

Parkes East Public School

Annual Report



2018



4204

Introduction

The Annual Report for **2018** 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.

Coral O'Neill

Relieving Principal

2018

School contact details

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Message from the Principal

It is with a sense of delight that I reflect on the successes of 2018 at Parkes East Public School. The culture of being respectful, responsible and safe and 'rising above self' continues to grow and permeate all areas of the school and its community. Our school continues to strive to build on the successes of our students; individually, academically, socially as well as in the sporting and creative and performing arts arenas. This has been evidenced not only in the number of students who received awards for their success in the various competitions across the year, but also in the number of children involved in Gala days, excursions and school performances.

We have continued to implement quality programs like Language, Learning and Literacy (L3) with all Kindergarten to Year 2 staff being trained. There has been a focus on the teaching of Mathematics through the Targeted Early Numeracy program across Year 2. With the recruitment of a Wiradjuri Language and Culture teacher in Term 3, all students were able to further develop their knowledge and understanding of the Wiradjuri culture. Our quality IT program continued to provide opportunities for students to learn coding and higher level computing skills.

Positive Behaviour for Learning (PBL) continues to drive the school culture and empower students to develop resilience, respect and a sense of responsibility. 2019 will see Parkes East Public School move towards implementing Tier 2 of the PBL program.

I must acknowledge the P&C for their ongoing support and fundraising effort. They worked tirelessly to raise a record amount of money at our annual Fete. Their ongoing support for initiatives and resources within the school is greatly appreciated.

I am very honoured to have been part of the Parkes East Public School community this year and very proud of the success of the students and the community as a whole.

School background

School vision statement

At Parkes East Public School we are dedicated to providing a rich learning environment to enable all students to experience success in their chosen pursuits. In all aspects 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 340 students, including 18% 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 televisions 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.

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, growth was evidenced in the elements of: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. In the Teaching Domain, growth was evidenced in the elements of: Effective Classroom Practice, Data Skills and Use and Learning and Development. In the Leading Domain, growth was shown across the elements of: Educational Leadership, School Planning, Implementation and Reporting and School Resources.

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

Learners Yalbilinya

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, enabling students to become reflective and self – regulated learners.

The provision of quality learning experiences and building on already established respectful and caring relationships will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

It was concluded that a whole school approach to the collection of internal and external data/evidence of learning needed to be undertaken. The purpose for the collection of such data was investigated to ensure it was rigorous and able to inform future teaching/learning programs, learning intentions and success criteria. Staff were introduced to Scout as an external data source and shown how to analyse individual student progress as well as the school's progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of student data to plan, assess and monitor learning and overall growth for individual students	English Assessment Scope and Sequence K–6 created	Quality assessments, both internal and external, were identified and arranged into a Scope and Sequence to assist teachers in making data informed decisions regarding students learning.
Increased student growth	Professional learning: Learning Intentions	Staff implemented a specific Mathematics learning intention.
Improved levels for all student wellbeing and engagement	Wellbeing Framework and Wellbeing Self-assessment Tool PL for staff	All staff were provided with PL on the Wellbeing Framework and Self-assessment Tool. The Self-assessment Tool was used to survey students.

Next Steps

Development of a K–6 Assessment Scope and Sequence for Mathematics: survey staff to identify what they are currently using, what internal/external assessments.

Further PL is required to assist staff with effectively implementing Learning Intentions across all KLAs and implementing Success Criteria so that students have a deeper understanding of their own learning.

Staff need to be informed of the information gathered in the Wellbeing Self-assessment tool survey, an implementation plan needs to be developed to address the findings of the surveys to continue to positively impact on student wellbeing.

Conduct a TTFM survey with students.

Strategic Direction 2

Teachers Yalmambildhaany

Purpose

A professional staff embracing and embedding effective teaching practices within a culture of collaboration and continuous improvement.

