

Parkview Public School

Annual Report



2016



4413

Introduction

The Annual Report for **2016** is provided to the community of **Parkview 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.

Travis Irvin

Principal

School contact details

Parkview Public School

Park Ave

Leeton, 2705

www.parkview-p.schools.nsw.edu.au

parkview-p.School@det.nsw.edu.au

6953 2600

Message from the Principal

2016 was another massive year for our school. Our student population peaked at a new enrolment high of 364. This meant an expansion to our classroom space and staffing entitlement, and occurred during a year that we initiated a Bring Your Own Device trial and also in a year that saw our community confirmed as a Phase 2 Early Action for Success (2017–2020) school.

Our children achieved some amazing achievements this year including 7 students achieving credits or better in UNSW Assessments, Zone Champion School in Premiers Debating Challenge, 9 Riverina and 1 NSW Sporting Representatives, 6 Riverina Quarter Finalist Sporting Teams, significant achievement in the arts including participation in Schools Spectacular, Riverina Choir, Operation Art Exhibit, Riverina Dance Festival, Leeton Eisteddfod and the LCOPS Production 'Shine–The Olympic Era'.

Of equal importance is our schools continued growth alongside literacy and numeracy continuum measures as well as standardised external assessment linked to NAPLAN. Our students continued growth and trend data in most assessable areas of NAPLAN in Years 3, 5 & 7 is pleasing, whilst our on-going engagement in the Early Action for Success program is continuing to provide significant growth in our students K–2.

In partnership with this initiative we will further enhance our literacy and numeracy scaffolds within the school as we aspire for further growth in all areas, in particular writing and working mathematically.

I would like to personally thank all the parents and community members who have made the choice to engage in the education process with children at Parkview Public School. Whether you are a Staff Member, P&C Member, helper in the classroom, at sporting or cultural events, providing transport, attending information sessions and open days or by supporting your child's learning in the home, you make a critical investment in the education of our youth. We value it and with consistent application so will your children.

Message from the students

2016 has been an amazing year! It has been a great opportunity to become better leaders and to develop our confidence. Some of the best things we have participated in this year include the GRIP Leadership Day in Wagga Wagga, speaking at Parkview's Monday and Friday assemblies and hosting the 2017 Kindergarten Information Night. Our favourite experience was the GRIP Leadership Day though.

It has been a great privilege being school captains this year and we all took great pride and leading our wonderful school. We would like to thank the teachers who have helped shape our education over the last 7 years at Parkview Public School and we wish the incoming 2017 School Leaders all the best for their challenge. We know you will prove to be fine leaders and role models of our school.

School background

School vision statement

Parkview Public School aims to produce civic minded, life-long learners and problem solvers. An inclusive, dynamic and engaging environment, underpinned by best practise quality teaching and learning, will ensure success.

School context

Parkview Public School is located in the vibrant, rural town of Leeton and services an increasingly diverse community.

The school has experienced an extended period of growth and has established a strong foundation of innovative teaching and learning programs. Ongoing professional learning has focused on building the capacity of staff to provide experiences necessary for students to become effective, caring global citizens.

The school works tirelessly to strengthen community connections through a broad range of initiatives.

Parkview Public School has a school leadership team comprising of the Principal, Instructional Leader for Literacy and Numeracy and three Assistant Principals. There is approximately 40 full-time and part-time staff, working collaboratively in the best interests of all students.

The school's staff prides itself on an innovative and contemporary approach to curriculum implementation, founded on the principle that all individuals, students, staff and community members are life-long learners.

For more information linked to our community please refer to our School Website, follow us on Facebook or download our School App.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the Parkview Public School community can be assessed at the following levels:

Learning Culture—**Sustaining and Growing**

Wellbeing—**Sustaining and Growing**

Curriculum and Learning—**Sustaining and Growing**

Assessment and Reporting—**Sustaining and Growing**

Student Performance and Measures—**Delivering**

In relation to Learning, there are a broadnumber of strategies implemented to ensure the school sustains and growscurrent practice. To support student engagement and learning the school hasfocused on attendance and behaviour expectations. These priorities areconsistently re–inforced to students and reiterated during PersonalisedLearning Plan Conferences with all parents and carers on a termly basis.

Over the last twelve months staff have undergone significant professional learning linked to Literacy and Numeracy, with a specific focus on L3, L3 Stage 1, Focus on Reading, TEN and TOWN. The pedagogy that this learning promotes is embedded in the school's learning culture.

Attendance is carefully monitored with a flowchart guiding teachers and executives. Children whose attendance is of concern is followed up by the LST and HSLO.

Student transitions to and from Parkview PS are supported by the Winhangara Playgroup, 17 week Kindergarten Transition Program and a structured transition program with the local high school.

Technology has been a major tool to foster student engagement to learning for research and reporting purposes. Students have become more responsible for their own learning and are beginning to be independent problem–solvers. Students are also offered a wide range of extra–curricular activities to further engage them in school activities and their learning.

Parents are consistently engaged through regular formalized feedback. Students requiring additional support have IEPs and ILPs developed and reviewed by teachers and parents. Data is collected and analysed twice termly and this is supporting the school's efforts to improve results against all assessment markers..

Where to next:

Maintain and expand community engagement opportunities and further develop student ability to actively contribute to the community in which they live. On–going focus on achieving Premier's Priorities in relation to student achievement. Continuation of partnership building within the community and enhancement of community feedback and partnerships opportunities.

Continual review and tightening of school–wide processes for the collection and analysis of internal and external data. Improve capacity of School Leadership Team to lead the use of data to inform strategic school improvement.

Enhancement of school–wide collective responsibility for student learning and success which is typified by high levels of student, staff and community involvement. Further development of varied opportunities for students to engage in extra curricula learning opportunities that enhance capacity.

On–going enhancement of student ability to critically reflect upon learning experiences, facilitated by continual framing of teachers learning intentions and success criteria aimed at the further development of independent learners.

As staff display greater automaticity in relation to balanced programming that incorporate all requirements of the curriculum, greater opportunity for critical reflection and the development of flexibility in lesson establishment and delivery will become the next focus.

Further focus on the strategic development of students cognitive, emotional, social, physical and spiritual wellbeing scaffolded by a school culture that has aspirational targets for the capacity of all students.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the Parkview Public School community can be assessed at the following levels:

Effective Classroom Practice–**Sustaining and Growing**

Data Skills and Use– **Sustaining and Growing**

Collaborative Practice–**Sustaining and Growing**

Learning and Development–**Sustaining and Growing**

Professional Standards–**Delivering**

Staff meet regularly with peers, supervisors and Instructional Leader to respond to feedback and plan upcoming collaboration phases. During collaboration sessions, classroom teachers analyse data, create learning plans, collaborate with colleagues and reflect upon and create new learning programs.

