

Parkes East Public School

Annual Report



2017



4204

Introduction

The Annual Report for **2017** 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.

Michael Ostler

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 295 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 2017.

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 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:

Learning:

The school's on-balance judgement for the element of Learning Culture is Delivering.

The school's on-balance judgement for the element of Wellbeing is Sustaining and Growing.

The school's on-balance judgement for the element of Curriculum and Learning is Delivering.

The school's on-balance judgement for the element of Assessment and Reporting is Delivering.

The school's on-balance judgement for the element of Student Performance Measure is: Working towards Delivering. (External Panel recommended assessment as Delivering).

Through analysis of our evidence sets and collective staff discussion, we have determined our future directions include:

- Creating a culture of high expectations for student learning outcomes that replicates the school's practice in the wellbeing under the PBL model.
- Create authentic and sustainable opportunities for our parents to understand and engage in the learning progress of their children, while collaborating with teachers to encourage students to take responsibility for and reflect on their learning.
- Teacher Professional Learning in the use and delivery of targeted and specific feedback in the classroom.

- Create self-regulated learners who are able to think critically and creatively to access knowledge and solve problems independently.
- Developing greater student opportunities to actively contribute to the wider community in regards to wellbeing. Development of evidenced based teaching and learning practices and programs that are consistent from K to Year 6.
- Greater use of external data, eg NAPLAN and PAT to identify student need (including G&T) and support school planning processes.
- Student use assessment and reporting processes to reflect on their learning.
- Using external and internal data to inform practice for student growth.
- Consistent use of literacy and numeracy continuums K–6.

Teaching

The school's on balance judgement for the element of Effective Classroom Practice is Delivering.

The school's on balance judgement for the element of Data and Use is Working Towards Delivering. (External Panel recommended assessment as Delivering).

The school's on–balance judgement for this element of Collaborative Practice is Sustaining and Growing.

The school's on–balance judgement for this element of Learning and Development is Delivering.

The school's on balance judgement for the element of Professional Standards is Delivering.

Through analysis of our evidence sets we have determined our future directions include:

- Embed systemic management practices to enable transparent tracking and collection of data and evidence.
- Achieve improved school performance through teachers using data on a regular basis to monitor the effectiveness of their practice.
- Teacher Professional Learning in the collection and analysis of data.
- Teacher Professional Learning in the use and delivery of targeted and specific feedback in the classroom.
- An explicit whole school structure to be developed to analyse data to inform teaching practice.
- Greater collaboration across stage to develop strategies for differentiation and consistent teacher judgement.
- Implementation of evidence based research to improve teacher efficacy.
- All staff the understand the teacher professional standards especially those undertaking accreditation for the first time.

Leading

The school's on–balance judgement for this element of Leadership is Delivering. (External Panel recommended assessment as Sustaining and Growing).

The school's on–balance judgement of this element of School Planning, Implementation and Report is Delivering.

The school's on–balance judgement for this element of School Resources is Delivering. .

The school's on–balance judgement for this element of Management Practices and Processes is Delivering.

Through analysis of our evidence sets we have determined our future directions include:

- All members of the school community can articulate the strategic directions of the school.
- Works towards a strengthening of Henry Parkes Learning Community to support the strategic directions of all constituent schools.
- Monitoring evaluation and review processes including explicit timelines and milestones.
- Maximizing existing community partnerships to maintain the positive standing of the school
- Succession planning, leadership planning and workforce planning to drive whole school school improvement measures.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will demonstrate academic growth in all standardized tests including NAPLAN.	Two School Learning Support officers supporting Kindergarten students. \$120 000.00 Location Funding (\$30 000.00) Socio-economic background (\$60 000.00) Low level adjustment for disability (\$30 000.00) Purchase of online PAT tests (\$4000.00)	Staff knowledgeably using standardised PAT tests to chart student growth and achievement.
Individual student growth will meet or exceed state average in Year 5 and Year 7 NAPLAN.	1.3 School Learning Support Officers Integration Funding (\$78000.00)	Year 5 students achieved above state average growth in Reading and Grammar.. Year 7 students (those who undertook Yr 5 NAPLAN at PEPS) achieved above state average growth in Reading.
15% increase in students achieving Gold Level Principal Award.	Stronger Smarter Training \$20 000 PBL Training \$2 000 and Resources \$1 000	68% increase in students achieving Principal Award Gold Level from 2014 to 2016. Gold level award winners in 2017 were static when compared to 2016.