Overall summary of progress

Teachers have implemented moderation tasks across year levels to ensure consistency of judgement. It was determined that these tasks should be carried out earlier in a term (rather than at the end) to better inform ongoing learning programs. Six hours of internal PL was provided to staff on the Progressions and PLAN2 to assist them with implementing them in 2019. Of the 19 staff who attended the final PL session, 17 indicated they were more comfortable with engaging with the Progressions and PLAN2 in 2019. Staff linked the Professional Teaching Standards to their PDPs. At regular checkpoints across the year they met with a Mentor who discussed their progress with their goals and the Standards. The 'What Works Best' documents were presented to staff and some implementation was started in teaching/learning programs and lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores for collaboration and learning culture to above average for NSW State norms.	PL for Staff on Moderation Literacy Continuum and Progressions	Implementation of regular moderation tasks across year levels to ensure consistency of teacher judgement. Moderation samples used to inform future teaching and identify individual needs for students.
Increased use of evidence informed teaching by all staff.	Three staff attend PL on Progressions and PLAN2	All teaching staff were able to attend 6 hours of training on the Progressions. They used PLAN2 to practice recording data.
All staff engaging in reflection of their teaching practice.	What Works Best documents PL for Staff Teaching Standards School Plan	Staff beginning to implement elements of What Works Best in Learning Programs and linking these practices to their PDPs and Teaching Standards. Professional Teaching Standards linked to PDPs

Next Steps

Moderation of work samples to be integrated across all KLAs. Time provided during Planning meetings for the moderation of work samples to occur.

An implementation plan for K–6 on the Progressions and PLAN2 needs to be established so that this tool can be used to inform teaching practice and linked to other data collection.

Follow up on 'What Works Best' documents and to continue to ensure they impact on teaching/learning programs.

Strategic Direction 3

Leaders Dyiraamalang

Purpose

High level leadership participation and engagement evident within the entire school community including students, staff and families.

Overall summary of progress

The Assistant Principals were involved in all of the Henry Parkes Learning Community meetings (held twice a term) this year. They shared relevant information with all staff. Prior to this, staff were not aware of what the purpose of the HPLC was.

The team began work to conduct Enrichment groups across K–6. They started preparation for this project but felt that with the change in Principal for 2019, that they would hold off on any further preparations until Term 1, 2019.

The team developed a data base that can be accessed by all staff and outlines the various roles and responsibilities for jobs within the school, i.e. Choir, PBL team, Touch football teams etc. When there are staff changes, new staff will be able to see what has been done previously to assist them in organising the job they are responsible for.

All staff were involved in developing the Milestones for the School Plan splitting into the three Strategic Direction teams. Twice a term time was given for the teams to meet and evaluate their progress toward achieving the Milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of staff take on leadership opportunities within the school and across the Henry Parkes Learning Community	Meeting Minutes	Three Assistant Principals attended HPLC meetings and shared relevant information with PEPS staff
Increased community participation within the school and parent/caregiver satisfaction	Staff and Student Surveys	A plan for Enrichment Groups to take place in 2019 was developed. This process was then halted due to a different Principal in 2019.
Increased opportunities for students and staff to participate in leadership roles and be actively involved in the decision making processes of the school.	Data base for Roles and Responsibilities PL for understanding and working with the School Plan	Establishment of Roles and Responsibilities data base for the various jobs that staff undertake. All staff involved in developing the Milestones for the School Plan and the ongoing evaluations that were carried out.

Next Steps

Ongoing and improved sharing between the HPLC schools to assist with consistency, transitions and continuity.

Further linking with community groups to support students in their learning and wellbeing.

