

Parkview Public School

Annual Report



2017



4413

Introduction

The Annual Report for **2017** 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

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Message from the Principal

2017 was an incredible year for Parkview Public School. Our student population peaked at a new enrolment high of 404 which meant further expansion to our classroom space and staffing entitlement, and occurred during a year that we implemented the Bring Your Own Device strategy for Stages 2 and 3. Our school continued as a Phase 2 Early Action for Success (2017–2020) school.

Our children achieved some amazing achievements this year including 9 students achieving credits or better in UNSW Assessments, 14 Riverina Representatives, 4 Riverina Quarter Finalist Sporting Teams, 1 Riverina Semi Finalist Sporting Team, 1 Riverina Finalist Sporting Team and one team who finished an incredible third in NSW. There were other significant achievements in the arts including participation in Schools Spectacular, Operation Art Exhibit, Riverina Dance Festival, Leeton Eisteddfod and our own school production 'Parkview In Lights—A World of Wonder'.

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–3.

In 2018 our staff will pilot the use of Learning Progressions to track the development of our children..

Thanks is extended to all the parents and community members who have made the commitment to engage in the education process with children at Parkview PublicSchool. 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

2017 has been an amazing year! We have grown in confidence representing the Parkview Community at many events throughout the year. We have in particular appreciated the opportunity to attend the GRIP Leadership Conference as well as the opportunity run assemblies and engage in public speaking on a regular basis.

It has been a great privilege being school captains this year and we all took great pride in 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 for the students 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

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.

In the Learning domain, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also encouraged strong participation and contribution of our Aboriginal community in learning at the school.

Our major focus in the domain of Teaching and Leading has been on collaborative practice for staff members. Being an Early Action for Success school has allowed us the resources to have more opportunity to plan, teach and grow as stage teams. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in the syllabi, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their own evidence based practice through their reflections and evaluations of

collective work.

Our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year have been due to a strong foundation of leadership capacity building across the school. Leadership opportunities for teachers exist outside of the classroom. The school has productive relationships with external agencies and community organisations and links with communities of schools, working to improve educational opportunities for students and to support the school's programs.

Our self-assessment 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

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)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students who are achieving benchmarks using PLAN, L3 and TEN data. (EAFS)	EarlyAction for Success \$191672	<p>Kindergarten PLAN data (2016–2017) indicates an increase in students achieving at or above the expected cluster for writing (60–68%), comprehension (78–80%), reading (75–80%), numeral identification (steady at 90%)</p> <p>Year One PLAN data (2016–2107) indicates an increase of students achieving at or above the expected cluster for reading (70–74%), comprehension (72–76%), writing (38–52%) and early arithmetic strategies (82–84%).</p> <p>Year Two PLAN data indicates an increase in students achieving at or above the expected cluster for reading (78–80%), comprehension (73–78%), writing (34–50%) and early arithmetic strategies (steady at 88%).</p>
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.	RAM Funds (\$402798) providing additional class support through LAST Teachers, SLSOs and resources to scaffold students.	There has been continued growth in the top two NAPLAN bands as outlined below in the Premiers Priorities. In addition a significant shift has been evident in 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%.
Increase student growth linked to stage appropriate outcomes measurable by internal assessment and observation.	As Above	Student growth as determined by the internal evidence gathering is reflected in on-going development as tracked on the Literacy and Numeracy Continuums.
Premiers Targets	RAM Funds as identified above	There has been growth in this area but it remains an aspirational target to increase the number of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of NSW students in the top two NAPLAN bands by 8%.		<p>students achieving in the top 2 NAPLAN Bands.</p> <p>In Year 3 we maintained the significant momentum gained in writing with over 50% of students achieving in the top 2 NAPLAN bands for writing, while their was in excess of 8% improvement in the percentage of students achieving in the top 2 bands of Numeracy, with similar maintenance of achievement in Reading, and Spelling and increase of almost 8% in Grammar and Punctuation.</p> <p>In Year 5 their was also pleasing achievements with growth on top of sound previous results in the area of Spelling and Numeracy. Achievement maintenance in the area of Writing was also achieved.</p>
Premiers Targets Increase the proportion of ATSI students in the top two NAPLAN bands for reading and numeracy by 30%	RAM Funds combined with: \$100624 Aboriginal Background Loading	<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>Grammar and Punctuation Results:: increase in top 2 NAPLAN Bands by almost 8%.</p> <p>Band 5 Year 3 Writing results reflect maintenance of percentage of children in top 2 bands and in terms of number of students, additional students in these bands comparative to 2016.</p> <p>Year 5 Spelling Band 7 increased by almost 8%.</p> <p>Year 5 Reading Band 7 increased by almost 8%.</p>

Next Steps

Assistant Principals K to 6 continue working, by being released from class in an Instructional Interventionist role modelled on the Early Action for Success Instructional Leader role.

