

# ANNUAL REPORT 2022





## PRINCIPAL'S MESSAGE

With the guidance of then-principal Bruce Fraser and an expanded leadership team, Paraburdoo Primary School continued to make improvements across all domains in 2022. A one year return on the school review of 2021 provided formal feedback on the school's progress, noting the positive changes made in the domains of instructional practices and staff data literacy and application, and returning the school to a three year review cycle. The introduction of formal instructional coaching the months following the review provided the pathway for both domains to be consolidated and extended. A collaborative, committed and collegial school culture continued to develop, and relationships with the community were strengthened through formal and informal opportunities to connect and rediscover shared purpose. Our students' learning environment was enriched by several school improvement projects, including construction of a new shaded play area, finalising external painting, and bathroom upgrades. Planning began for a nature playground, a venture that has significant P&C support and will continue into 2023. Reflecting on 2022, it can be summarised as successful year across all domains and one that primed the school for continued growth in the years to come.

***Caragh Livingstone***

*Principal*

*June 2023*

## 2022 HIGHLIGHTS

- Continued improvement and refinement of practices to support quality literacy and numeracy instruction.
- 3-Way Conferences with student-led goal setting (3-6) & Open Night (K-2)
- Connecting with national celebrations and commemorations – NAIDOC Week, ANZAC, Harmony, Sorry Day, Reconciliation Week, Science Week, Remembrance Day, National Simultaneous Story Time, World Teacher's Day.
- Increased student access to ICT devices across the school.
- Centre of Resource Excellence (CoRE) program well-established with Paraburdoo PS becoming the lead school in the network for implementation and sustainability of the program.
- Increase in incursions and excursions as post-Covid 19 travel allowed visiting specialists to provide extracurricular opportunities for students.
- Grounds and building revitalisation, including construction of the new sandpit and shade areas, and painting of external buildings.
- School choir led by music teacher with regular rehearsals and public performances.
- Sports carnivals – faction and interschool where Paraburdoo PS student continued to excel in team activities.
- Year 6 Dampier camp
- Presentation Night
- Year 6 Graduation

## 2021 – 2023 STRATEGIC PLAN SELF-ASSESSMENT

Staff and the School Board have reflected against the key domains of the school and its strategic directions. Below is a summary of this reflection.

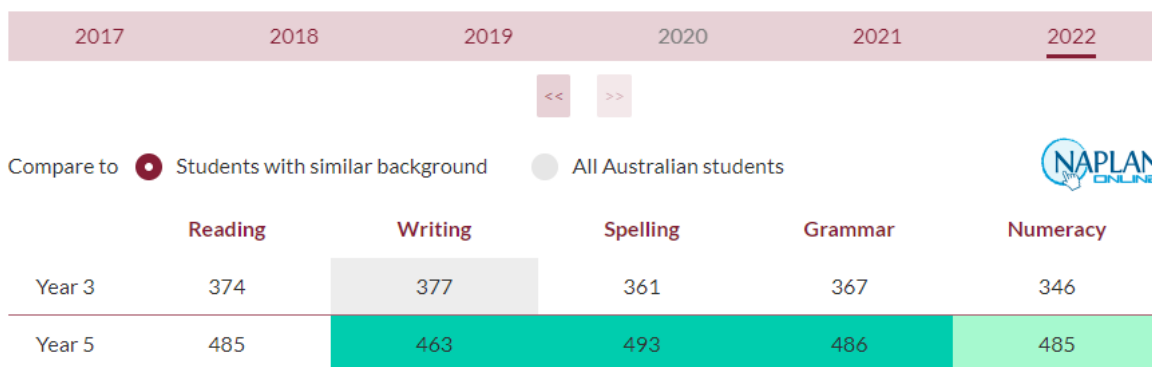
PPS Strategic Directions 2021-23 2023 Assessment	Achieved	Progressing towards	No evidence of progress	Unable to assess
<b>Student Achievement and Progress</b>				
Improve attendance by promoting positive attendance and informing poor attendance.	6	10	1	
Assess our performance practically and realistically on a regular, structured basis.	6	11	1	
<b>Teaching Quality</b>				
Provide diverse and engaging learning opportunities and improve life skills in our students – collaboration, problem solving.	3	10		
Establish and maintain a consistent Pedagogical Framework, delivering consistency of practise across the school.	5	6		
<b>Leadership</b>				
Develop leadership in our students and staff.	7	7		
Be reflective and flexible in adapting and changing our practises.	8	5		
Maintain currency of knowledge in educational practise.	7	7		
Encourage student voice, creativity, and expression.	2	9		
<b>Learning Environment</b>				
Maintain a fun, safe, supportive, and engaging environment for staff, students and visitors.	10	5		
Maintain Health and Well-being of our staff and students.	12	1		
Encourage school pride and connection. Promoting values, successes and the 'Paraburdoo Way'.	6	6		
<b>Partnerships and Relationships</b>				
Communicate effectively and efficiently with our community.	5	8		
Involve parents in the education of their children.	8	5		
Connect with the broader community to develop relationships that can add to the educational experience of our students.	2	10		
Acknowledge and develop relationships to grow understanding of local and broader Aboriginal community.	1	12		
Acknowledge and develop awareness and embrace our broader cultural community.	2	11		
<b>Use of Resources</b>				
Utilise school resources in a planned manner to best impact upon student learning.	2	14		
Employ and value staff expertise and passion.	6	12		

## ACADEMIC PROGRESS & ACHIEVEMENT

### NAPLAN (2022)

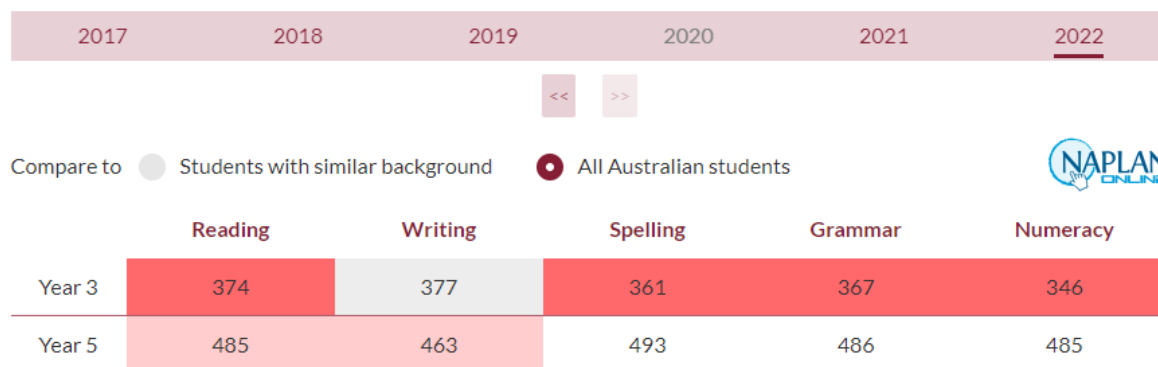
The following graphs indicate the average achievement and progress of students at Paraburdoo PS compared to both contextually similar schools – those with a similar Index of Community Socio-Education Advantage (ICSEA) rating – and to national averages. We believe it important to assess our students’ progress and achievement to both similarly contextualised data in recognition of the local conditions which influence our data while also maintaining comparison to national averages as we strive for continual improvement.

### COMPARISON TO STUDENTS WITH SIMILAR BACKGROUNDS



NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

### COMPARISON TO ALL STUDENTS NATIONALLY



NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

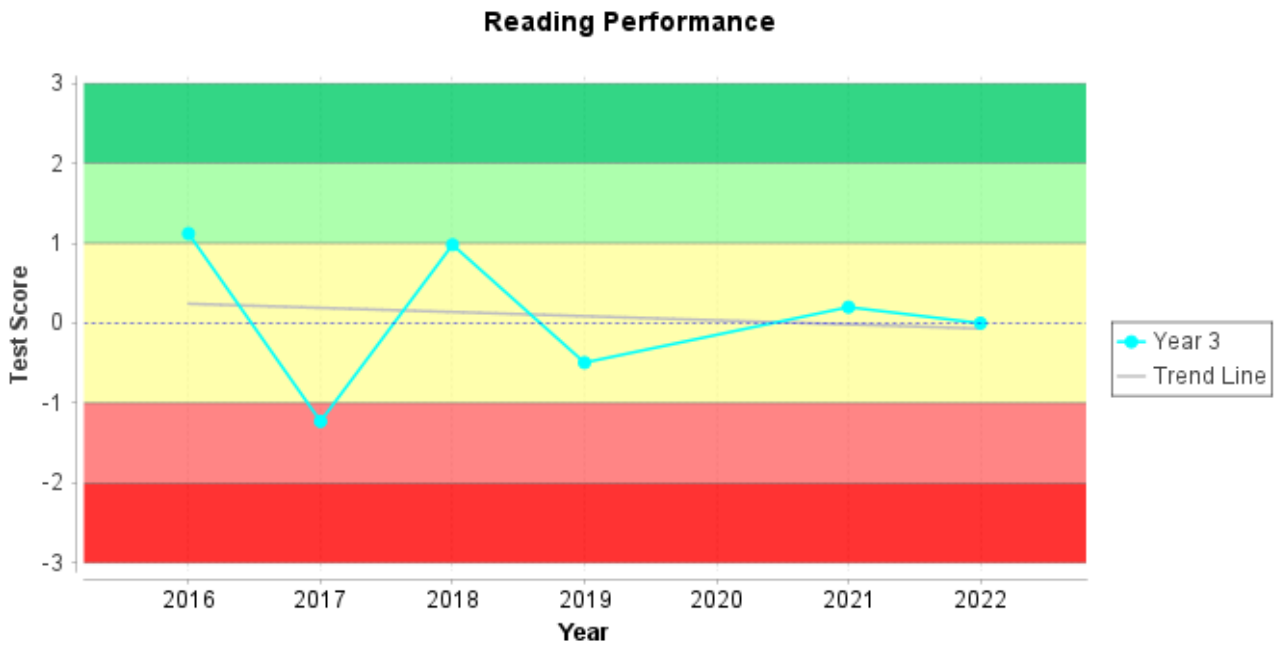
## LITERACY

Our school has continued to develop and refine our structured literacy approach which aligns with the science of reading. We have introduced or continued the following programs: Heggerty, Macqlit, Pre-lit and implemented reading vocabulary, fluency, and knowledge units as a means of providing students with the prerequisite knowledge essential for strong reading comprehension. The introduction of these programs and practices builds upon our school’s well-established phonological awareness and structured synthetic phonics programs. Our school recognised the need to educate and involve parents in our literacy journey. Our Literacy Coordinator present a reading workshop tailored for parents of beginning and struggling readers, and our Early Years Network Coordinator extended this invite to parents of pre-schoolers to prepare them for kindergarten in addition to parent workshops aimed at supporting parents as