Strategic Direction teams receive more defined PL on how to write quality Milestones and Evaluation questions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$40,000 Wiradjuri Language and Culture</p> <p>\$7,800 Stronger Smarter</p> <p>\$7,860 SLSO support</p>	<p>A Wiradjuri language and culture teacher was secured in Term 3. A senior member of the AECG, who has also filled this role previously, mentored the teacher.</p> <p>Those who attended Stronger Smarter began work with staff on the philosophy behind the program.</p> <p>SLSO planned but not implemented due to not having staff available as the targeted staff member was needed to fill another position.</p>
English language proficiency	<p>EALD Teacher: T1 \$3,230</p> <p>Semester 1 reports, Benchmark results</p>	<p>In T1 students were supported and able to effectively integrate into the teaching/learning programs within their classes.</p>
Low level adjustment for disability	<p>\$10 000 to purchase program</p> <p>LaST \$93,702, SLSO \$26,813</p>	<p>Multilit program was ordered in Term 4, with approval from the substantive Principal (returning in 2019). The program will be implemented in 2019.</p> <p>LaST and SLSOs supported students within classrooms and during withdrawal groups. A stronger focus on wellbeing was developed across the year.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.517 Staffing allocation</p>	<p>All staff have developed an understanding of the School Plan and have been engaged in the development and evaluation of Milestones across the year. All staff (SLSOs included) have been involved in SEF–SAS for 2018, which will help inform the Milestones for 2019.</p> <p>Stronger understanding of the Standards for Teachers (included in PDPs). Whole school approach to expectations of teaching/learning programs. Improved practice that is linked to goals in PDPs.</p>
Socio–economic background	<p>\$31,234 (Staffing: 0.3)</p> <p>\$67,000 (SLSO)</p>	<p>Classroom Teacher recruited to model quality IT lessons with staff.</p> <p>Est1 and St1 students received greater individualised support within their classrooms. For the Est1 students, this was particularly vital within their first term at school and enabled them to make a successful transition to school.</p>
Support for beginning teachers	<p>\$20,00 (staffing and PL)</p>	<p>The beginning teachers were provided with additional RFF from the beginning of Term 2. Mentoring sessions were provided on a regular basis through program development and delivery, behaviour management, lesson observations and feedback. They attended training in L3 across the year as well as other PL</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	114	136	154	174
Girls	107	125	141	164

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.8	92.6	93.5
1	92.8	93	94	91.9
2	93.5	93.6	93.8	95.2
3	93.7	92.8	92.2	94.2
4	94.3	94.1	93.1	89.9
5	94	94.2	90.1	92.1
6	90.6	92.8	88.9	90.6
All Years	93.6	93.9	92.5	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 with families being contacted if absences are a concern. Absences are recorded and tracked on a central data base. When daily absences are not explained, a reminder note is sent home to parents or caregivers. Absences that continue to be unexplained are followed up with a letter from the Principal.

Attendance is monitored by the Principal through fortnightly meetings with the HSLO. Referrals to the HSLO take place when a student's attendance falls to

an unacceptable level.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	4.02

*Full Time Equivalent

Three Indigenous staff were employed in 2018.

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	0

Professional learning and teacher accreditation

All staff completed professional learning activities throughout 2018, including the completion of all mandatory training.

Professional Learning included:

Anaphylaxis, Child Protection update, Code of Conduct, CPR and Emergency Care, Language, Literacy and Learning (L3) new and ongoing teacher training, Primary LaST Network PL, Mitchell Principals' Network Meetings, Stronger Smarter, Road Safety, School Learning Support Officer Training, Progressions, PLAN2, eFPT and Finance training, PBL Tier 2 training, Scout-data analysis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	296,372
Revenue	3,743,845
Appropriation	3,670,141
Sale of Goods and Services	0
Grants and Contributions	70,660
Gain and Loss	0
Other Revenue	0
Investment Income	3,044
Expenses	-3,375,545
Recurrent Expenses	-3,375,545
Employee Related	-2,986,194
Operating Expenses	-389,351
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	368,300
Balance Carried Forward	664,672

