

2021 Annual Report

Parkes East Public School



4204

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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6862 2021

School 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 342 students, including 20% identifying as Aboriginal. The school has a culture of inclusivity with students, staff, parents and the wider community proudly identifying as part of the Parkes East "family".

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.

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 implements Positive Behaviour for Learning and is part of the Henry Parkes Learning Community. The school is well supported by an active P&C and has strong links to the Parkes AECG.

Through our situational analysis, we have identified two broad directions: "student growth and attainment" and "authentic partnerships" that will build upon the work undertaken in the previous school plan.

To underpin student growth and attainment, a focus on data driven practices that ensure all students have access to stage appropriate learning, has been identified. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing and embedding quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within stages and across the school. School services will be utilised to build understanding on how this can be achieved.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be enhanced to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at class and school level, and the involvement of the whole school community in this process will be essential for success.

The work being undertaken in the student growth and attainment direction will be built upon the authentic partnerships' direction as we focus on our key relationships: staff collaborative learning and practice; staff and students collaborative practice to support student wellbeing, engagement and attendance; and the enhancement of school and community partnerships.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of the individual.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practice
- Personalised learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$150,206.00

Socio-economic background: \$87,327.00

Literacy and numeracy intervention: \$47,089.00

Literacy and numeracy: \$12,791.00

Professional learning: \$29,701.00

Location: \$4,160.00

Aboriginal background: \$109,146.00

Integration funding support: \$103,275.00

English language proficiency: \$2,400.00

Summary of progress

Greater engagement with data has been noted across the school as a result of staff completing the 'What Works Best' quality teaching, and Learning Intentions and Success Criteria professional learning. This professional learning included school learning support officers where appropriate to their work. Student growth in literacy has resulted from the implementation of this staff learning, particularly in the area of differentiating outcomes for students to have personalised learning needs met.

Presently the uplift in school literacy outcomes is not being replicated by numeracy. Unfortunately the planned activities in regard to supporting numeracy across the school became problematic as resources were not able to be utilised in this area.

Further staff engagement with Scout data will be required in 2022 as training for deeper analysis in the use of this data was curtailed due to the period of learning from home and restrictions around staff gathering for meetings. The enhancement of teacher capacity to match learning activities to student needs based on work samples and student data will be critical. This work will also increase staff capacity to differentiate the curriculum, providing appropriate 'where to next' learning activities for students.

The explicit teaching of vocabulary for both literacy and numeracy will be a school focus in 2022 as this has been identified as an area that requires attention.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase of 3.7% of students achieving top 2 bands in reading from the Baseline of 28.9%.	<ul style="list-style-type: none">• 48.39% of students are now in the top two skill bands (NAPLAN) for Year 3 reading, indicating significant growth from baseline data.• 31.11% of students are now in the top two skill bands (NAPLAN) for Year 5 reading indicating, slight growth from baseline data.
A 3% increase of students achieving expected growth in NAPLAN reading from a Baseline of 46.6%.	<ul style="list-style-type: none">• 62% of Year 5 students achieved expected growth in the NAPLAN reading. This is a significant rise from the baseline data.

<p>An increase of 3.2% of students achieving top 2 bands in numeracy from the Baseline of 20.1%.</p>	<ul style="list-style-type: none"> • Data indicates that 23.8% of students in top two skill bands (NAPLAN) for Year 3 numeracy showing growth from baseline data. • Data indicates that 20% of students in top two skill bands (NAPLAN) for Year 5 numeracy showing minimal change from baseline data.
<p>A 2% increase of students achieving expected growth in NAPLAN numeracy from a Baseline of 54.2%.</p>	<ul style="list-style-type: none"> • 51% of Year 5 students achieved expected growth in the NAPLAN numeracy. This is a decline from the baseline data.

Strategic Direction 2: Authentic partnerships

Purpose

To build upon existing school partnerships to support whole student wellbeing and development that will underpin achievement of student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff collaborative practice and feedback.
- Student wellbeing, engagement and attendance
- Collaborative parent and community partnerships and practices

Resources allocated to this strategic direction

Socio-economic background: \$58,646.00

QTSS release: \$68,391.00

School support allocation (principal support): \$19,710.00

Location: \$16,040.00

Summary of progress

Honouring the Stronger Smarter Leadership professional learning undertaken by the majority of staff over the previous 5 years, staff identified that relationship building was foundational to support improved outcomes in all aspects of a student's school experience.

As teachers have the most significant in school impact on student outcomes resources were allocated to achieve strong professional partnerships within the school. During Term 1 all teaching staff were afforded additional release time to work in stage based teams supported by the Assistant Principals. This enabled teachers to work collaboratively in producing units of works, undertake moderation activities and build consistent teacher judgment capacity.

