

2020 Annual Report

Parkes East Public School



4204

Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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 student growth

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

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 where students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Analysis of external and internal data as a whole staff for both wellbeing and academic evaluation. Differentiation and learning adjustments are evident within teaching and learning programs. Centralised data collection and processes across K-6	

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 Curiosity 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)
There has been a noted lessening of negative behaviours as a result of Tier 2 intervention being implemented in 2020.. The school data and staff anecdotal observations indicate a positive outcome for a number of students who completed Tier 2 check in.	\$500 x 2 for staff training. School Coach and External coach. \$5500 to release PBL Coach 2 hours a week and PBL Tier 2 leader 1 hour a week.

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)
Staff all noted higher levels of collaborative practice as a result of opportunities created during COVID restrictions. Stage teachers collaborated to: create home learning packs and activities; update teaching and learning scope and sequences; create assessment schedules; undertake marking assessment and write and use units of work. As a result the school will embed opportunities for teacher collaboration into the school timetable in 2021.	

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)
A major review of the Stage 1 literacy program led the school leadership team to abandon the Jolly Phonics and Language Literacy and Learning Program for 2021. After researching available programs as well as the evidence of impact of the MiniLit K-2 intervention, the school commenced the training for the InitilLit Literacy program to be implemented in 2021.	\$20 000 Professional Learning (All K-2 staff) and resources for InitilLit Program

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 embedding new knowledge regarding evaluative practice into their teaching and learning cycle. Major work has been undertaken to complete the school's scope and sequence (including assessment schedule). This will be finalised during Semester 1 2021. Inability to access whole school learning in Curiosity and Powerful impeded progress in this area.	

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)
Leadership development opportunities were limited due to COVID restrictions, with Curiosity and Powerful Learning, Stronger Smarter and The Art of Leadership all cancelled.	
Activities of the Henry Parkes Learning Community were likewise impacted.	

Process 2: Community Partnerships

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

Evaluation	Funds Expended (Resources)
The impact of COVID was most sorely felt in this area. The restriction of parent and volunteer access to the school prevented planned activities from proceeding. The school used this as an opportunity to evaluate the impact on student learning of the existing partnerships and how these can be added to, altered or abandoned in a post COVID education environment. Findings will be enacted when possible.	

Process 3: School Leadership

Developing leadership capacity among students and staff.

Evaluation	Funds Expended (Resources)
Executive Team completed "Creating a Quality Learning Environment" program with Director of Educational Leadership to build capacity as individuals and an executive team.	\$6000 3 x 4 days Executive Professional Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSOs to support Indigenous Students in class</p> <p>Indigenous SLSO provides Wiradjuri Language and Culture classes across the school</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$90 000.00) 	<p>Wiradjuri language tutor supported by an Assistant Principal in developing engaging lessons for the classes and range of abilities across the school.</p> <p>SLSO provided additional support for Indigenous students.</p> <p>Aboriginal background student results match the wider school community results.</p>
English language proficiency	<p>Casual teacher employed to support teachers with additional English Proficiency needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$2 300.00) 	<p>Students were supported to effectively integrate into the teaching /learning programs within their classes.</p>
Low level adjustment for disability	<p>SLSOs employed to support students with additional needs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$36 750.00) 	<p>SLSOs supported students within classrooms and during withdrawal groups.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.588 Staffing allocation</p>	<p>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.</p>
Socio-economic background	<p>\$33 000 (Staffing 0.3) Teacher employed to support implementation of technology.</p> <p>\$22 000 AP additional release to work as Instructional Leader 1 day per week</p> <p>\$65 750 SLSO employed to deliver MiniLit intervention to Stage 1</p> <p>\$12 375 Teacher employed for 15 weeks to support Kindergarten transition.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$113 125.00) 	<p>Staff reported an increased capacity to integrate into lessons as a result of working with IT teacher in the classroom. Given the level of competency among the staff this expenditure will be reduced in 2021. The Instructional Leadership role of the Est1 and St1 Assistant Principal has enabled more explicit teaching to be delivered. The Assistant Principal undertook a review of the K-2 school literacy program which will see the implementation of InitialLit in 2021. MiniLit program has delivered outstanding results for Year 1 students requiring remediation. Given the COVID transition restrictions, the additional teacher employed for Kindergarten transition, enabled an effective program to proceed despite the parents not being allowed to attend.</p>
Support for beginning teachers	<p>\$22 000 (Staff and PL)</p>	<p>The beginning teachers (one first year and two second year) 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.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	154	174	177	179
Girls	141	164	167	171

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.6	93.5	90.4	95
1	94	91.9	93.4	93.4
2	93.8	95.2	92.4	95.2
3	92.2	94.2	93.6	93.5
4	93.1	89.9	93.4	94.9
5	90.1	92.1	92.9	94.8
6	88.9	90.6	92.1	90.4
All Years	92.5	92.7	92.6	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	14.17
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	8.6

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional Learning included: Child Protection Mandatory Training, Code of Conduct, Primary LaST Network Professional Learning, Mitchell Principals' Meetings, Positive Behaviour for Learning, Finance Training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	839,065
Revenue	4,030,489
Appropriation	4,008,330
Grants and contributions	21,295
Investment income	864
Expenses	-4,175,128
Employee related	-3,748,087
Operating expenses	-427,041
Surplus / deficit for the year	-144,639
Closing Balance	694,427

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 much higher than expected surplus for the year was recorded as a result of COVID restrictions preventing the school from undertaking a number of major projects planned for 2020. These included technology upgrades, improvements to school facilities and staff professional learning.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	179,382
Equity Total	414,195
Equity - Aboriginal	98,984
Equity - Socio-economic	165,098
Equity - Language	2,361
Equity - Disability	147,752
Base Total	3,148,150
Base - Per Capita	83,974
Base - Location	52,688
Base - Other	3,011,488
Other Total	184,564
Grand Total	3,926,291

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In a parent survey undertaken in November 2020, the overwhelming responses made were Strongly Agree or Agree to statements such as: "Parkes East Parkes School is a caring school", "This school has high standards of behaviour", and "This school has a safe and secure environment". Only two responses were to Disagree or Strongly Disagree to: "Fair discipline exists within the school". Years 4-6 students overwhelmingly responded in the positive to surveys undertaken in class and via Tell Them From Me Survey. Staff also expressed an overwhelming satisfaction with the school with all responses being in the Strongly Agree and Agree range. A number of staff expressed a desire to continue to pursue technology professional learning to further enhance the online learning capacity of the students that was developed during the COVID restrictions.

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 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.

The teaching of Wiradjuri language and culture is an avenue that is used to teach tolerance and sensitivity to the beliefs and customs of another culture. Classroom teaching and learning programs also introduce students to the customs and beliefs of other cultures. The school's Positive Behaviour for Learning focus teaches students to make respectful, responsible and safe behaviour choices in all aspects of their lives and with all people.