

Parkes East Public School

Annual Report



2016



4204

Introduction

The Annual Report for 2016 is provided to the community of Parkes East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

At Parkes East Public School we are dedicated to providing a rich learning environment to enable students to experience success in all their pursuits. Opportunities for academic, sporting, cultural and social achievement underpin the philosophy of the school. In all areas of school life we strive to be safe, respectful and responsible.

School context

Parkes East Public School is situated on the eastern edge of the Central West regional town of Parkes with 253 students, including 14% identifying as Aboriginal.

Special features of the school include strong student welfare programs, opportunities for Gifted and Talented Students, a wide range of sporting activities and representation, Wiradjuri Language Program, an active Student Representative Council, active Junior Aboriginal Education Consultative Group, and an effective pre-Kindergarten program. Physical resources include a spacious playground, one large covered shelter, two smaller shelters, two undercover playground equipment areas, interactive whiteboards in all classrooms, a computer laboratory, a connected (video link) classroom, a library and an Audio Visual Room. Two major play areas have been covered with synthetic grass.

The school prides itself on developing positive relationships between parents/students and staff to enable all students to reach their potential. The school provides an education that is relevant to the needs and aspirations of pupils, responsive to community expectations, effective in achievement of high quality educational programs and efficient in the use of resources. Parkes East Public School is a Positive Behaviour for Learning school and is part of the Henry Parkes Learning Community. The school will be accessing the Equity Funding (Low SES, Aboriginal) in 2016.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Learning Culture

Excelling There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Wellbeing

Excelling The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Curriculum and Learning

Excelling The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Assessment and Reporting

Sustaining and Growing The school has developed explicit processes to collect, analyse and report internal and

external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures

Delivering The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

Teaching

Effective Classroom Practice

Excelling Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

Data Skills and Use

Excelling

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Collaborative Practice.

Sustaining and Growing Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development

Excelling

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

Professional Standards

Excelling The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

Leading

Leadership

Excelling

Staff have purposeful leadership roles based on professional expertise. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

School Planning, Implementation and Reporting

Excelling The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

School Resources

Excelling Succession planning, leadership development and work force planning are designed to drive whole-school improvement. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Management Practices and Processes

Excelling Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged Learning

Purpose

Students will be more resourceful, self-regulated, reflective, responsible and sociable when faced with new and challenging situations, both in and out of school, through the learning opportunities delivered that encourage real-world connections and lifelong learning through experiences that are transferrable and enduring.

Overall summary of progress

Our school focus on Positive Behaviour for Learning (PBL) has resulted in significant progress in student engagement as evidenced by the large increase in students achieving the highest behaviour/attitude reward level in the school. This increase has likewise been matched by a significant reduction in the number of school days lost to suspension. The Parkes East school community widely acknowledges the positive impact that PBL has achieved in terms of respectful, responsible and safe behaviour exhibited by the students in all school contexts.

Expected growth has occurred with student academic results on external testing measure, but further development is required in the management of student internal data to fully utilise this resource.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will demonstrate academic growth in all standardized tests including NAPLAN.	96% of Kindergarten students achieved benchmark in reading. Formalised whole school assessment scheduled under development.	.8 School Learning Support officer supporting Kindergarten students. \$46000.00 • Integration Funding (\$11500.00) • Socio-economic background (\$23000.00) • Low level adjustment for disability (\$11500.00)
Individual student growth will meet or exceed state average in Year 5 & Year 7 NAPLAN.	Average student growth for students in Years 5 and Year 7 (students who undertook Yr 5 NAPLAN at PEPS) was above state average in Reading, Grammar and Punctuation, and Numeracy (Only Yr 7).	School Learning Support Officer • Integration Funding (\$57000.00)
15% increase in students achieving Gold Level Principal Award.	68% increase in students achieving Principal Award Gold Level from 2014 to 2016.	Stronger Smarter Training \$14000.00 PBL Training \$2000.00 PBL Resources \$1000.00

Next Steps

Completion of whole school assessment schedule which includes an external mathematics assessment (PAT) strategy to provide benchmark data.

Provide teacher and student support to develop writing skills through teacher mentoring (additional teacher time purchased for team teaching).

Establish an appropriate tracking mechanism for student data (SENTRAL student administration system to be used in 2017).