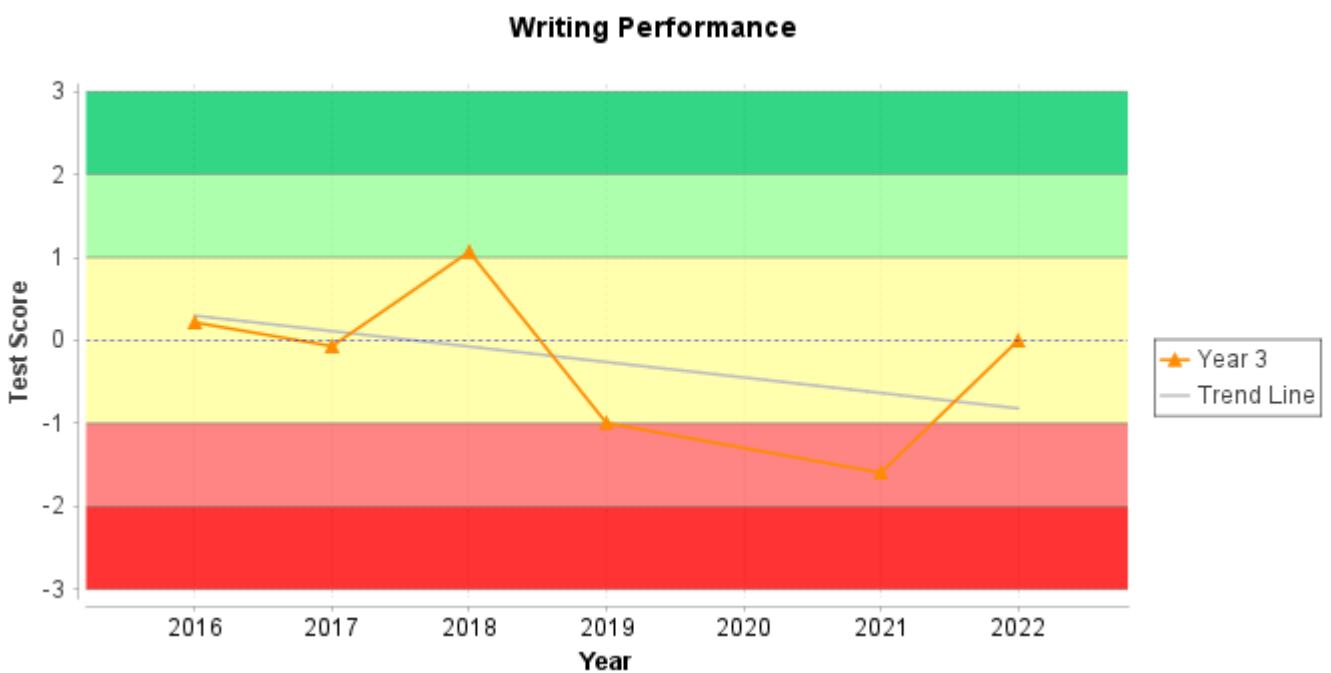
children’s first literacy educators. Looking forward to 2023, our school aims to provide a comprehensive literacy instruction induction program for graduate and newly appointed teachers to ensure that our approaches and programs remain consistent and to maintain proficiency in our teaching quality domain. Additionally, we plan to create a ‘playbook’ to fully detail our school’s approach to literacy instruction.

