Parkview Public School

Annual Report

2018

4413

Introduction

The Annual Report for **2018** 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.

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Principal

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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 45 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..

The executive team reviewed the school's progress against the School Excellence Framework and recorded evidence and achievements to support their decisions. In the domain of Learning, the evidence collected indicated that the school was at the following levels:

* Learning Culture– Sustaining and Growing

* Wellbeing– Sustaining and Growing

* Curriculum– Sustaining and Growing

* Assessment– Sustaining and Growing

* Reporting– Sustaining and Growing

* Student performance measures– Sustaining and Growing

In the domain of Teaching, the evidence collected indicated that the school was at the following levels:

* Effective classroom practice– Sustaining and Growing

* Data skills and use– Sustaining and Growing

* Professional standards– Sustaining and Growing

* Learning and development– Sustaining and Growing

In the domain of Leading, the evidence collected indicated that the school was at the following levels:

* Educational leadership– Sustaining and Growing

* School planning, implementation and reporting– Delivering

* School resources– Sustaining and Growing

* Management practices and processes– Sustaining and Growing

Our self–assessment process will assist the school to refine our school plan, which will lead to further improvements in the delivery of quality 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 & 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 for all students, with focus on closing the gap for ATSI and Low SES students as well as maintaining and value adding to students who are proficient.

Overall summary of progress

At Parkview Public School, all staff work to ensure students are engaged in personalised, explicit and authentic learning programs across the curriculum.

Kindergarten to Year 2 teachers assess students every 5 weeks and track their progress against the literacy and numeracy progressions, entering the data in the Department of Education PLAN2 program. This allows teachers to closely monitor, plan and cater for differentiated instruction.

Stage 2 and 3 teachers entered data into PLAN2 in school identified areas to become familiar with the software and data processes.. All staff meet regularly as a whole team 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 3 teachers meet with the Instructional Leader fortnightly in small groups and more often on a one to one basis . In these meetings plans for 'at risk' students are formulated, 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 their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students achieving in the top 2 bands of NAPLAN.	RAM Funds ($475567) providing additional class support through LAST Teachers, SLSOs and resources to scaffold students.	Year 3 NAPLAN Numeracy – Top 2 Bands– 21% (6% increase on 2017) compared to Similar Schools– 16 % Year 3 NAPLAN Reading – Top 2 Bands– 36% (15% increase on 2017) compared to Similar Schools– 30% Year 5 NAPLAN Reading – Top 2 Bands– 20% (increase of 3% on 2017) compared to Similar Schools– 17%
Increase number of students who achieve at proficiency and beyond in NAPLAN across Literacy and Numeracy.	As Above	Year 3 NAPLAN Reading – Band 3 and above – 87% (13% increase on 2017) compared to Similar Schools– 75% Year 5 NAPLAN Grammar and Punctuation – Band 3 and above – 75% (20% increase on 2017) compared to Similar Schools– 61% Year 5 NAPLAN Numeracy – Band 3 and above – 81% (11% increase on 2017) compared to Similar Schools– 62% Year 5 NAPLAN Reading – Band 3 and above – 77% (17% increase on 2017) compared to Similar Schools– 60%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of students who achieve at proficiency and beyond in NAPLAN across Literacy and Numeracy.		Year 5 NAPLAN Spelling – Band 3 and above – 73% (13% increase on 2017) compared to Similar Schools– 69%
Increase the proportion of NSW students in the top two NAPLAN bands by 8%	RAM Funds as Identified Above	There has been continued growth in this area but it remains an aspirational target to increase the number of students achieving in the top 2 NAPLAN Bands. Our achievements in comparison to schools in same school group is pleasing, but as always we remain committed to achieving better results for the children of our community.
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.	RAM Funds combined with: $149,853 Aboriginal Background Loading	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. The most pleasing results are in Year 3: *Grammar and Punctuation Results: increase in top 2 NAPLAN Bands by almost 21%. *Numeracy Results: Increase in top 2 NAPLAN Bands by 40% *Reading Results: Increase in top 2 bands by 6% * Spelling Results: Increase in top 2 bands by 11%.

