# Parkes East Public School

# 2019 Annual Report

4204

# Introduction

The Annual Report for 2019 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.

## School contact details

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6862 2021

# 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 350 students, including 20% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

## Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|---|---|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

## 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.

## Improvement Measures

Increased use of student data to plan, assess and monitor learning and overall growth for individual students

Increased student growth

Improved levels for all student wellbeing and engagement

## Progress towards achieving improvement measures

**Process 1:    Assessment**

Ensure learning is evidence driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| New model implemented in ES1 and S1. | |

**Process 2:    Student Centred Learning**

Deliver quality student centred and self–regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Classroom teachers have maintained a focus on student centred learning through the explicit teaching of learning intentions. The focus on a school wide scaffold for student self regulation has not commenced due to the unavailability of the Curiousity and Powerful Learning Course. | |

**Process 3:    Student Wellbeing**

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Has there been a lessening of negative behaviours as a result of Tier 2 intervention.. <br><br>School data and staff anecdotal observations indicate a positive outcome for a number of trialled students. <br><br>Tier 2 to be fully implemented in 2020 with timetabled release to be available for co ordinator. | $500 x 3 for staff training. School Coach, External Coach and 2020 External coach |

## Strategic Direction 2

Teachers Yalmambildhaany

## Purpose

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

## Improvement Measures

Improved scores for collaboration and learning culture to above average for NSW State norms.

Increased use of evidence informed teaching by all staff.

All staff engaging in reflection of their teaching practice.

## Progress towards achieving improvement measures

**Process 1:** **Collaborative Practice**

Develop and implement collaborative processes for consistency in staff judgement in using internal and external assessment items.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Development of school assessment schedule was postponed until 2020 as staff expressed concern that the development of the School Scope and Sequence 2 Year schedule was required before school assessment issues were addressed. Year 1 of Scope and Sequence completed and implemented. Year 2 to be finalised early in 2020. Assessment schedule to be completed in Semester 2 2020 | One School Development Day used to revise and complete new School Scope and Sequence. |

**Process 2:** **Evidence Based Teaching**

Use recognised best practice to develop and implement high quality professional learning in literacy and numeracy teaching.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Early Stage 1 and Stage 1 utilising Plan 2 to chart student progress and respond to student identified need. | |

**Process 3:** **Evaluative Practice**

Strengthen evaluative culture and practice by establishing regular points in time throughout the year for evaluation and providing professional learning on the use of quality sources of data to inform future teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Staff are still embedding new knowledge regarding evaluative practice into their teaching and learning cycle. 2020 to be a year of consolidation supported by the implementation of the Curiosity and Powerful Learning process. | |

## Strategic Direction 3

Leaders Dyiraamalang

## Purpose

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

## Improvement Measures

Increased numbers of staff take on leadership opportunities within the school and across the Henry Parkes Learning Community

Increased community participation within the school and parent/caregiver satisfaction

Increased opportunities for students and staff to participate in leadership roles and be actively involved in the decision making processes of the school.

## Progress towards achieving improvement measures

### Process 1:    Educational Leadership

The school has established practices to ensure continued improvement in teaching and learning across the Henry Parkes Learning Community.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Henry Parkes Learning Community meeting have become more productive as a result of having an agreed to duration of meetings that are held twice a term during school hours. HPLC professional learning has supported professional development across the four schools. | |

### Process 2:    Community Partnerships

Strengthened community relationships to enable meaningful participation in and support of new and existing school initiatives.

| Evaluation | Funds Expended (Resources) |
|---|---|
| 2019 became a year of consolidation of existing community relationships. The development of a 5 Year School Community Timeline to strategically improve the school amenity, technology, sustainability and teaching resources, utilizing the combined resources of the school and the community (including the P&C, community members, government and businesses) will commence in 2020. | |