Next Steps

Additional staff training in the use and analysis of school data to support teaching and learning and school planning.

Expanded use of the SENTRAL administration platform to monitor student wellbeing and learning.

Additional emphasis to be placed on Writing Year 3 to Year 6.

Continue to support school PBL processes, particularly with the upskilling of additional PBL team members.

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 2017 staff engaged in quality professional development where available. High levels of peer support were evident among staff.

Due to no training being available, Language, Literacy and Learning (L3) training was deferred to 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers moving through the accreditation process in a timely manner.	Beginning Teacher Funds \$21 500.00 One Beginning Teacher released an additional two hours per week and supported by a mentor teacher (released one hour a week). Two second year teachers received an additional one hour per week.	Beginning teachers supported in their accreditation process. All staff completing accreditation as per requirements. All teaching staff worked with a peer partner to develop quality teaching strategies. Staff accessing quality professional learning experiences within and outside of the school.
Weekly staff meeting valued by staff as an effective vehicle for professional learning	Professional Learning Funds \$20 700.00	School Learning Support Officers (SLSO) met weekly with Assistant Principal support, to develop strategies to support student learning and engagement. Development of Non-teacher Professional Learning Plans (PDPs) took place in Semester 2. Teacher professional development occurred each fortnight where staff shared new learning and activities completed at external professional learning activities.
Individual student growth will meet or exceed state average in Year 5 and Year 7 NAPLAN	Two SLSOs undertook role training. L3 learning processes implemented in to Stages 2 and 3 classrooms.	Year 5 students achieved above state average growth in reading and grammar. Year 7 students (those who undertook NAPLAN at PEPS in Year 5) achieved above state average growth in Reading.

Next Steps

Accreditation support given to new teachers (through Beginning Teacher Funding) to ensure proficiency achieved in a timely manner. Professional learning opportunities provided for staff to achieve/maintain accreditation. Training of additional Stage 1 teachers in Language, Literacy and Learning (L3) . Additional staff to undertake Stronger Smarter Leadership 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

Parkes East Public School has remained as 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)	Funds Expended (Resources)	Progress achieved this year
Parents actively contribute to enhance student learning outcomes.	No funds expended.	Strong parent participation in engaging as classroom helpers, Canteen volunteers, Positive Behaviour for Learning (PBL) assistants, sporting coaches, providing transportation and workers at the annual school fete.
Parents and community participate in the decision making process of the school.	No funds expended.	Significant increase in participation in P&C meetings and associated activities, especially among families new to the school. High level of engagement with school information workshops from Kindergarten families. Increase in parents participating in three way student/parent/staff conferences.
The Parkes community supports the Henry Parkes Learning Community (HPLC) as an important resource for public education in providing effective K–12 education.		Improved transition processes implemented for students moving from Year 6 to Year 7.

Next Steps

Develop parent and community capacity to become more active partners in the school's decision making processes while maintaining the high levels of practical resourcing and school activity support.