Next Steps

- Continue to engage a full time interventionalist teacher to support the vital work of Instructional Leaders (1.2) to implement and drive the Early Action for Success Strategy K–3.
- Implementation of the learning progressions and expansion of understanding and functionality of staff across all grades K–6.
- Establish teacher iPad program for data collection and review to plan teaching and learning.
- Continue to focus on contemporary practice and innovation in teaching and learning through the further development of project based learning.
- Further embedding of Buidling Numeracy Leadership practices in classrooms to further enhance and entrench best practice in terms of numeracy curriculum delivery.
- Expansion of Curiosity & Powerful Learning protocols as developed and negotiated by staff .
- Establishment of Triads among staff to facilitate meaningful self–reflection and peer mentoring scaffolds.
- Develop assessment processes to have consistent teacher judgment of student learning on the learning progressions.
- Enhance staff collaborative planning opportunities through regular fortnightly collaboration meetings in all stages
- Assistant Principals 4 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 3 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 meaningful and efficient application of Learning Progressions.
- K–2 Staff continue with L3 and TEN training and implementation.
- PLAN2 data entered for all students K to 6 and data informing teaching and targeting of intervention where needed.

Strategic Direction 2

Staff Capacity: Building Professional Leadership and Dynamic Learning

Purpose

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

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

Overall summary of progress

Throughout 2018 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, Building Numeracy Leadership (BNL) as well as the commencement of engagement in the Curiosity and Powerful Learning (C & PL) methodology.

K to 2 staff met regularly, as a team,in small groups and on an individual basis with the
Instructional Leader, developing leadership capacity 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 was used to focus on data and teaching practices that are needed to enable students to progress. K to 6 staff continue to develop their professional judgement to lead the acquisition of this data and apply it to the Literacy and Numeracy Progressions and to guide their programming and on going assessment.

Linked to individual staff Professional Development Plans, staff engaged in two Teaching and Learning Forums delivered by peer expert staff that addressed staff identified learning needs linked to varying needs that included writing,classroom management, information technology skills and mathematics. This also included initiatives in the delivery of both high quality TPL around Quality Teaching and Learning and the ICT Capability Framework.

With leadership development being central to school capacity building, we had great success in providing opportunities for a wide range of staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The leadership team collaboratively maintains the focus on capacity building in staff ensuring current best practise is identified in PDPs with an explicit literacy and numeracy focus.	RAM Funding Professional Learning $26709	** 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.*
Improved SMART/ Progressions Data identifies an increase in the	RAM Funding Professional Learning $26709	** Teaching programs provide evidence of assessment for, as and of learning. * Continued*

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
number of students achieving proficiency in literacy and numeracy.		*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.*
Students co–construct learning experiences and learning goals in collaboration with staff to ensure dynamic, cooperative and relevant learning experiences occur in all learning environments.	$43450 (RAM– technology resources)	Students continue to develop and demonstrate skills consistent with those of 21st Century Learners including: * authentic application of technological aids in everyday learning. * successful roll out of BYOD in all Years 3–6 Classrooms.. * evidence of independent, self directed learners in all classroom spaces.

Next Steps

- Further exploration and strengthening evidence based feedback, reflection and evaluation for teachers using varied techniques including Swivl;
- Continuation of the Curiosity and Powerful Learning methodology to support student learning;
- Introduce implementation of cooperative groups, as a different learning style;
- Ensure staff participate in high quality professional learning to support student learning;
- 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 2 and Stage 3 to model Professional Learning on the Early Action for Success program;
- Continuation of PDP's to set and monitor individual staff development and welfare. Developing leadership capacity and professional practice among all staff to support and enhance quality teaching and improved outcomes for students.

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 we continue to make a concerted effort to engage our diverse community to include parents, carers and broader community members not just in school decision making but also in improving students' learning.