**LITERACY – NAPLAN**

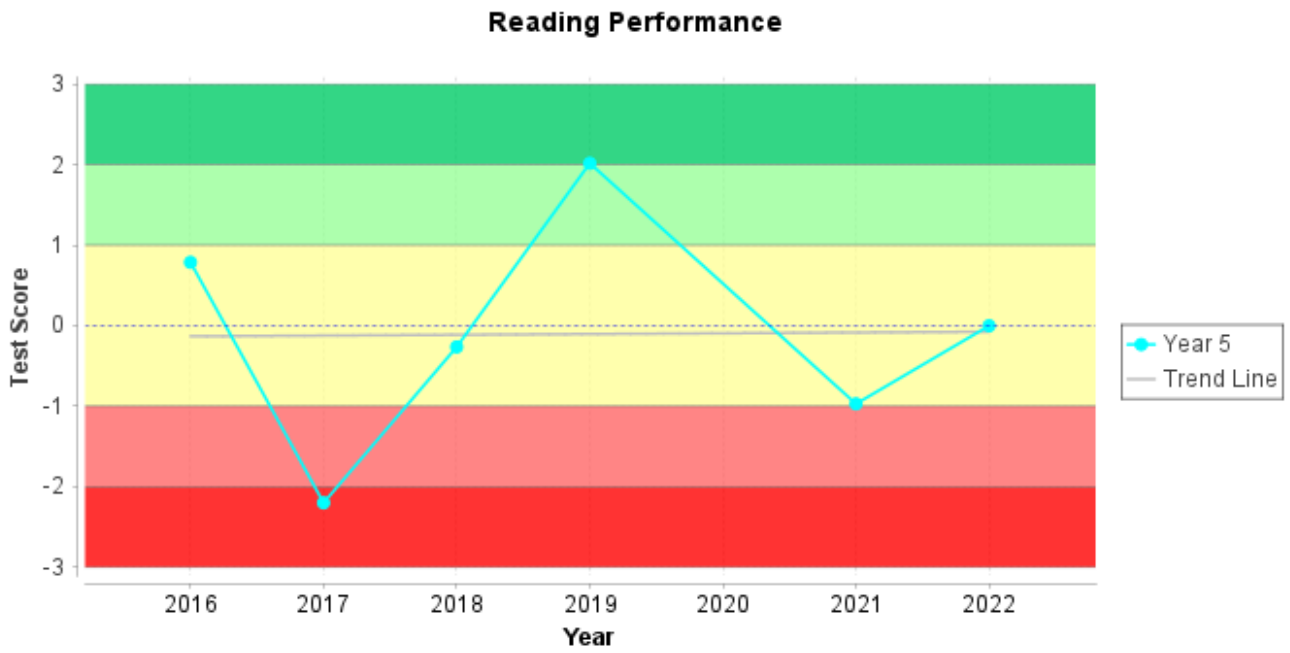
**YEAR 3 LONGITUDINAL TREND - READING**



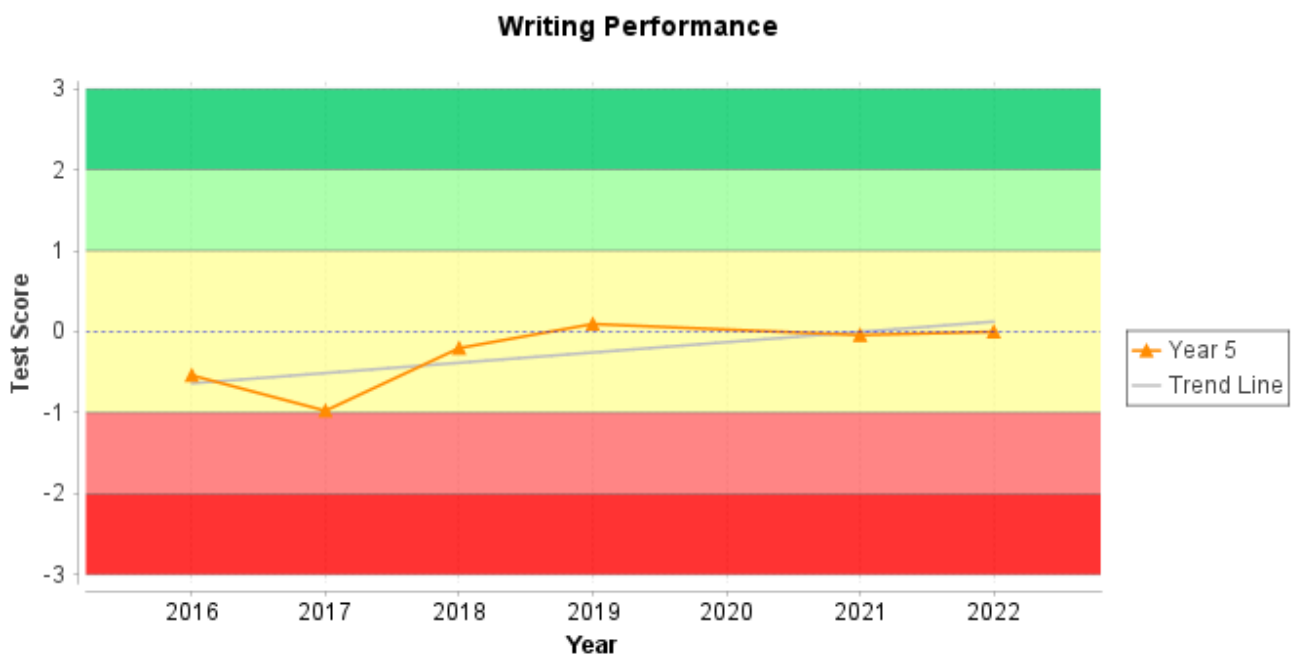
**YEAR 3 LONGITUDINAL TREND – WRITING**



**YEAR 5 LONGITUDINAL TREND – READING**

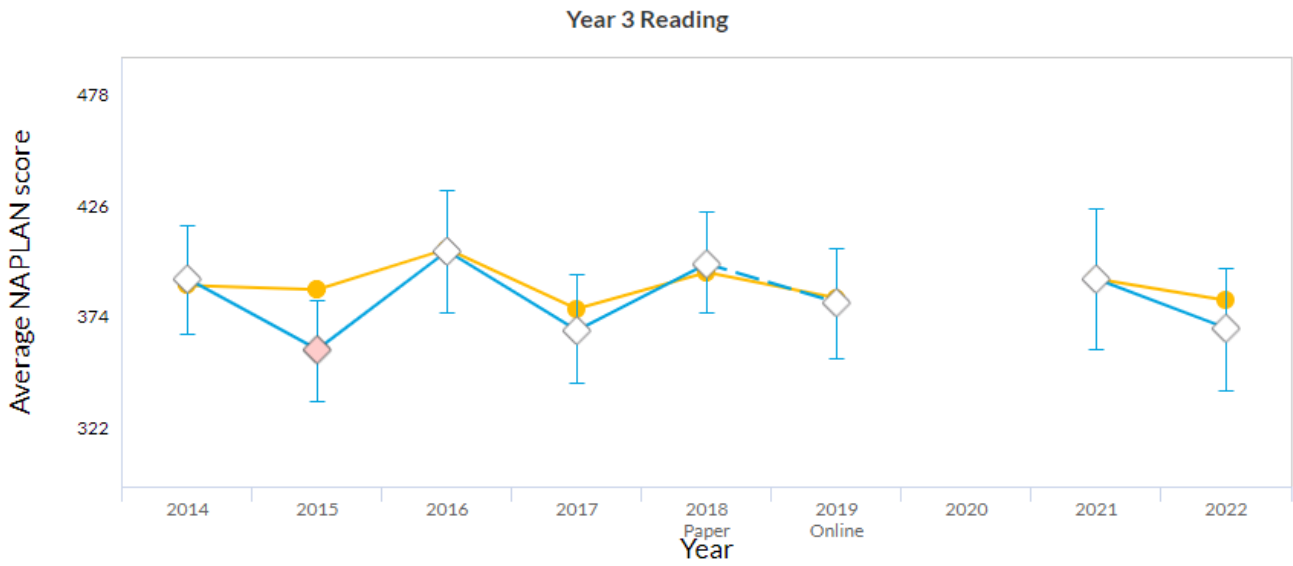


**YEAR 5 LONGITUDINAL TREND – WRITING**



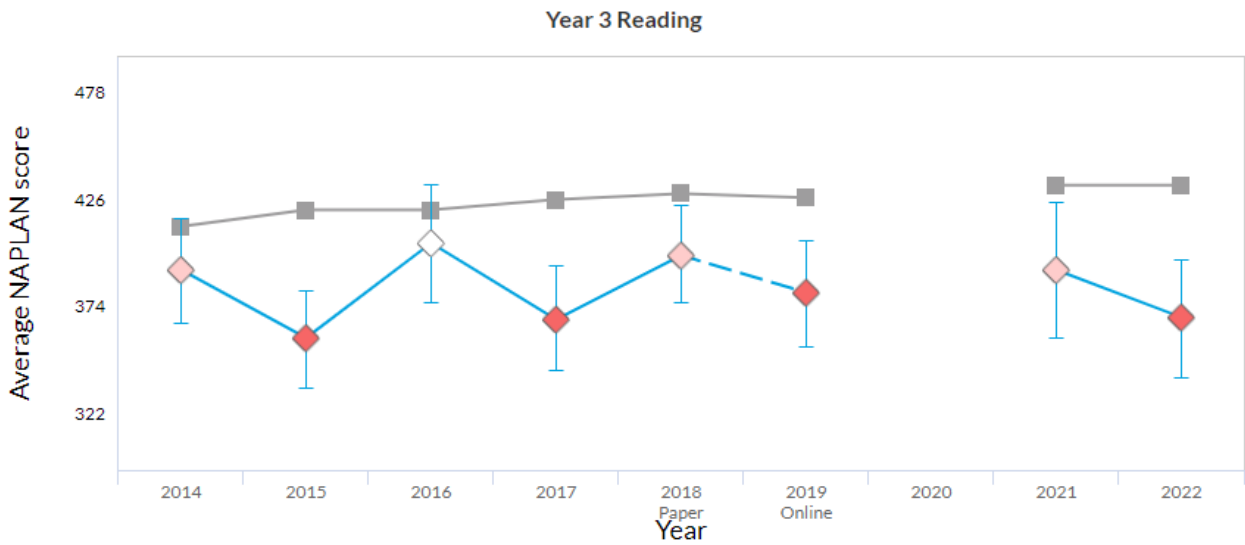
**YEAR 3 READING – SIMILAR SCHOOL COMPARISON**

(Blue line indicates Paraburdoo PS achievement)



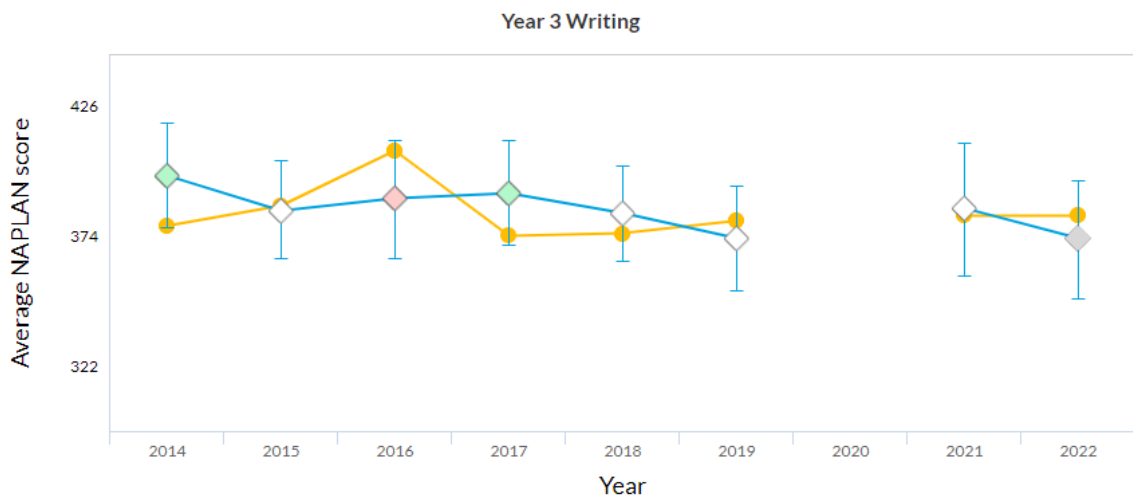
**YEAR 3 READING – NATIONAL COMPARISON**

(Blue line indicates Paraburdoo PS achievement)



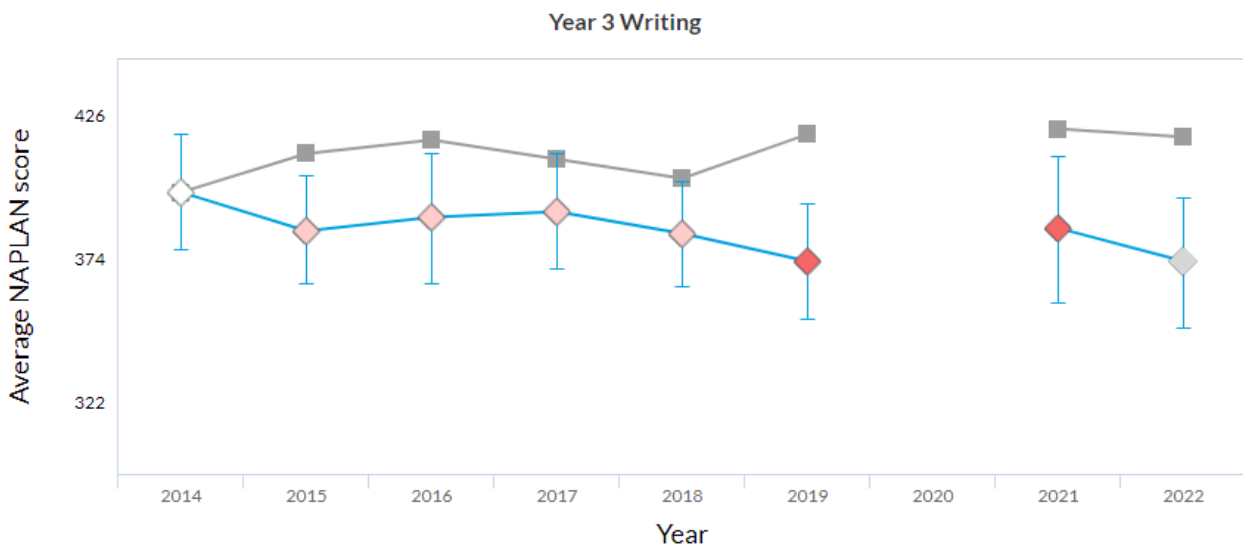
**YEAR 3 WRITING – SIMILAR SCHOOL COMPARISON**

(Blue line indicates Paraburdoo PS achievement)