### Process 3:    School Leadership

Developing leadership capacity among students and staff.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All members of the school executive undertook additional leadership training in 2019. Three teachers completed leadership training in Positive Behaviour for Learning (PBL). Three teachers completed the Stronger Smarter Leadership program. | Executive Development $6000.00<br><br>PBL $4000.00<br><br>Stronger Smarter  $18000.00 |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | $43,000 SLSO to support Indigenous Students in class<br><br>$27,000 Wiradjuri Language and Culture<br><br>$18,000 Stronger Smarter Leadership Program | A senior member of the Parkes AECG mentored the Wiradjuri language teacher. She was also supported by an Assistant Principal in developing engaging lessons for the classes and range of abilities across the school.<br><br>Those who attended Stronger Smarter began work with staff on the philosophy behind the program.<br><br>SLSO provided additional support for Indigenous students. |
| **English language proficiency** | $1395 allocation expended during Term 1. | Students were supported to effectively integrate into the teaching /learning programs within their classes. |
| **Low level adjustment for disability** | $36,750 Part–time SLSO employed to support students with additional needs. | SLSOs supported students within classrooms and during withdrawal groups. |
| **Quality Teaching, Successful Students (QTSS)** | 0.588 Staffing allocation | 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 participated in school self–evaluation to complete the 2019 SEF–SaS.  Findings will support school milestones for 2020.<br><br>All staff have developed a sound 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. Improvement area: refinement of what classroom observations and coaching sessions might look like. Whole school view of what the Mentoring process will achieve. |
| **Socio–economic background** | $55,000 Play equipment upgrade<br><br>$31,234 (Staffing 0.3) Part–time IT teacher<br><br>$34,000 (SLSO) | Safer and more appropriate fixed equipment utilised by Stage 1 students on a daily basis.<br><br>Staff reported an expansion of IT knowledge and capacity to integrate into lessons as a result of working with IT teacher in the classroom. Due to staff changes, beyond the school's control this program ceased in Semester 2. Will be funded again in 2020.<br><br>ESt1 and St1 students received greater individualised support within their classrooms. For the ESt 1 students, this was particularly vital within their first term at school and enabled them to make a successful transition to school. |
| **Support for beginning teachers** | $34, 000 (staff and PL) | The beginning teachers were provided with mandatory additional RFF. 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. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 136 | 154 | 174 | 177 |
| Girls | 125 | 141 | 164 | 167 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 95.8 | 92.6 | 93.5 | 90.4 |
| 1 | 93 | 94 | 91.9 | 93.4 |
| 2 | 93.6 | 93.8 | 95.2 | 92.4 |
| 3 | 92.8 | 92.2 | 94.2 | 93.6 |
| 4 | 94.1 | 93.1 | 89.9 | 93.4 |
| 5 | 94.2 | 90.1 | 92.1 | 92.9 |
| 6 | 92.8 | 88.9 | 90.6 | 92.1 |
| All Years | 93.9 | 92.5 | 92.7 | 92.6 |
| **State DoE** | | | | |
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 14.14 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 8.38 |

*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

| Staff type | Benchmark[1] | 2019 Aboriginal and/or Torres Strait Islander representation[2] |
|---|---|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Professional Learning included: Anaphylaxis, Child Protection Mandatory Training, Code of Conduct, CPR and Emergency Care, Primary LaST Network Professional Learning, Mitchell Principals' Meeting, Stronger Smarter Leadership Program, Positive Behaviour for Learning, Finance Training.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 **Actual** ($) |
|---|---|
| **Opening Balance** | 664,672 |
| **Revenue** | 3,891,086 |
| Appropriation | 3,812,754 |
| Sale of Goods and Services | -1,182 |
| Grants and contributions | 76,808 |
| Investment income | 2,706 |
| **Expenses** | -3,716,693 |
| Employee related | -3,242,650 |
| Operating expenses | -474,043 |
| **Surplus / deficit for the year** | 174,393 |

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 higher than expected surplus for the year was recorded as a result of planned for school wide  higher expenditure professional learning not proceeding due to unavailability  in 2019.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 **Approved SBA** ($) |
|---|---|
| **Targeted Total** | 337,967 |
| **Equity Total** | 377,089 |
|     Equity - Aboriginal | 85,486 |
|     Equity - Socio-economic | 149,561 |
|     Equity - Language | 1,395 |
|     Equity - Disability | 140,647 |
| **Base Total** | 2,823,161 |
|     Base - Per Capita | 80,317 |
|     Base - Location | 50,543 |
|     Base - Other | 2,692,301 |
| **Other Total** | 178,347 |
| **Grand Total** | 3,716,564 |

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.