- The school's financial management processes and governance structures meet financial policy requirements
- Expenditure 2018 was lower than previous years as a result of the Relieving Principal taking a cautious approach to money management.
- Rolled over funds have been committed to being expended in the 2019 school year to meet School Plan goals

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,494,177
Base Per Capita	58,042
Base Location	43,728
Other Base	2,392,407
Equity Total	331,349
Equity Aboriginal	55,660
Equity Socio economic	141,945
Equity Language	3,230
Equity Disability	130,514
Targeted Total	423,826
Other Total	97,713
Grand Total	3,347,065

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

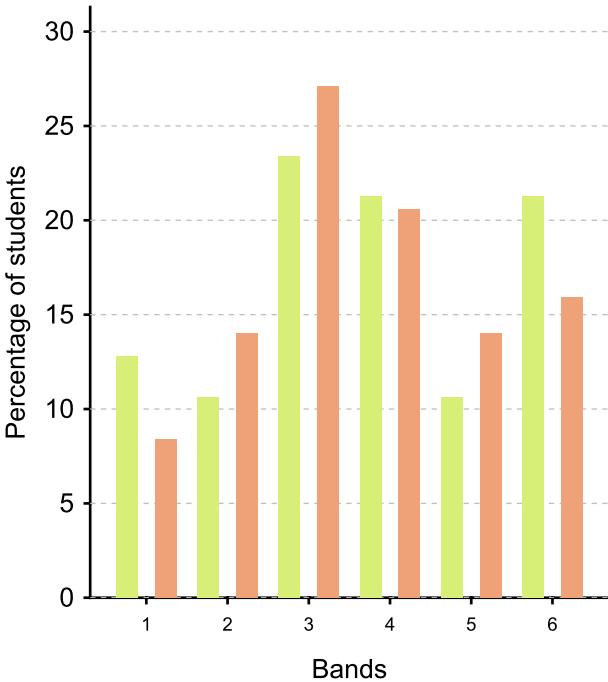
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The NAPLAN results in Year 3 indicate a greater percentage of students are in Bands 5 and 6 for Reading, Spelling and Writing compared to the previous year and compared to statistically similar schools (SSSG). While the scores in Grammar and Punctuation are lower by 14.4% compared to last year's scores, they are equal to those of SSSG. In Writing, 2.1% of students scored in Band 7; the first

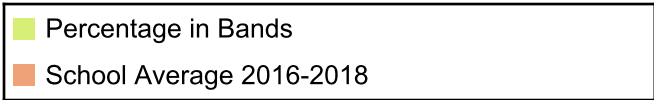
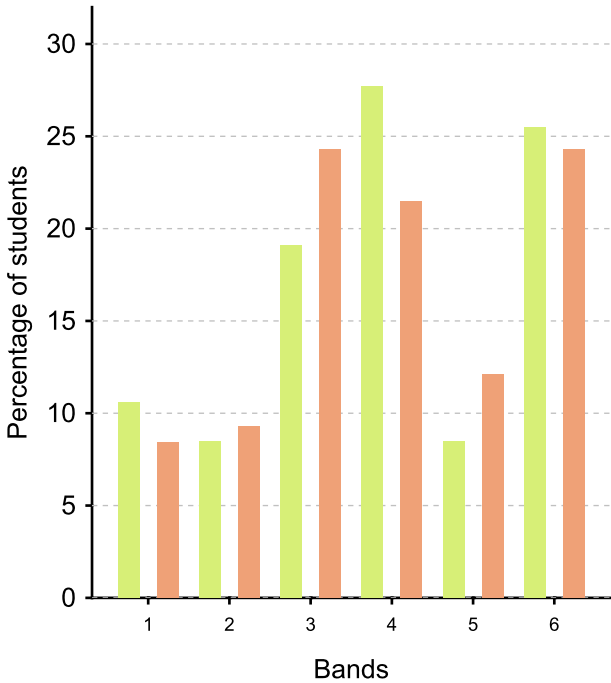
time this has been achieved at Parkes East PS. The growth in Bands 5 and 6 in Reading is 6.9%, in Spelling it is 14.6 and in Writing it is 14.5%.