Classroom teachers plan learning opportunities for all students, driven from data, collegial collaboration and programming guidelines. Learning opportunities are targeted at students' point of need. This ensures that all classrooms are

well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers use reports from PLAN software, such as Class Analysis reports to track and monitor student growth. Class Analysis reports are used by classroom teachers to plan for and group students according to ability or need. Collaboration sessions and teacher professional learning ensure teachers develop the necessary skills to successfully analyse and interpret student performance data to improve student learning outcomes. In conjunction with PLAN reports and SMART data, our school leadership team regularly uses data to inform key decisions.

Teaching staff are regularly engaged in collaboration supported by executive staff to provide all staff with a means to develop skills and practices relevant to their needs and the delivering of quality learning experiences to all students.

K–6 teachers participate in professional learning through fortnightly staff meetings and collaboration sessions. L3, L3 Stage 1, Focus on Reading, TEN and TOWN form the basis of professional learning that is targeted to meet school priorities and professional needs. Expertise within the school is utilised, to enable teachers to build capacity with their colleagues, by actively sharing new learning from targeted professional development.

Staff at Parkview Public School are at various stages of accreditation. All staff complete a Professional Development Plan in collaboration with their supervisor. Teachers are committed to their ongoing development as members of the teaching profession.

Where to next:

On-going systematic evaluation and reflection linked to the practices and processes contained in a dynamic School Plan.

Fostering ownership in all staff members of their personal responsibility to develop and maintain their professional standards and further embed consistent teacher judgement and collaborative practice across all stages, set against a culture of high expectations led by school and community leaders who evaluate professional learning activities.

Continual review and tightening of school-wide processes for the collection and analysis of internal and external data. Improve capacity of School Leadership Team to lead the use of data to inform strategic school improvement.

On-going enhancement of student ability to critically reflect upon learning experiences, facilitated by continual framing of teachers' learning intentions and success criteria aimed at the further development of independent learners.

As staff display greater automaticity in relation to balanced programming that incorporate all requirements of the curriculum, greater opportunity for critical reflection and the development of flexibility in lesson establishment and delivery will become the next focus.

The results of this process indicated that in the School Excellence Framework domain of Leading the Parkview Public School community can be assessed at the following levels:

Leadership—Sustaining and Growing

School Planning, Implementation and Reporting—Delivering

School Resources—Sustaining and Growing

Management Practices and Processes—Sustaining and Growing

We have always tried to engage our parents to be active members of their child's learning by having an open door policy, allowing parents into the classrooms at any time. Each year we ask for feedback from parents and community about whether they are satisfied with the school and the education we provide for their children. This is done informally through conversations on an ongoing basis and formally through a surveying. The most recent survey showed that the school community is overwhelmingly positive about educational provision.

Each year the leadership responsibilities are distributed according to knowledge, willingness or future career development. Leadership roles – staff roles and responsibilities are flexible to the changing needs of the school and staff, offering opportunities for all to grow and lead. In addition, staff who have been recognised as people with great leadership potential are encouraged to participate in leadership activities. The school is committed to the development of leadership skills in students allowing them to be developed as leaders with the school creating opportunities at different levels.

The school is committed to creating links outside of the school setting. Strong links exist with Local Men's Shed, Aged Care Facilities, Local Pre-Schools, fellow Public Schools, Local Aboriginal Education Consultative Group, Local Aboriginal Land Council, as well as other community and business organisations. These links allow for continued professional development and support the school to meet the changing needs of students.

Parents and wider school community have been engaged in the development of the vision, values and purpose for the school and this is evident in the school plan

The leadership team ensures that there is strategic planning for resource allocation, professional learning, performance monitoring and reporting which is monitored every five weeks through the milestone process.

The school prides itself on acknowledging and celebrating a wide diversity of student, staff and community achievements. School structures ensure student achievements are celebrated formally through school reports, school newsletter, school website and our school Facebook page. Staff achievements are recognised at staff meetings and more formally at events such as the Education Week Awards.

The school is committed to workforce planning that supports curriculum provision and the recruitment of high quality staff. Where possible staff are recruited using the merit process. PDP processes are in place to ensure that staff are committed to professional development, feedback and self-assessment. Budgets have been set and are regularly monitored to ensure strategic financial management is used to gain efficiencies and to maximise resources available.

The school acknowledges the growing changes of education, understanding that students learn in different ways and that learning spaces need to be flexible.

Where to next:

On-going systematic evaluation and reflection linked to the practices and processes contained in a dynamic School Plan.

Systematic review of milestone achievements and financial and resource allocation to ensure Strategic Directions of the School Plan are achieved.

Maintain and expand community engagement opportunities and further develop student ability to actively contribute to the community in which they live. On-going focus on achieving Premier's Priorities in relation to student achievement. Continuation of partnership building within the community and enhancement of community feedback and partnerships opportunities.

Fostering ownership in all staff members of their personal responsibility to develop and maintain their professional standards and further embed consistent teacher judgement and collaborative practice across all stages, set against culture of high expectations led by school and community leaders who evaluate professional learning activities.

Our self-assessment and the external validation 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

Curriculum: With emphasis on English and Mathematics

Purpose

English and Maths have been identified as the core subject areas which are necessary to ensure life-long success for learners.

We strive to raise the level of achievement, with particular focus on closing the gap for ATSI and Low SES students.