Formal L3 activities being undertaken across all Stage 1 classrooms. L3 processes being undertaken in Stage 2/3 classrooms.

All students to participate in lessons to highlight the use of current technologies that provide a relevant platform for student learning. The teaching of coding and robotics to be a highlight of 2017 .

Provide the necessary resources to support new PBL team member training, new internal coach and staff member undertaking external coach responsibilities in another school.

Strategic Direction 2

Quality Teaching

Purpose

A professional staff embracing and embedding more effective teaching practices in classrooms, thereby creating a culture that shows that learning is central to all school decisions and directions.

Overall summary of progress

In 2016 staff engaged in quality professional development in Language, Literacy and Learning (L3) training, NSW Syllabus for the Australian Curriculum, Coaching/Mentoring, Stronger Smarter Leadership, Student Engagement and the Professional Development Framework. Professional partnerships between the teaching staff were established to support quality teaching development.

Additional School Learning Support Officers were employed to support L3 classroom activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers moving through the accreditation process in a timely manner.	All teaching staff worked with a peer partner to develop quality teaching strategies.	Assistant Principal released one day per week to support teachers implementing L3. • Ram – Literacy/Numeracy (\$8000.00) • Socio-economic background (\$20000.00)
Weekly staff meeting valued by staff as an effective vehicle for professional learning	Professional development activities each fortnight. Staff used this to share new learning and activities completed at external professional learning activities. Staff participated in and presented to weekly workshops on the School Excellence Framework.	Professional Learning (\$15000.00)
Individual student growth will meet or exceed state average in Year 5 & Year 7 NAPLAN	Average student growth for students in Years 5 and Year 7 (students who undertook Yr 5 NAPLAN at PEPS) was above state average in Reading, Grammar and Punctuation, and Numeracy (Only Yr 7)..	Three additional staff members trained in L3. • Ram – Literacy/Numeracy (\$8000.00)

Next Steps

Accreditation support given to new teachers (through Beginning Teacher Funding) to ensure proficiency achieved in a timely manner. Professional learning opportunities provide for staff to achieve/maintain higher levels of accreditation.

Further support provided to teachers into Year Two of L3 Training. Training an additional Stage 1 teacher in L3 in 2017. Staff team trained in How 2 Learn to implement across the school. Four additional staff members to undertake Stronger Smarter Leader Training.

Strategic Direction 3

Community Partnerships

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational effectiveness.

Overall summary of progress

The school has continued to be an active member of its community through participation in local events such as ANZAC Day, White Ribbon Day, Clean-Up Australia Day, and Reading Day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent actively contribute to enhance student learning outcomes.	Strong parent participation in engaging as classroom helpers, Canteen volunteers, PBL assistants, sporting coaches, providing transportation and workers at the annual school fete.	Ram \$2000.00
Parents and community participate in the decision making process of the school.	Significant increase in family participation in P&C Meetings and activities. High level of engagement with school information workshops from Kindergarten parents.	
The Parkes community support the Henry Parkes Learning Community (HPLC) as an important resource for public education in providing effective K–12 education.	The HPLC meetings reflect current issues across the learning community that require attention eg. Transition to School, Transition to High School and support of students with additional learning needs.	

Next Steps

Ensure all communication to parents is timely and relevant.

Maintain the school website and utilise school Facebook page with a major emphasis on currency of material.

Provide parent information workshops that meet identified parent need.

A focus on developing parent and community understanding and the skills required to be partners in the school's decision making processes rather than just providers of resources. Monthly P & C meeting will be utilised to undertake this process.

