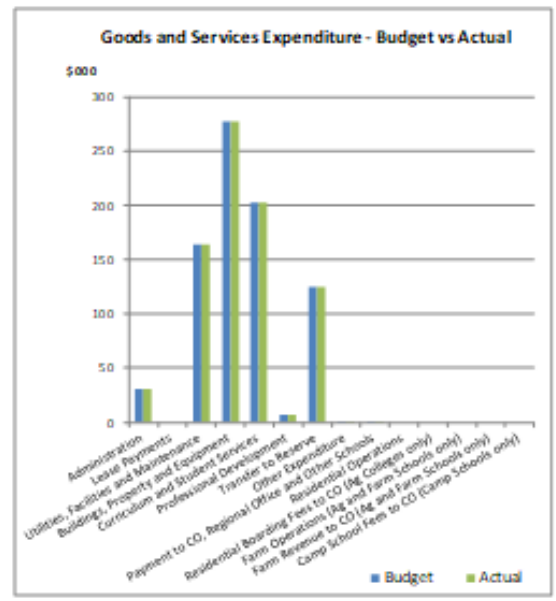
Parkwood Primary School
Financial Summary as at
Enter date here i.e. 31/12/2022

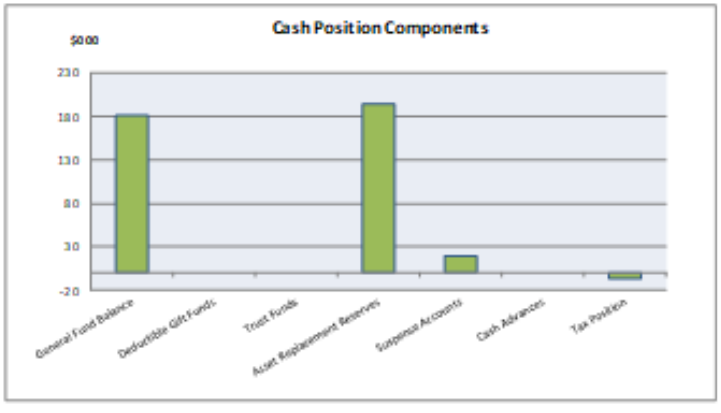
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 21,885.00	$ 21,885.40
2	Charges and Fees	$ 147,246.00	$ 147,572.13
3	Fees from Facilities Hire	$ 25,000.00	$ 25,000.00
4	Fundraising/Donations/Sponsorships	$ 4,047.00	$ 4,047.27
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ -	$ 195.00
8	Other Revenues	$ 15,927.00	$ 15,980.21
9	Transfer from Reserve or DGR	$ 234,460.00	$ 234,460.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 448,564.00	$ 449,090.01
	Opening Balance	$ 401,818.34	$ 401,818.34
	Student Centred Funding	$ 137,801.92	$ 137,801.83
	Total Cash Funds Available	$ 988,184.26	$ 988,710.18
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 988,184.26	$ 988,710.18