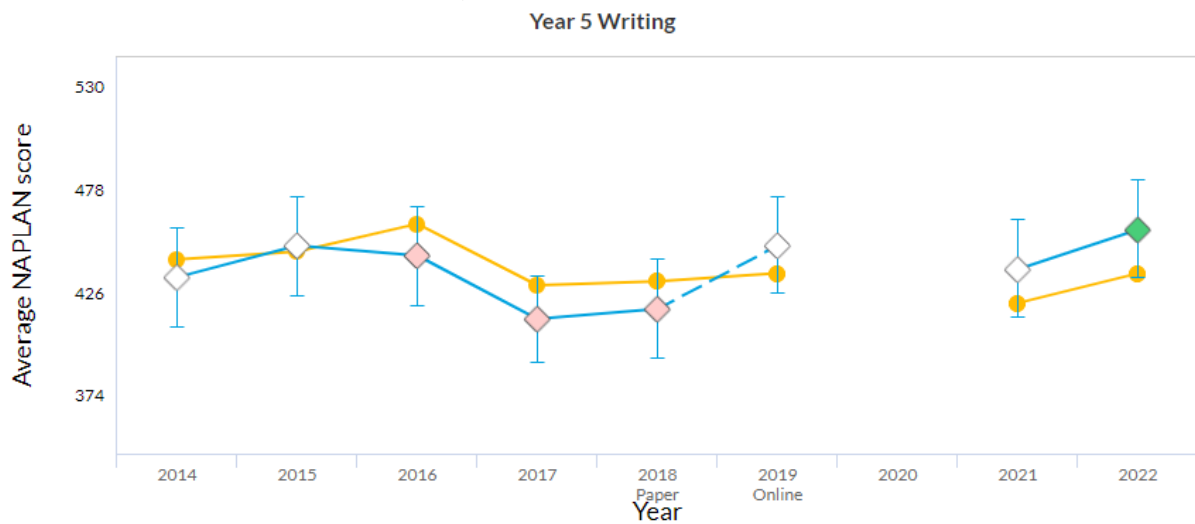
**YEAR 3 WRITING – NATIONAL COMPARISON**

(Blue line indicates Paraburadoo PS achievement)



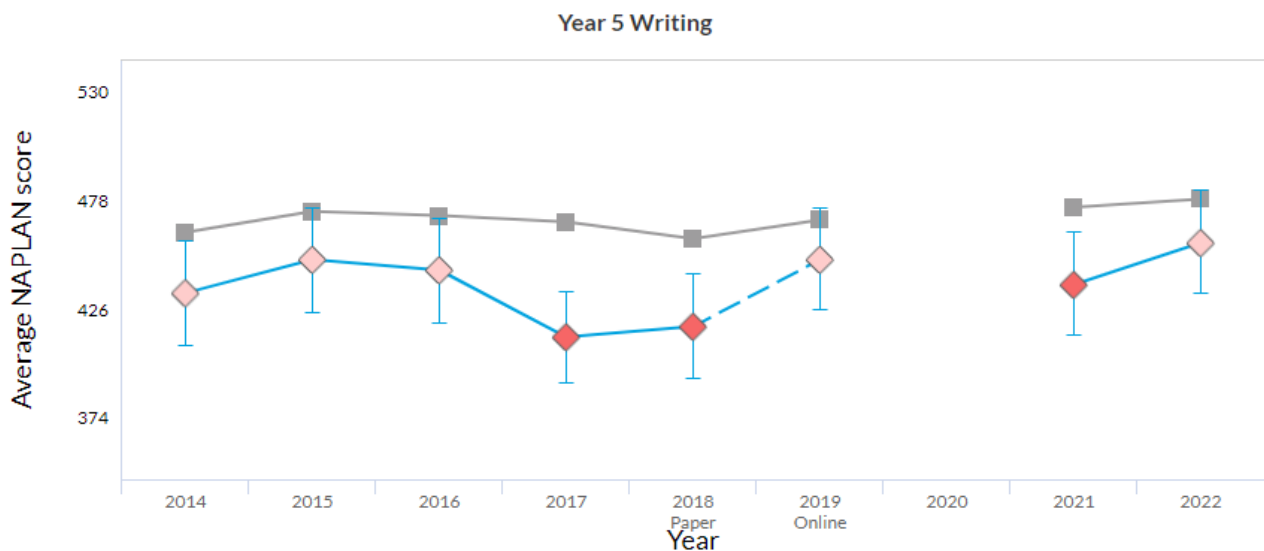
**YEAR 5 WRITING – SIMILAR SCHOOLS COMPARISON**

(Blue line indicates Paraburadoo PS achievement)



**YEAR 5 WRITING – NATIONAL COMPARISON**

(Blue line indicates Paraburadoo PS achievement)





**ACER PAT – READING**

These tests are conducted in February and November of each year with all Year 1 – 6 students.

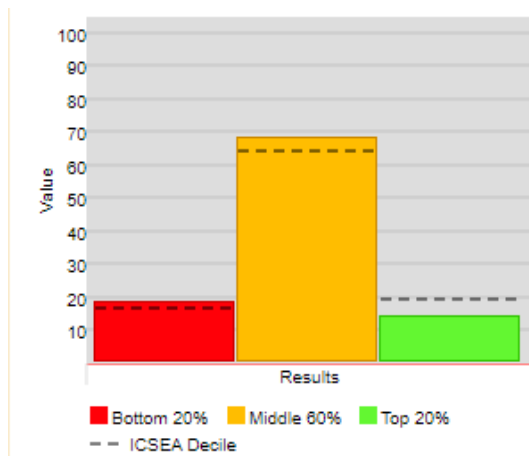
	1	2	3	4	5	6
<b>Reading expected progress</b>		+16.9	+11.9	+7.9	+4.9	
<b>PPS Student progress</b>	0.2	+10.7	+13.2	-0.2	-0.5	
February Score in relation to national average	No comparison	-6.9	-9	+2.5	+3	
November score in relation to national average	-13.4	-13.1	-7.7	-5.6	-2.4	

**ENGLISH GRADES P-6**

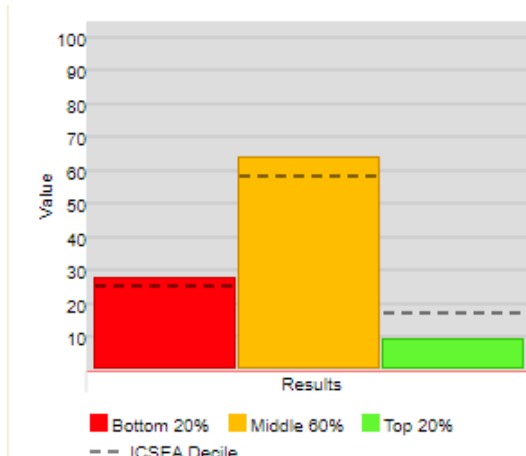
Semester	A	B	C	D	E
1	4	30	91	42	12
2	6	40	72	44	11

**ON ENTRY LITERACY**

**READING**



**WRITING**



All Pre-Primary students are assessed in the Speaking and Listening, Reading, Writing and Numeracy domains. In 2022:

- Our School’s range for Reading was 225 – 516. The National average was 456 with 15 Paraburdo PS students below this.
- Writing range was 97 – 314. The National average was 210 with 14 Paraburdo PS students below this.

These scores are typical with previous PPS on-entry indicating a significant need to identify and support students with limited ability early in Kindergarten and beyond, and to strengthen parent and community capacity to support around school readiness. Paraburdo PS continues to work in these domains this through our pre-kindergarten transition program, Early Years Network Coordination, and strengthening literacy teaching and assessment practices in early childhood.

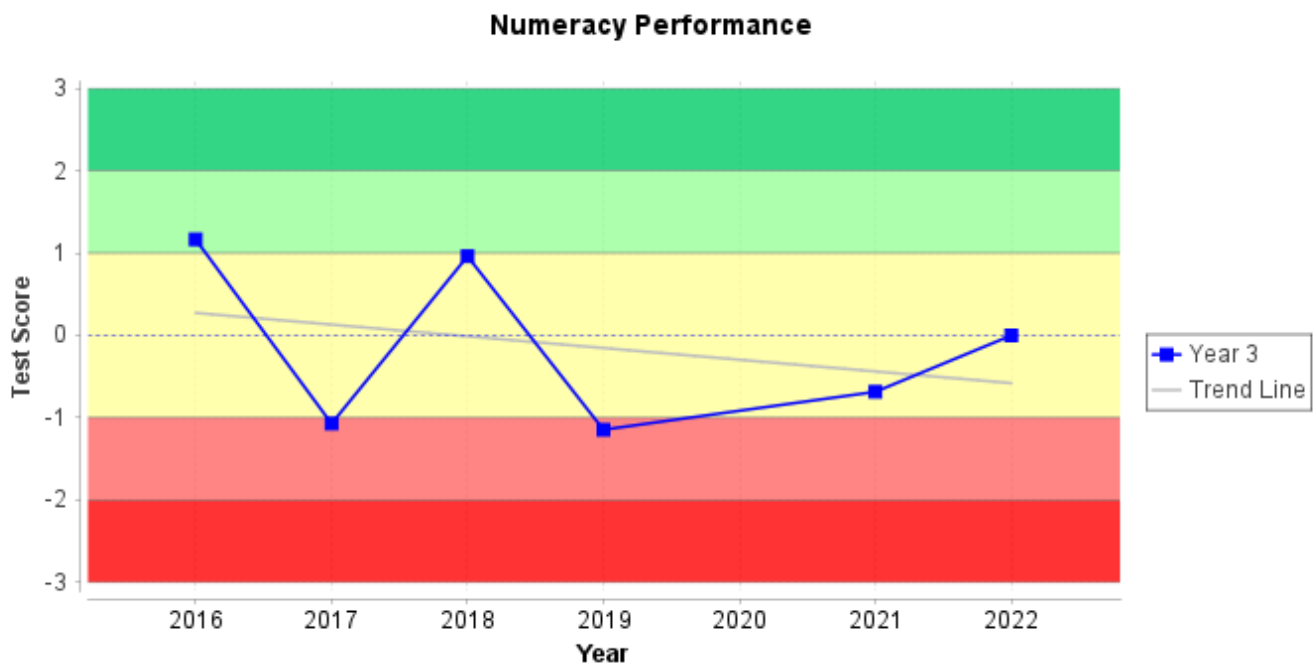
## NUMERACY

In response to the downward trendline of NAPLAN data and self-assessment revealing a significant gap in school-wide expectations on low-variance numeracy planning, teaching and assessment, Paraburdoo Primary School implemented the Top Ten mathematics program. Prior to implementation, liaison with other schools in the region suggested the program was successful in lifting student outcomes, particularly in the early years given the programs focus on 'hands on' learning activities. Following professional learning from Top Ten, program implementation was led by a Level 3 teacher who provided individual coaching and lesson modelling, including upskilling teachers to use pre- and post-test data to inform teaching and to track progress and achievement. Alongside this program, the school also implemented a problem-solving framework to provide students with a structure through which they can apply their mathematical knowledge. Focus areas for 2023 include development of a comprehensive numeracy instructional playbook to support consistent practice and maintain proficiency in the quality teaching domain.