Overall summary of progress

At Parkview Public School, staff continue to work hard to ensure students are engaged in personalised and authentic learning experiences. Kindergarten to Year 6 teachers assess students every 5 weeks and track their progress against the literacy and numeracy continuums, entering the data in the Department of Education PLAN program. This allows teachers to closely monitor, plan and cater for differentiated instruction. All staff meet regularly as a whole and in stage teams to allow them to work collaboratively to meet the needs of all students. As part of the Early Action for Success program, all Kindergarten to Year 2 teachers meet with the Instructional Leader regularly in individualised conferences. In these groups 'at risk' students are planned for ensuring that tiered interventions are provided and that they involve integrated and intensive support. As a result, students are becoming more confident and willing to take risks with their own learning and an emphasis on quality feedback is empowering students to have greater ownership of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students who are achieving benchmarks using PLAN, L3 and TEN data. (EAFS)	Kindergarten PLAN data (2015–2016) indicates an increase in students achieving at or above the expected cluster for writing (56–60%), comprehension (75–78%), reading (72–75%), numeral identification(70–90%) Year One PLAN data (2015–2016) indicates an increase of students achieving at or above the expected cluster for reading (65–70%), comprehension (66–72%), writing (33–38%) and early arithmetic strategies (75–82%). Year Two PLAN data indicates an increase in students achieving at or above the expected cluster for reading (71–78%), comprehension (64–73%), writing (33–34%) and early arithmetic strategies (87–88%).	Early Action for Success (EAFS) \$178712
Increase number of students achieving in the top 2 bands of NAPLAN and increase number of students who achieve at or above the minimum standard in NAPLAN across Literacy and Numeracy.	There has been pleasing growth in the top two NAPLAN bands as outlined below in the Premiers Priorities, however the biggest shift has been the percentage of children not reaching minimum standards in Literacy and Numeracy. In all areas of Literacy and Numeracy across Years 3 & 5 this is now below 10% and in many instances not more than 5%.	RAM Funds (\$210571) providing additional class support through LAST Teachers, SLSOs and Resources to scaffold students.
Increase student growth linked to stage appropriate outcomes measurable by internal assessment and observation.	Student growth as determined by the internal evidence gathering is reflected in on-going development as tracked on the Literacy and Numeracy Continuums.	As Above
Premiers Targets Increase the proportion of NSW students in the top two	There has been growth in this area but it remains and aspirational target to increase the number of students achieving in the top 2 NAPLAN Bands.	RAM Funds as identified above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN bands by 8%.	<p>In Year 3 there was significant shift in the number of students achieving in the top 2 NAPLAN bands for writing (growing from 13 to 21), with smaller increases enjoyed across Reading, Spelling and Grammar and Punctuation.</p> <p>In Year 5 there was significant growth in the areas of Reading (5 to 12 students) and Grammar and Punctuation (6 to 12 students) with smaller gains also achieved in Writing, Spelling and Numeracy.</p>	
Premiers Targets Increase the proportion of ATSI students in the top two NAPLAN bands for reading and numeracy by 30%	<p>NAPLAN Year 3 and Year 5 results show increased movement across the bands, however we still have room for improvement and aspire to have more children achieving in the top two bands.</p> <p>The most pleasing results are in Year 3:</p> <p>Band 5 Year 3 Reading Results 2016–15%, Prior to EAfS– 0%</p> <p>Band 5 Year 3 Grammar and Punctuation 2016–30%, Prior to EAfS–0%.</p> <p>Band 5 Year 5 Grammar and Punctuation 2016–25%, prior to EAfS–0%.</p>	<p>RAM Funds combined with:</p> <p>\$74570 Aboriginal Background Loading</p> <p>\$4781 Norta Norta NAPLAN Funding</p>

Next Steps

- Assistant Principals to further develop roles based on Instructional Leader precedent, working as an 'Instructional Interventionist' modelled on the Early Action for Success Instructional Leader role.
- K to 6 continues to assess every 5 weeks using the literacy and numeracy continuums and program fortnightly.
- K to 2 continuing with Early Action for Success (Phase 2).
- Writing and Numeracy K to 6 targets.
- K to 2 continues with L3 and TEN training and implementation.
- 3 to 6 continues with FoR and TOWN training and implementation.
- Continued PLAN data entered for all students K–6.
- School Learning Support Officers continuing to provide assistance in the classroom and provided with professional learning to enhance their capacity in support
- Introduction of 'Fast For Word' program 3–6.

Strategic Direction 2

Staff & Student Capacity: Building Professional Leadership and Dynamic Learning

Purpose

Building capacity in both staff and students is paramount for the continual transformation of leadership, teaching and learning in our school.

A culture of self-improvement and dynamic learning ensures that both staff and students set high expectations for practice, learning and achievement.

Overall summary of progress

Throughout 2016 staff have engaged in relevant professional development. The professional development has been ongoing and collaborative in nature and has enhanced teacher's knowledge and practice. Professional development has included, but not limited to, L3, L3 Stage 1, Targeted Early Numeracy, and Focus on Reading. K to 2 staff met regularly, as a team with the Instructional Leader, as part of the Early Action for Success program. Stage teams met fortnightly for professional development and K–6 staff meet fortnightly for whole school professional development. The time is used to focus on data and teaching practices that are needed to enable students to progress. K to 6 staff are all using data based on the Literacy and Numeracy continuums to guide their programming and delivery.

Linked to individual staff Professional Development Plans, staff engaged in four Teaching and Learning Forums delivered by executive staff that addressed staff identified learning needs linked to varying needs that included writing, classroom management, information technology skills and mathematics. In addition, a whole school continued focus on writing was further scaffolded by the hosting at school of 'Seven Steps Writing' Professional Learning.

In addition, the school trialled a 'Bring Your Own Device' Strategy in 2 classrooms during Semester 2 of 2016, with the aim being for a successful trial to lead to the roll out of the strategy across all classes in Years 3–6 in 2017. Significant parent consultation and surveying was conducted in relation to this strategy with the overwhelming feedback being positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff modelling best practise quality teaching, facilitating dynamic, collaborative, well planned and reflective 21st century learning.	<ul style="list-style-type: none">• Teaching programs provide evidence of assessment for, as and of learning.• Continued application of L3, L3 Stage 1, TEN and FoR Pedagogies.• Staff have continued embedding consistent and accurate assessment processes in stage teams in English, Mathematics and Science• Teachers have reported that students have demonstrated higher levels of engagement in learning activities• 2 Teachers continued a IT based learning project 'iShare CoS' in conjunction with 8 other network schools from metropolitan Sydney. This has led to the implementation of a number of changes in lesson delivery linked to information technology including the trial of 'Bring Your Own Device' (BYOD) in 2 classrooms.• Staff have worked in collaborative teams to plan teaching and assessment tasks. This has further developed consistent teacher judgement.	RAM Funding Professional Learning \$19382
Executive at the forefront of self-improvement within the staff, providing outstanding leadership for staff linked to planning,	<ul style="list-style-type: none">• All teachers participated in the performance and development process, and used mentoring, coaching and collaboration as part of the process to improve their practice	AP Leadership Initiative \$14400

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
practise, collaboration, reflection and evaluation.	<ul style="list-style-type: none"> Using the varying the mix of staff guidelines an effective mentoring and coaching model was established to support all teaching staff All teachers were involved in collaborative planning for professional learning, school planning, data analysis, and curriculum implementation 	
Students demonstrate well developed skills in self-guided, independent learning strategies that facilitate 21st century learners who self-regulate, reflect and engage.	<p>Students continue to develop and demonstrate skills consistent with those of 21st Century Learners including:</p> <ul style="list-style-type: none"> authentic application of technological aids in everyday learning. successful trial of BYOD in 2 classrooms. evidence of independent, self directed learners in all classroom spaces. 	\$25000 RAM for technological resources.

