

# Parkview Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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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### Message from the principal

To say 2019 was an amazing ride would be an absolute understatement! What an incredible year in the Parkview community! From the classroom, to the sporting fields, on the stage and in the community our students have once again thrived thanks to the amazing support of our families and the dedication and skill of our staff. Parkview students have achieved far and wide across the Australian continent this year, with our students taking the spotlight from Mandurah in the west, to Sydney in the east, to nation's capital in Canberra and everywhere in between, the year has been one of highlights, achievements and incredible memories.

Our students produced a myriad of memorable moments that will be expanded upon later in this publication, however there are a number of achievements I wish to touch on briefly.

In the performing arts our school enjoyed another incredible year of success, with a range of outstanding achievements in dance, choir and band. Our **Senior Dance Ensemble** was again at the forefront of excellence producing the outstanding primary school performance at Riverina Dance Festival at the Griffith Regional Theatre, whilst first for the first time in history our school participated in the national dance competition **'Wakakirri'** at the Canberra Theatre, performing to great acclaim during the event and being recognised with multiple awards for their performances including **Best Minimal Use of Sets, Props and Costumes Award** and the **Spirit of Wakakirri Award (behaviour and support of other participants throughout the event)**.

Our vocalists were again to the fore with our choir being crowned champion school at the Leeton Eisteddfod for Student led Choirs and also represented at **Schools Spectacular** for the fifth successive year at Qudos Band Arena in Sydney Olympic Park.

Speaking of the Leeton Eisteddfod, our school was again proud to be associated with this wonderful community event, and provided many opportunities for children to display their talents, and with great success! The school won the **Marjory McCormack Scholarship for Excellence in Verse Speaking** for the first time ever thanks to the efforts of our Stage 3 students, while we were also awarded the **Leeton Chamber of Commerce Trophy** for the champion Primary Dance Group of the year which linked to the wonderful talents of our Stage 1 students.

2019 also saw more than 1300 people attend two huge shows of **'Parkview In Lights'–PASTVIEW** at the Leeton High School MPC. All 409 students in the school played starring roles in a production that incorporated skills from all members of our community including choreography, make-up, costuming and set creation.

What an amazing experience and opportunity this was for all of our students and we thank from the bottom of our heart everyone who contributed to the success of the event.

Perhaps the high point of our student's scholastic achievements for the year was the success of **Montana Nardi** in the Premier's Spelling Bee. After finishing runner-up in the Stage 2 Parkview Spelling Bee, Montana went on to be crowned Riverina Stage 2 Spelling Bee Champion before becoming the fifth Parkview students in 10 years to represent at the **NSW Final of the Premiers Spelling Bee**, where she made it through to the 4th round of the competition. What an achievement!



On the sporting fields our school produced another year of outstanding success. Our students claimed the **LNPSSA Championships** in **Netball, Boys Basketball, Girls Basketball, Girls Soccer, Boys Soccer and Boys AFL** and also finished Riverina Semi Finalists in Boys Basketball, Girls Netball and Boys Soccer and Riverina Finalists in Girls Basketball.

Individually, our students performed brilliantly with a record **15 students achieving Riverina representation** across the sports of Boys AFL, Girls AFL, Girls Basketball, Boys Basketball, Golf, Netball Swimming, Cross Country and Athletics. Included in this was **Kobe O'Callaghan** and **Amelia Irvin** who represented in four Riverina teams each while **Tallis McMillan** himself represented in three Riverina teams and became just the fifth ever Parkview student to represent NSW at a School Sport Australia Championship when he was selected for the **NSWPSSA AFL team** that competed at the national championships in Mandurah. He also became the first Parkview student since 1987 to be awarded a Riverina Sporting Blue and capped an incredible sporting year with the highest individual Riverina Sports Award, the Bernie O'Connor citation. Not bad for a kid from little old Parkview!

Our complex and vibrant school cannot function without outstanding support from the community. Our **P&C Association**, led by the executive team of Mr Ian Draper (President), Mrs Rebecca Lashbrook (Vice President), Mrs Liz Davies (Secretary), Mrs Tracey Watson (Treasurer), Mrs Lynda Di Fiore (Canteen Treasurer) and Mrs Niomi McKellar (Canteen Supervisor) have again coordinated many wonderful activities this year including the hugely successful Christmas Carnival, State Of Origin 100 Club as well as continuing to successfully coordinate an outstanding Canteen Operation, Book Club Service and School Banking mechanism for all students to engage with, while the on-going coordination of the DEEWR Funded National School's Chaplaincy Program, run by our Youth Outreach Worker Mrs Anna Celi, again provided great student wellbeing benefits for our children.