# 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
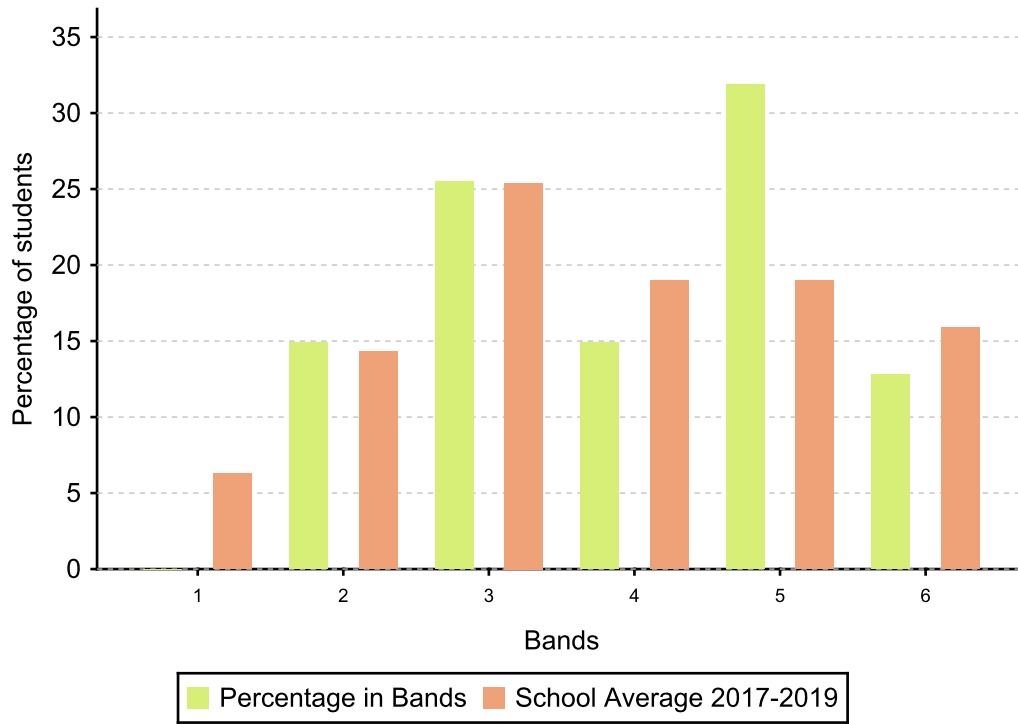
## Literacy and Numeracy Graphs

**Percentage in bands:**
Year 3 Grammar & Punctuation
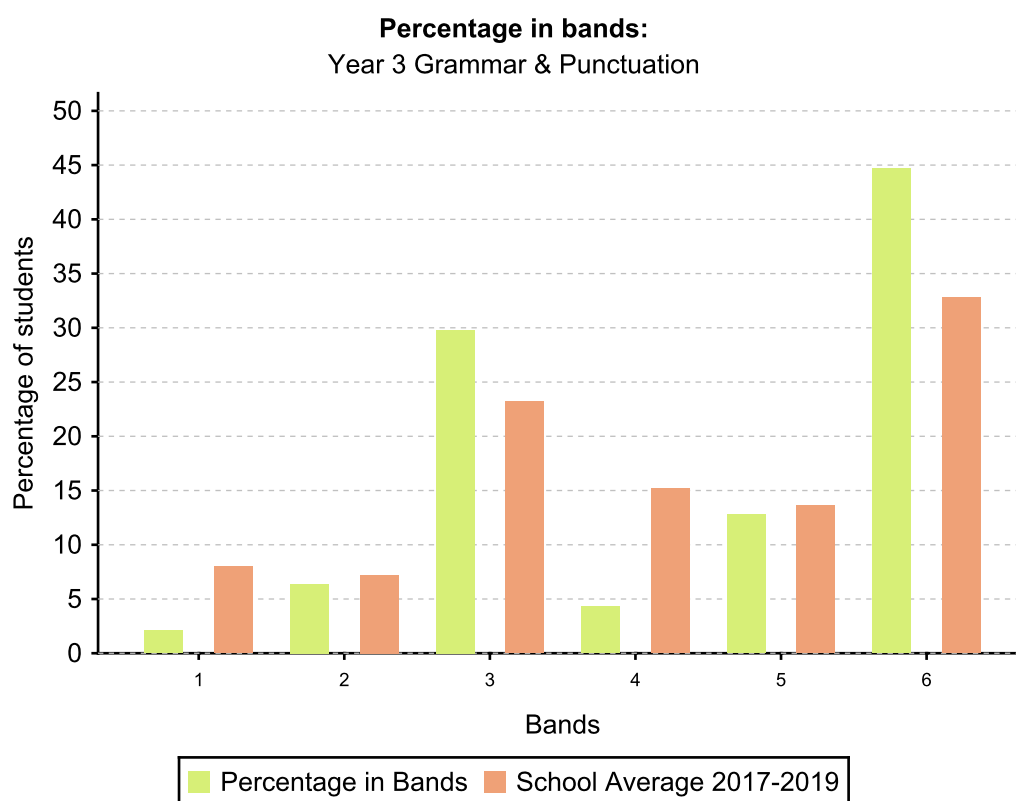


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Percentage of students | 2.1 | 6.4 | 29.8 | 4.3 | 12.8 | 44.7 |
| School avg 2017-2019 | 8 | 7.2 | 23.2 | 15.2 | 13.6 | 32.8 |