Next Steps

- All executive staff review PLAN data to lead the on-going development of personalised learning and the informing of programming on a fortnightly basis for their teams.
- K to 2 continues with Early Action for Success (Phase 2) and associated leadership and development aspects.
- On-going Professional Development in line with the School Plan and PDP's.
- Stage Two and Stage 3 to model Professional Learning on the Early Action for Success program. The Stage 2 Assistant Principal / 'Instructional Interventionist' is meeting each week, to plan and review, with all teachers. Weekly collegial visits to classes, fortnightly planning and meeting individually with the 'Instructional interventionist'.
- Expand 'Bring Your Own Device' strategy to all classes in Years 3–6 in 2017.
- Continuation of PDP's to set and monitor individual staff development and welfare.
- Developing leadership capacity and professional practice amongst all staff to support and enhance quality teaching and improved outcomes for students.
- Writing and Numeracy have been identified using SMART data as continued focus areas for 2017.

Strategic Direction 3

Community Connections: Engaging our richly diverse community

Purpose

The continual strengthening of community connections is vital for the sustainability of positive schooling experiences.

Strong partnerships between all stakeholders, linked to the holistic development of our children, promotes the value of education and benefits the community as a whole.

Overall summary of progress

At Parkview Public School all students and community members are encouraged to care for and respect self and contribute to the wellbeing of others and the wider community.

Parents and carers are valued partners in student learning at Parkview Public School. Parents and carers are invited to four formal PLP meetings a year to set goals and receive feedback regarding their children's learning. Two written school reports are also sent home. PLAN reports are sent home with Kindergarten students at the beginning of the year following the Best Start assessment. K to 6 send two PLAN reports home in Term 1 and one report at the end of Term 2, 3 and 4. Teachers are available to meet with parents as requested throughout the year and vice versa. Teachers aim to provide information to parents to enable them to support their children's progression. Parent Information Sessions were provided in semester one to assist parents with understanding how to assist their students in learning.

Throughout 2016 students participated in a variety of community activities including visits to local residential care facilities and the Student Representative Council led many successful fundraising activities throughout the year, choosing to donate to charities such as Stewart House and Cure for Cancer.

Students also acknowledged and participated in learning activities based around Harmony Day, White Ribbon Day and Reconciliation Week.. Students are encouraged to attend the local ANZAC Day Service and our own school service is also held.

At Parkview Public School we value our diverse community and aim to make it inclusive of all people. We also encourage community engagement. In 2016, the school were key partners in the Leeton NAIDOC Week Celebrations for both the Leeton Shire Council and the Leeton Aboriginal Land Council. Reconciliation Week and Sorry Day were also acknowledged by students and staff. The school also values an extremely positive relationship with community groups including the Leeton Local Aboriginal Educational Consultative Group, the Leeton Shire Council and the Leeton Men's Shed.

The school has high expectations of students and all teachers aim to engage students in learning by personalising learning and providing rich learning activities. Many additional activities outside of the classroom exist such as Young Leaders, Chess Club and Enviro Champions. These activities are aimed at increasing engagement in learning and strengthening social skills.

The school continued to host its extremely successful community engagement activities in Gossamer Park, facilitated the on-going Winhangara Playgroup and continued the highly successful and engaging Kindergarten Transition Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All school community members (staff, students, parents and broader community) will know the school's strategic directions and practises to achieve educational priorities.	<ul style="list-style-type: none">• The school vision and strategic directions were developed and reviewed by staff in consultation with P&C and the school community.• The newsletter, website, school social media applications, K to 6 assemblies, parent teacher interviews are used to communicate what is happening at school.• Parents are encouraged to provide regular feedback through meetings, surveys and community engagement opportunities.	Community Engagement Funds-\$8700
All staff will consistently facilitate	<ul style="list-style-type: none">• Significant community engagement with	Chaplaincy DEEWR

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
opportunities for community members and organisations to engage in the educational process.	Assumption Villa, Alf Hermann Lodge and Leeton Men's Shed provided varied opportunities for interaction with significant community stakeholders that improved social and scholastic outcomes for our children.	Funds—\$10000 RAM Student Welfare Funds— \$10000
Increase in the number of students who can identify and successfully engage in community organisations and activities that provide positive and relevant experiences that contribute to personal well-being and civic mindedness.	<ul style="list-style-type: none"> • Greater engagement with external providers for students including careers focused learning in association with Leeton High School. • Facilitation of extra-curricula opportunities for students with community organisations. 	RAM Funding Smart Days \$1905 RAM Funding Transition \$2000

Next Steps

- Establishment of 'Bright Beginnings', a fours to fives early years learning initiative for disengaged children in the year prior to enrolling at school.
- Implementation of LMBR Financial Systems.
- Implementation of SENTRAL administration system for reporting, attendance and welfare of students.
- Continue to ensure leadership opportunities are available for students.
- Expansion of learning opportunities with Leeton Community of Public Schools partners.
- Maintain communication with families by holding parent forums about specific topics relating to the strategic directions and expand this philosophy to LCOPS partners.
- Using Community Engagement Funding, employ Community Engagement Staff to facilitate the specific development of cultural development and understanding of students and the broader community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A full time Aboriginal Education Officer was employed to assist with the improvement of educational outcomes for Aboriginal students and to support parents in their partnership with the school.</p> <p>Aboriginal Engagement Officer employed to ensure the importance of identity and culture was further integrated into the curriculum for all students.</p> <p>Funding was also used to employ a School Learning Support Officer to work with targeted students in Years 4 and 6 during Literacy and Numeracy sessions.</p>	<p>\$74570 Aboriginal Background Loading</p> <p>\$4781 Norta Norta NAPLAN Funding</p>
English language proficiency	Funded a 0.1 EALD specialist teacher, who uses a variety of approaches to support Phase 1 and Phase 2 English language learners.	<p>\$1369 English Language Proficiency</p> <p>\$8000 RAM</p>
Low level adjustment for disability	Employ School Learning Support Officers (SLSO's) to assist students in the classroom with learning and with social interactions in the playground. SLSO's also assist with the implementation of engagement activities.	\$131,405
Quality Teaching, Successful Students (QTSS)	Teacher Professional Learning and Mentoring	0.26 FTE QTSS Allocation
Socio-economic background	<p>Assist in funding additional LAST teacher positions to increase the number of students with access to targeted learning intervention linked directly to continuum data tracking, increasing student achievement and the teacher's ability to cater for individual needs.</p> <p>Provides resources for in the innovative and inclusive delivery of curriculum across the school</p> <p>Facilitated the acquisition of significant 21st Century learning tools including hardware and software to minimise resource disadvantage for students from Low SES backgrounds.</p> <p>Boost the 0.5 Reading Recovery position to 0.8 to allow the Reading Recovery teacher to work with additional identified students, providing additional support and release for teachers.</p> <p>Provide additional professional learning for teachers in assessment for learning and assessment as learning.</p> <p>Employ an additional School Learning Support Officers to facilitate 12 Multilit and 12 Minilit opportunities for students across Years 1–5.</p>	\$208575 RAM
Support for beginning teachers	Additional Release from Face to Face (RFF) to support teachers in their first two years of teaching.	\$35570.27

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	137	156	161	174
Girls	135	160	162	180

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.7	92	92.8	91.7
1	92	90.8	93.1	92.6
2	93.4	92.2	91.4	93.7
3	93.3	92.6	93.1	92.1
4	91.4	91.8	93	91.9
5	91.6	91.2	94.1	92.3
6	90.2	91.8	91.4	93.7
All Years	91.8	91.7	92.6	92.5
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

Management of non-attendance

The school appoints an attendance monitoring officer (an executive member) as part of the Learning Support Team to manage non-attendance of students. The role of the attendance monitoring officer is to ensure that manual and electronic attendance rolls are completed in a rigorous manner by teachers, and that students with low and unexplained attendance patterns are referred to the Home School Liaison Officer for investigation relating to rationale behind such absences.