The NAPLAN results in Year 5 indicate a greater number of students in the top two bands in Spelling (11.1% growth) and Writing (1.6% growth) compared to the previous year. While the scores in the top two bands in Grammar and Punctuation are 0.8% lower than last year's scores, they are 10.9 % better then the scores for SSSG. In Reading, the scores are 0.4% better than those of SSSG.

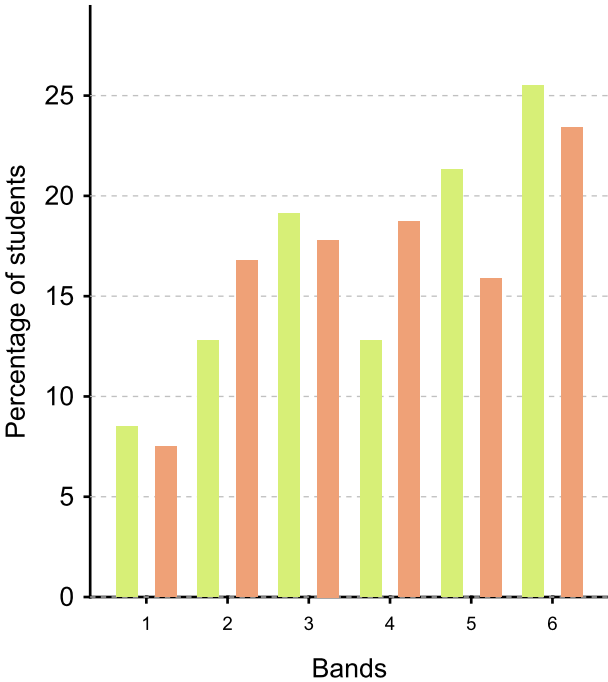
Percentage in bands:
Year 3 Reading



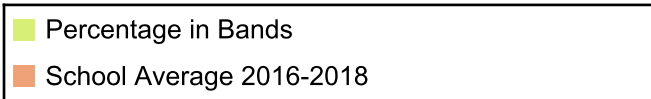
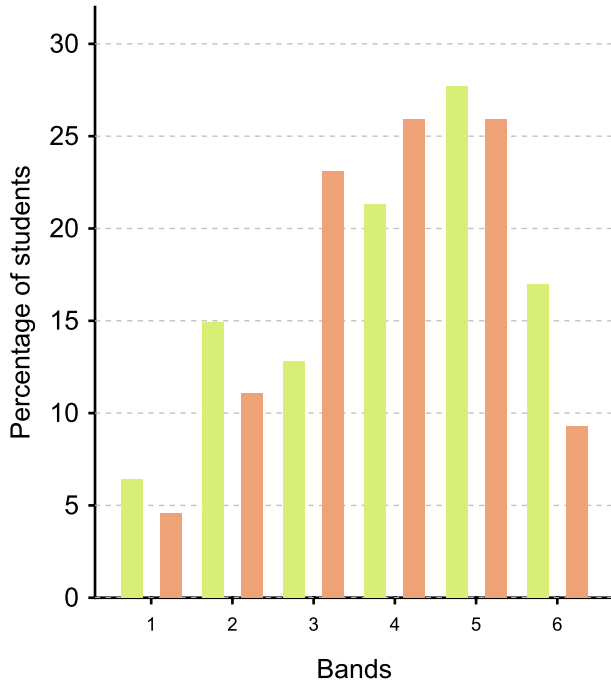
Percentage in bands:
Year 3 Grammar & Punctuation