Our staffing dynamic again changed in 2019, with Miss Lizzie Hawker and Miss Courtney Clough joining our community as amazing teaching assets .

I would like to personally thank all the parents and community members who have made the choice to engage in the education process with children at Parkview Public School. Whether you are a helper in the classroom, at sporting events, providing transport, attending information sessions and open days or by supporting your child's learning in the home, you make a critical investment in the education of our youth and we (like your children) really do value it.

To our dedicated staff, thank you certainly doesn't seem enough! I feel privileged to work alongside Teachers, School Learning Support Officers, Administrative Staff and General Assistants who work in cooperation with parents and community members in the education of our children. The things we achieve in the Parkview community would not occur in other contexts and we are lucky to have so many people who take such pride in the school community that they live and work in.

We offer a fond farewell to our wonderful Year 6 students who leave the Parkview community for secondary studies. The class of 2019 will leave us with many amazing memories from seven incredible years at our school. Parents and carers should be proud of the achievements of this group and the way they have matured into young adults. They may be moving on, but will always be welcome back in our school. We have watched with pride as they have grown and we will continue to monitor their progress, taking pride in their successes and always available as a support should it be needed. They will always be part of the Parkview Family.

We are looking forward to another rewarding 2020 School Year!

### Message from the students

2019 has been an incredible year for the students of Parkview Public School. As student leaders we have been privileged to serve the students of the school as captains and appreciate the support and care afforded us by our teachers and parents. Highlights of the year have included developing our confidence and public speaking skills via hosting weekly Monday and Friday assemblies. while the tradition of representing the school at the Leeton ANZAC March and leading a citizenship ceremony with Eddie Woo as a guest speaker during Reconciliation Week will also be never forgotten.

It has been an incredible year for all Parkview students and we have been incredibly proud to be the students leaders of such a wonderful school. We wish the incoming leaders all the best for their experiences on 2020.

## 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 50 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

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



## 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.

### Improvement Measures

Increase number of students achieving in the top 2 bands of NAPLAN.

Increase number of students who achieve at proficiency and beyond in NAPLAN across Literacy and Numeracy.

Increase the proportion of NSW students in the top two NAPLAN bands by 8%

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy.

### Progress towards achieving improvement measures

**Process 1:** Implement a comprehensive program of Professional Learning related to the delivery of Mathematics where students work mathematically to develop deep understanding of content and application. Also in English focusing upon the development of students capacity in Writing and Comprehension.

| Evaluation  | Funds Expended (Resources)     |
|---|--------------------------------|
| <p>Teachers have incorporated many tasks into scope and sequence documents. There has been pleasing development and inclusion of this into programming documents.</p> <p>Targeted professional learning for K-2 Staff has seen them incorporate a range of tasks into their scope and sequence schedule. As a result of this, K-2 staff have been able to more consistently implement tasks into their 2020 planning. Other stages are continuing to work towards greater implementation and exploration of this teaching tool. A consistent approach is planned across K-6 with further opportunities for professional learning to guide all classroom teachers with implementing these tasks.</p> | Professional Learning – \$7500 |

**Process 2:** Enhance current effective assessment, tracking and student analysis systems to ensure consistent teacher judgement, dynamic classroom practice, effective programming and meaningful reporting to parents alongside students who develop and monitor their own learning goals.

| Evaluation  | Funds Expended (Resources)      |
|---|---------------------------------|
| <p>Many Consistent Teacher Judgement discussions occurred linked to student development.</p> <p>Following these discussions, staff developed greater confidence to make judgements and conducted informal discussions with peers to support their judgements, and then to add data to PLAN2. A broader range of assessment tasks and marking criteria have been implemented to ensure student work samples from across like class and stage groups can be used in the evaluations.</p> <p>Staff are regularly tracking the progress of students using PLAN2, and are using this to inform their planning of 'where to next' and development of strategies to support those students who are not achieving expected outcomes. All teaching staff can now better articulate where each student is</p> | Professional Learning – \$10000 |

## Progress towards achieving improvement measures

at and have more targeted learning intentions.

A need to refine a timetable of expectations linked to Consistent Teacher Judgement is necessary, with this timetable to be embedded in assessment schedules for the 2020 School Year.