Parents are supported fully in ensuring their children attend school. The attendance monitoring officer supported by classroom teachers ring parents regularly, send home reminder notes following up absences and

holds interviews with parents when needed. The attendance monitoring officer and Principal liaise closely with the Home School Liaison Officer (HSLO), and organise school/class awards for good attendance.

The implementation of a School App incorporating absence explanation has proved to be a useful tool in reducing unexplained absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	1.42

*Full Time Equivalent

Parkview Public School has four Aboriginal staff members (including two teachers and two school learning support officers). Parkview Public School enjoys a close relationship with our local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Parkview Public School staff in 2016. With the maintenance of the current funding model and research supporting teacher quality being the single largest indicator of student success, this was and will continue to be a significant focus area..

Professional learning activities which staff were

involved in included:

- Professional Learning at after school fortnightly staff meetings– all teachers;
- Weekly Professional Learning stage meetings – all teachers. These meetings are used for curriculum planning and development, data analysis, classroom management, using the Literacy and Numeracy continuums and other teacher identified professional learning needs.
- School Based Teaching and Learning Forums–all teachers
- Targeting Early Numeracy (TEN) course;
- Focus on Reading Trainer course;
- Language, Learning and Literacy –L3– Early Stage 1– 2 teachers and Stage 1– 3 teachers;
- Griffith Network Assistant Principal Professional Learning days;
- Mandatory training including CPR, Child Protection and Code of Conduct– all staff.
- Seven teachers maintained accreditation at Proficient standard.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	288 598.73
Global funds	306 776.44
Tied funds	693 027.00
School & community sources	110 477.64
Interest	8 063.52
Trust receipts	48 986.70
Canteen	0.00
Total income	1 455 930.03
Expenditure	
Teaching & learning	
Key learning areas	21 542.90
Excursions	79 758.41
Extracurricular dissections	69 341.52
Library	563.08
Training & development	1 633.09
Tied funds	658 584.43
Short term relief	26 992.98
Administration & office	80 642.50
School-operated canteen	0.00
Utilities	45 084.94
Maintenance	31 636.23
Trust accounts	52 365.59
Capital programs	16 199.63
Total expenditure	1 084 345.30
Balance carried forward	371 584.73

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.

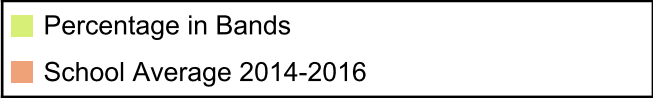
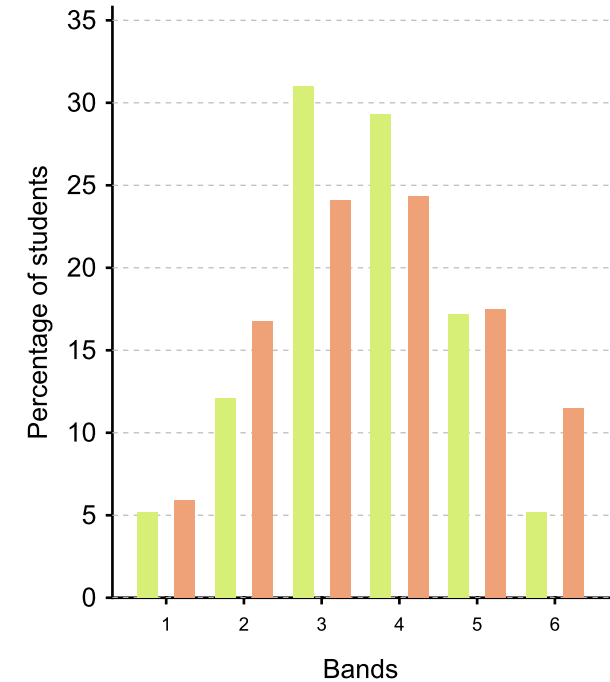
School performance

NAPLAN

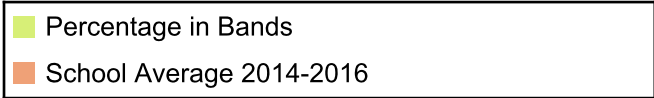
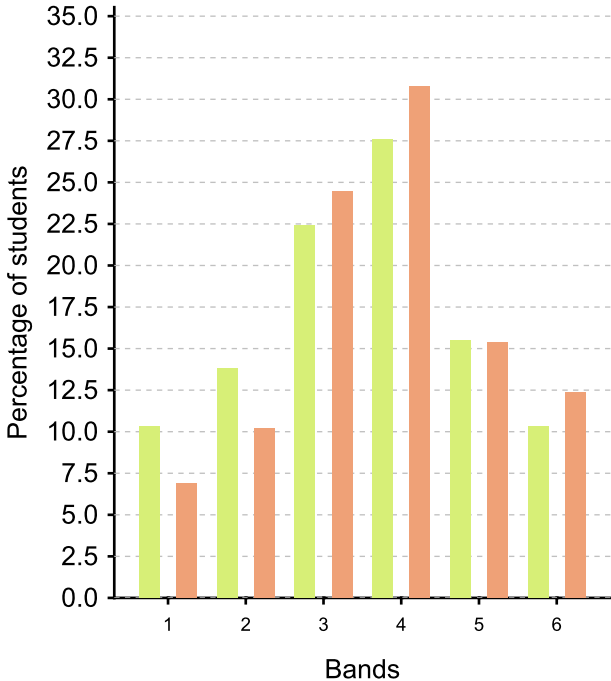
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Parkview Public School's data linked to all elements of Literacy can be found in the tables presented.