Reinvigorate the Henry Parkes Learning Community to better support individual school directions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$42 501 allocated .4 School Learning Education Officer Stronger Smarter Training	Indigenous students and their families express that they are supported at school.
English language proficiency	\$4 212 allocated .1 EALD teacher employed to support EALD students. Supplemented by Socio-economic funds	Movement of students along EALD Scales at an appropriate rate. EALD families supported and welcomed into the school.
Low level adjustment for disability	\$33 470 allocated .5 SLSO literacy support \$30 000	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.
Quality Teaching, Successful Students (QTSS)	Sem 1 .197 teacher time allocated Sem 2 .517 teacher time allocated	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.
Socio-economic background	\$148 326 allocated .5 Technology/robotics teacher \$50 000 \$16 000 robotics equipment .3 teacher (1 semester) 2018 kinder transition \$15 000 EALD teacher \$6 000 1 SLSO lit/num and speech support \$60 000	Improvement in technology skills among students and staff. High level of student engagement noted with the introduction of robotics. Parent and staff noted high levels of school readiness among the 52 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.
Support for beginning teachers	\$21 576 allocated .2 Teacher (for additional release) \$20 000 Additional targeted Professional Learning \$13 000 (supplemented from Teacher Professional Learning)	Beginning teachers (one teacher receiving first year funding and two teachers second year) received additional support, professional development and mentoring time with supervisors. One beginning teacher attended Redbank Conference. One beginning teacher undertook Stronger Smarter Leadership Training. One beginning teacher undertook Stronger Smarter Facilitator Training.
Targeted student support for refugees and new arrivals	No system funding in 2017.	Movement of students along EAL Scales at an appropriate rate. EALD family supported and welcomed into the school.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	106	114	136	154
Girls	109	107	125	141

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	95.2	95.8	92.6
1	95.2	92.8	93	94
2	95.3	93.5	93.6	93.8
3	96.4	93.7	92.8	92.2
4	93.9	94.3	94.1	93.1
5	94.9	94	94.2	90.1
6	91.8	90.6	92.8	88.9
All Years	94.4	93.6	93.9	92.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parkes East Public School encourages and supports the promotion of school attendance at every opportunity. Attendance is closely monitored by classroom teachers and executive staff and families are immediately contacted if absences are a concern. Absences are recorded and tracked on a central data base. When daily absences which are not explained a reminder note is sent to parents or caregivers. Absences which continue to be unexplained are followed up by letters to parents or caregivers.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.59
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.55
Other Positions	0

*Full Time Equivalent

No indigenous staff were employed in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

accreditation

All staff completed professional learning activities throughout 2017, including the completion of all mandatory training .

Professional Learning included:

Anaphylaxis
Aspergers Support
Child Protection Update Training – 2017
Code of Conduct
CPR and Emergency Care
E – Emergency Care
Lachlan Principals Network Meetings
Language, Literacy and Learning (L3) New and Ongoing Teacher Training
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 Facilitator Training
Stronger Smarter Leadership Program

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	150,675
Revenue	3,155,837
Appropriation	3,083,389
Sale of Goods and Services	0
Grants and Contributions	70,059
Gain and Loss	0
Other Revenue	0
Investment Income	2,388
Expenses	-3,010,139
Recurrent Expenses	-3,010,139
Employee Related	-2,705,914
Operating Expenses	-304,226
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	145,697
Balance Carried Forward	296,372

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,124,130
Base Per Capita	40,808
Base Location	38,485
Other Base	2,044,837
Equity Total	330,083
Equity Aboriginal	42,501
Equity Socio economic	148,326
Equity Language	4,212
Equity Disability	135,044
Targeted Total	265,373
Other Total	69,951
Grand Total	2,789,539