**Process 3:** Expand three tiered intervention model which will enable interventionalists to provide integrated and intensive support for students 'at risk' in English and Mathematics across the school.

| Evaluation   | Funds Expended (Resources)                      |
|--|---|
| <p>As per the Premier's revised Priorities, the three tier intervention model has been adapted to provide current linkages to the Priorities. This adaptation has been used to locate students within a capability framework in relation to Reading and Numeracy, reflecting NAPLAN Data, L3 Data and internal assessments to identify likely student achievement and future priorities..</p> <p>All teachers have completed professional learning focused on research based practice including progressions, understanding text and the syllabus.</p> <p>Following the professional learning the school established 'Triads' and learning partners which facilitated peer observations and feedback around identified areas of practise.</p> <p>As a result of this teachers are confident to articulate where each child is at. Teachers know where students are in understanding texts and their improvement throughout the year and their trajectory toward achieving school improvement targets.</p> <p>Students and teachers utilise learning intentions and success criteria with focused feedback to shape lessons and broader classroom learning experiences.</p> | <p>Salaries– Additional Teachers – \$126000</p> |



## 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.

#### Improvement Measures

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.

Improved SMART/ Progressions Data identifies an increase in the number of students achieving proficiency in literacy and numeracy.

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.

#### Progress towards achieving improvement measures

**Process 1:** The school executive implement a system where staff engage in executive led opportunities that allow for development of leadership, reflection and evaluation of innovative learning that fosters best practice learning experiences for children.

| Evaluation   | Funds Expended (Resources)                   |
|--|--|
| <p>All teaching staff were involved in the establishment of the Triads process, initially focusing upon Classroom Environment.</p> <p>The Triads concept proved a challenge to implement with staffing shortages however, following on from the initial Triads, the teachers involved provided positive feedback for the process and expressed an enjoyment of the collegial opportunity.</p> <p>Engaging in this process in a non-threatening manner allowed teachers the opportunity to reflect upon classroom environments and begin conversations about environments that support their students. Collegial discussions continue to build teacher capacity and teachers build greater confidence in peer collaboration and peer reflection.</p> <p>Looking to the future, implementation of a more routine and regular use of Triads, aiming to reflect on the use of Learning Intentions and Success Criteria in all learning spaces for all learning opportunities will be a priority.</p> | <p>Casual Teacher Relief Cover – \$20000</p> |

**Process 2:** Implementation of a professional learning framework where teachers are actively supported with professional learning opportunities guided by 'Australian Professional Standards for Teachers' with student data the driver for strategies to improve teaching and learning.

| Evaluation   | Funds Expended (Resources)             |
|--|--|
| <p>Whole-school Professional Learning opportunities were held multiple times throughout Semester 2, led by Instructional Leader and another staff member. This reflected upon the Curiosity and Powerful Learning Framework and led to a greater focus on Visible Learning to enhance teacher pedagogy and student engagement and understanding.</p> <p>Through this Professional Learning, staff members implemented elements of Visible Learning in their classroom environments. All classrooms implemented a consistent approach to utilising Learning Intentions in Key</p> | <p>Professional Learning – \$13000</p> |



## Progress towards achieving improvement measures

Learning Areas, in particular in literacy and numeracy.

As a direct result of this, students are familiar with Learning Intentions through their consistent application across the whole school. Students are further building capacity to communicate the purpose of their learning.

Reflection upon standardised and internal data highlights the on-going need for teacher development in the areas of writing, reading and numeracy alongside student welfare. The establishment of an Instructional Leader 3–6 for the 2020 School Year to provide consistency in scaffolds for staff and expectations in relation to planning, reviewing and assessing student learning experiences has been identified as central to further improvement.

In line with the Premier's Priorities, evaluation of teaching, assessing and practise through Executive support and Triads (peer professional support) will underpin improvement plans and professional learning for 2020.

**Process 3:** Develop with Leeton Community of Public Schools colleagues systems to deliver quality professional learning opportunities for our staff.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>This concept has undergone somewhat of a redevelopment led by the school in consultation with the Director of Educational Leadership. A revised like schools model developed to incorporate Parkview PS, Leeton PS and Narrandera PS was established with a focus linked to improvement in student capacity measured against NAPLAN achievement in-line with the Premier's Priorities and the further growth of professional networks including Instructional Leader Network Relationships for 2020.</p> <p>To underpin this change, the school continued with the Curiosity and Powerful Learning professional learning, triad viewings and reflection of school practices and process to establish common process across the school for 2020. Discussions linked to timeframes for establishment of common process K–6 were also had..</p> | Teacher Relief –\$3000     |



### 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.

##### Improvement Measures

School community members (staff, students, parents and broader community) will know the school's strategic directions and practises to achieve educational priorities.