K to 2 continuing to work with an Instructional Leader as part of Early Action for Success.

Literacy and numeracy targets K to 6 with a focus on becoming familiar with Learning Progressions.. K–2 Staff continue with L3 and TEN training and implementation.

PLAN data entered for all students K to 6 and data informing teaching and targeting of intervention where needed.

School Learning Support Officers providing assistance in the classroom and provided with professional learning to enhance their support.

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 2017 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 and L3 Stage 1 Trainer. K to 2 staff met regularly, as a team with the Instructional Leader, as part of the Early Action for Success (Phase 2) 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 two 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, the school expanded the 'Bring Your Own Device' Strategy to all Years 3–6 Classrooms in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff modelling best practise quality teaching, facilitating dynamic, collaborative, well planned and reflective 21st century learning.	RAM Funding Professional Learning \$18340	<ul style="list-style-type: none">• Teaching programs provide evidence of assessment for, as and of learning.• Continued application of L3, L3 Stage 1 and TEN Pedagogies.• Maintenance of consistent and accurate assessment processes in stage teams in English, Mathematics and Science• Consistent feedback by executive members through fortnightly viewing and peer planning sessions.• Expansion of the BYOD implantation to the entire 3–6 school, which has led to a number of changes in lesson delivery linked to information technology.• Staff have worked in collaborative teams to plan teaching and assessment tasks. This has further developed consistent teacher judgement.
Executive at the forefront of self-improvement within the staff, providing outstanding leadership for staff linked to planning, practise, collaboration, reflection and evaluation.	Beginning Teachers Funds \$33085	<ul style="list-style-type: none">• Beginning Teachers time utilised for planning, viewing and mentoring opportunities.• All teachers participated in the performance and development process, and used mentoring, coaching and collaboration as part of the process to improve their practice
Students demonstrate well developed skills in self-guided, independent learning strategies	\$34000 RAM for technological resources.	<ul style="list-style-type: none">• Students continue to develop and demonstrate skills consistent with those of 21st Century Learners including:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
that facilitate 21st century learners who self-regulate, reflect and engage.		<ul style="list-style-type: none">• authentic application of technological aids in everyday learning.• successful roll out of BYOD in all Years –6 Classrooms..• evidence of independent, self directed learners in all classroom spaces.

Next Steps

Continue to explore and strengthen (introduce more formal structures) evidence based feedback given to teachers.

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'.

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 2018.

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 2017 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 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 2017, the school were again 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 Tournament of the Minds, 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, initiated the extremely beneficial and successful Bright Beginnings Early Years Learning Program and continued the highly successful and engaging Kindergarten Transition Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school community members (staff, students, parents and broader community) will know the school's strategic directions and practises to achieve educational priorities.	Community Engagement Funds—\$7300	<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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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"> Parents are encouraged to provide regular feedback through meetings, surveys and community engagement opportunities.
All staff will consistently facilitate opportunities for community members and organisations to engage in the educational process.	Chaplaincy DEEWR Funds—\$10000 RAM Student Welfare Funds—\$10000	<ul style="list-style-type: none"> Significant community engagement with 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.
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.	RAM Funding Smart Days—\$1300 RAM Funding Transition—\$4500	<ul style="list-style-type: none"> Continued 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.

Next Steps

- Expansion of 'Bright Beginnings', a fours to fives early years learning initiative for disengaged children in the year prior to enrolling at school to 4 days per week to cater for demand and identified need..
- Expansion of 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$100624 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 within the 4–5 Years Bright Beginnings Early Years Learning Program.</p>
English language proficiency	\$2877 English Language Proficiency \$7150 RAM	Funded a 0.1 EALD specialist teacher, who uses a variety of approaches to support Phase 1 and Phase 2 English language learners.
Low level adjustment for disability	\$136,448	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.
Quality Teaching, Successful Students (QTSS)	0.652 FTE QTSS Allocation	Teacher Professional Learning and Mentoring
Socio–economic background	\$402798 RAM	<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>Facilitated the introduction of Fast For Word for Years 3–6.</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</p>
Support for beginning teachers	\$33062	Additional Release from Face to Face (RFF) to support teachers in their first two years of teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	156	161	174	196
Girls	160	162	180	197

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.