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

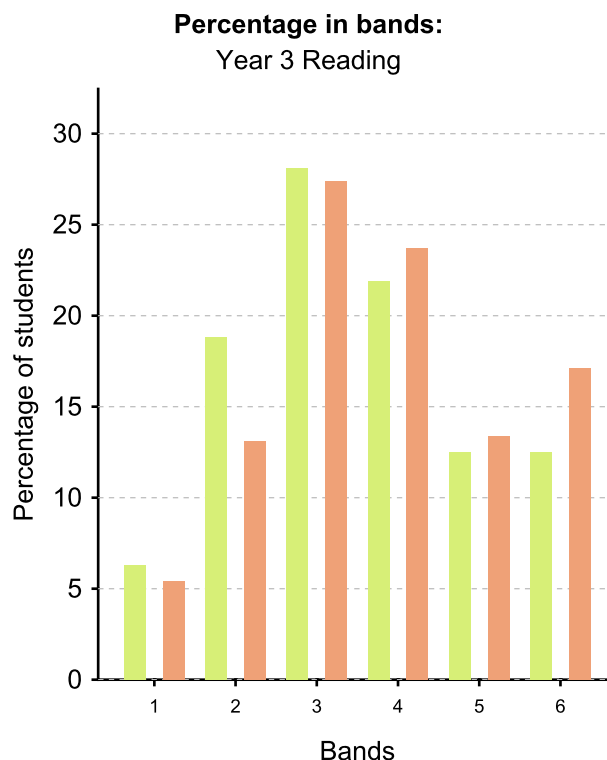
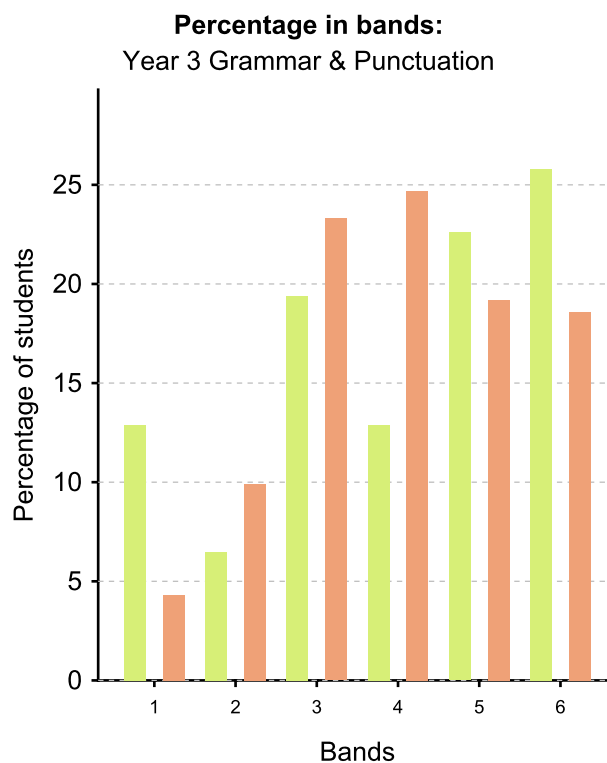
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

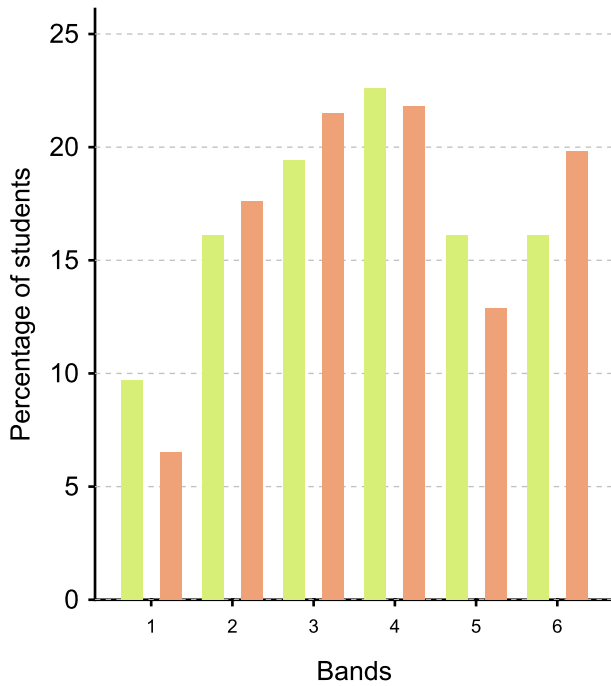
NAPLAN

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.

The NAPLAN results show Year 3 scores have remained relatively static when compared with the four year average. Year 5 scores have seen growth of 2% (Grammar and Punctuation), 5.5% (Reading) and 6% (both Spelling and Writing) over the four year school average. Average growth for Year 5 students (from Year 3 NAPLAN) was above state average in Writing and Grammar and Punctuation.