The inability to secure additional teachers, following the retirement of a teacher and teachers requiring long term leave and the impact of COVID restrictions, resulted in the collaborative project being aborted and financial resources being reallocated. Assistant Principals were required to fill gaps in classroom teacher allocation and were unable to proceed with team teaching and mentoring tasks. Staff had noted that their planning, teaching and assessment processes were more effective as a result of working with colleagues.

Student wellbeing, engagement and attendance initiatives were severely impacted by COVID. This was particularly evident with the curtailing of extra curricular activities such as inter school sport and creative and performing arts eisteddfod participation. A return of these activities in 2022 will have a positive impact on student wellbeing.

Collaborative parent and community partnerships initiative was likewise severely impacted in 2021. Despite this parents have again overwhelmingly endorsed the school. Increased parent/community participation in supporting student learning outcomes will be a feature of 2022, particularly with regard to the school learning environment and resources.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The Self Assessment Survey of the School Excellence Framework, in the theme "Collaborative practice and feedback" the school's on balance judgement will be "sustaining and growing."	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of collaborative practice and feedback, working towards sustaining and growing.
2.5% increase in students attending >90% of the time from the Baseline of	• 74.6% of students attended greater than 90% of the time. This was a marginally ahead of the Departmental State average of 73.6%.

74.4%.	
1.7% increase of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From ME survey from the Baseline of 87%.	<ul style="list-style-type: none"> • 79.8% of students reported positive wellbeing in the Tell Them From Me survey.
The Self Assessment Survey of School Excellence Framework, in the themes of "A planned approach to Wellbeing" and "Individual Learning Needs" the school's on balance judgement will be "sustaining and growing."	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of a planned approach to wellbeing and individual learning needs.
The Self Assessment Survey of the School Excellence Framework, in the theme of "Community engagement" the school's on balance judgement will be "sustaining and growing."	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of community engagement.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$145,973.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parkes East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff collaborative practice and feedback. • Data Driven Practice • Student wellbeing, engagement and attendance • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support staff collaboration program implementation. • professional development of staff through Curiosity and Powerful Learning program to support student learning and wellbeing outcomes. • staff release to increase community engagement during Term 4 kindergarten transition program. <p>The allocation of this funding has resulted in: The development of effective Individual Education Plans and Aboriginal Education Plans that support student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage numeracy interventionist to support: identified students with additional numeracy learning needs; teacher professional development; and teachers collaborative practice. The implementation of Curiosity & Powerful Learning will be a priority in 2022.</p>
<p>Aboriginal background</p> <p>\$109,146.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parkes East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff School Learning Support Officer (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in: Aboriginal students working towards achieving learning outcomes that are commensurate with the wider school student group.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the personalised support for Aboriginal students across the school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parkes East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Casual teacher employed to support teachers with students who have additional English Proficiency needs. <p>The allocation of this funding has resulted in: Students supported to effectively integrate into the teaching/learning programs within their classes. Teachers expressing greater confidence using EALD scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use funding to support in class teacher professional growth in educating students with English language proficiency needs.</p>
<p>Low level adjustment for disability</p> <p>\$150,206.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Parkes East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes. • employment of School Learning Support Officer (SLSO) to support implementation of InitialLit program across Stage 1 classrooms. • employing additional staff to release Stage 1 Assistant Principal to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: A lift in the literacy learning outcomes of Stage 1 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support identified students with SLSO support in class. Employ additional SLSOs in 2022 to enable the InitialLit/MiniLit and MacqLit SLSOs to undertake dedicated small group interventions across the school.</p>
<p>Location</p> <p>\$55,200.00</p>	<p>The location funding allocation is provided to Parkes East Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing, engagement and attendance • Collaborative parent and community partnerships and practices • Personalised learning • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for Assistant Principal to work with School Learning Support Officers (SLSO) to build professional capacity. • Pay for excess water charges • Student uniform assistance <p>The allocation of this funding has resulted in: Increase in capacity of SLSOs to support student learning. The students being provided with a safe playing surface on the playground.</p>

Location \$55,200.00	<p>After evaluation, the next steps to support our students with this funding will be: Continue to provide safe playground..</p>
Professional learning \$29,701.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Parkes East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy. • all teaching staff completing the Learning Intentions and Success Criteria training. <p>The allocation of this funding has resulted in: Teachers implementing Learning Intentions and Success Criteria into the regular teaching practice. Teachers becoming competent in the delivery of InitialLit across K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: The planned for Curiosity and Powerful Learning professional learning was cancelled due to COVID. This has been moved to 2022.</p>
School support allocation (principal support) \$19,710.00	<p>School support allocation funding is provided to support the principal at Parkes East Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff collaborative practice and feedback. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School Administration Officer employed to allow Principal to support student learning outcomes by providing in -class demonstration lessons, team teaching, classroom observations and professional dialogue. <p>The allocation of this funding has resulted in: Teachers feeling more supported in the classroom as Principal has knowledge of the students across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this program in 2022.</p>
Literacy and numeracy \$12,791.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Parkes East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy were purchased when the inability to employ additional staff prevented original