Class sizes

Class	Total
KT	19
KC	19
KW	19
1/2M	19
1T	23
1D	22
2Q	24
2B	23
3S/H	33
3/4H	32
4C	32
4/5H	30
5/6E	30
5B	31
6G	31

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	92.8	91.7	92.1
1	90.8	93.1	92.6	93.6
2	92.2	91.4	93.7	91.8
3	92.6	93.1	92.1	93.6
4	91.8	93	91.9	92.2
5	91.2	94.1	92.3	91.6
6	91.8	91.4	93.7	91
All Years	91.7	92.6	92.5	92.3
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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.79
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*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	94
Postgraduate degree	6

Professional learning and teacher accreditation

Throughout 2017, staff engaged in a variety of professional learning opportunities with a strong emphasis placed on literacy and numeracy, in line with the school priorities as outlined in the school plan.

Teachers met weekly for stage meetings and teacher professional learning sessions. Teachers used this time for data analysis, collaborative curriculum planning, and consistent teacher judgement and classroom management.

K–3 staff also met in small groups with the Instructional Leader on a weekly basis, as part of the Early Action for Success strategy. At these meetings data was analysed and interventions planned. Stage 2 and 3 also met on a weekly basis with the Stage 2 and 3 Assistant Principals following on from the Early Action for Success model.

Professional Learning sessions, aside from mandatory Work, Health and Safety training, were spent focusing upon:

- Literacy and numeracy. Using student data, identifying strengths and weaknesses in our students' data and aligning professional development to the target areas identified, comprehension, writing and numeracy.

Professional Learning also extended beyond these sessions and staff participated in a variety of activities including;

- L3 (Language, Learning, Literacy) training for Early Stage One and Stage One as part of the Early Action for Success Program.
- The Instructional Leaders participated in Targeted Early Numeracy Strategies Master Class.
- Guided Reading training was presented to all staff by the Instructional Leader, Assistant Principal and the Early Action for Success Literacy and Numeracy Trainer
- Termly Early Action for Success meetings run by Janice Farmer–Hailey, Leader, Early Action for Success were attended by the Instructional Leader, an Assistant Principal and some K–2 Classroom teachers.
- Termly Adobe Connect sessions were attended by the Principal, Instructional Leader and K–2 Assistant Principal at which data analysis of literacy and numeracy was shared and targets established.
- The Instructional Leaders and Assistant Principals attended training, as led by Early Action for Success leaders, to engage in the new Learning Progressions model being implemented in the school in 2018..
- Two beginning teachers attended a Beginning Teachers' Conference.
- All members of the leadership team attended 'SCOUT' training.
- K to 6 teachers regularly participated in Assistant Principal and Instructional Leader led continuum work discussing and analysing PLAN and other relevant data.
- The School Counsellor and regularly met with the team of School Counsellors and complete related professional development.
- The School Administration Manager and one administration officers attended the SASS Conference.
- Administrative staff completed Oliver training—managing digital resources and library
- The School Administration Manager and Principal attended training to use the enterprise Financial Planning Tool (eFPT)
- The School Administration Manager, School Administration Officer and Principal engaged in long running Professional Learning linked to the

implementation of the LMBR Financial and School Management System.

- The Principal attended the Riverina PPA Conference.

All of these activities are linked to the school plan. Two teachers received Proficient Teacher Accreditation and two completed Maintenance of Accreditation at Proficient Teacher. Staff were also involved in presenting information to staff from other schools.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	371,585
Global funds	198,024
Tied funds	372,136
School & community sources	49,666
Interest	4,230
Trust receipts	24,487
Canteen	0
Total Receipts	648,543
Payments	
Teaching & learning	
Key Learning Areas	8,816
Excursions	13,518
Extracurricular dissections	55,132
Library	476
Training & Development	1,976
Tied Funds Payments	474,785
Short Term Relief	20,359
Administration & Office	64,805
Canteen Payments	0
Utilities	28,805
Maintenance	16,578
Trust Payments	24,457
Capital Programs	89,653
Total Payments	799,361
Balance carried forward	220,767

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	888,681
Appropriation	765,792
Sale of Goods and Services	2,557
Grants and Contributions	120,000
Gain and Loss	0
Other Revenue	0
Investment Income	331
Expenses	-456,007
Recurrent Expenses	-456,007
Employee Related	-301,811
Operating Expenses	-154,195
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	432,674
Balance Carried Forward	432,674

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	2,537,241
Base Per Capita	54,101
Base Location	46,064
Other Base	2,437,076
Equity Total	642,387
Equity Aboriginal	100,264
Equity Socio economic	402,798
Equity Language	2,877
Equity Disability	136,448
Targeted Total	137,270
Other Total	389,726
Grand Total	3,706,624

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.