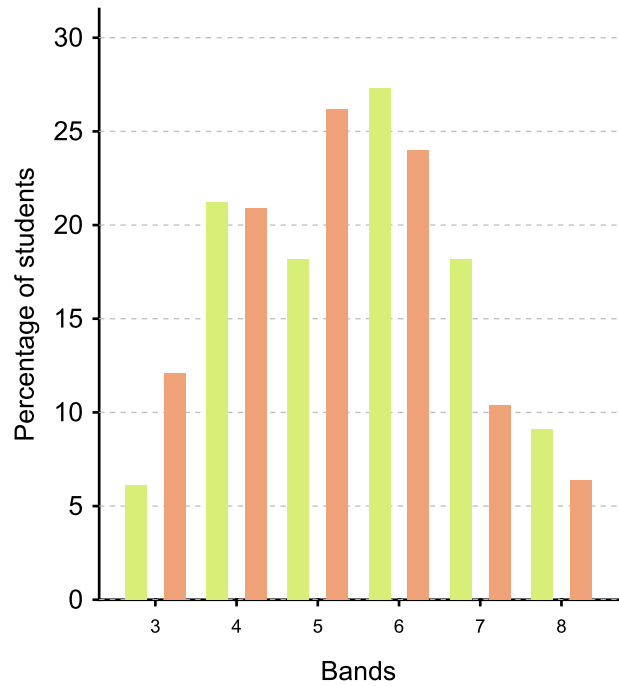


Percentage in bands:
Year 3 Spelling



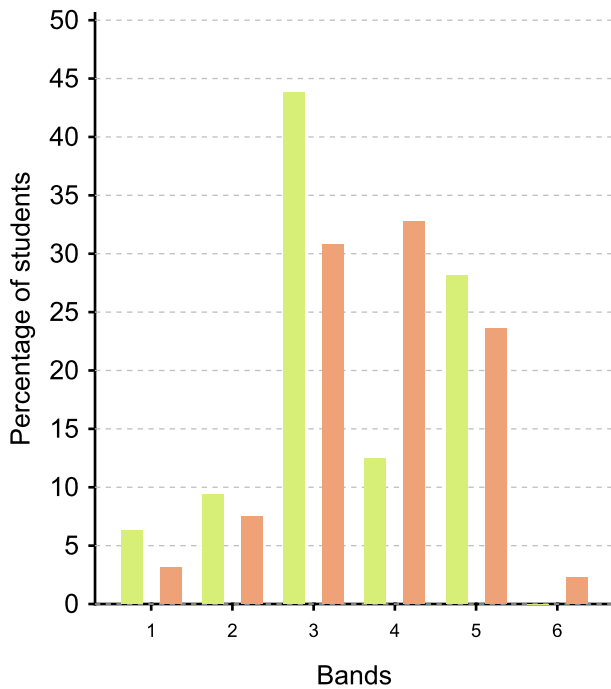
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



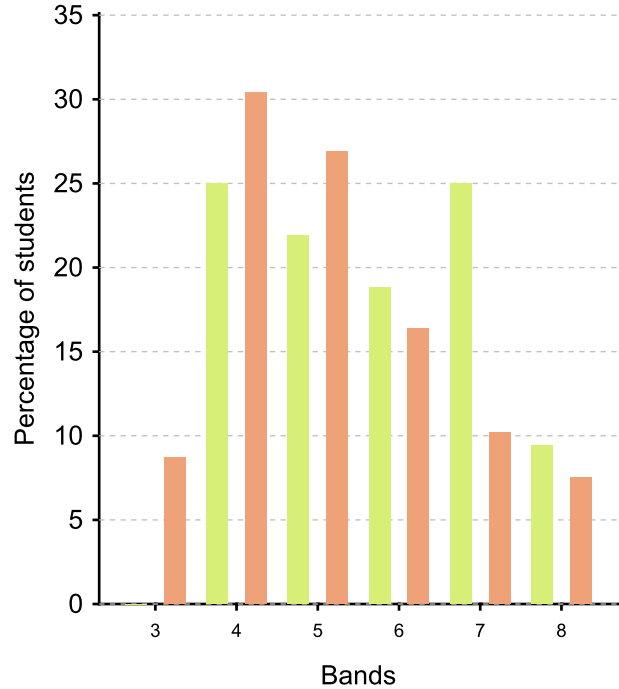
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