Continued engagement with Henry Parkes Learning Community schools' executives to support common school goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Indigenous students and their families express that they are supported at school.	.4 Aboriginal Education Officer \$25 0000 • Aboriginal background loading (\$0.00) • (\$0.00)
English language proficiency	Movement of students along EALD Scales at an appropriate rate. EALD families supported and welcomed into the school.	.1 teacher English Language Proficiency \$4790, Low SES \$5000 • English language proficiency (\$4 790.00) • Socio-economic background (\$5 000.00)
Low level adjustment for disability	Identification of students requiring additional learning support. Support provided through small group activities, one on one withdrawal, in class team teaching, School Learning Support Officer targeting reading and writing activities in the classroom and Learning Support Teacher providing professional support of classroom teachers.	\$101 000 LaST \$33 000 .6 SLSO • Low level adjustment for disability (\$134 000.00)
Quality Teaching, Successful Students (QTSS)	Assistant Principals given additional release time to provide mentoring, team teaching and demonstration lessons to staff they supervise to support the development of Quality Teaching practices at the school.	Sem 2 .197 (\$20 000) teacher time allocated
Socio-economic background	Improvement in technology skills among students and staff. High level of student engagement noted when coding was introduced in Term 4 2016. Parent and staff noted high levels of school readiness among the 38 pre-school students who participated in the Kindergarten transition program. All kindergarten students achieved minimum benchmarking standards in reading following SLSO placement in Kindergarten classroom each morning.	\$20 000 .2 teacher curriculum support \$20 000 .2 Technology teacher \$15 000 .3 teacher (1 semester) 2017 kinder transition \$35 000 .5 SLSO lit/num support • Socio-economic background (\$90 267.00)
Support for beginning teachers	Beginning teachers (two teachers receiving first year funding and two teachers second year) received additional support, professional development and mentoring time with supervisors. 2 beginning teachers attended Redbank Conference. 1 beginning teacher undertook Stronger Smarter Leadership Training.	\$30000 .3 Teacher (for additional release) \$9000 Additional Professional Learning Activities. • Support for beginning teachers (\$39 000.00)
Targeted student support for refugees and new arrivals	Movement of students along EAL Scales at an appropriate rate. EALD family supported and welcomed into the school.	.1 teacher employed \$10 500 • Targeted student support for refugees and new arrivals (\$0.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	108	106	114	136
Girls	112	109	107	125

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	94.7	95.2	95.8
1	94.9	95.2	92.8	93
2	94.3	95.3	93.5	93.6
3	94.1	96.4	93.7	92.8
4	92.2	93.9	94.3	94.1
5	91.8	94.9	94	94.2
6	90.3	91.8	90.6	92.8
All Years	92.8	94.4	93.6	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	3.55
Other Positions	0.39

*Full Time Equivalent

Two indigenous Wiradjuri Language Tutors were engaged part-time to undertake Wiradjuri language lessons. They were also employed as a School Learning Support Officer to work specifically with indigenous students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

All staff completed professional learning activities throughout 2016, including the completion of all mandatory training .

Professional Learning included:

- Anaphylaxis
- Aspergers Support
- Child Protection Update Training – 2016
- Code of Conduct
- Complaints Handling
- CPR and Emergency Care
- Dynamic Teaching and Learning Strategies
- E – Emergency Care
- Lachlan Principals Network Meetings
- Language, Literacy and Learning (L3) New and Ongoing Teacher Training
- Live Life Well
- Personal Development, Health and Physical Education
- Primary LAST Network PL
- Reading Recovery Ongoing Professional Learning
- Road Safety
- School Learning Support Officer Training
- SALM and Schools Finance
- Stronger Smarter Leadership Program
- Teaching Reading Writing K–6
- Writing K–6

	2016 Actual (\$)
Opening Balance	189 508.14
Revenue	2 495 690.71
(2a) Appropriation	2 433 273.54
(2b) Sale of Goods and Services	-1 800.00
(2c) Grants and Contributions	59 822.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	2 308.42
(2d) Investment Income	2 086.30
Expenses	-2 534 524.31
Recurrent Expenses	-2 534 524.31
(3a) Employee Related	-2 154 522.46
(3b) Operating Expenses	-380 001.85
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-38 833.60
Balance Carried Forward	150 674.54

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

The school's financial management processes and governance structures meet departmental financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 820 891.54
Base Per Capita	12 262.69
Base Location	31 022.92
Other Base	1 777 605.93
Equity Total	260 265.62
Equity Aboriginal	25 232.50
Equity Socio economic	95 267.11
Equity Language	4 790.31
Equity Disability	134 975.70
Targeted Total	248 400.27
Other Total	58 680.65
Grand Total	2 388 238.07