The school focuses upon maintaining strong linkages between the school and the broader community to ensure parents engage more with the school and in their children's learning.

The engagement of parents and community members in classrooms and in extra–curricula activities as well as the highly popular Personalised Learning Plan Conferences for all students has been particularly instrumental in increasing the level of parent engagement at Parkview Public School.

The school continued to host its extremely successful community engagement activities in Gossamer Park, facilitated the on–going Winhangara Playgroup, expanded to four days per week the extremely beneficial and successful Bright Beginnings Early Years Learning Program and continued the highly successful and engaging Kindergarten Transition Program.

At Parkview Public School we value our diverse community and aim to make it inclusive of all people. We also encourage community engagement. In 2018, 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 and continues to foster an extremely positive relationship with community groups including the Leeton Local Aboriginal Educational Consultative Group and the Leeton Shire Council.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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–$11000	* The school vision and strategic directions were developed and reviewed by staff in consultation with P&C and the school community. * The newsletter, website, school social media applications, K to 6 assemblies, parent teacher interviews are used to communicate what is happening at school. * Parents are encouraged to provide regular feedback through meetings, surveys and community engagement opportunities.
An 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– $7000	* 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.
Staff will consistently facilitate opportunities for community	Chaplaincy DEEWR Funds–$10000 RAM	* Ongoing significant community engagement with Assumption Villa, Alf Hermann Lodge and Leeton

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
members and organisations to engage in the educational process.	Student Welfare Funds–$12500	Men's Shed provided varied opportunities for interaction with significant community stakeholders that improved social and scholastic outcomes for our children.

Next Steps

Maintenance 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..

* Continued use 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. with a focus upon cross–school 'Triads'.

* Using Community Engagement Funding, employ Community Engagement Staff to facilitate the specific development of cultural development and understanding of students and the broader community.

*Establish Youth Outreach Worker Position to assist with student welfare and community relationships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$149,853 Aboriginal Background Loading	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. Aboriginal Engagement Officer employed to ensure the importance of identity and culture was further integrated into the curriculum for all students. Funding was also used to employ a School Learning Support Officer to work within the 4–5 Years Bright Beginnings Early Years Learning Program. Assist to fund Schools As Community Centres role which facilitates community engagement and enables the successful continuation of the Bright Beginnings initiative (for children 4–5 years).
English language proficiency	$6945 English Language Proficiency $3500 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	$182,358	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)	$67,882 QTSS Allocation	Teacher Professional Learning and Mentoring
Socio–economic background	$475,567 RAM	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. Provides resources for in the innovative and inclusive delivery of curriculum across the school Facilitated the acquisition of significant 21st Century learning tools including hardware and software to minimise resource disadvantage for students from Low SES backgrounds Maintenance of Fast For Word for Years 3–6. Provide additional professional learning for teachers in assessment for learning and assessment as learning. Employ an additional School Learning Support Officers to facilitate 12 Multilit and 12
Support for beginning teachers	$38362	Additional Release from Face to Face (RFF) to support teachers in their first two years of teaching.

Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	161	174	196	188
Girls	162	180	197	216

2018 saw another slight increase in the numbers of students enrolled at Parkview Public School.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	91.7	92.1	92.8
1	93.1	92.6	93.6	92
2	91.4	93.7	91.8	92.8
3	93.1	92.1	93.6	92.2
4	93	91.9	92.2	92
5	94.1	92.3	91.6	91.6
6	91.4	93.7	91	91.4
All Years	92.6	92.5	92.3	92.1
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

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

Parents are supported fully in ensuring their children attend school. The attendance monitoring officer supported by classroom teachers ring parents regularly, send home reminder notes following up absences and holds interviews with parents when needed. The attendance monitoring officer and Principal liaise closely with the Home School Liaison Officer (HSLO), and organise school/class awards for good attendance. The implementation of a School App incorporating absence explanation has proved to be a useful tool in reducing unexplained absences.