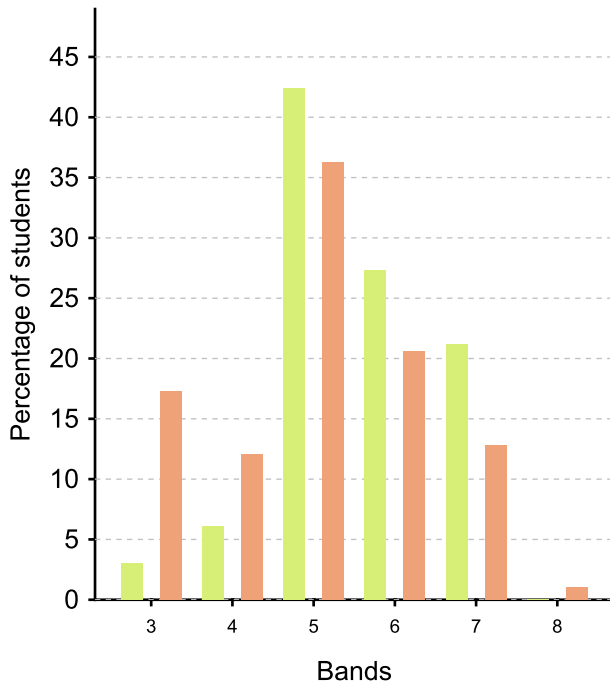
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



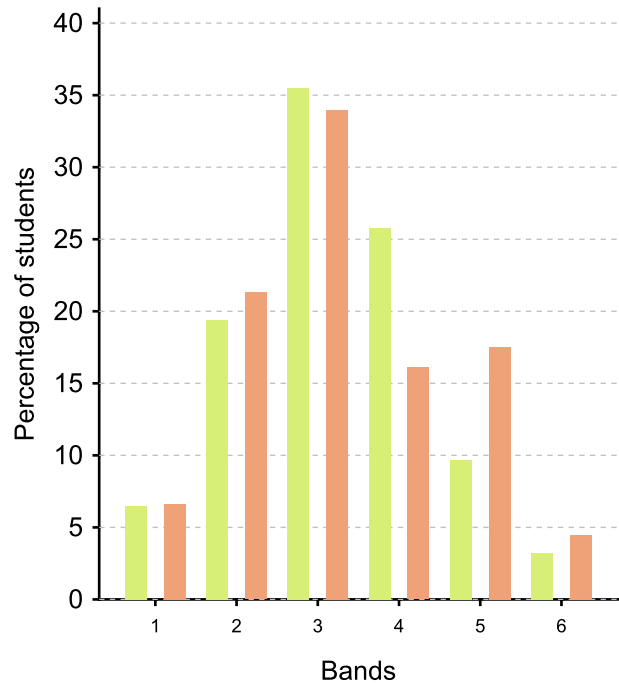
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



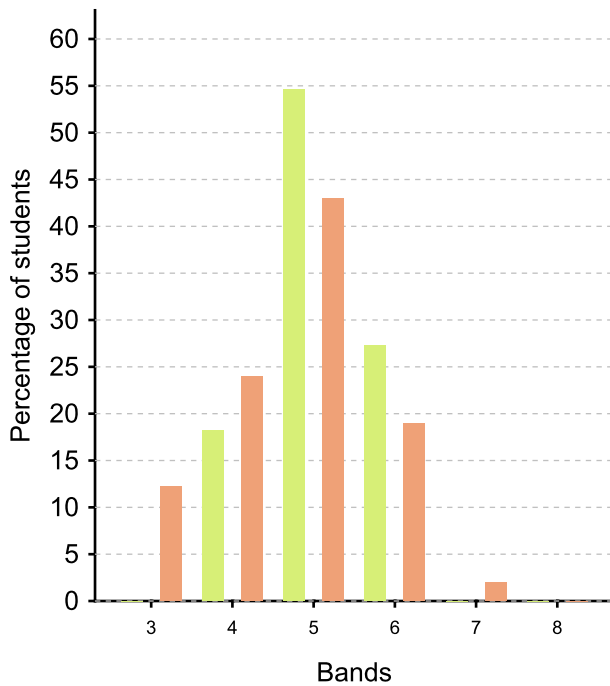
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