### NAPLAN 2022

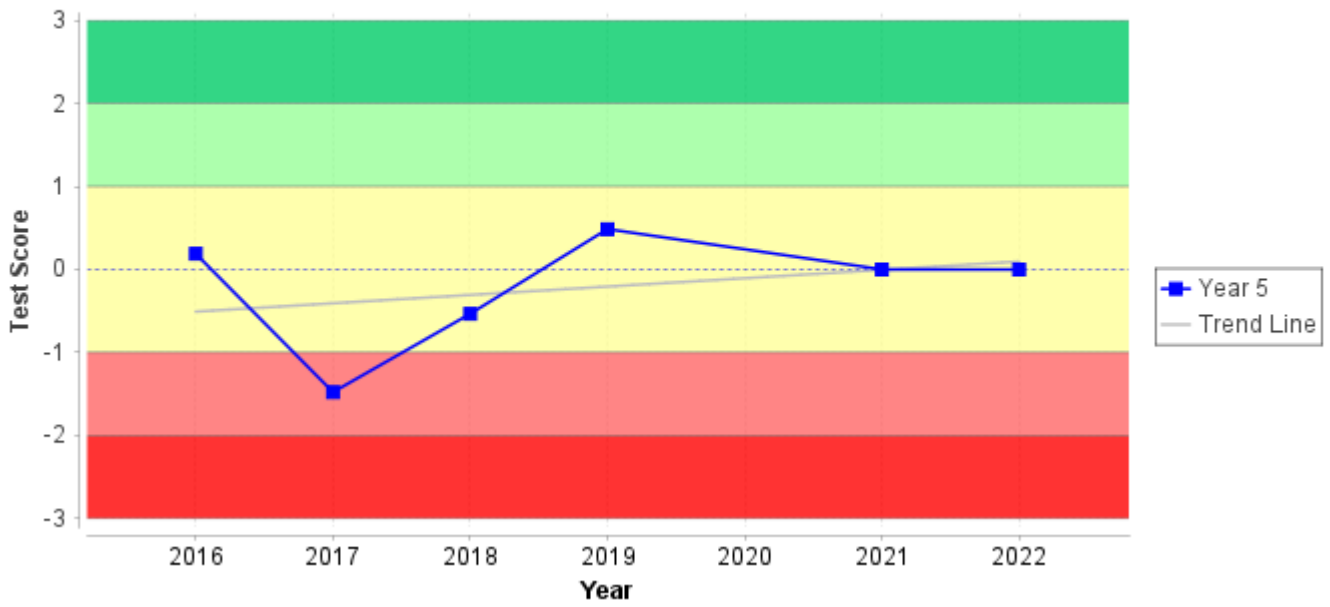
NAPLAN 2022 indicates a continued downward trend in Mathematics in Year 3; actions to reverse this are discussed above. Year 5 is trending up; however, overall achievement remains average in comparison to like schools and low compared to national achievement. Due to the cancellation of NAPLAN 2020 during the Covid-19 pandemic, progress data for the 2022 Year 5 cohort is not available. This is reflected in the gap in the longitudinal data below. The fluctuating yearly scores are heavily impacted by the characteristics of the respective small cohort assessed in NAPLAN each year; however, the overall trendline indicates the need for the school to act in this area. As with most teaching and learning initiatives, we do not expect to see significant change immediately, and we will monitor the trendline over the subsequent years to determine the effectiveness of 2022 changes.

### YEAR 3 LONGITUDINAL TREND



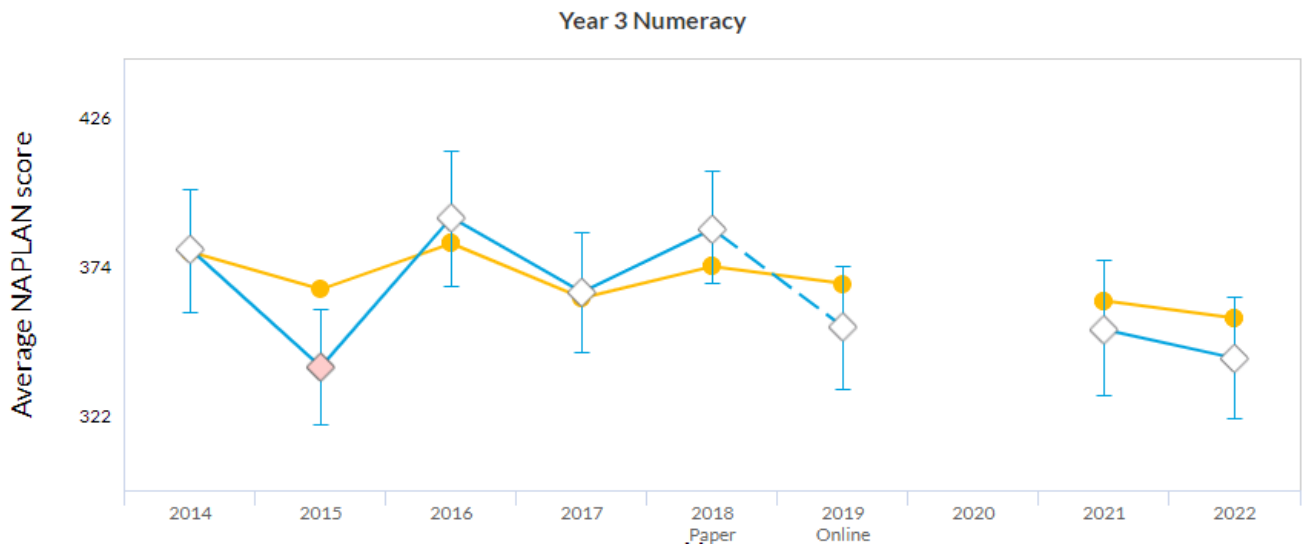
### YEAR 5 LONGITUDINAL TREND

### Numeracy Performance



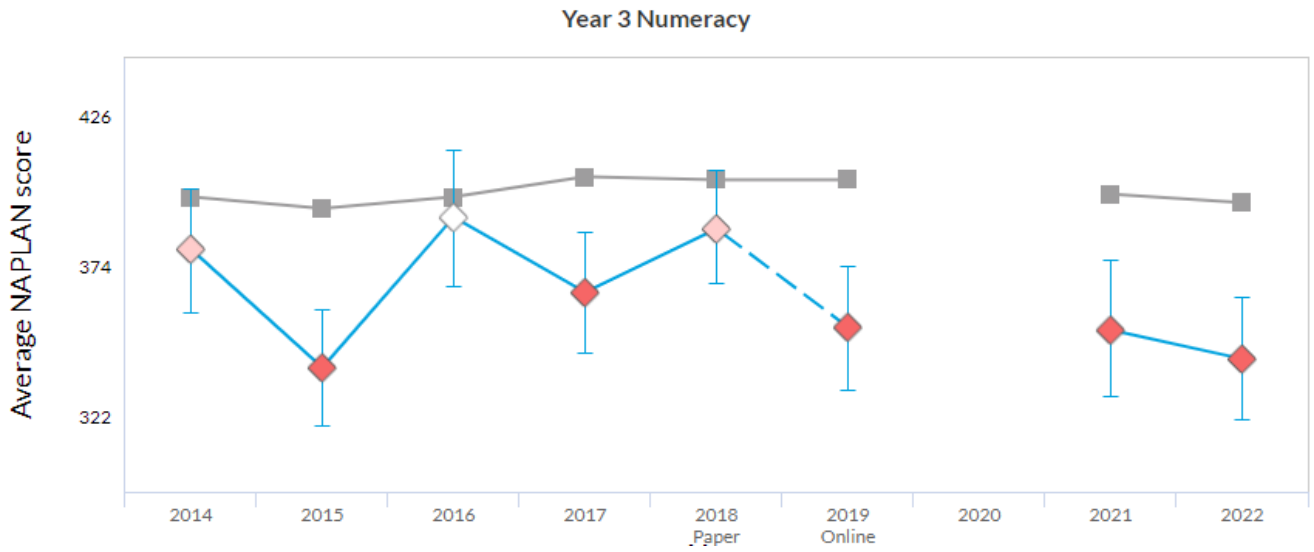
### YEAR 3 NUMERACY ACHIEVEMENT SIMILAR SCHOOL COMPARISON

(Blue line indicates Paraburdoo PS achievement)