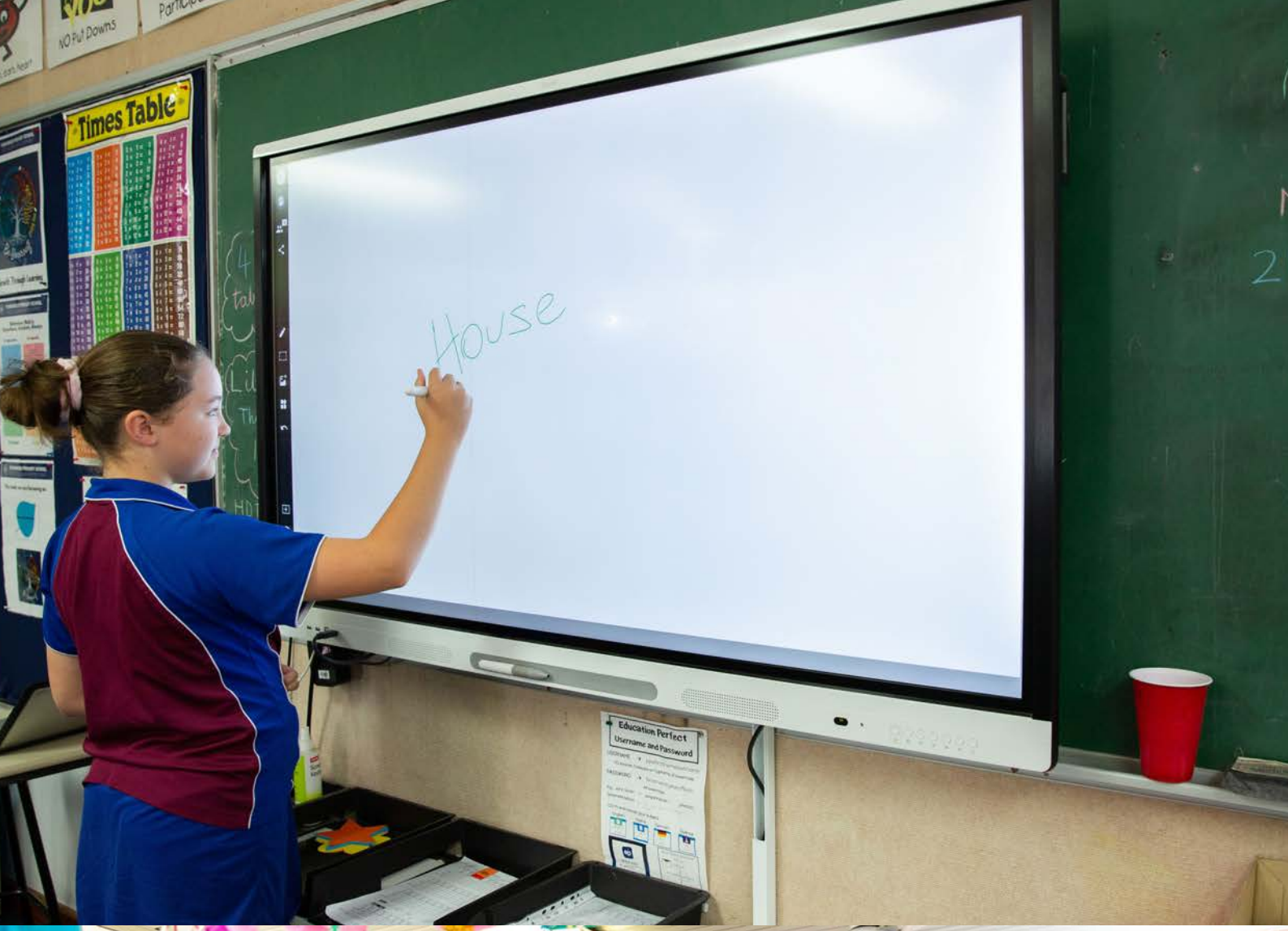


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 30,800.18	$ 30,801.01
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 164,004.25	$ 164,004.48
4	Buildings, Property and Equipment	$ 276,869.00	$ 276,869.37
5	Curriculum and Student Services	$ 202,414.00	$ 202,410.49
6	Professional Development	$ 6,728.00	$ 6,728.44
7	Transfer to Reserve	$ 125,000.00	$ 125,000.00
8	Other Expenditure	$ 1,350.00	$ 1,350.62
9	Payment to CO, Regional Office and Other Schools	$ 120.00	$ 120.00
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)	$ -	$ -
	Total Goods and Services Expenditure	$ 807,285.43	$ 807,284.41
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 807,285.43	$ 807,284.41
	Cash Budget Variance	$ 180,898.83	





	Cash Position Components	
	Bank Balance	$ 389,315.14
	Made up of:	
1	General Fund Balance	$ 181,425.77
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 194,644.75
5	Suspense Accounts	$ 19,287.62
6	Cash Advances	$ -
7	Tax Position	$ (6,043.00)
	Total Bank Balance	$ 389,315.14


Times Table
House
Education Perfect
Username and Password


Kk
Mm
Nn
Oo
Pp
Qu
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz
I'm a Parkwood Lucky Kid