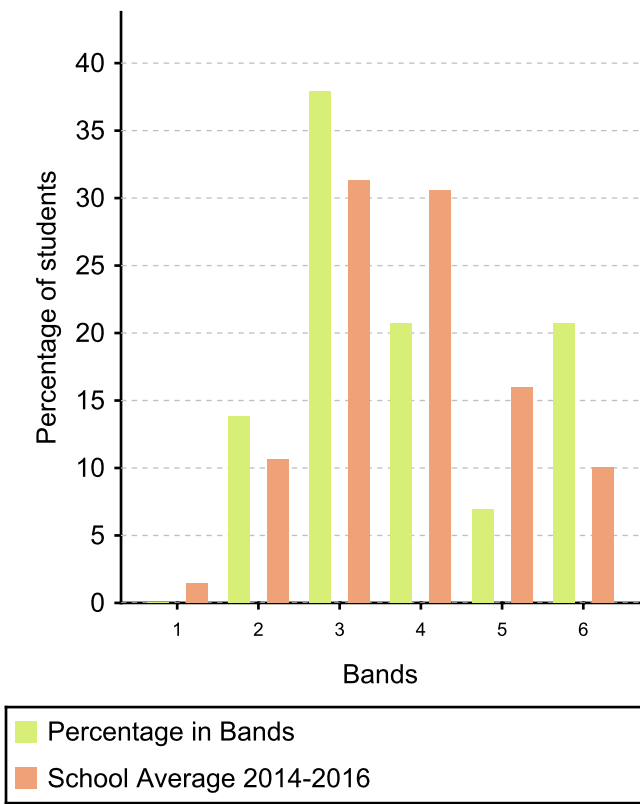
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

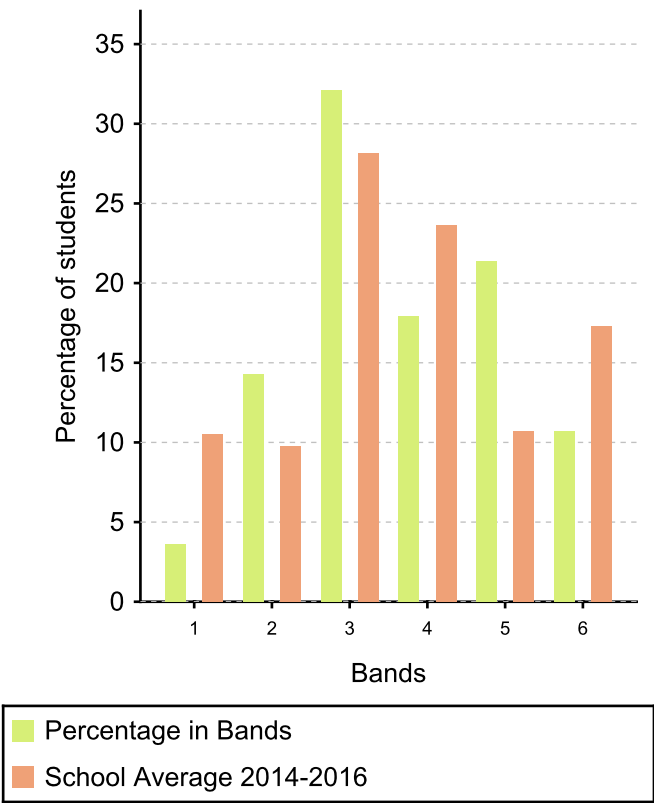
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

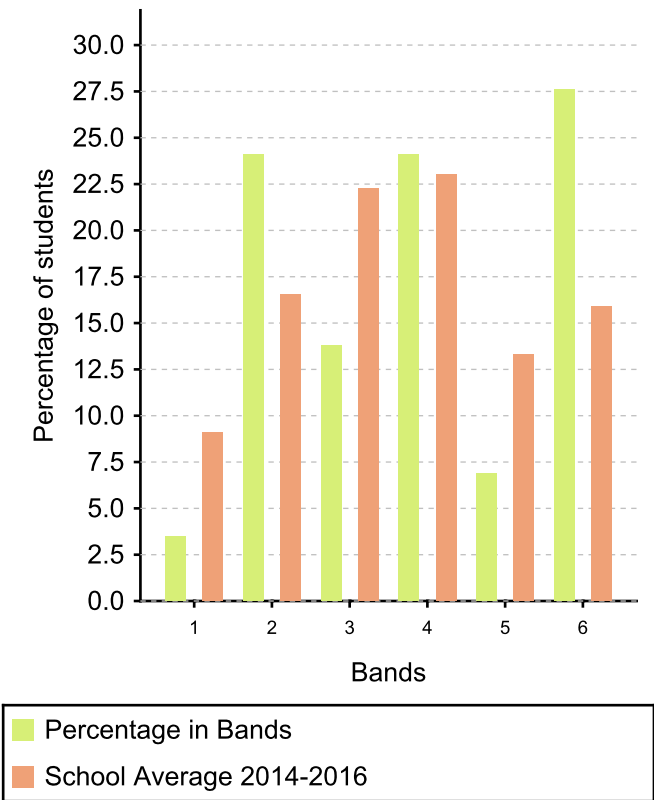
Percentage in bands:
Year 3 Grammar & Punctuation