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.

Staff will consistently facilitate opportunities for community members and organisations to engage in the educational process.

Wider school community will help shape directions for future school planning cycle.

##### Progress towards achieving improvement measures

**Process 1:** Initiate school wide and community programs that promote positive choices in relation to attendance that will focus students to connect, thrive and succeed..

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p>Assistant Principal (attendance and welfare) monitored student attendance and delivered reports on students who were to be targeted based on available data. Attendance concerns were discussed and addressed at Learning and Support Meetings and actions determined. Parent Meetings and home visits by the Principal to support getting students of concern to school were consistently completed on an identified needs basis. Student attendance across most cases improved as a result of these strategies..</p> <p>As a result of this students were more closely monitored and earlier contact made with parents. During parent meetings, strategies were put in place to support improved attendance and home visits/pick up of students assisted in improving student attendance.</p> <p>In line with Premier's Priorities an Assistant Principal–Attendance and Welfare was appointed as well as expanded Youth Outreach Worker role to focus upon attendance issues.</p> <p>A new School Attendance policy is to be developed with a focus on a tiered intervention linked to attendance.</p> | <p>Youth Outreach Worker (0.4) \$37,000</p> <p>Assistant Principal Higher Duties (Welfare and Attendance) \$33,000</p> |

**Process 2:** Implement a school wide approach where staff establish and maintain relationships with families, community and multi-media organisations that highlights the value and need of meaningful community interaction for students.

| Evaluation   | Funds Expended (Resources)           |
|--|--------------------------------------|
| <p>Parkview staff members were able to be active participants and leaders at many community events held both within and beyond the Parkview Public School site. We ensured a wider range of content was available on social media, via the upgraded school app and school website, informing the community of events and activities at Parkview Public School.</p> | <p>\$20,000 Community Engagement</p> |

## Progress towards achieving improvement measures

There has been an increase in attendance at school open days and events, as well as increased face-to-face participation in PLP meetings and parent-teacher interviews. We were unable to get several components of our plan up and running, in particular the engagement with a wider variety of outside community groups due to some challenges within the targeted community organisations.

Wider levels of visibility within the community continue to be reflected in our school enrolments. There has been increased interaction and traffic through our online avenues, as well as renewed interest in our school from other community members that have no current links with PPS.

Moving forward, a renewed focus on a whole school approach to ensure we continue to get varied, new and exciting initiatives underway to improve community links is essential.. Within our town we will link with broader indigenous community agencies, initially around the Leeton and District Local Aboriginal Land Council Walkabout Barber initiative.

The Parkview P&C with attempt to engage a greater proportion of our community with a Coffee Engagement initiative, seeing a coffee van visit the school at pick up time in order to start discussion around involvement in the parent body of the school.

PPS will be involved in the SISP program, aimed at increasing the use and understanding of technology as it is used in industry. Community partnerships will be explored with the direct purpose of exposing our students to what technology looks like in their setting.





| Key Initiatives                      | Resources (annual)  | Impact achieved this year  |
|--------------------------------------|---|--|
| <b>Aboriginal background loading</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$160 607.00)</li> </ul>  | <p>The school continued its successful community engagement from Early Years Learning through to Stage 3, primarily via the maintenance of a Schools as Community Centres Facilitator (SaCC). Our SaCC continued to facilitate the very well supported Early Years Learning Program 'Bright Beginnings', a program for children aged four years turning five and commencing Kindergarten in 2020. This program continues to support a large number of children as they transition to primary school.</p> <p>Our SaCC also continues to coordinate the very successful community engagement program Winhangara Playgroup which attracts over 35 different families. Our Winhangara Pop-Up Playgroup also continues to provide an extremely valuable outreach program in Wattle Hill and Willimbong.</p> <p>Significant whole community engagement concepts including hugely popular and culturally significant celebrations linked to Reconciliation Week, NAIDOC Week and the hosting of the Indigenous Hip Hop Project.</p> <p>Personalised Learning Plans were developed and implemented for all Aboriginal students which resulted in students being successfully involved in a home school partnership and the achievement of their identified goals. Ongoing monitoring and support ensured all Aboriginal students made appropriate progress.</p> <p>Two Aboriginal School Learning Support Officers (SLSO) were employed to support Aboriginal students identified with a need for literacy development and other classroom Learning and support programs as well as cultural support and awareness.</p> <p>The SLSOs also provided community consultation and support to staff and families for student wellbeing. The school supported the the Leeton AECG Proud and Deadly Awards which acknowledged and celebrated the academic, attendance and cultural achievement of Aboriginal students</p> |
| <b>English language proficiency</b>  | <p>Additional teaching time – \$7000</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$14 067.00)</li> </ul> | <p>Funding for English Language Proficiency(ELP) provided for the employment of a specialist teacher for one per week (partially funded by the school to support additional students) who used a variety of approaches to support Phase 1 to Phase 3 English language learners. These students significantly improved both their spoken English and reading and comprehension skills.</p> <p>All EALD students were placed on the learning continuum and joint planning</p>  |