## Percentage in bands:
### Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Percentage of students | 0.0 | 14.9 | 25.5 | 14.9 | 31.9 | 12.8 |
| School avg 2017-2019 | 6.3 | 14.3 | 25.4 | 19 | 19 | 15.9 |

## Percentage in bands:
### Year 3 Spelling
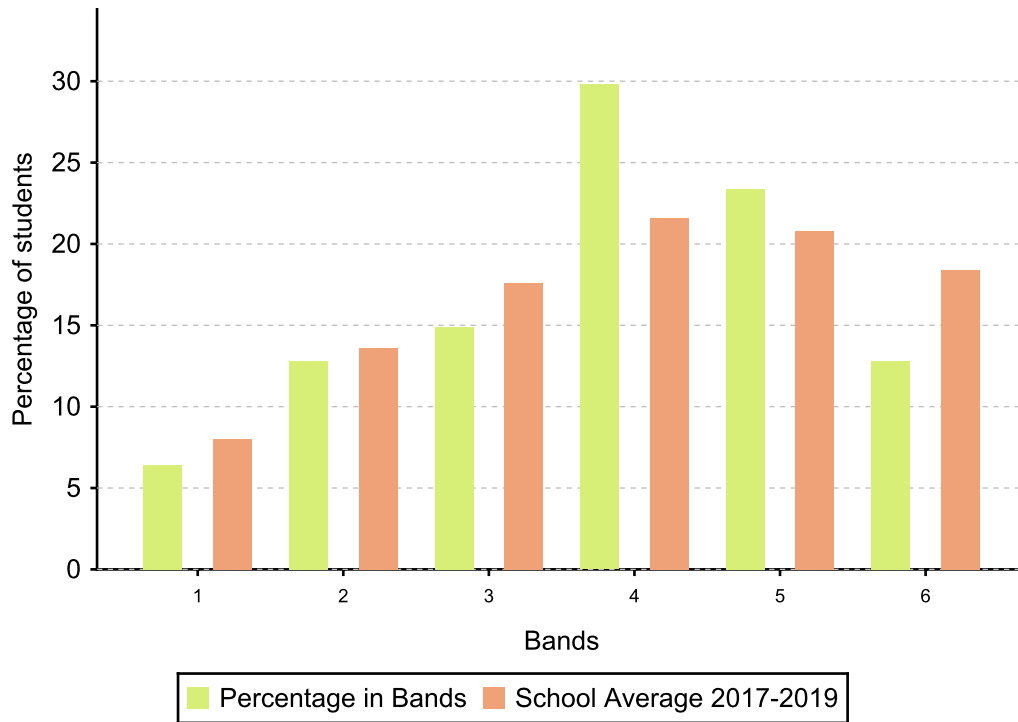


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Percentage of students | 6.4 | 12.8 | 14.9 | 29.8 | 23.4 | 12.8 |
| School avg 2017-2019 | 8 | 13.6 | 17.6 | 21.6 | 20.8 | 18.4 |