**YEAR 3 NUMERACY ACHIEVEMENT NATIONAL COMPARISON**

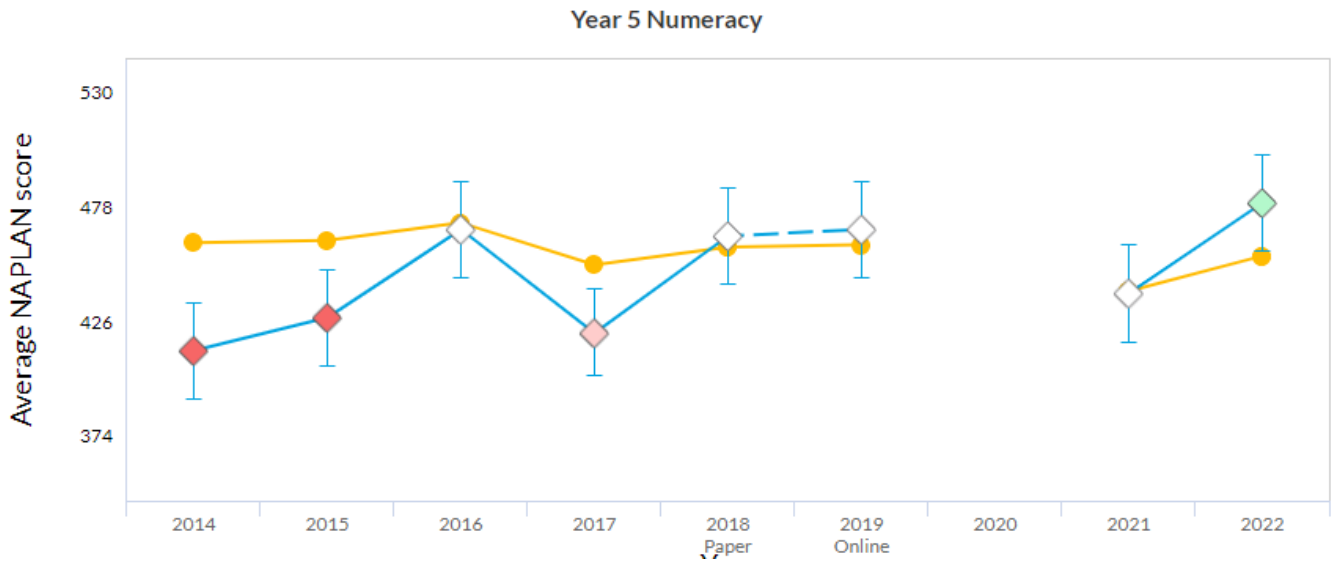
(Blue line indicates Paraburdoo PS)



achievement)

**YEAR 5 NUMERACY ACHIEVEMENT SIMILAR SCHOOL COMPARISON**

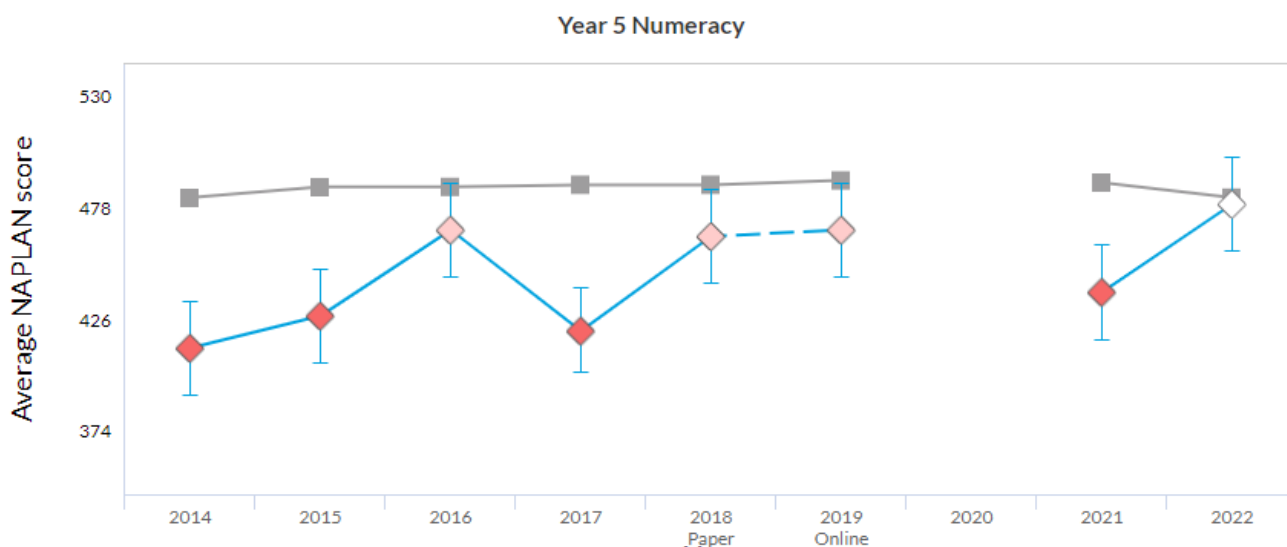
(Blue line indicates Paraburdoo PS achievement)





**YEAR 5 NUMERACY ACHIEVEMENT SIMILAR SCHOOL COMPARISON**

(Blue line indicates Paraburadoo PS achievement)



**ACER PAT – Maths Adaptive**

Year Level	1	2	3	4	5	6
<b>Maths expected Growth (new with adaptive tests)</b>		+8.8	+7.1	+5.7	+4.4	+3.4
<b>Our Growth</b>	0.1	+5.8	+5.2	+3.2	+5.5	
Our February Score in relation to National Average (year before)	No comparison	-8	-5.5	-3.6	-5.4	
Our November Score in relation to National Average	-13	-11	-7.4	-6.1	-4.3	

**Math Grades**

Semester	A	B	C	D	E
1	7	55	78	38	2
2	10	49	73	34	6

The growth in both testing results and grades indicate some progress beyond that expected within each year level, particularly within Year 1 – 3, a reflection of the consistent and accountable approach to teaching.

**OTHER LEARNING AREAS**

**SCIENCE & TECHNOLOGIES**

A Science specialist teacher was employed to deliver the curriculum across Pre-Primary to Year 6. Science lessons for PP – Year 3 students occurred in a traditional approach whilst the CoRE program was delivered from Year 4 – 6. CoRE, an integrated STEAM program with local connections, involved class teachers and provided students with opportunities outside of the classroom such as Field Trips, a Mineral Resources Challenge Team event and a collaborative, business unit approach to learning.

Science Week was celebrated by having a tabloid event where students were able to complete activities such as Alka Seltzer rockets, making cream, making plastic out of milk and vinegar and a design challenge.

Whole school incursions included Scitech for the Early Years and It's Rocket Science Adventures for Years 1 to 6.

### **HUMANITIES & SOCIAL STUDIES (HASS)**

Students explore History and Geography, and from middle and upper primary, Civics and Citizenship, and Economic and Business. Delivered by classroom teachers, the profile of HASS is expected to be lifted in 2023 with the introduction of integrated HASS and English knowledge units.

### **THE ARTS (VISUAL ARTS, DRAMA)**

With dedicated, well-resourced Visual Arts and Drama classrooms and delivered by a specialist teacher, student works with a wide variety of arts media and have year-round opportunity for creative expression in performance and visual forms, contributing to our strategic direction of encouraging student voice, creativity and expression.

### **LANGUAGES (MANDARIN)**

Our Languages curriculum was delivered remotely through a service that links tutors in Beijing directly to our classrooms, giving students an opportunity to converse with and learn from a native Mandarin speaker. Teachers supervising the lessons with the tutor provide additional activities to support children's understanding of Chinese language and culture.

### **PHYSICAL EDUCATION**

After a period of classroom teachers delivering Health and Physical Education (HPE) lessons in Semester 1, we were pleased to appoint an experienced specialist HPE teacher in Semester 2. Highlights in this curriculum area include implementation of a K-2 fundamental movement skills (FMS) program, introduction tabloid-style athletics carnival to increase student participation and encourage parent spectatorship, and demonstrations of wonderful team spirit in our students' participation in interschool events.

## **NON-ACADEMIC ACHIEVEMENT**

### **ATTENDANCE**

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	88%	86%	86%	90%	88%	88%	91%
2021	83%	82%	83%	82%	88%	85%	83%
2022	80%	84%	82%	83%	79%	81%	82%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

Overall attendance rate dropped in 2022 to 82%, with a significant increase in unauthorised vacations in Semester 2 correlating with travel restrictions easing in the wake of the Covid-19 pandemic. With the appointment of a school-based attendance officer, unexplained absences were significantly lower in 2022 than in 2021, indicating the increased capacity for follow up with families. Along with unauthorised vacations, illness, and cultural and reasonable absences (typically due to travel for medical reasons) continue to dominate the reasons for student absence. No truancy was recorded, fitting with the overall profile that most students attend school when they are in town and well enough to do so. As such, our work in promoting attendance will continue to focus on parent education about the importance of regular attendance and

avoiding vacations during the school term, in addition to case management for students with severe and moderate low attendance.

### BEHAVIOUR SUPPORT & STUDENT SERVICES

Behaviour support at Paraburdoo Primary School follows the response to intervention model with a foundation of whole-school routines and expectations to support the positive participation of all students. Routines are shared with students and staff through weekly communication, explicitly taught by classroom teachers, and positively reinforced by all staff. We continue to use the Protective Behaviours curriculum and Friendly Schools – a social/emotional learning program – to equip children with the skills to understand themselves and to develop safe and supportive relationships with others. We used a variety of incentives and celebrations for positive behaviour, including a whole school reward token system, merit certificates, citizenship awards, and celebration activities and lunches, in addition to classroom and specialist program incentives. In late 2022, two staff members began training in the Therapeutic Crisis Intervention in Schools (TCIS) approach to behaviour support, a regional initiative to embed trauma-informed practices in schools. Aligning with the focus on

Beyond whole school support, group and individual case management for children with complex behavioural and learning needs was led by the deputy principal in collaboration with the School Based Attendance Officer, Aboriginal and Islander Education Officer (AIEO), School of Special Education: Behaviour and Engagement, School of Special Education: Disability, School of School Psychology Service, the Child and Adolescent Mental Health Service, WA Country Health Service, Department of Communities, WAPOL, teachers and special needs education assistants. Collaborative planning between staff, families and support services saw many children make progress towards their personal learning and engagement goals.