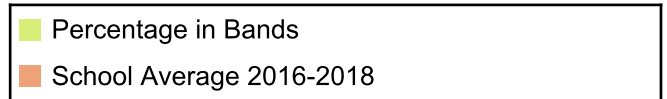
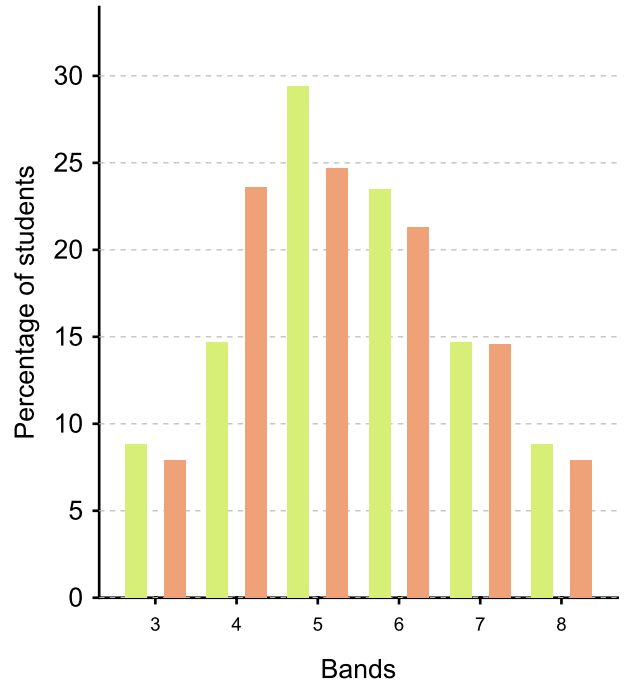
Percentage in bands:
Year 3 Spelling



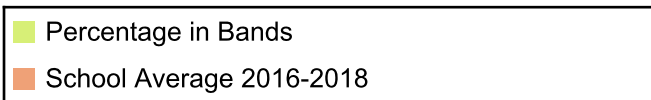
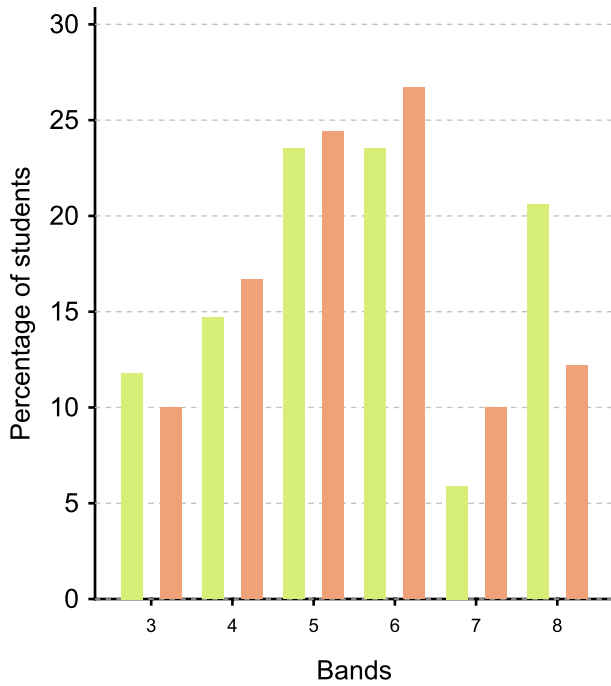
Percentage in bands:
Year 3 Writing