**Percentage in bands:**
Year 3 Writing
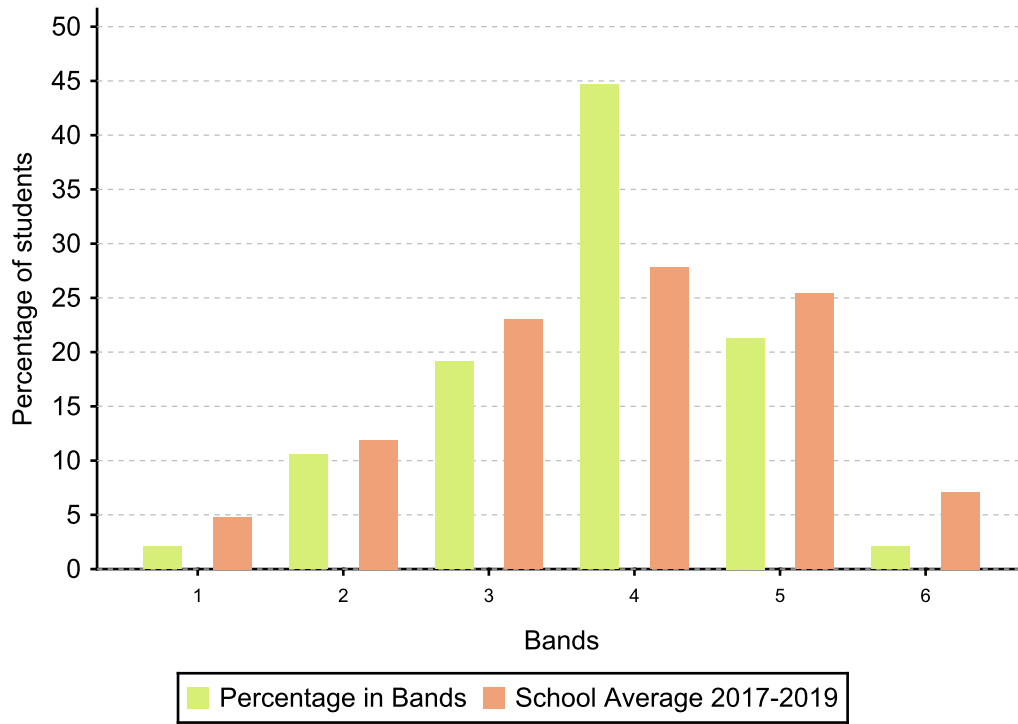


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Percentage of students | 2.1 | 10.6 | 19.1 | 44.7 | 21.3 | 2.1 |
| School avg 2017-2019 | 4.8 | 11.9 | 23 | 27.8 | 25.4 | 7.1 |

**Percentage in bands:**
Year 5 Grammar & Punctuation
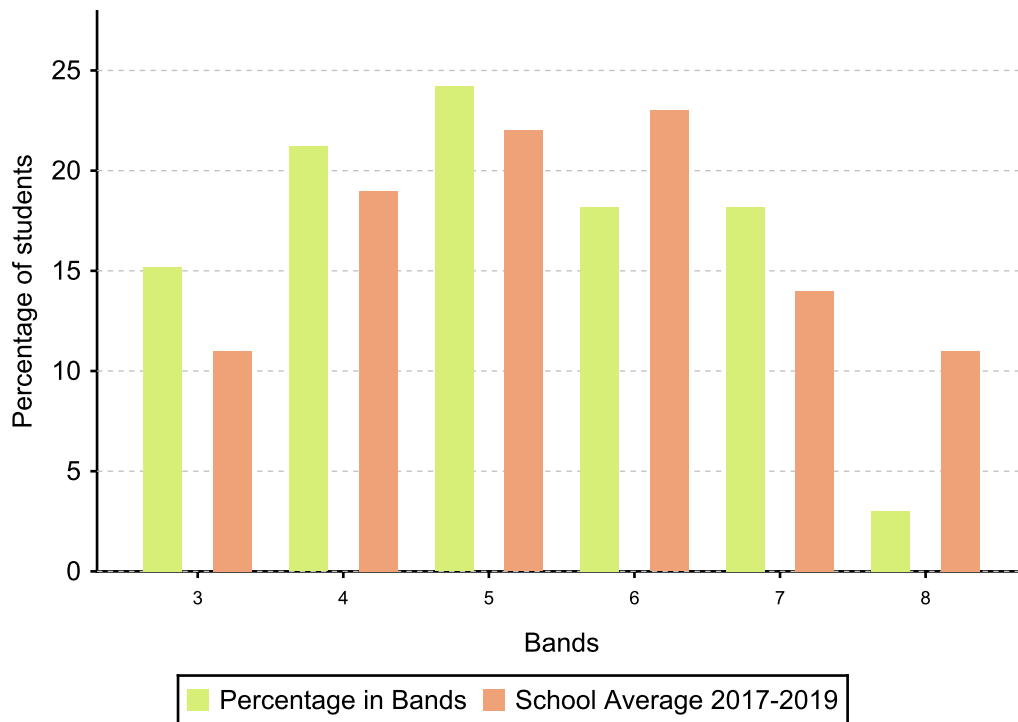


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Percentage of students | 15.2 | 21.2 | 24.2 | 18.2 | 18.2 | 3.0 |
| School avg 2017-2019 | 11 | 19 | 22 | 23 | 14 | 11 |