Class sizes

Class	Total
KC	21
KW	20
KT	20
1/2B	22
1K	22
1D	22
2B	25
2/3M	23
2T	23
3H	30
4Q	29
4B	28
5C	30
5T	28
6G	31
6E	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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 2018, 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 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 staff 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.

* 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 SAP.

* The Principal attended the Riverina PPA Conference.

All of these activities are linked to the school plan. One teacher 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

Financial summary

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

	2018 **Actual** ($)
Opening Balance	432,674
Revenue	4,618,187
Appropriation	4,428,256
Sale of Goods and Services	3,625
Grants and Contributions	183,620
Gain and Loss	0
Other Revenue	0
Investment Income	2,686
Expenses	-4,294,146
Recurrent Expenses	-4,294,146
Employee Related	-3,839,863
Operating Expenses	-454,283
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	324,041
Balance Carried Forward	756,715

	2018 **Actual** ($)
Base Total	2,778,829
Base Per Capita	75,994
Base Location	51,690
Other Base	2,651,144
Equity Total	814,724
Equity Aboriginal	149,853
Equity Socio economic	475,567
Equity Language	6,945
Equity Disability	182,358
Targeted Total	193,037
Other Total	456,143
Grand Total	4,242,733

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.

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 in at least one assessment area.

Parkview Public School is a well resourced school that has managed its overall financial commitments with due diligence and appropriate financial responsibility. The finance committee meet regularly and are made up of the Principal, Instructional Leader and School Administrative Manager.

Budgets are formulated by the school leadership team and acquitted by the SAM, Principal and Senior Executive. The P&C are updated on financial position of the school through the Annual General Meeting and Annual School Report..

Annual funding is committed against RAM loadings as derived by the NSW Government and is always spent in keeping with these priorities.

A surplus is indicated for the 2018 school year which is reflective of conservative spending linked to the schools changeover from OASIS to SAP financial systems. Surplus funds have been earmarked for expenditure in the 2019 School Year.

Financial summary equity funding

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

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	2.3	20.5	25.0	34.1	11.4	6.8
School avg 2016-2018	10.9	16	21.2	26.3	16	9.6

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	13.6	29.5	20.5	15.9	20.5
School avg 2016-2018	5.2	14.2	31	23.9	14.8	11

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	13.6	22.7	18.2	20.5	18.2	6.8
School avg 2016-2018	8.3	24.4	21.2	23.7	17.9	4.5

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.5	11.4	29.5	31.8	20.5	2.3
School avg 2016-2018	4.5	10.9	21.2	29.5	32.1	1.9

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	14.5	10.9	29.1	34.5	3.6	7.3
School avg 2016-2018	10.4	26.4	25.2	22.7	6.1	9.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.6	20.0	41.8	14.5	16.4	3.6
School avg 2016-2018	6.2	26.7	31.1	16.1	12.4	7.5

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	7.3	20.0	25.5	36.4	9.1	1.8
School avg 2016-2018	8.6	22.1	27.6	28.8	9.8	3.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	12.3	17.5	57.9	12.3	0.0	0.0
School avg 2016-2018	7.9	20.6	45.5	22.4	3.6	0

The school continues to place significant emphasis on the development of numeracy skills. The school experienced continued growth in the area of Year 3 Number, Patterns and Algebra measured against 2018 NAPLAN Data comparable to the 2017 school year. The engagement with Building Numeracy Leadership will continue to ensure this trend continues.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	2.3	20.9	23.3	32.6	14.0	7.0
School avg 2016-2018	7.8	21.4	31.8	24.7	9.1	5.2

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	3.6	16.1	35.7	33.9	7.1	3.6
School avg 2016-2018	5.5	22.7	30.1	28.8	8	4.9

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 Reading in Year 3, 36% (SSG 30%) of students in the cohort achieved proficiency in reading (Bands 5 & 6). The school also achieved pleasing trend data elsewhere with Year 3 Numeracy enjoying 21% of students at proficiency (SSG 15%) and the areas of Year 5 Grammar and Punctuation, Numeracy, Reading and Spelling all enjoying significant growth away from the bottom 2 bands and continuing their strong movement towards proficiency in 2018 comparative to previous cohorts.