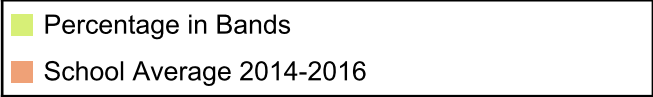
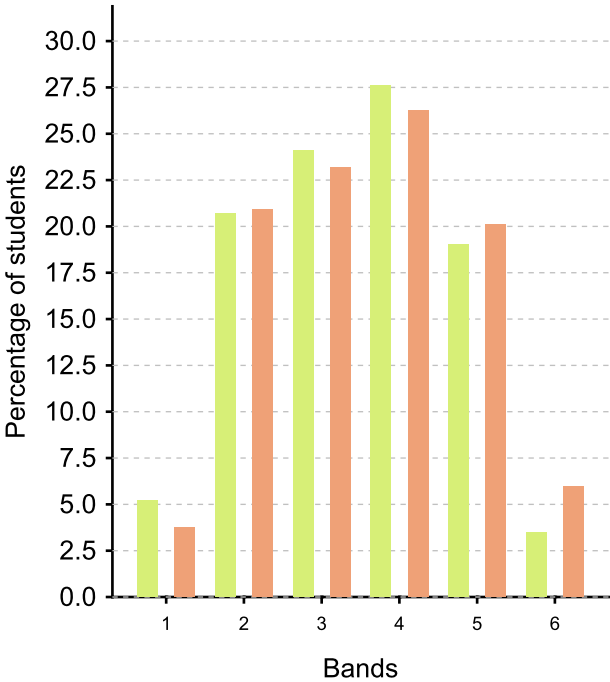
Percentage in bands:
Year 3 Reading



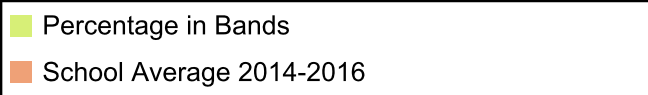
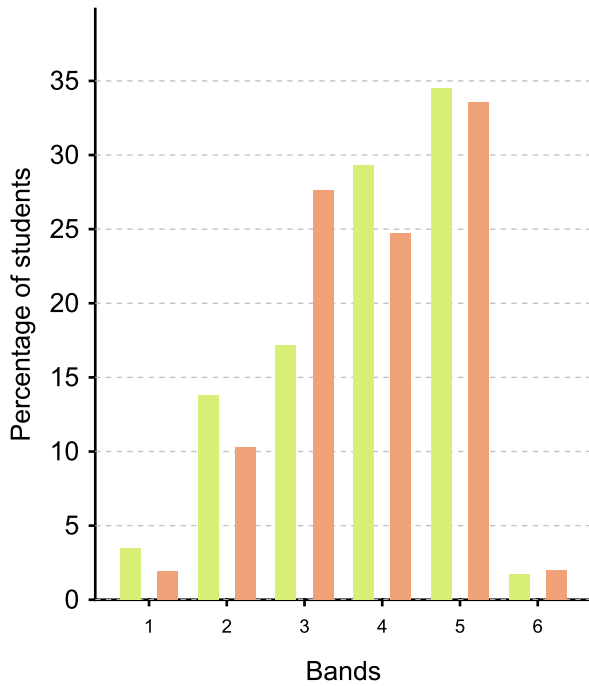
Percentage in bands:
Year 3 Grammar & Punctuation



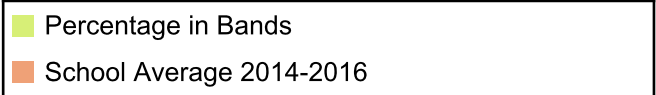
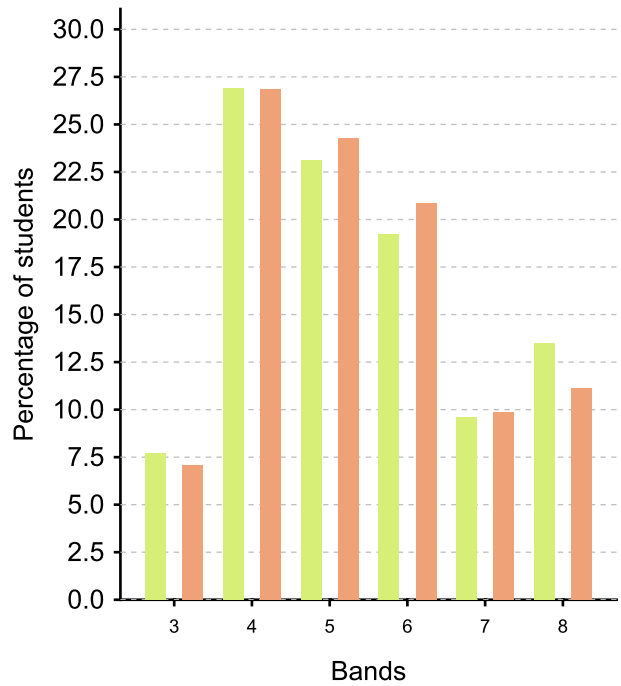
Percentage in bands:
Year 3 Spelling



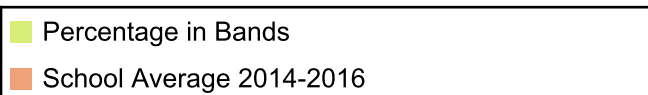
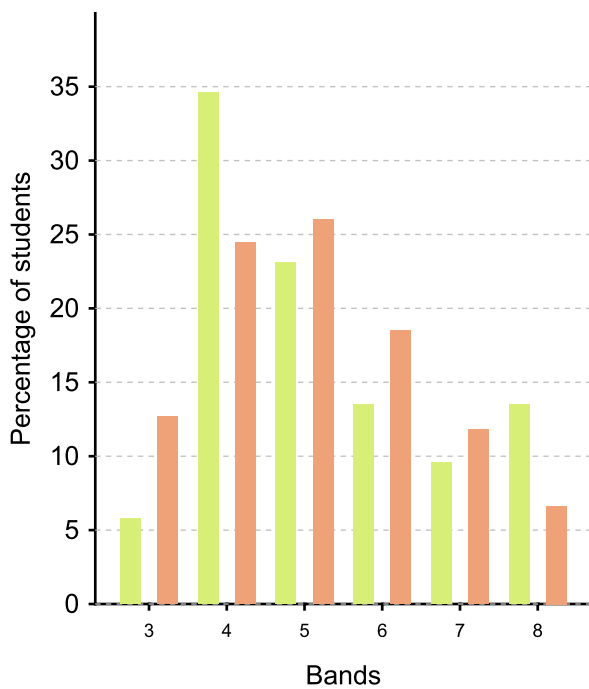
Percentage in bands:
Year 3 Writing