## Percentage in bands:
## Year 5 Reading
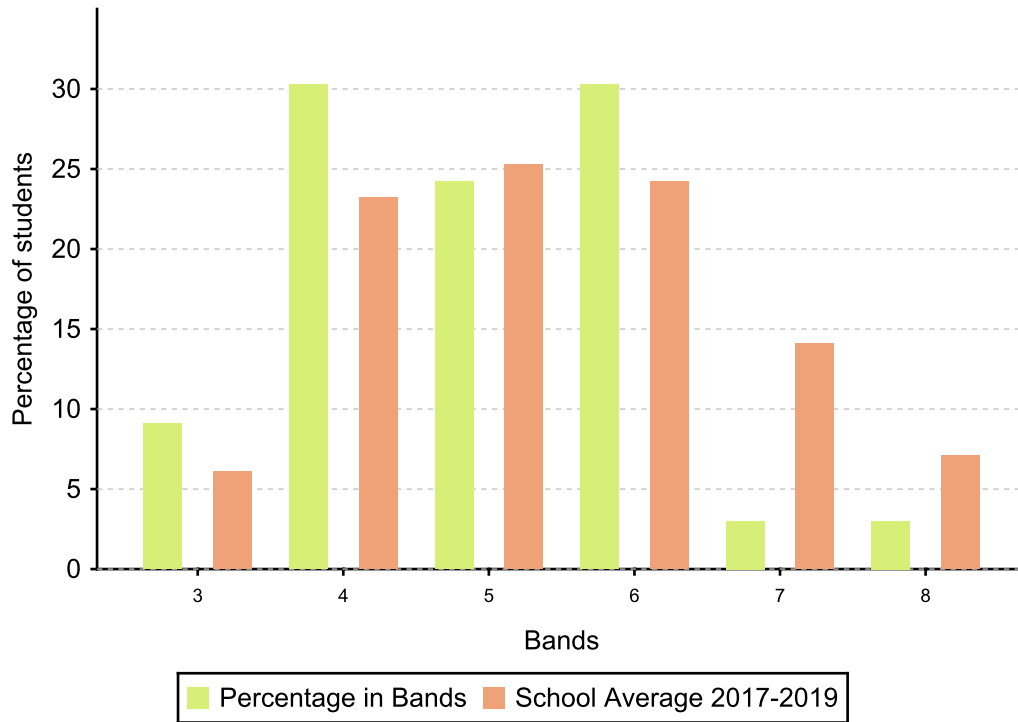


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Percentage of students | 9.1 | 30.3 | 24.2 | 30.3 | 3.0 | 3.0 |
| School avg 2017-2019 | 6.1 | 23.2 | 25.3 | 24.2 | 14.1 | 7.1 |

## Percentage in bands:
## Year 5 Spelling
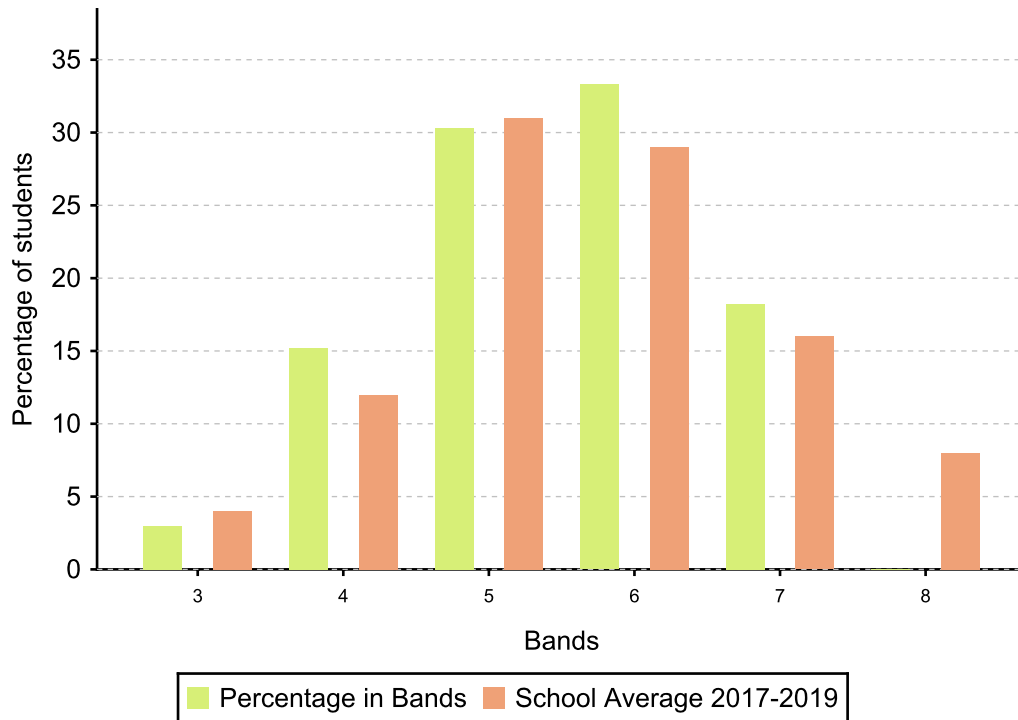


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Percentage of students | 3.0 | 15.2 | 30.3 | 33.3 | 18.2 | 0.0 |
| School avg 2017-2019 | 4 | 12 | 31 | 29 | 16 | 8 |