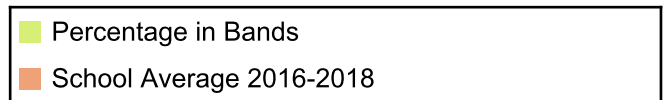
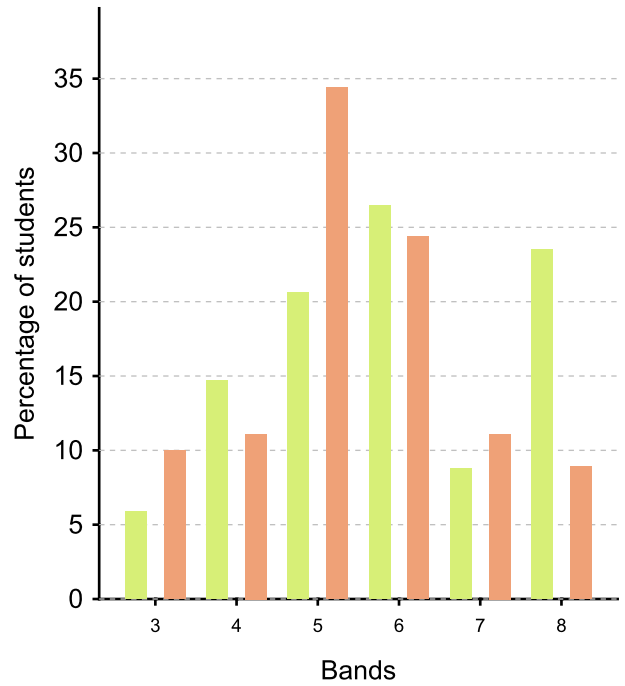
Percentage in bands:
Year 5 Reading



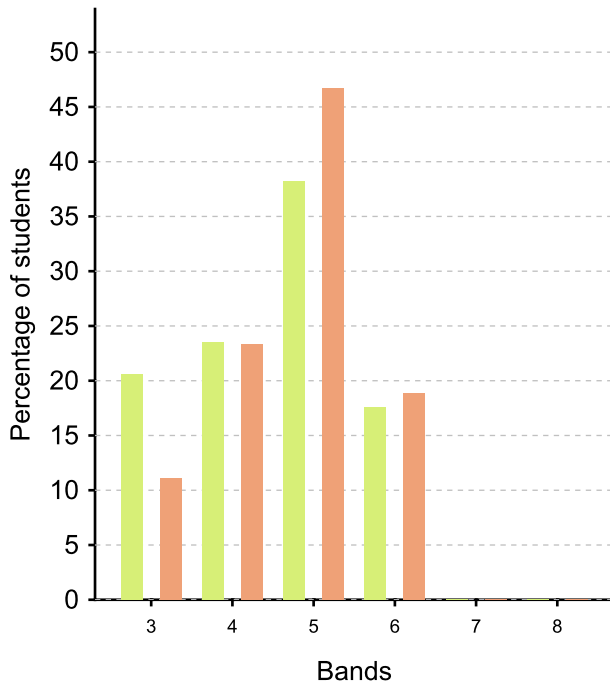
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

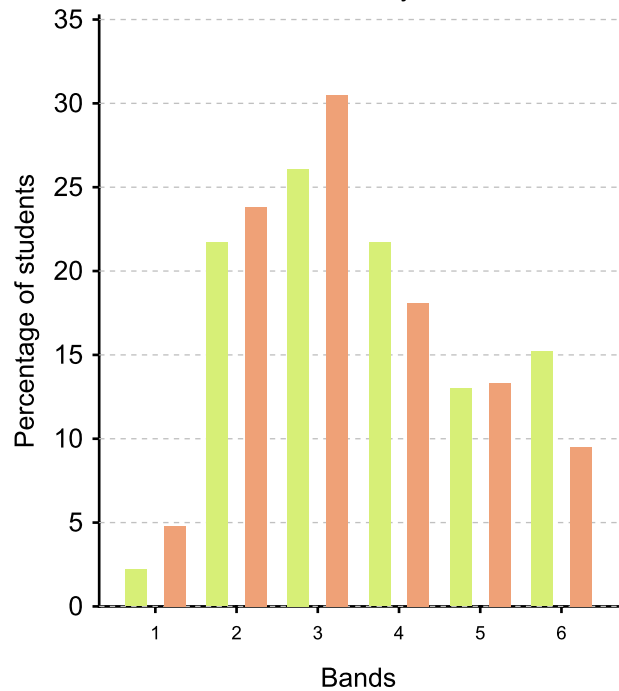


Percentage in Bands
School Average 2016-2018

The numeracy scores for Year 3 indicate a 15.3% growth from the previous year in the top two bands. The scores for Year 3 students are 6.2% above those of SSSG.