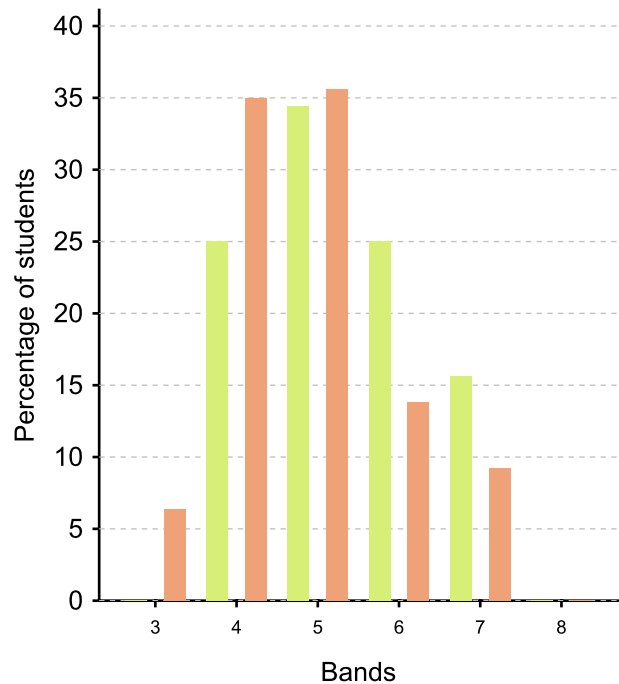
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Average numeracy scores for 2017 Year 3 students have remained consistent over the last four years. Year 5 student scores have improved on average by 4% in both Data, Measurement, Space and Geometry and Number, Patterns and Algebra on the four year school average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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; Grammar and Punctuation; and Number, Patterns and Algebra. It has remained consistent for Writing and decreased for Reading and Data, Measurement Space and Geometry when compared to 2016 NAPLAN results. The percentage of Year 5 students in the top two bands has increased in all areas with the exception of a static result in Writing and a decrease in Spelling.

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 2017, Parkes East Public School did not have the required number of students for reporting.

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 2017, the school was ranked significantly above NSW Government Schools norms on the seven areas: "Parents feel welcome", "Inclusive school", "Safety at school", "School supports positive behaviour", "School supports learning", "Parents support learning at home", and "Parents are informed".

Parents repeatedly noted the inclusive welcoming culture of the school, including the friendliness of the staff, in additional comments. Years 4–6 students undertook the Tell Them From Me Student Outcomes and School Climate survey. Students noted a higher rate of "participation in extracurricular activities" and "positive behaviour at school" than the NSW Government Schools norm. "Students with a positive sense of belonging" and "Students with positive relationships" came in below the norm. 85% of Aboriginal Students in Years 4–6 either agreed or strongly agreed to the statement 'I feel good about my culture'.

80% of staff either agreed or strongly agreed with the statement "School leaders in my school are leading improvement and change" and 60% agreed with "School leaders clearly communicate their strategic vision and values for our school". Above state average parental involvement was noted by staff at Parkes East. Staff also expressed an overwhelming satisfaction with the school with all responses being in the Strongly Agree and Agree range.

Policy requirements

Aboriginal education

All students completed Wiradjuri language lessons that were integrated into regular classroom activities as appropriate to the lesson content. Teachers were supported in this delivery of practical Wiradjuri language lessons through the regular input of a local Wiradjuri Elder.

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

Wiradjuri language focus provided 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.

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