Parkes East Public School 4204 (2019)   Printed on: 25 May, 2020

## Percentage in bands:
### Year 5 Writing
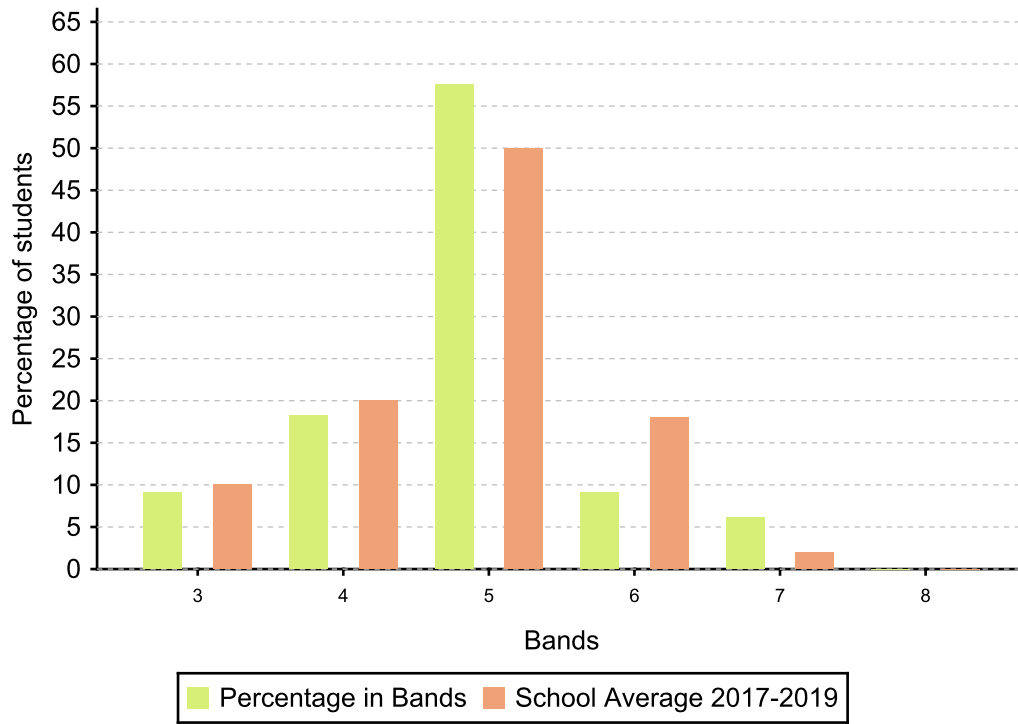


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Percentage of students | 9.1 | 18.2 | 57.6 | 9.1 | 6.1 | 0.0 |
| School avg 2017-2019 | 10 | 20 | 50 | 18 | 2 | 0 |