Trend data in relation to the focus area of writing reflects very pleasing results with the percentage students below national minimum standards continuing to reduce and the percentage of students achieving at proficiency increasing. Specifically in Year 3 over 40% of students achieved a Band 5 or Band 6 result.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	18.5	14.8	16.7	18.5	20.4	11.1
School avg 2015-2017	11.5	12.1	22.5	24.8	17.6	11.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	9.4	17.0	32.1	20.8	11.3	9.4
School avg 2015-2017	6.7	14.6	30.9	23.5	15.1	9.2

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	7.4	29.6	20.4	22.2	16.7	3.7
School avg 2015-2017	5.5	22.4	26.2	22.3	18.8	4.9

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	5.6	7.4	18.5	27.8	38.9	1.9
School avg 2015-2017	3.0	8.9	22.4	26.4	37.4	1.8

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	10.7	33.9	23.2	19.6	5.4	7.1
School avg 2015-2017	12.0	27.1	26.2	18.6	8.2	7.9

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	7.4	33.3	27.8	14.8	11.1	5.6
School avg 2015-2017	6.1	27.6	26.6	18.9	10.1	10.7

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	12.5	26.8	21.4	25.0	12.5	1.8
School avg 2015-2017	9.3	20.7	30.1	25.3	11.0	3.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	3.6	21.4	42.9	26.8	5.4	0.0
School avg 2015-2017	8.1	19.1	42.0	25.0	4.8	1.1

The school continues to place significant emphasis on the development of numeracy skills. The school experienced significant growth in the area of Year 3 Number, Patterns and Algebra measured against 2017 NAPLAN Data comparable to the 2016 school year.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	11.3	24.5	34.0	15.1	9.4	5.7
School avg 2015-2017	10.4	21.4	30.3	21.8	11.2	5.0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	5.6	24.1	27.8	27.8	13.0	1.9
School avg 2015-2017	7.6	20.7	29.9	30.3	7.8	3.8

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.>

Consistent with the success experienced with Writing in Year 3, 37.5% of students in the cohort achieved proficiency in writing (Bands 5 & 6). The school also achieved pleasing trend data elsewhere with Year 5 Reading continuing its strong movement towards proficiency in 2017 comparative to previous cohorts.

Parent/caregiver, student, teacher satisfaction

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

- Parkview Public School (PPS) is an attractive and well resourced school
- Information about the schools programs and activities is regularly communicated to parents / carers
- Teachers and school leaders are approachable and responsive to issues and concerns
- Information about student progress/ learning is communicated satisfactorily
- Positive relationships exist between the school and the community
- The school sets high expectations for student learning
- PPS is an inclusive school, catering well for the diverse range of student learning
- Teachers feel supported and have professional learning opportunities that are relevant and assist with student learning
- Collaboration between teachers is good and extends across the different stages
- Students feel supported in their learning and other issues. They believe teachers listen and care about them
- The majority of students felt they had positive behaviour at school and did not get in trouble for disruptive or inappropriate behaviour
- Teachers and students believe we are well resourced with technology but access to some equipment can be challenging, for example, devices designed for individual use such as iPad's, that have many educational
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Policy requirements

Aboriginal education

A focus on Aboriginal programs continued in 2017, 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 successful development of the Bright Beginnings Early Years Learning Initiative 3 days per week, attracting around 35 students to the school who were engaged Early Years Learning Framework learning experiences in preparation for the commencement of primary school
- Community members facilitated a number of programs including Reconciliation Week March, Wiradjuri Dance Groups and Boys Engagement Group.
- Maintained the hosting of our highly successful and engaging 'Winhangara' Playgroup, targeting Aboriginal families to engage in early years learning 0–5.

Future directions

- Expand Bright Beginnings to 4 days per week based on community demand.
- Continue to strengthen engagement with the Aboriginal community, and continue to foster cultural identity and promote cultural awareness.
- Endeavour to improve the outcomes of students by engaging in termly PLP Conferences for all students and maintaining targeted interventions for students
- Continue to support student engagement and participation

Multicultural and anti-racism education

Parkview Public School enjoys a diverse community with students coming from a broad range of 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 2017 these included:

- The school debating teams participated in the Premier's Debating Competition finishing runners up in

their zone.. Our school debating teams also participated in the Leeton Eisteddfod Debating Competition achieving pleasing results.

- Over 400 students participated in 'Parkview In Lights—A World of Wonder', again providing an outstanding opportunity for students to showcase their talents in a range of areas including band, drama, choir and creative arts.
- Our school dancegroup earned selection for the firsttime ever to perform in the Riverina Dance Festival Showcase hosted at the Wagga Civic Theatre producing a brilliant performance entitled 'On The Run'.
- 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: Girls Soccer, Rugby 7s, Girls Touch Football, Boys AFL, Boys Basketball and Cricket. Our school finished Runners Up in the Riverina in Girls Soccer and 3rd in NSW in Girls AFL.
- seven 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.

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.

- Three students were awarded distinctions in University of New South Wales Competitions.
- Eight 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.

Student Representative Council

In 2017 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 (Phase 2)

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.