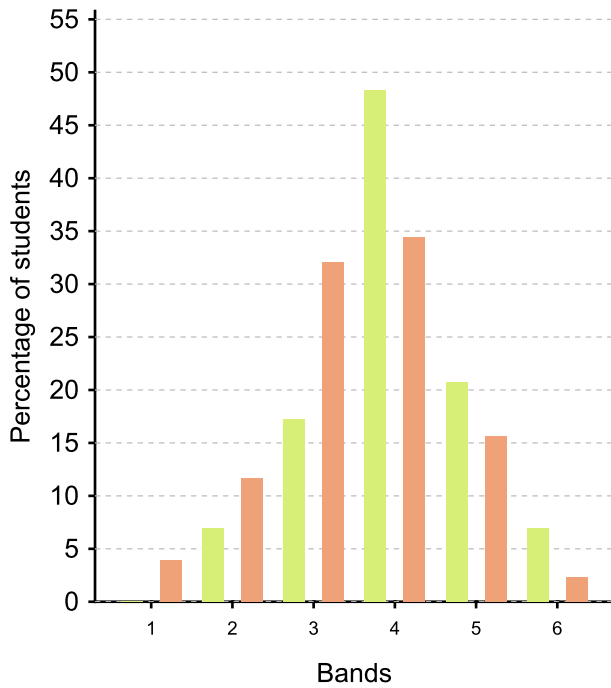
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

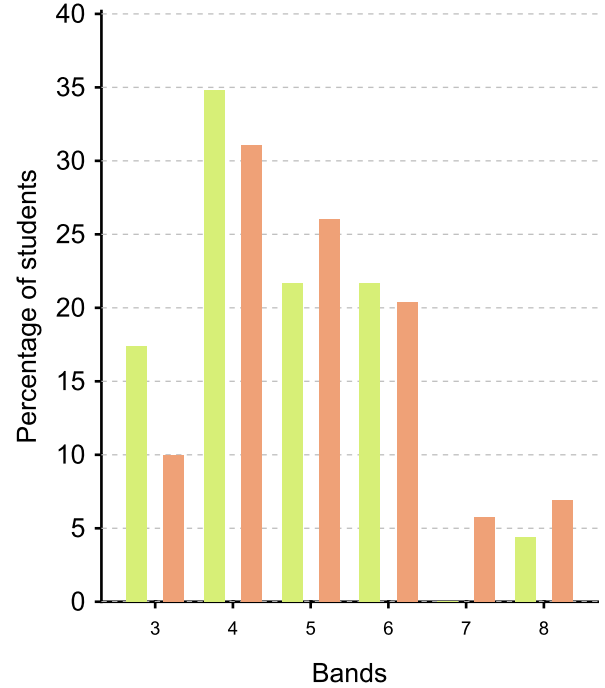


Percentage in bands:
Year 3 Writing



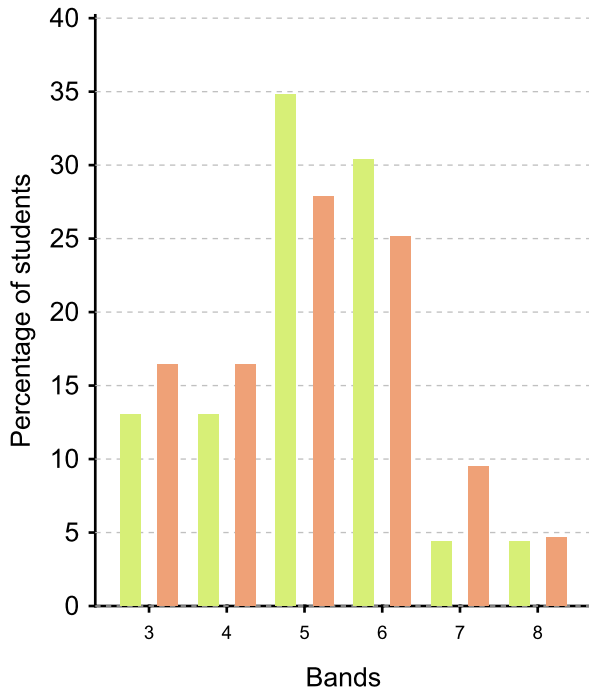
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