## Percentage in bands:
### Year 3 Numeracy
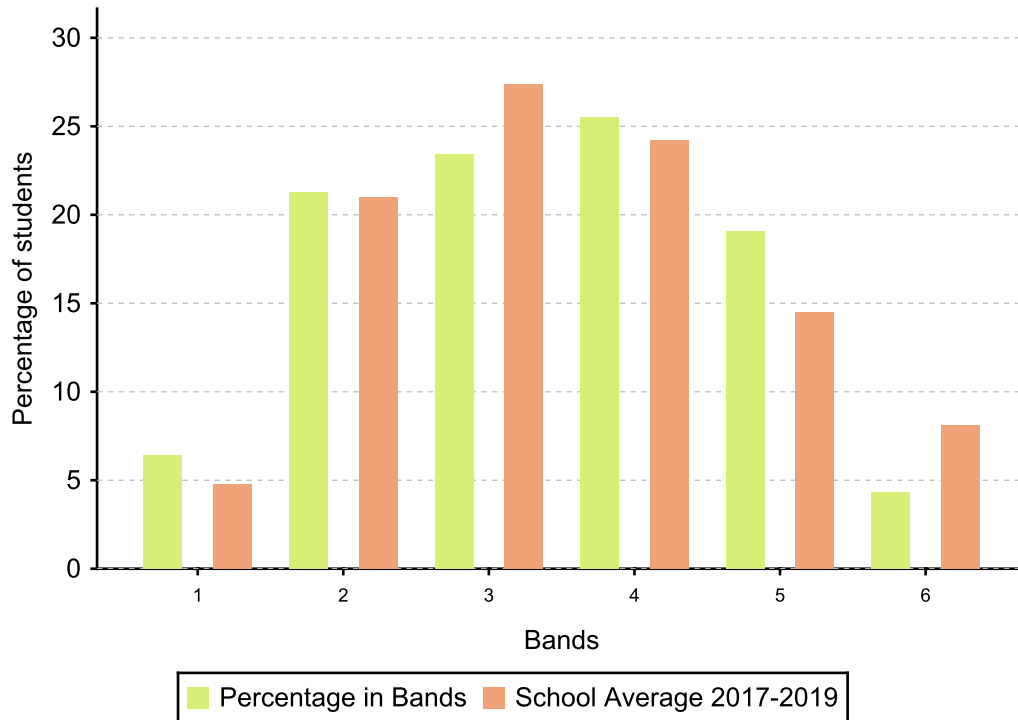


| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Percentage of students | 6.4 | 21.3 | 23.4 | 25.5 | 19.1 | 4.3 |
| School avg 2017-2019 | 4.8 | 21 | 27.4 | 24.2 | 14.5 | 8.1 |

Parkes East Public School 4204 (2019) Printed on: 25 May, 2020

## Percentage in bands:
### Year 5 Numeracy
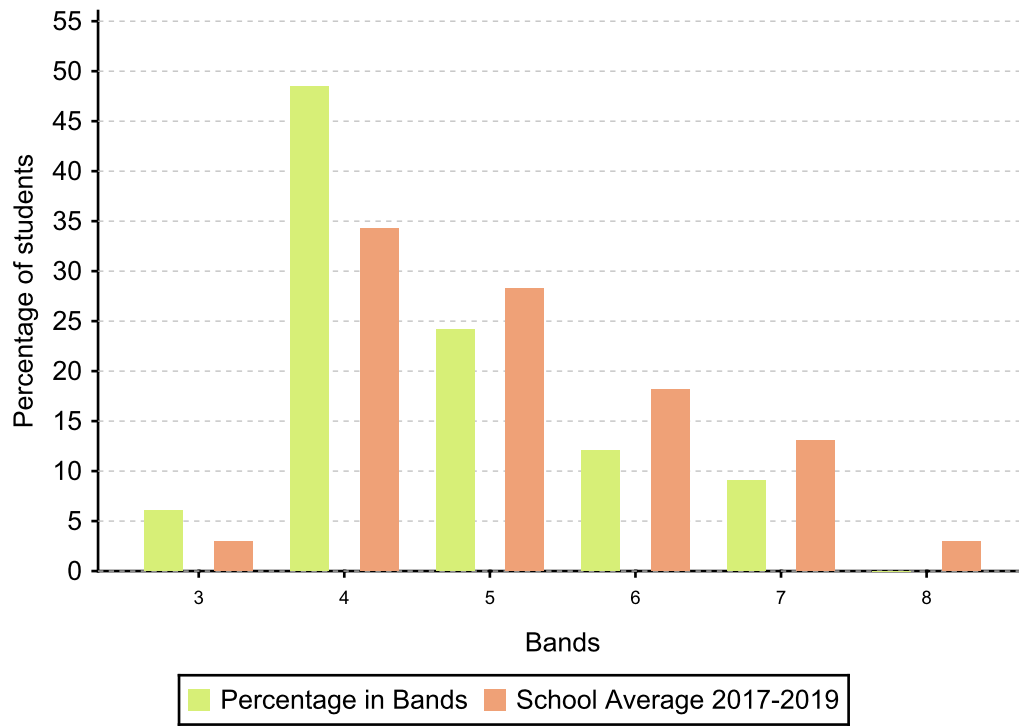


| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|
| Percentage of students | 6.1 | 48.5 | 24.2 | 12.1 | 9.1 | 0.0 |
| School avg 2017-2019 | 3 | 34.3 | 28.3 | 18.2 | 13.1 | 3 |

Parkes East Public School 4204 (2019)

Printed on: 25 May, 2020

# Parent/caregiver, student, teacher satisfaction

Parents at Parkes East Public School were given the opportunity to participate in the 'Partners in Learning' Parent Survey in Term 3 2019. On the seven separate measures surveyed parents overwhelmingly endorsed the school in six areas in comparison to NSW Public School state averages. These were: Parents feel welcome; Inclusive school; Safety at school; School supports positive behaviour; School supports learning; and Parents are informed. On a scale of 1 to 10 Parkes East performed at least 1 point better than the state average in all areas. In the area 'Parents support learning from home' the school response was 5.9 compared to the state of 6.3

Staff expressed an overwhelming satisfaction with the school through a staff survey.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

All students, from Kindergarten to Year 6, engaged in weekly Wiradjuri Language and Culture lessons. 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 on 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.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.