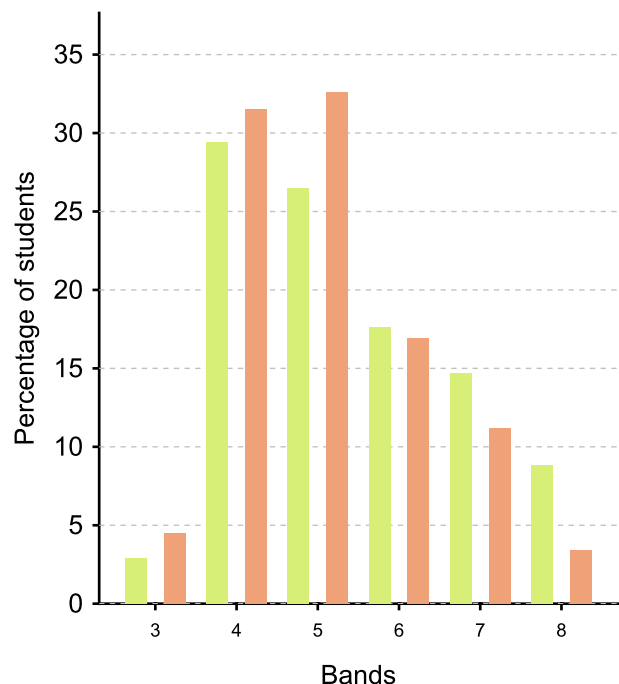
In Year 5, there is a growth of 7.9% in Bands 7 and 8 compared to the previous year. 8.8% of the students were in Band 8 compared to 0% the previous year. Compared to SSSG, the scores for the Parkes East Public School Year 5 students were 4.3% better.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

The number of Aboriginal students attending Parkes East Public School in Years 3 and 5 in 2018 is too low

to gain a creditable percentage for scores.

The NAPLAN scores for Year 3 indicate that 1 student in the top two bands for Reading and Numeracy compared to no students the previous year.

The NAPLAN results for Year 5 show that no students scored within the top two bands.

Parent/caregiver, student, teacher satisfaction

The Parent survey carried out in Term 4 indicated that a larger percentage of the parents who participated in the survey felt that the school had a positive environment that gave families multiple opportunities to be engaged in their children's education. The staff are dedicated, professional and approachable. Many comments indicated that there was a highly engaged P&C and the sense of a positive community was very strong.

An area for improvement that was strongly suggested was around communication with families. This included ensuring that the school provides earlier communication for events that are taking place and greater communication between teachers and parents/carers.

Policy requirements

Aboriginal education

All students, from Kindergarten to Year 6, engaged in Wiradjuri Language and Culture lessons once a teacher was secured in Term 3. Where appropriate, Wiradjuri language and culture is integrated in general class and whole school activities.

An active Junior AECG meets weekly to discuss activities and issues that impact of Aboriginal students. They meet once a term with the Parkes Junior AECGs, made up of students from all of the schools within Parkes, to share what has been happening within their schools and discuss opportunities and issues that exist across the Parkes community. These meetings promote closer ties with the Aboriginal community which has led to a stronger, positive engagement with the school.

Multicultural and anti-racism education

The teaching of Wiradjuri language and culture is an avenue that is used to teach tolerance and sensitivity to the beliefs and customs of another culture. The Ethics class and classroom teaching and learning programs also introduce students to the customs and beliefs of other cultures. The school's Positive Behaviour for Learning focus teaches students to make respectful, responsible and safe behaviours choices in all aspects of their lives and with all people. The school has a designated, trained anti-racism staff member.