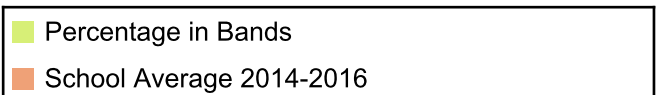
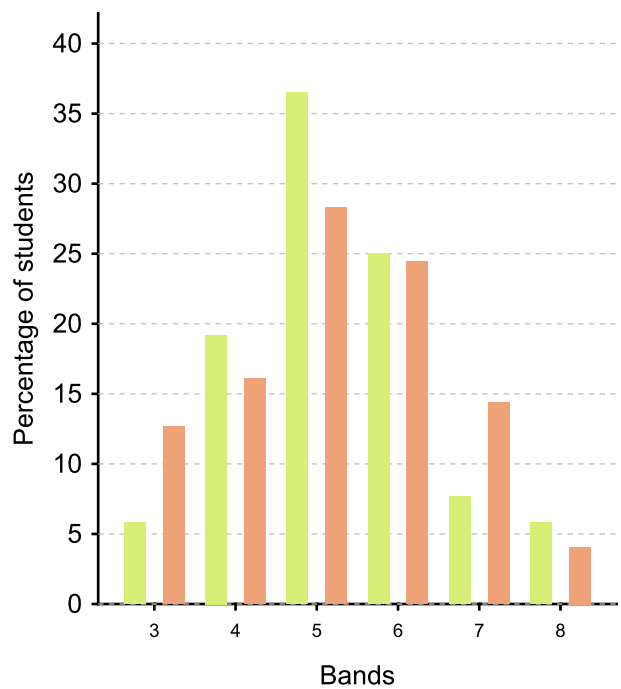
Percentage in bands:
Year 5 Reading



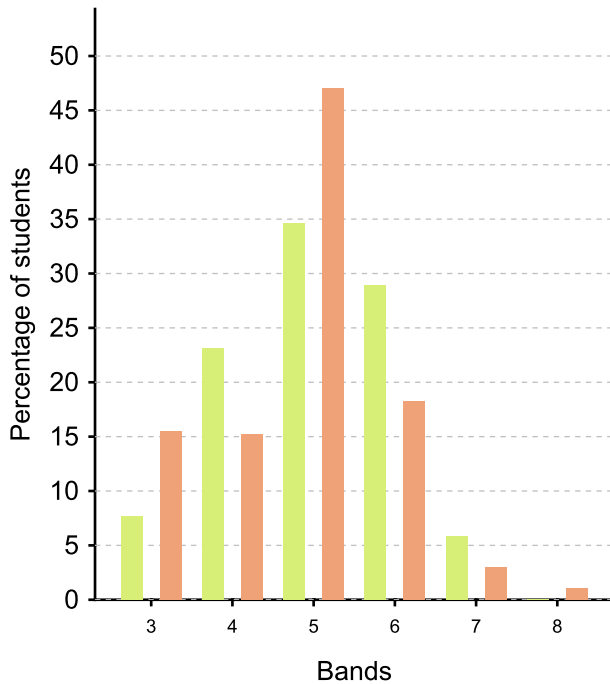
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



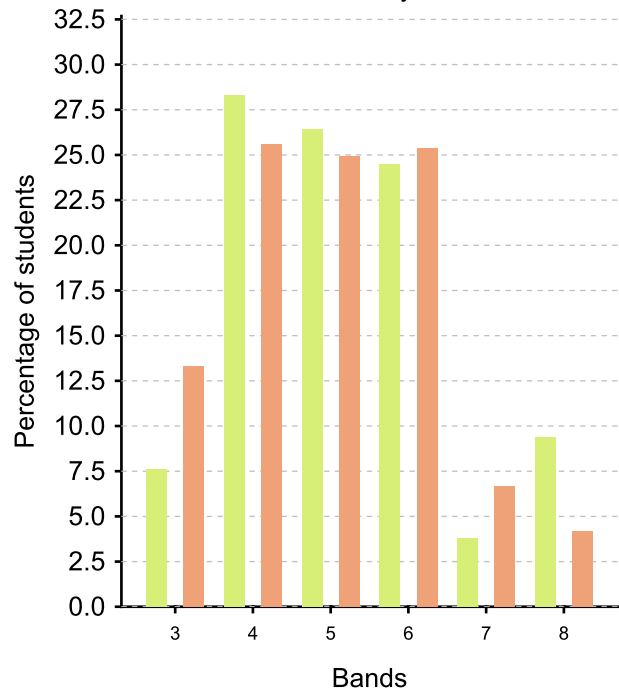
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Parkview Public School's data linked to all elements of Numeracy can be found in the tables presented.

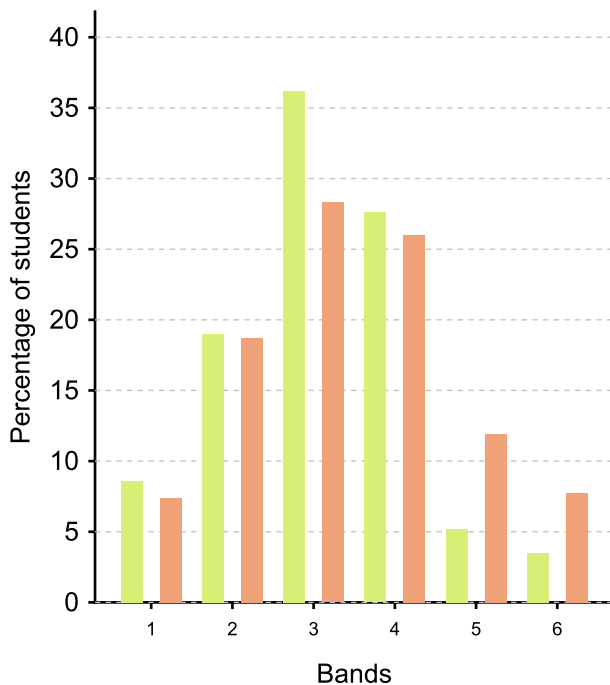
Percentage in bands:
Year 5 Numeracy



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.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

NAPLAN Year 3 and Year 5 results for ATSI students show positive movement across the bands, however we still have room for improvement and aspire to have more children achieving in the top two bands.

The most pleasing results are in Year 3:

Band 5 Year 3 Reading Results 2016–15%, Prior to EAFS– 0%

Band 5 Year 3 Grammar and Punctuation 2016–30%, Prior to EAFS–0%.

There has also been some pleasing growth in Year 5:

Band 5 Year 5 Grammar and Punctuation 2016–25%, prior to EAFS–0%.

Parent/caregiver, student, teacher satisfaction

Through various mechanisms the students, staff and parent community were asked to give feedback on the operations of the school. Their opinions are:

Students indicated:

- the school was well equipped and a good place to learn ;
- people other than my teacher help me learn;
- their classroom was an interesting place to learn and that their teacher was encouraging
- looking after the environment is very important at our school ; and
- they are encouraged to try new and different things in their classrooms.

