

2021 Annual Report

Parkview Public School



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Introduction

The Annual Report for 2021 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 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

Parkview Public School

Park Ave

Leeton, 2705

<https://parkview-p.schools.nsw.gov.au>

parkview-p.school@det.nsw.edu.au

6953 2600

School vision

Parkview Public School aims to produce engaged community members, 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 on Wiradjuri land and services an increasingly diverse community with a current enrolment of 401 students including 89 Aboriginal students.

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 Leaders 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 conducted a Situational Analysis through consultation with staff, students, parents and the Aboriginal Education Consultative Group. As a result of this process focus areas for the next four years include using data to understand student learning, implementation of effective teaching practises and strengthening community partnerships. The school will evaluate its progress using a variety of data sources and make adjustments to ensure continual improvement.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	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: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting, analysing and assessing student assessment to inform data driven, evidence informed teaching practise.

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.

- Whole School Systems and Processes for improving Reading and Numeracy
- Inclusive and purposeful data practices

Resources allocated to this strategic direction

Socio-economic background: \$236,740.00

QTSS release: \$73,997.88

Professional learning: \$29,573.02

Summary of progress

Throughout 2021 our school made significant progress in developing Whole School Systems and Processes for improving Reading and Numeracy.

This involved weekly collaboration time being scheduled for all stage teams in consultation with the Instructional Leader to enable the planning of weekly learning experiences. This was scaffolded by in-class peer mentoring opportunities with Instructional Leader and fortnightly Instructional Leader-Teacher conference time which was used as a valuable reflective tool. The impact of this has been regular collaborative practise with curriculum experts which provided individual staff members with quality and individualised pedagogical support which was then applied to the classroom environment linked to planning, delivery and evaluation of teaching.

In addition 5 weekly assessment data reviews have proven effective in providing narrow focus for student learning which was supported by the re-establishment of a whole school data wall based on agreed focuses on the Learning Progressions. Staff were provided with time to adjust the data wall and enter PLAN2 data, demonstrating our support of quality data discussions and use. Staff were involved in collaborative discussions linked to existing data. The impact of this is linked to student Reading achievement as tracked on a whole school basis indicating positive trend improvements. This growth can be linked to the strategies being implemented to improve reading outcomes K-6.

The Instructional Leadership team have created draft benchmarks for staff reference. The executive team have worked to review and modify these using new K-2 syllabus documents. As a result of this staff have a clearer understanding of end of year benchmarks for each year level and a starting point for accessing literacy and numeracy progressions to support teaching decisions.

In Numeracy, Number Talks are integrated in all learning spaces and fit alongside current mathematical content. This has facilitated greater intentional talk linked to student responses. Observations indicate students are using more mathematical explanations in their reasoning as well as accepting there can be more than one mathematical pathway or response.

In 2022 the school will maintain a rigorous approach to delivering individualised learning and the point of need for all students in literacy and numeracy with a renewed focus on the maintenance and development of data skills and practises in relation to learning. This will include expanding our professional learning network to incorporate like schools network colleagues.

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

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 3%	In 2021 our aim was to increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 3%. Our school data reflected an increase of 4.64% in the Top 2 bands NAPLAN Numeracy.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 3%	In 2021 our aim was to increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 3%. Our school data reflected an increase of 6.38% in the Top 2 bands NAPLAN Reading.

Strategic Direction 2: Build capacity in leadership teams to positively impact change

Purpose

In order to improve student learning outcomes we will develop and sustain teachers and leaders who are committed to identifying, understanding and implementing effective and explicit evidence-based teaching practises.

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.

- Explicit Teaching and Planning
- Establishing systems that develop whole school leadership capacity

Resources allocated to this strategic direction

Socio-economic background: \$112,640.97

Professional learning: \$15,000.00

QTSS release: \$73,998.00

Summary of progress

In 2021 our focus has been on building capacity in our leadership teams to positively impact change by refining our practises and plans.

Year level partners have been involved in planning many exciting initiatives, especially in relation to Numeracy and Book Clubs. Executive lead collaboration time was planned together and supported the maintenance of collegiality during COVID conditions. In class demonstrations by teachers have been thoroughly planned and unpacked prior to teaching, leading to a smoother and clearer launch of numeracy lessons.