<p>Literacy and numeracy</p> <p>\$12,791.00</p>	<p>activity from proceeding.</p> <p>The allocation of this funding has resulted in: The purchasing of high quality resources to support school numeracy and STEM.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of a numeracy interventionist in 2022.</p>
<p>QTSS release</p> <p>\$68,391.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Parkes East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff collaborative practice and feedback. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: These programs were discontinued from Semester 2 as Assistant Principals release was reduced to 3 hours a week to cover for the inability to engage the staff required to cover for the absence of a permanent staff member requiring long term leave and the retirement of a permanent staff member.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reestablish this practice of providing additional release time to Assistant Principals and Classroom teachers to collaboratively plan and moderate student work samples. by engaging additional staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Parkes East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide additional release for Stage 1 Assistant Principal to support the implementation of InitialLit Program. <p>The allocation of this funding has resulted in: Successful implementation of InitialLit Program K-2. Due to staffing issues Assistant Principal support was reduced from Term 2 onwards.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure all K-2 teachers are formally trained in InitialLit and provided with the resources required.</p>
<p>COVID ILSP</p> <p>\$112,406.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$112,406.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition. <p>The allocation of this funding has resulted in: Students being provided with the additional support required.</p> <p>After evaluation, the next steps to support our students with this funding will be: Direct 2022 funds to the employment of trained MiniLit and MacqLit School Learning Support Officer (SLSO) to deliver this specialised program. More students can be supported with the same level of resourcing by engaging SLSOs.</p>
<p>Integration funding support</p> <p>\$103,275.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parkes East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • intensive learning support for funded students. <p>The allocation of this funding has resulted in: The earlier identification of and extra support provided to Kindergarten students who are presenting with additional learning needs. Impact of the Learning and Support Teacher (LaST) was curtailed by retirement of teacher in the position and the the position only being able to be filled on a part time casual basis from Term 2 onwards.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identification and training of a permanent staff member to fill the LaST position in 2022. The employment of additonal SLSOs to support Kindergarten classes for two hours each morning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	174	177	179	177
Girls	164	167	171	166

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	90.4	95	91.5
1	91.9	93.4	93.4	91.4
2	95.2	92.4	95.2	92.1
3	94.2	93.6	93.5	91.9
4	89.9	93.4	94.9	91.8
5	92.1	92.9	94.8	92.7
6	90.6	92.1	90.4	90.6
All Years	92.7	92.6	94	91.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	14.18
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	8.66

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	694,427
Revenue	3,996,859
Appropriation	4,082,745
Sale of Goods and Services	-75
Grants and contributions	-86,197
Investment income	387
Expenses	-3,930,887
Employee related	-3,434,042
Operating expenses	-496,845
Surplus / deficit for the year	65,972
Closing Balance	760,399

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.

	2021 SBAR Adjustments (\$)
Targeted Total	97,004
Equity Total	407,735
Equity - Aboriginal	109,146
Equity - Socio-economic	145,976
Equity - Language	2,400
Equity - Disability	150,213
Base Total	3,196,262
Base - Per Capita	87,129
Base - Location	55,254
Base - Other	3,053,879
Other Total	210,934
Grand Total	3,911,935

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.

Parent/caregiver, student, teacher satisfaction

Parents at Parkes East Public School were given the opportunity to participate in the Tell Them From Me Parent Survey in Term 4 2021. On the seven separate measures surveyed parents overwhelmingly endorsed the school in six areas in comparison to NSW Public School state averages. These were: Parents feel welcome; Parents support learning from home; Inclusive school; Safety at school; School supports positive behaviour; and Parents are informed. In the area 'School supports learning' the school response was 6.9 compared to the state of 7.3.

All parents either responded Agree or Strongly Agree to the statement: I would recommend my child's school to other parents".

Students from Year 4 to Year 6 completed the Tell Them From Me Survey in May and November. On all measures including: "Students with a positive sense of belonging"; "Students with positive relationships"; "Students who are interested and motivated"; and "Values school outcomes"; a notable decline in positive student responses was evident. As this across the two yearly survey trend has not been previously seen at Parkes East Public School it can be summarized that this indicates the negative impact that COVID had on students in 2021. Pleasingly, on the measure of "Students with positive behaviour at school", 86% of Parkes East students indicated that engaged in appropriate behaviour. This compares most favourably with the NSW State Mean of 83%.

While staff expressed an overwhelming satisfaction with the school through a staff survey, they indicated their frustration that a lack of available staff had resulted in the school being unable to continue or even proceed with planned initiatives. The most notable of these being the ceasing of the staff stages collaboration project due to the retirement of a staff member and this remaining an unfilled vacancy.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.