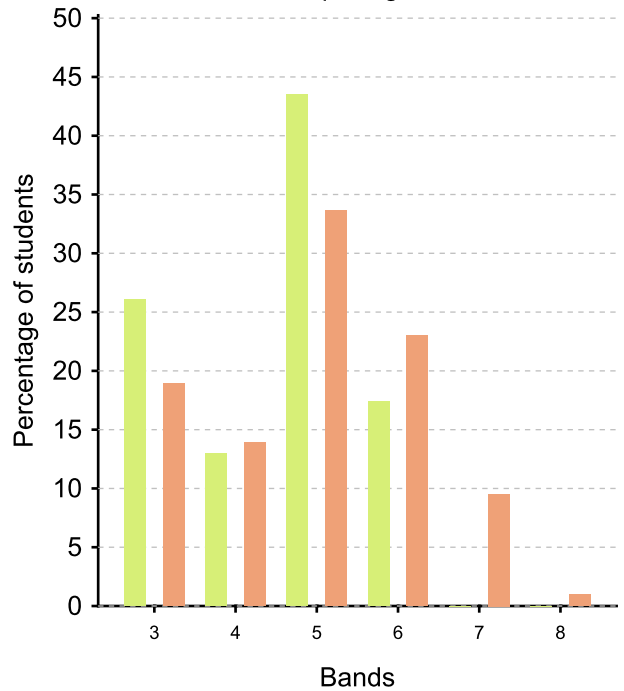
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



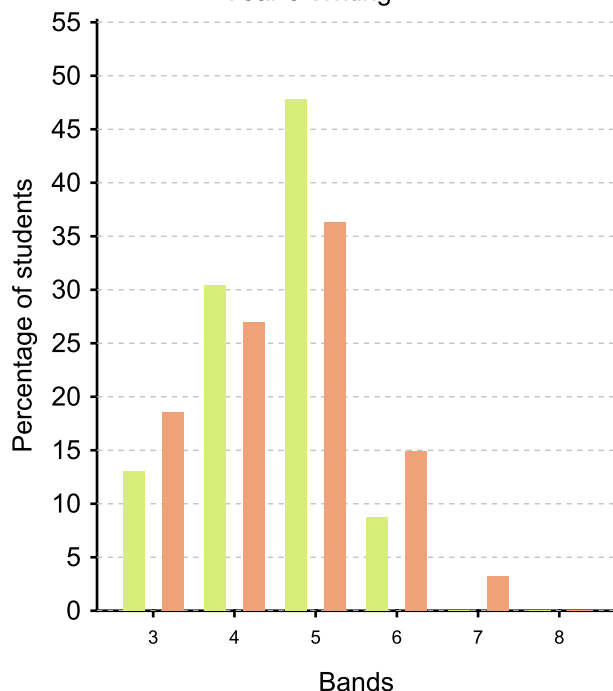
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



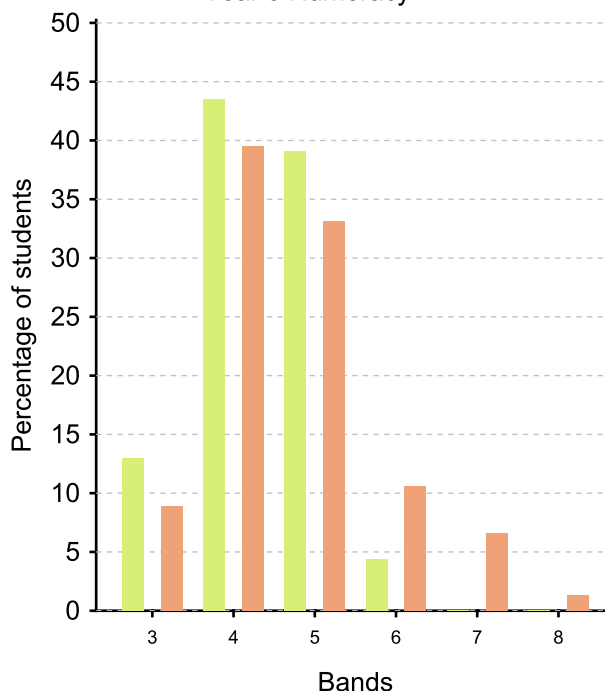
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