The establishment of consistent and sequential discussions during executive time enabled us to share planned PL prior to whole staff delivery meaning there was a richer support base for the PL, along with a shared understanding of the pedagogy we aim for at Parkview Public School. The systems we have established will allow for greater productivity in the coming years.

In 2022 our school will seek to enhance the continued development of teaching and learning programs through assessment and reflection practises led by Assistant Principals Curriculum and Instruction as well as the broader executive Team. More cohesive discussions between all members of the executive team will support more meaningful links for all staff members.

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
Increase the percentage of student growth in NAPLAN reading by 4%	<p>In 2021 our aim was to increase the percentage of student growth in NAPLAN reading by 4%</p> <p>In comparison to 2019 data, there was an increase of 7% in the percentage of children who achieved in the top 2 bands of NAPLAN Literacy.</p>
Increase the percentage of student growth in NAPLAN numeracy by 4%	<p>In 2021 our aim was to increase the percentage of student growth in NAPLAN Numeracy by 4%</p> <p>In comparison to 2019 data, there was an increase of 5% in the percentage of children who achieved in the top 2 bands of NAPLAN Numeracy.</p>

Strategic Direction 3: Community Connections: Engaging our richly diverse community

Purpose

In order to improve student outcomes, the continual strengthening of community connections will lead to the sustainability of positive schooling experiences and will benefit the community as a whole.

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.

- Student Wellbeing and Engagement
- Effective Community Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$213,023.00

Summary of progress

With COVID impacting life again in 2021, our wellbeing and engagement programs and our community partnerships were of high importance. Regular updates via staff meetings and SENTRAL entries ensured students and families were supported as needed. Our Youth Outreach Worker played a pivotal role in student welfare and supporting families. Wellbeing programs such as the Parkview Pantry had great support and use by our school community.

Once again, parents engaged in PLP interviews and processes with many being via phone in 2021. The benefits of staying connected and sharing learning goals for student ensured connections were maintained even while COVID restrictions limited on site involvement. These opportunities were enhanced by community engagement activities hosted in the local community and also within the school where possible linked to significant events such as Reconciliation Week.

In 2022 the school will continue to work towards and advocate strongly for the establishment of a multi-purpose community hub for the Wattle Hill community and surrounds, which will act as an important conduit for the community related programs we run to enhance the outcomes of our students.

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
Increase in community satisfaction as demonstrated in the subset questions from Tell Them From Me.	In 2021 our aim was to achieve an increase in community satisfaction as demonstrated in the subset questions from Tell Them From Me. From a high base of positive responses to community survey questions, the school community reflected a maintenance in satisfaction with the school in comparison to 2020 data.
2% uplift in the percentage of students who attend school 90% of the time.	In 2021 our aim was to achieve a 2% uplift in the percentage of students who attend school 90% of the time. No progress was made on this target in 2021 owing mainly to the impact COVID 19 concerns from the community had on student attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,554.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parkview 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"> • Other funded activities <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans. <p>The allocation of this funding has resulted in: Targeted and individualised learning for students with special needs as well as the consistent application of scaffolds to support students in all school environments including classroom, transitional spaces and the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued monitoring and evaluation of Individual Education Plans to best cater for the emerging and evolving needs of specific students.</p>
<p>Socio-economic background</p> <p>\$750,509.27</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parkview 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"> • Student Wellbeing and Engagement • Whole School Systems and Processes for improving Reading and Numeracy • Explicit Teaching and Planning • Establishing systems that develop whole school leadership capacity • Effective Community Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Youth Outreach Worker role to support identified students with additional needs • employment of additional staff to support Schools as Community Centres program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • additional staffing to implement welfare and learning programs to support identified students with additional needs <p>The allocation of this funding has resulted in: Significant outcomes benefits for all students in the Parkview community linked explicitly to two key pillars, learning and welfare. The employment of and Instructional Leader in Years 3-6 has enhanced the quality of learning experiences for children and significantly enhanced teacher practise across the school. The maintenance of key welfare and community engagement initiatives facilitated by the employment of a Schools as Community Centres Facilitator and Youth Outreach Worker has been vital in maintaining community connections in the 0-5 years early years of learning and the general wellbeing of all members of the community. The school allocated additional funds from a previous underspend which has resulted in the</p>