|   |  |  |
|---|--|--|
| <b>English language proficiency</b>                 | <p>Additional teaching time – \$7000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$14 067.00)</li> </ul>   | <p>between the ELP teacher, class teachers, parents and SLSO's ensured appropriate Personalised Learning Plans were put in place and monitored for ongoing student success and progress.</p>   |
| <b>Low level adjustment for disability</b>          | <p>1.2 LAST Teachers (Staffing)</p> <p>Additional Staffing – \$300000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$57 423.00)</li> </ul> | <p>Students with low level disability were supported by the equivalent of three full time learning and support teachers and four school learning support officers. They were supported through a variety of measures which included:</p> <ul style="list-style-type: none"> <li>In class support</li> <li>Planning and consultation time</li> <li>Development of resources and programs to support students and class teachers</li> <li>Team teaching</li> <li>Targeted small group instruction</li> <li>Delivery of professional learning activities to build the capacity of staff</li> <li>Training in Mini-lit and Multi-lit programs</li> <li>Acquisition of a sensory resources</li> <li>Consultation with outside agencies and a speech pathologist and occupational therapist</li> </ul> <p>The results of these initiatives have been very positive with the data indicating high levels of engagement and sustained improvement in academic areas for all students supported by the program.</p> |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$72 567.00)</li> </ul>  | <p>Additional release time was provided for teachers to implement a collaborative practice system across the school.</p> <p>This resulted in staff:</p> <ul style="list-style-type: none"> <li>collaboratively planning which built their understanding and capacity around evidenced based teaching and learning;</li> <li>development of assessment tasks in stage teams;</li> <li>provision of mentoring and coaching opportunities to enhance classroom practices;</li> <li>development and implementation of a school wide system for teacher observation including agreed practises via Triads;</li> <li>providing feedback to each other on professional practice which led to observable improvement in teaching practices;</li> <li>embedding new teaching practices that they had gained through sustained professional learning particularly focused upon theories of action in Curiosity and Powerful Learning.</li> </ul>   |
| <b>Socio-economic background</b>                    | <p>0.3 Teacher (Staffing)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$497 348.00)</li> </ul>  | <p>A full-time additional, self funded Assistant Principal provided leadership and support to teachers to improve the learning outcomes in Literacy and Numeracy for K–6 students.</p> <p>1.1 additional learning and support teachers were employed to support student need and implement the MultiLit program across the school. The teacher also facilitated ongoing professional learning and coaching for staff and enabled high level monitoring of student progress across the literacy and numeracy progressions.</p>  |