Overall, Paraburdoo Primary School had a comparatively low suspension rate of 1.9% (state average: 5.8%; regional average 6.9%) in 2022.

### NATIONAL QUALITY STANDARD FOR K-2 (NQS)

Following on-going team self-assessment and planning, 2022 saw the first NQS verification for Paraburdoo Primary School since 2017. The verification team identified areas of strength and areas for improvement:

Quality Area	Auditor (School Self-Assessment)	Verification Findings
Educational program and practice	Working towards	Working towards
Children's health and safety	Meeting	Meeting
Physical environment	Working towards	Working towards
Staffing arrangements	Working towards	Working towards
Relationships with children	Meeting	Meeting
Collaborative partnerships with families and communities	Meeting	Meeting
Governance and leadership	Working towards	Working towards

The relationships between staff and students, and the school's relationships with family and the wider community were highlighted as a strength, noting the inclusive, connected and welcoming school culture in all levels of relationships within and across the school community. Additionally, school support for children's health and safety was deemed to be meeting the expected standard, noting the variety of programs and processes established to monitor and support children's wellbeing.

The areas identified as opportunities for improvement included the facilitation of student voice in learning programs, and the incorporation of more purposefully designed play-based learning to complement the school's recently implemented instructional model. Developing staff capacity for more meaningful interactions with children during instructional activities was also suggested. A greater consideration of the school's vision and mission statements in development of early learning programs and student outcomes was also recommended. These findings will underpin the school's continued work with the NQS in 2023 and beyond.

## **SCHOOL REVIEW**

In 2022, Paraburdoo Primary School was subject to a one-year return following the 2021 review with a focus on Leadership, Teaching Quality, and Student Achievement and Progress. This year, the reviewer found the school had made sufficient and sustainable progress in each of these domains. Noted positive actions included engagement with the Aboriginal Cultural Standards Framework, improved operational planning, data collection and interrogation practices, implementation of an instructional framework, and curriculum coaching. Areas identified as next steps for continued improvement included continued work to support low variance instruction and data-driven practices, and improved writing instruction and moderation.

Paraburdoo Primary School is scheduled for the next review in late 2024, a return to the typical three-year review cycle.

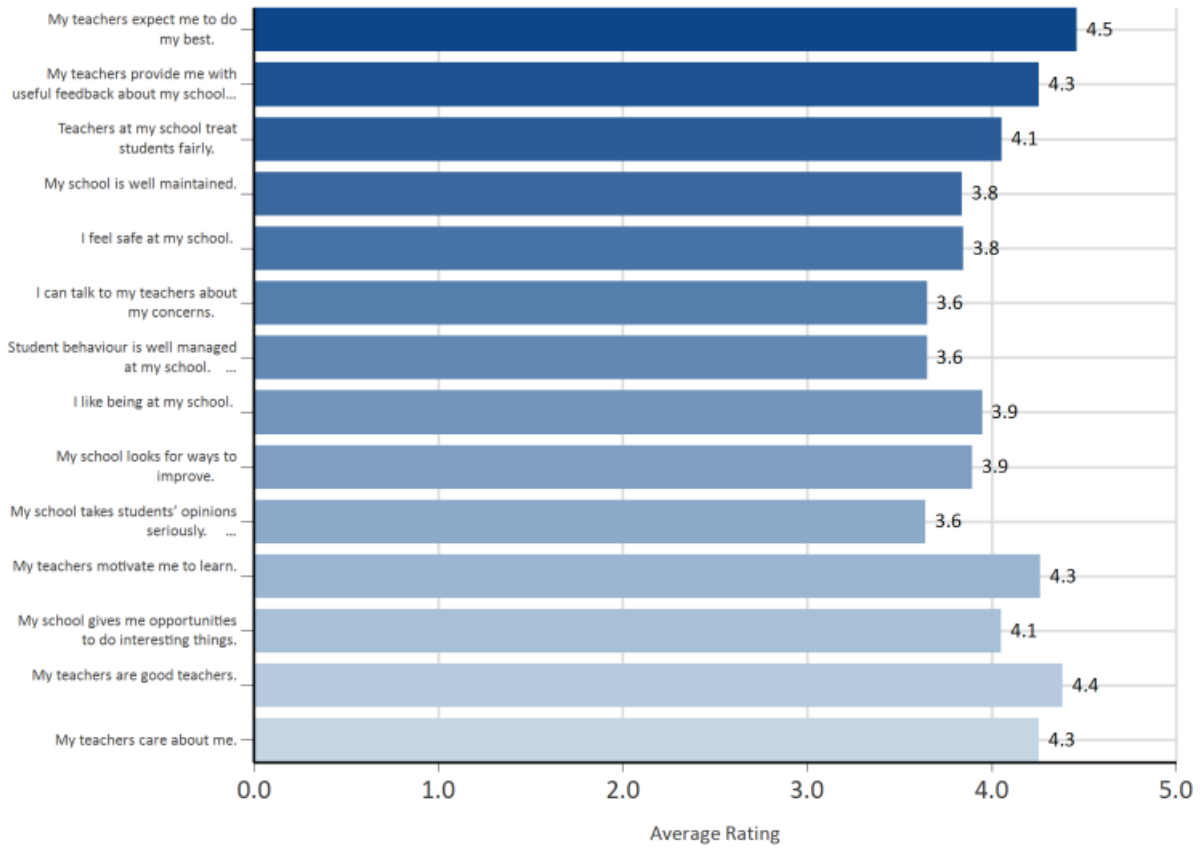
## **STAFF PROFESSIONAL LEARNING**

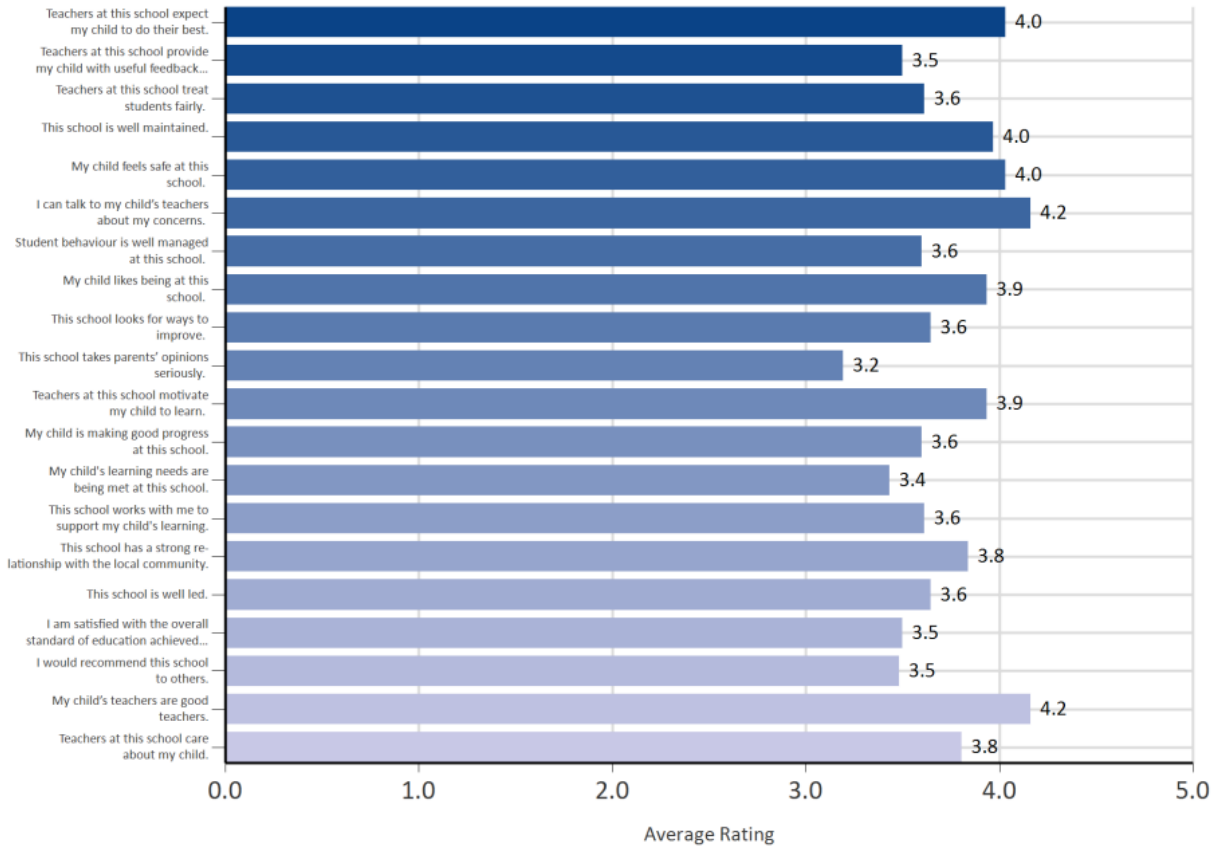
Staff participated a number of key professional learning opportunities aligned with the school and Department of Education's strategic directions and operational needs: Letters and Sounds (including for an on-staff trainer), High Impact Coaching, Language Essentials for Teaching of Reading and Spelling (LETRS), Top Ten Mathematics, Classroom Management Strategies, Therapeutic Crisis Intervention in Schools (TCIS), Graduate Teacher modules, and Team Teach De-escalation. Following training, staff shared their learning and practices through professional learning team meetings, curriculum team meetings, staff meetings, and parent workshops.

