

2020 Annual Report

Parkview Public School



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Introduction

The Annual Report for 2020 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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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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>In 2020 all teaching staff were engaged in the continuation of triads linked to Curiosity and Powerful Learning methodology. Part of the identified process was to ensure the implementation of effective reading programs facilitating an improvement in the capacity of students to comprehend text.</p> <p>This process included identified learning experiences which were viewed by peers within triads and reflected upon to ensure practises were enabling identified Success Criteria and Learning Intentions.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$30361.00)

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>What did you do?</p> <p>In 2020 staff utilised Teaching and Learning Progressions to inform teaching priorities to track and monitor student progress. This process supported teachers to collaboratively develop targeted learning goals for all students in Literacy.</p> <p>To support these structures, a like-school professional network was established incorporating staff from Leeton Public School, Narrandera Public School and Parkview Public School. Instructional Leaders from all contexts collaborated to establish consistent practises and protocols linked to planning, teaching practice and use of data.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$6795.00)

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Practices were reviewed and adjustments made where needed. K to 2 students have five weekly intervention programs for targeted students and Years 3-6 termly. Collaborative stage meetings with the Instructional Leader and Assistant Principals are held weekly to ensure ongoing communication and intervention takes place. Intervention is supported by Learning and Support, EAL/D, Intervention teachers and a speech therapists. School Learning Support Officers support the implementation by working side by side with students. The Learning Support Team meet fortnightly to ensure further investigation for identified students is undertaken and further supports are sought and accessed.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$200803.00)

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)
The Leadership Team met weekly with the Instructional Leader to reflect on research and practices linked to our literacy and numeracy targets. Professional learning was prepared to be presented to teachers. Processes and practices were implemented to allow for collaboration when planning, teaching and reflecting on syllabus delivery. Collaborative practices have been strengthened as well as consistency and personalisation of student learning.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$354688.00)

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)
Professional learning and collaborative meetings enabled planning, teaching and reflecting on syllabus delivery to take place. The Instructional Leaders and Assistant Principals worked side by side with teachers to plan. Staff have high expectations of students.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$30312.00)

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

Evaluation	Funds Expended (Resources)
Inter-school triads linked to classroom learning environments and the reading block were established. When COVID-19 Pandemic prevented in-class peer viewing, innovative lesson viewing via Zoom was utilised to enable classroom teachers to work with peers from network schools to reflect upon and enhance practise. Instructional Leaders from all contexts met regularly (virtually) to reflect upon and evaluate the program and to establish future focuses.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$6000.00)

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>Staff develop and implement learning experiences using their knowledge of students' abilities and experiences. They provide students with the opportunities they may not otherwise have, this increases student engagement as students have experiences to which their learning can be centred around.</p> <p>Staff have participated in a range of professional learning and worked collaboratively with colleagues to strengthen practices. Students also have the opportunity to participate in activities outside the classroom to enhance wellbeing.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$30312.00)

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>School As Community Centres Facilitator Position and Youth Outreach Worker Position maintained to ensure high level community relationships at key points including early years learning, general student wellbeing and community engagement.</p> <p>Additional administrative staff employed to further scaffold school communication and event awareness processes.</p>	<p>School Support Allocation (Principal's Support) - \$21583</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$190000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$135 607.00) 	A range of innovative programs were maintained to assist with the implementation of personalised learning pathways for Aboriginal students, support parents with their partnership with the school and support teachers to know their Aboriginal students and understand the importance of their identity, culture and extended family connections. Funding was used to employ School Learning Support Officers (SLSO) to work with targeted students during literacy and numeracy sessions and to support student engagement, whilst also contributed to the maintenance of a Youth Outreach Worker position in the school.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$16 067.00) 	Funded part time teacher to facilitate EAL/D support for Phase 1 to Phase 3 English language learners.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$199 891.00) 	Resources used to fund additional full time teachers to work intensively with identified students K-6. Resource also partially supported the implementation of MiniLit Program with identified children. Additional money from socio-economic background is used to enable this to occur.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$73 397.00) 	Assistant Principals are released at the same time as their supervision team weekly to facilitate meaningful teacher professional development to support student learning, wellbeing and engagement. Additional money from socio-economic background is used to enable this to occur.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$577 503.00) 	<p>A part time Instructional Leader Literacy and Numeracy (3-6) was established to support the development of quality teaching practises in the school and to ensure evaluation and implementation of quality teaching and learning experiences are executed K-6.</p> <p>Additional teaching staff are employed to allow for the hosting of weekly collaboration meetings with Assistant Principals as a team and with Instructional Leaders on a one-to-one basis focusing on the maintenance and improvement of teacher quality.</p> <p>Additional teaching staff employed to support the implementation of programs that cater for the achievements of intervention targets K-6.</p> <p>Additional School Learning Support Officers employed to support teachers in the delivery of differentiated programs that cater for the diverse learning needs of student body. These resources are allocated strategically based on the review of data by the Learning Support Team on a five-weekly basis.</p> <p>Learning resources including explicit technological resources were acquired to scaffold student learning.</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	No staff fitting the Beginning Teacher criteria were employed at Parkview Public School in 2021.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$0.00) 	No funding to support refugees and new arrivals was allocated to Parkview Public School in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	196	188	193	189
Girls	197	216	216	214

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.1	92.8	93	90.6
1	93.6	92	92.9	87.5
2	91.8	92.8	93.1	91.8
3	93.6	92.2	91.3	89
4	92.2	92	92.3	87.9
5	91.6	91.6	90.9	89.9
6	91	91.4	89.6	85.5
All Years	92.3	92.1	91.8	88.9
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)	16.34
Literacy and Numeracy Intervention	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, 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.

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	922,713
Revenue	4,775,910
Appropriation	4,662,369
Sale of Goods and Services	3,050
Grants and contributions	109,309
Investment income	982
Other revenue	200
Expenses	-5,212,955
Employee related	-4,450,946
Operating expenses	-762,009
Surplus / deficit for the year	-437,045
Closing Balance	485,668

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.

	2020 Approved SBA (\$)
Targeted Total	175,936
Equity Total	929,068
Equity - Aboriginal	135,607
Equity - Socio-economic	577,503
Equity - Language	16,067
Equity - Disability	199,891
Base Total	2,896,276
Base - Per Capita	98,366
Base - Location	55,805
Base - Other	2,742,105
Other Total	588,767
Grand Total	4,590,047

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

At Parkview Public School we use a variety of methods to collect data and feedback from our teachers, students and school community. In 2020 this included Stage 3 students participating in the online Tell Them From Me Surveys. The Tell Them From Me Survey conveyed that students felt there was a positive sense of belonging and they felt supported at school in their learning and wellbeing. Family discussions were held through P&C meetings and individual discussions. The community was also surveyed regarding satisfaction with the school.

Families expressed that they also felt supported as the staff are always quick to respond to questions or concerns. Families expressed gratitude for the way learning was supported during the disruption caused by COVID.

Staff worked collaboratively using the School Excellence Framework to reflect on the next steps to continue to strive to do our best for the students at Parkview Public School. The feedback gathered, alongside data analysis contributed to the preparation for the 2021-2024 Strategic Improvement Plan (SIP).

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.