|   |   |  |
|---|---|--|
| <b>Socio-economic background</b>                              | <p>0.3 Teacher (Staffing)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$497 348.00)</li> </ul> | <p>All classroom teachers were provided with 45 minutes weekly for stage collaboration meetings to analyse data and plan for personalised student learning.</p> <p>Additional SLSO's were employed to provide targeted in class support support to students with identified literacy and numeracy support needs. This has resulted in targeted students making sound progress across the literacy and numeracy progressions.</p> <p>Significant investments were made in technological learning resources including class sets of iPads and Laptops and class subscriptions to online learning resources. The school also facilitated learning experiences for students via incursions linked to Mathematics, Science, Creative and Performing Arts and cultural experiences.</p>  |
| <b>Support for beginning teachers</b>                         | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 260.00)</li> </ul>                           | <p>Two beginning teachers were provided with an additional 2 hours of release from face to face every week and their mentor teacher was provided with an additional 1 hour each week to work with them.</p> <p>Mentoring support included:</p> <ul style="list-style-type: none"> <li>* group and/or individual mentoring sessions;</li> <li>* observing other teachers' lessons;</li> <li>* enabling other teachers to observe their lessons;</li> <li>* receiving structured feedback based on observation ;</li> <li>* engaging in collaborative practices;</li> <li>* implementing effective classroom management strategies;</li> <li>* engaging in professional discussion and personal reflection;</li> <li>* assessing and evaluating student work;</li> <li>* planning quality lessons to maximise their impact on learning;</li> <li>* compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</li> </ul> |
| <b>Targeted student support for refugees and new arrivals</b> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$0.00)</li> </ul>        | <p>No funds were received in this area as our community did not consist of students in this category in 2019.</p>  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 174        | 196  | 188  | 193  |
| Girls    | 180        | 197  | 216  | 216  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 91.7 | 92.1 | 92.8 | 93   |
| 1         | 92.6 | 93.6 | 92   | 92.9 |
| 2         | 93.7 | 91.8 | 92.8 | 93.1 |
| 3         | 92.1 | 93.6 | 92.2 | 91.3 |
| 4         | 91.9 | 92.2 | 92   | 92.3 |
| 5         | 92.3 | 91.6 | 91.6 | 90.9 |
| 6         | 93.7 | 91   | 91.4 | 89.6 |
| All Years | 92.5 | 92.3 | 92.1 | 91.8 |
| 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)                    | 16.35 |
| 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

### 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 <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 756,715                 |
| <b>Revenue</b>                        | 4,741,640               |
| Appropriation                         | 4,588,791               |
| Sale of Goods and Services            | 3,555                   |
| Grants and contributions              | 146,436                 |
| Investment income                     | 2,757                   |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -4,575,642              |
| Employee related                      | -3,811,754              |
| Operating expenses                    | -763,888                |
| <b>Surplus / deficit for the year</b> | 165,998                 |

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.



## Financial summary - Equity loadings

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

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 213,671                       |
| <b>Equity Total</b>     | 892,427                       |
| Equity - Aboriginal     | 160,607                       |
| Equity - Socio-economic | 529,363                       |
| Equity - Language       | 14,067                        |
| Equity - Disability     | 188,390                       |
| <b>Base Total</b>       | 2,811,928                     |
| Base - Per Capita       | 94,794                        |
| Base - Location         | 54,004                        |
| Base - Other            | 2,663,130                     |
| <b>Other Total</b>      | 556,891                       |
| <b>Grand Total</b>      | 4,474,917                     |

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



## Parent/caregiver, student, teacher satisfaction

Parent surveying indicates generally widespread satisfaction within the community in relation to current school practises in working collaboratively with the community to improve student learning outcomes.

100% of respondents acknowledged strong communication between the school and the home. Community members were pleased with the level of communication around student progress linked to the use of Personalised Learning Plans for all students as well as regular semester reporting and interviews.

93% of those surveyed reported feeling comfortable meeting with school leaders, and that there were regular invitations for parents to contribute and engage with the learning of their children. In addition all respondents believed lessons for students within the school were interesting and engaging. Community members also indicated there were high levels of consultation around change and events within the community.

The survey also indicated that the entire community was regularly invited into the school and were encouraged to share in celebrations and successes of the students.

Surveying did indicate some uncertainty within the community (around 30% unsure) of the following issues:

- the role key community groups including the P&C and the local AECG played in the decision making processes of the school and indeed the leadership role played by parents within the school. It is clear these issues need to be highlighted to parents in communications.
- the role school leaders play in the establishment of community committees in relation to education and training. Clearly the significant role teachers at Parkview PS play in the Leeton Community of Public Schools needs to be more clearly portrayed.

Indicated in the surveying were a number of positive comments regarding programs at the school and also suggested improvements that need to be taken into account in relation to planning and communication in the future.

Students were surveyed using the 'Tell Them From Me' Platform. Surveying revealed high levels of students engagement, satisfaction and sense of belonging in the learning environment at Parkview Public School.

As can be seen in the survey results displayed in this report, the feedback received from students in this survey compares very favourably with state-wide averages.