## **STUDENT, STAFF & PARENT SATISFACTION RATINGS**

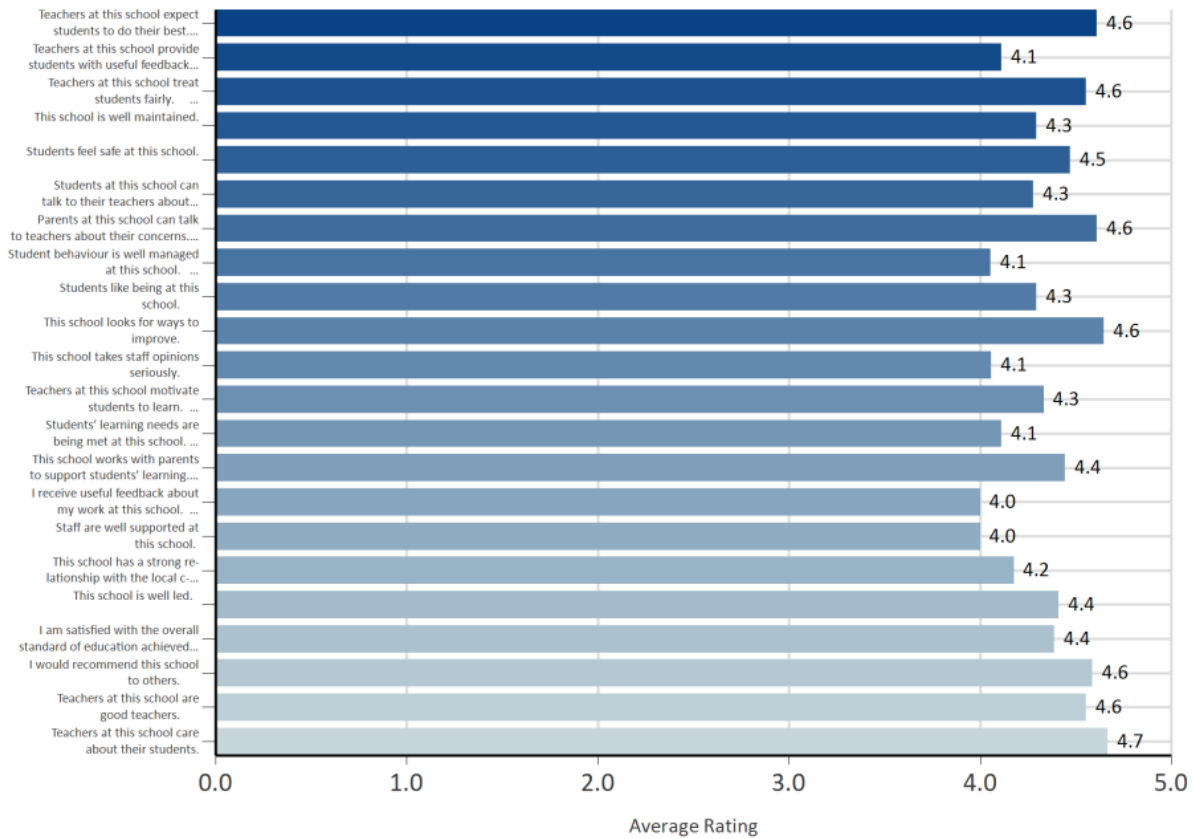
### **STUDENT SURVEY**







**STAFF SURVEY**

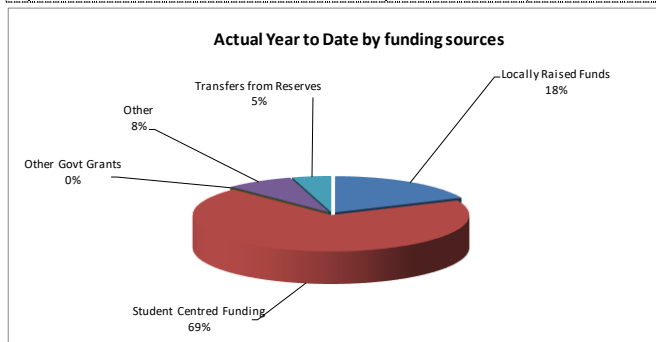
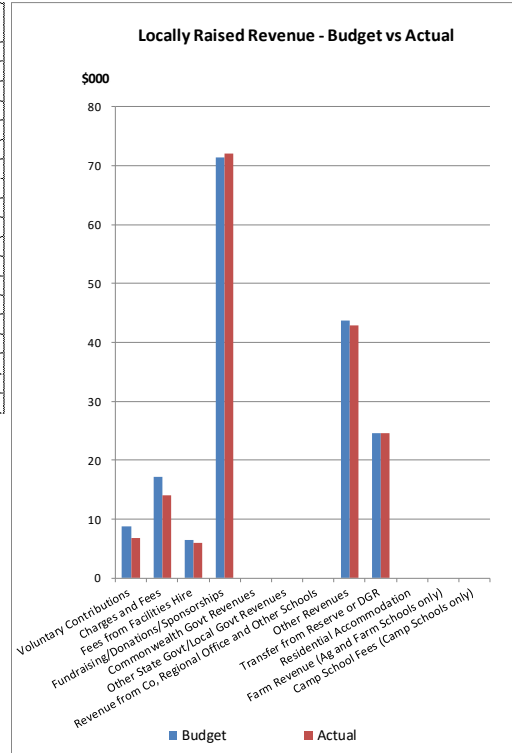


**FINANCIAL SUMMARY**

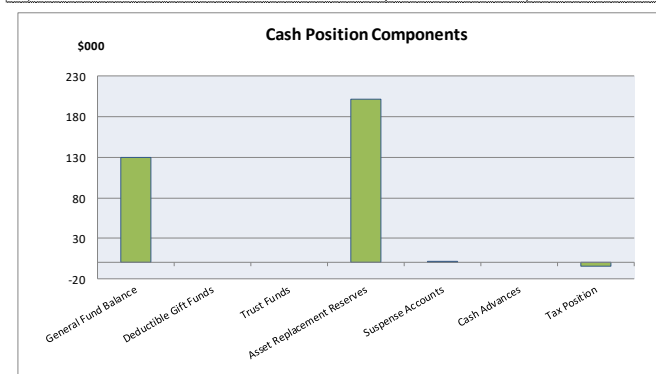
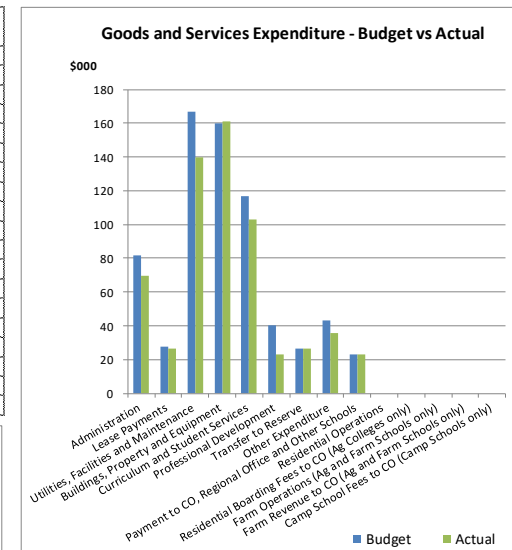
Paraburdoo Primary School continued to occupy a sound financial position, allowing the school to meet operational expenditure plans. A higher than anticipated end-of-year roll over (25%) was in part contributed to the staffing allocation growing with accumulated leave that would typically be offset by the employment of relief staff, a challenge in our remote context.

**Paraburdoo Primary School**  
**Financial Summary as at**  
**31-December-2022**

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,773.00	\$ 6,780.00
2 Charges and Fees	\$ 17,258.75	\$ 14,078.78
3 Fees from Facilities Hire	\$ 6,530.00	\$ 5,936.36
4 Fundraising/Donations/Sponsorships	\$ 71,346.45	\$ 72,009.25
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 43,763.00	\$ 42,871.95
9 Transfer from Reserve or DGR	\$ 24,512.00	\$ 24,511.97
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>\$ 172,183.20</b>	<b>\$ 166,188.31</b>
<b>Opening Balance</b>	<b>\$ 200,977.55</b>	<b>\$ 200,977.55</b>
<b>Student Centred Funding</b>	<b>\$ 368,443.00</b>	<b>\$ 371,142.69</b>
<b>Total Cash Funds Available</b>	<b>\$ 741,603.75</b>	<b>\$ 738,308.55</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 741,603.75</b>	<b>\$ 738,308.55</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 81,827.00	\$ 69,600.15
2 Lease Payments	\$ 27,800.00	\$ 26,556.68
3 Utilities, Facilities and Maintenance	\$ 166,979.00	\$ 139,836.86
4 Buildings, Property and Equipment	\$ 159,802.97	\$ 161,121.12
5 Curriculum and Student Services	\$ 116,812.00	\$ 102,903.79
6 Professional Development	\$ 40,453.00	\$ 22,985.71
7 Transfer to Reserve	\$ 26,800.00	\$ 26,800.00
8 Other Expenditure	\$ 43,296.00	\$ 35,725.20
9 Payment to CO, Regional Office and Other Schools	\$ 23,000.00	\$ 23,000.00
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>\$ 686,769.97</b>	<b>\$ 608,529.51</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 686,769.97</b>	<b>\$ 608,529.51</b>
<b>Cash Budget Variance</b>	<b>\$ 54,833.78</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 327,900.79</b>
Made up of:	
1 General Fund Balance	\$ 129,779.04
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 201,128.00
5 Suspense Accounts	\$ 909.75
6 Cash Advances	\$ -
7 Tax Position	\$ (3,916.00)
<b>Total Bank Balance</b>	<b>\$ 327,900.79</b>