Staff indicated:

- they had positive relationships with the parents of the children they teach;
- there is a high level of trust, collegiality and mutual respect amongst staff
- school leaders commit themselves to school improvement;
- school leaders have an interest in and accountability for student learning outcomes;
- Collaboration between teachers has continued to improved:
- the school community has high expectations of their students;
- they are provided with many opportunities for professional learning to upgrade their skills;
- PPS is an inclusive school, catering well for the diverse range of student needs; and
 - Issues with technology impacted on them being able to use them consistently in teaching and learning.

Parents indicated:

- Parkview Public School (PPS) is an attractive and well-resourced school;
- Information about the schools programs and activities is regularly communicated to parents/carers;
- PPS has competent teachers who set high standards of achievement;
- Information about student progress /learning is communicated satisfactorily. Some parents would like more information;

- Class activities are interesting and engage students in learning;
- It is easy to contact the school to discuss concerns relating to their child;
- PPS has a fair and supportive discipline system;
- Executive staff are accessible;
- Positive relationships exist between the school and its community;
- Students are engaged by their classroom environments;
- PPS is well organised and runs smoothly; and
- The school office responds to enquiries and requests in a friendly and prompt manner.

Policy requirements

Aboriginal education

A focus on Aboriginal programs continued in 2016, with existing programs evaluated and new initiatives introduced through Aboriginal and other funding. Parkview Public School Staff in association with the Leeton Local AECG and Leeton Local Aboriginal Land Council facilitated a broad range of opportunities for our community. Our initiatives included:

- Two Aboriginal Education Workers (AEWs) were employed to support Aboriginal students who did not achieve minimum National Benchmarks in NAPLAN or who were in danger of not achieving age appropriate literacy and numeracy continuum cluster markers.
- The school continued to promote the Leeton High School based Independent Learning Hub, an after school activity hosted twice a week for Aboriginal students.
- Community members facilitated a number of programs including Wiradjuri Cultural Lessons, NAIDOC Week Aboriginal Dance Groups and Choral Groups and the maintenance of the Wiradjuri Garden and the continued development of the Cherry Ave native garden and exploration area.
- Maintained the hosting of our highly successful and engaging 'Winhangara' Playgroup, targeting Aboriginal families to engage in early years learning 0–5.

Observations and conclusions:

- The employment of an AEW to support the learning needs of Aboriginal students continues to have a positive effect on learning outcomes.
- Maintenance of the Aboriginal Dance Group as well as the continued use of the Wiradjuri Garden and development of Cherry Ave garden and exploration area continue to provide invaluable cultural perspectives for all students in the

community.

- The on-going Proud & Deadly Awards are a valued part of the calendar for students and community members alike.
- The functional operation of the Parkview PS Aboriginal Education Committee is a vital conduit between the school executive and the community.

Future directions

- the school continues to strengthen its engagement with the Aboriginal community, and continue to foster cultural identity and promote cultural awareness.
- the school continues in its endeavour to improve the outcomes of students by engaging in termly PLP Conferences for all students and maintaining targeted interventions for students.
- the school and community continue to support student engagement and participation.

Multicultural and anti-racism education

Parkview Public School enjoys an increasingly diverse community with students coming from broad backgrounds including Indonesia, Philippines, India, Afghanistan, New Zealand and Samoa.

Parkview Public School continues to develop quality multicultural learning programs throughout its teaching and learning in the curriculum.

These programs target broadening cultural awareness and increasing racial tolerance. Initiatives enhance engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives include Harmony Day, NAIDOC week, Multicultural Day and Refugee Week experiences.

Other school programs

Arts

The school prides itself on a diversity of achievements in the arts. In 2016 these included:

- The school debating teams participated in the Premier's Debating Competition finishing finishing as zone champions for the first time in 7 years. Our school debating teams also participated in the Leeton Eisteddfod Debating Competition achieving pleasing results.
- Over 150 students performed in the Leeton Community of Public Schools Creative and Performing Arts Showcase 'Shine—The Olympic Era' which again provided an outstanding opportunity for students to showcase their talents in a range of areas including band, drama, choir and creative arts.
- Our school dance group earned selection for the first time ever to perform in the Riverina Dance

Festival Showcase hosted at the Griffith Regional Theatre producing a brilliant performance entitled 'Alice'.

- Our school choir performed at a variety of school events across Leeton during NAIDOC Week, Education Week and Christmas activities. The school choir were also part of the mass choir at the Schools Spectacular at the Qudos Bank Arena in Sydney during November.

Sport

There is a strong commitment for students to participate in a range of sports. The following records our outstanding achievements.

- The school won the following LNPSSA Championships and proceeded to the Riverina Quarter Finals in: Boys Soccer, Rugby League, Rugby 7s, Boys Touch Football, Girls Touch Football, AFL and Cricket.
- six students represented the school at the state swimming championships.
- six students represented the school at the state athletics carnival.
- Three students represented the school in Riverina teams at state carnivals.
- One student represented NSW at School Sport Australia level.

National Competitions

Parkview Public School participated in a number of external competitions with students achieving some excellent results. The following results highlight our achievements in 2016.

- Two students were awarded distinctions in University of New South Wales Competitions.
- Six students were awarded credits in University of New South Wales Competitions.
- Four students were awarded merits in University of New South Wales Competitions.

Chaplaincy Program

This is a DEEWR Initiative that provides pastoral care and support for students. Funding for the program is channeled through the Parkview Public School Parents and Citizens Association and is supplemented by school funds through student welfare initiatives. The program aims to work with individuals and/or small groups within the whole school community on projects that will benefit the students, staff members and community while providing support and encouragements for individuals.

Our achievements include:

- Encouraging individuals and small groups in social, sporting and classroom activities. The development of non-threatening environments and meaningful relationships has facilitated positive student welfare outcomes for students (with full knowledge of parents and carers).
- Establishing relationships that encourage young people, parents and staff members to share lives with each other in positive ways.

Development and maintenance of community relationships with Assumption Villa Nursing Home, Alf

Student Representative Council

In 2016 the SRC have a number of school and community fundraising events. It was another successful year for the SRC. Regular meetings were held to discuss the important issues affecting the school and the students.

All 24 SRC members took their role seriously and always showed great enthusiasm, regularly contributing great ideas to improve our school.

Early Action for Success

Early Action for Success is the department's strategy for implementing the N.S.W. Government's State Literacy and Numeracy Plan. It aims to improve student's literacy and numeracy skills through a targeted approach in the early years of schooling.

Key features of Early Action for Success are instructional leadership, personalised learning, assessment for learning and high quality professional learning, with a focus on the early years of schooling K–2.

Early Action for Success at Parkview Public School centres on tracking each K–2 student's progress in Literacy and Numeracy, through ongoing assessment that drives teacher programs.

Targeted intervention is provided for students who need extra support in achieving learning goals.

Classroom teachers work with intervention teachers to provide targeted support to students and personalise student learning programs.