### Parent/caregiver, student, and teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

This is a school where information about the school's programs and activities is regularly communicated to parents/carers.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 52%            | 48%   |          |                   |            |

This is a school where information about student's progress is clearly communicated to parents and carers.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 22%            | 67%   | 7%       |                   | 4%         |

This is a school where members of the community are regularly invited to meet with school leaders.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 26%            | 67%   |          |                   | 7%         |

This is a school where information about student learning is shared between home and school.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 22%            | 67%   | 4%       |                   | 7%         |

This is a school where learning activities connect students to family and community contexts.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 41%            | 48%   | 4%       |                   | 7%         |

This is a school where members of the community come together regularly to support student learning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 19%            | 70%   | 7%       |                   | 4%         |

This is a school where class activities are interesting and engage students in learning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 33%            | 67%   |          |                   |            |

This is a school where parents/carers are encouraged to be involved in their child's learning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 63%            | 37%   |          |                   |            |

This is a school where all members of the school community are supported to contribute to its success.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 37%            | 59%   | 4%       |                   |            |

This is a school where the backgrounds of all cultural groups are reflected in school practices and activities.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 33%            | 63%   |          |                   | 4%         |

This is a school where teachers and families work in partnership to support students' learning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 22%            | 74%   | 4%       |                   |            |

This is a school where parents and carers are supported to assist their child's learning at home.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 30%            | 55%   | 11%      |                   | 4%         |

This is a school where the needs of families are considered when organising school activities such as meetings.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 30%            | 59%   | 4%       |                   | 7%         |

This is a school where the school talks with families when there are important decisions to make about what goes on in the school.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 37%            | 52%   | 7%       |                   | 4%         |

This is a school where parents, carers and community members including the local and/or regional AECG are involved in the development and monitoring of key activities in the school plan.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 26%            | 44%   |          |                   | 30%        |

This is a school where community representatives on school committees are actively encouraged, valued and listened to.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 33%            | 63%   |          |                   | 4%         |

This is a school where community resources and skills are used to support student learning.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 33%            | 53%   | 7%       |                   | 7%         |

This is a school where school leaders are active members of community committees related to education and training.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 30%            | 44%   |          |                   | 26%        |

This is a school where the wider community actively supports events to celebrate student achievements.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 26%            | 67%   |          |                   | 7%         |

This is a school where families are invited and encouraged to be involved in classroom and school activities.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 56%            | 44%   |          |                   |            |

This is a school where parents and community members including the local and/or regional AECG are encouraged and supported to take on leadership roles within the school.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 19%            | 51%   |          |                   | 30%        |

This is a school where positive relationships exist between the school and its community.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 37%            | 55%   |          | 4%                | 4%         |

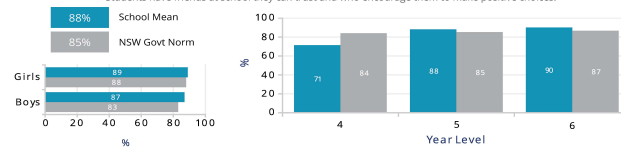
This is a school where information about the school's programs and activities is regularly communicated to parents/carers.

| Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----------------|-------|----------|-------------------|------------|
| 52%            | 48%   |          |                   |            |

**Social-Emotional Outcomes**

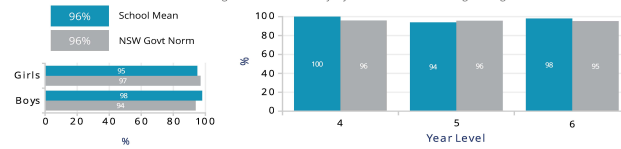
**Students with positive relationships**

Students have friends at school they can trust and who encourage them to make positive choices.



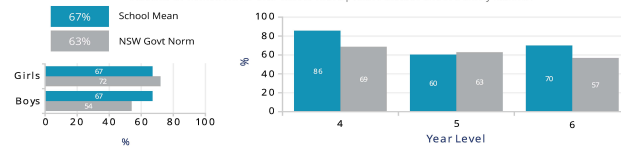
**Students that value schooling outcomes**

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



**Students with positive homework behaviours**

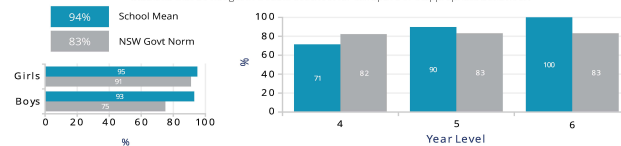
Students do homework for their classes with a positive attitude and in a timely manner.