Parent/caregiver, student, teacher satisfaction

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

Students indicated:

* the school was well equipped and a good
place to learn ;

* people other than my teacher help me learn;

* their
classroom was an interesting place to learn and that
their teacher was
encouraging

* looking after the environment is very important at our
school ;
and

* they are encouraged to try new and different things in
their classrooms.

Staff indicated:

* they had positive relationships with the parents of the
children they teach;

* there is a high level of trust, collegiality and mutual
respect amongst staff

* school leaders commit themselves to school
improvement;

* school leaders have an interest in and accountability
for student learning
outcomes;

* Collaboration between teachers has continued to
improved:

* the
school community has high expectations of their
students;

* they are provided
with many opportunities for professional learning to
upgrade their skills;

* PPS
is an inclusive school, catering well for the diverse
range of student needs;
and

* Issues with technology impacted on them being able
to use them
consistently in teaching and learning.

Parents indicated:

* Parkview Public
School (PPS) is an attractive and well–resourced
school;

* Information about
the schools programs and activities is regularly
communicated to
parents/carers;

* PPS has competent teachers who set high standards

of
achievement;

* Information about student progress /learning is
communicated
satisfactorily. Some parents would like more
information;

* Class activities
are interesting and engage students in learning;

* It is easy to contact the
school to discuss concerns relating to their child;

* PPS has a fair and
supportive discipline system;

* Executive staff are accessible;

* Positive
relationships exist between the school and its
community;Students are engaged
by their classroom environments;

* PPS is well organised and runs smoothly; and

*The school office responds to enquiries and requests
in a
friendly and prompt manner.

Policy requirements

Aboriginal education

A focus on Aboriginal programs continued in 2018, 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 continuation of the Bright Beginnings
Early Years Learning Initiative 4 days per week,
attracting around 35 students to the school who were
engaged Early Years Leaning 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.

* Maintaining the hosting of our highly successful and
engaging 'Winhangara' Playgroup, targeting Aboriginal
families to engage in early years learning 0–5.

Future directions

* Winhangara Pop–Up Playgroup to be taken to the

community when weather is appropriate. Suggested locations include Gossamer Park and Graham Park..

 * 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 and attendance.

Multicultural and anti-racism education

Parkview Public School enjoys a diverse community with students coming from a broad range backgrounds including Wiradjuri, Pakistan, Malaysia, Myanmar, Fiji, Philippines, India, Afghanistan, New Zealand, Germany, United States, Cook Islands, Samoa. Italy and Indonesia.

The mulit–cultural nature of our community emphasizes the need to raise the students' awareness of the diverse range of multicultural groups not only in our school but also the wider Leeton community. Students from non–English speaking backgrounds were given the opportunity to participate in appropriate learning intervention programs linked to classroom activities. Through our School Budget Allocation funding we had an EAL/D teacher employed for 1.5 days a week. PPS encourages all children to have tolerance and respect for different cultures through an integrated, inclusive curriculum.

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 2018 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 being crowned champion school for the year. One of our students was named Public Speaker of the year at the Leeton Eisteddfod.

*The school's K–2 Performing Arts group were named

champion drama group at the Leeton Eisteddfod and one of our students was named best performer for 2018.

* Over 150 students participated in the **Leeton Community of Public Schools 'Shine– Once Upon A Time' ,** 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 dance group earned selection in the KROP Performing Arts Showcase hosted at the Wagga Civic Theatre producing a brilliant performance entitled **'Brave'.**

* 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, Boys AFL, Boys Basketball and Cricket.

* six students represented the school at the state swimming championships.

* one student represented the school at the state athletics carnival.

* Five students represented the school in Riverina teams at state carnivals.

*One students represented NSW at the School Sport Australia Championships.

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 2018

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

* Nine students were awarded credits in University of New South Wales Competitions.

* Three 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 channelled 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 2018 the SRC hosted 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.