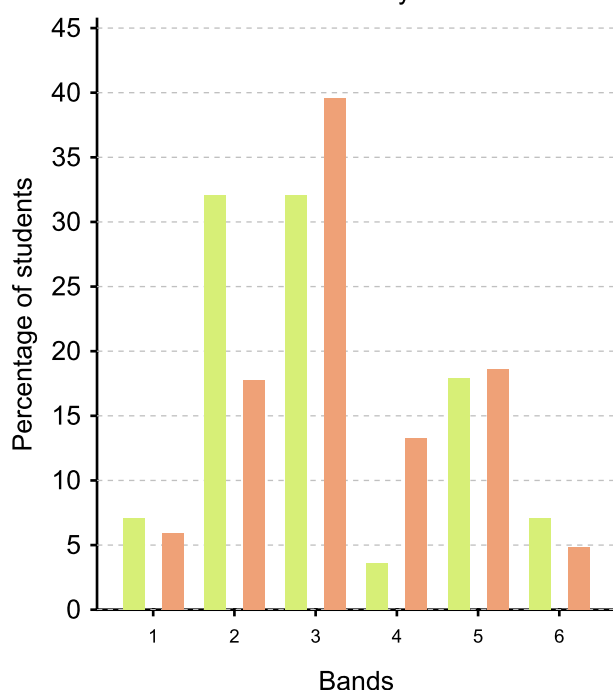
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The NAPLAN results show improvements in average reading, writing, spelling and grammar and punctuation scores for Year 3 students over the last four years. Year 5 students results have remained static. Average growth for Year 5 students (from Year 3 NAPLAN) was above state average in reading and grammar and punctuation.

Average numeracy scores Year 3 students have remained consistent over the last four years and there has been a below average growth in numeracy scores for Year 5 students.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has increased for spelling and writing and remained consistent for reading and numeracy and decreased for grammar and punctuation..

The percentage of Year 5 students in the top two bands has decreased for reading, writing, spelling, numeracy, grammar and punctuation.

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the

percentage of Aboriginal students (Minimum 10 Aboriginal Students undertaking Year 3 or Year 5 NAPLAN) in the top two NAPLAN bands. In 2016, Parkes East Public School did not have the required number of students for reporting.

The school has a designated, trained anti-racism staff member.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In a parent survey undertaken in September 2016, the overwhelming responses made were Strongly

Agree or Agree to statements such as: "Parkes East Parkes School is a caring school", "This school has high standards of behaviour", and "This school has a safe and secure environment". Only three responses were to Disagree or Strongly Disagree to: "Fair discipline exists within the school".

Years 4–6 students overwhelming responded in the positive to surveys undertaken in class and via Tell Them From Me Survey.

Staff also expressed an overwhelming satisfaction with the school with all responses being in the Strongly Agree and Agree range. A number of staff expressed the need to continue to upgrade their technology skills as well as the available hardware, particularly laptops.

Policy requirements

Aboriginal education

All students completed weekly Wiradjuri language lessons. These were undertaken by a Wiradjuri Language Tutor under the guidance of the class teachers. While the language lessons focused on the Wiradjuri language, culture and lore were important aspects of the program.

An active Junior AECG meets weekly to discuss enhancements that can be made to the school for the benefit of all students. Parkes East Public School Junior AECG engagement with the Parkes Junior AECG has promoted closer ties with the Aboriginal community leading to strong parental support of school programs.

The opportunity for parents to engage in the development of Personalised Learning Programs to promote involvement resulted in improved learning outcomes for students.

Multicultural and anti-racism education

The Wiradjuri language lessons provide a spring board to the study of other cultures within class teaching programs. The school's Positive Behaviour for Learning focus of being Safe, Respectful and Responsible underpins a culture of inclusivity.