**Social-Emotional Outcomes**

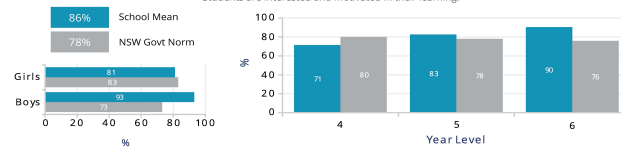
**Students with positive behaviour at school**

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



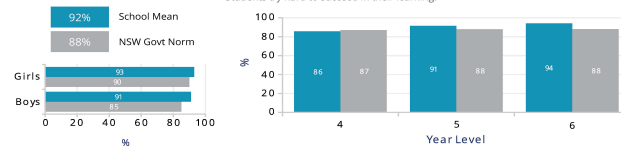
**Students who are interested and motivated**

Students are interested and motivated in their learning.



**Effort**

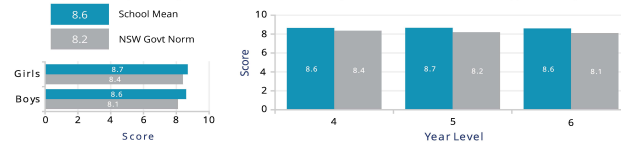
Students try hard to succeed in their learning.



**DRIVERS of Student Outcomes**

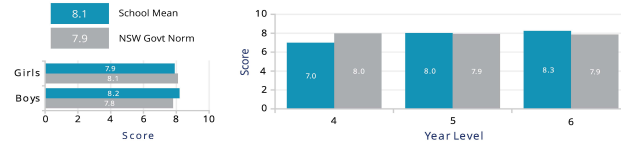
**Effective learning time**

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



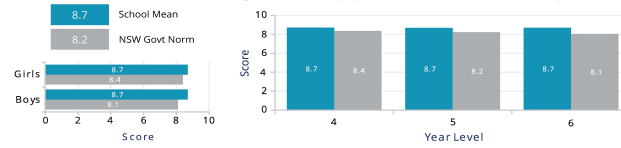
**Relevance**

Students find classroom instruction relevant to their everyday lives.



**Rigour**

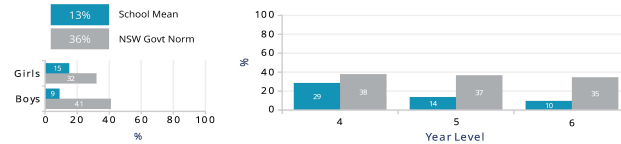
Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.



**DRIVERS of Student Outcomes**

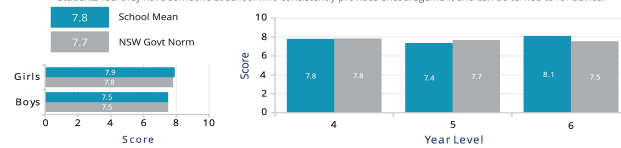
**Students who are victims of bullying**

Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.



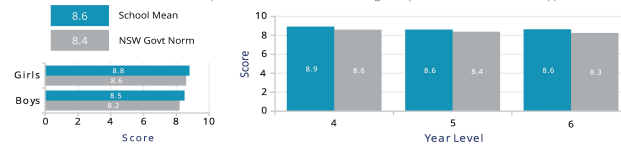
**Advocacy at school**

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



**Positive teacher-student relations**

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

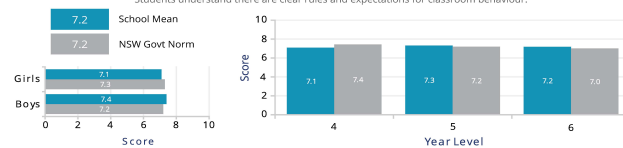




**DRIVERS of Student Outcomes**

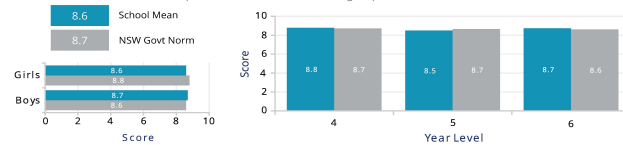
**Positive learning climate**

Students understand there are clear rules and expectations for classroom behaviour.



**Expectations for success**

School staff emphasise academic skills and hold high expectations for all students to succeed.



# 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.

## 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.