<p>Socio-economic background</p> <p>\$750,509.27</p>	<p>funding amount listed different to allocation outlined in the Equity Loading table.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to engage the community in programs linked to the two key pillars, learning and welfare to ensure school is a non-threatening and positive experience for all, and maintaining the complex wellbeing network that ensures all children (and family members) are known, valued and cared for.</p>
<p>Aboriginal background</p> <p>\$118,117.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parkview 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"> • Other funded activities <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 (SLSO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Explicit delivery of a multi-faceted approach to enhance the achievement of Aboriginal students. This has included the termly engagement in Personalised Learning Plan Conferences and the hosting of community engagement activities to capture the thoughts of parents not able to connect with staff on school grounds. The funding has also allowed for the employment of additional teachers and School Learning Support Officers to explicitly support the outcomes of Aboriginal students identified as requiring support based on a range of metrics including NAPLAN data, Check In Assessment and PAT Assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of strategies for supporting student learning combined with a renewed focus on cultural awareness and wellbeing for Aboriginal students in the school community.</p>
<p>English language proficiency</p> <p>\$9,298.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parkview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$9,298.59</p>	<p>Consistent support of identified EALD students at the Beginner and Emergent stages of conceptual development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintenance of focused strategies to support students identified as requiring support as tracked on the EALD Learning Progression.</p>
<p>Low level adjustment for disability</p> <p>\$203,172.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Parkview 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"> • Other funded activities <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 interventions including Minilit and Multilit to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Targeted and individualised support for students in all areas of the curriculum, benefiting from additional teacher and School Learning Support Officer time. The resource has been used to scaffold point of need learning opportunities and experiences for specific children identified with a disability or at risk, based upon data gathered and analysed in accordance with the Literacy and Numeracy Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining the processes that determine the responsible and explicit use of resources to support the significant percentage of students in our community that require low level adjustments for disability.</p>
<p>Location</p> <p>\$56,461.22</p>	<p>The location funding allocation is provided to Parkview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Varied and valued impact for students including the acquisition of additional iPads and laptops which has further supported student engagement in 21st century learning methodologies in classrooms and also supported students with learning from home needs during COVID-19 Pandemic lockdown periods. Funds have also ensured equity for all students in the participation of valued learning excursions and incursions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Location \$56,461.22	Annual evaluation of the expenditure of these funds and appropriate future allocation based on student and cohort need.
Literacy and numeracy \$12,794.74	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Parkview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Explicit professional learning linked to the Reading Rope (Literacy) and Talk Moves (Numeracy) that have improved the delivery of learning experiences and conceptual understanding for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022. Further learning and implementation of best practise literacy and numeracy professional learning based in executive identification of needs within in staff in consultation with whole school data trends will be continued using other financial and human resources .</p>
Early Action for Success (EaFS) \$205,815.60	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Parkview Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: On-going support of K-2 staff through coaching, mentoring, viewing, co-teaching, reflection and evaluation of mutually agreed focuses. Small group and one on one feedback and reflection sessions on a fortnightly basis have proven to be a key platform in the maintenance and improvement of teacher practise and student performance.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022</p>
QTSS release \$147,995.88	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Parkview 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"> • Whole School Systems and Processes for improving Reading and Numeracy

<p>QTSS release</p> <p>\$147,995.88</p>	<ul style="list-style-type: none"> • Explicit Teaching and Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: The ability to plan and schedule weekly whole stage planning and reflection sessions that enable discussion, focus and delivery of key teaching capability focuses.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintenance of the structure that enables these weekly sessions to be conducted.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Parkview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Students being identified based on data compiled in relation to the Literacy and Numeracy Progressions and scaffolded at point of need to ensure the improvement of conceptual understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022</p>
<p>COVID ILSP</p> <p>\$265,499.48</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 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/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The identification of students who required additional support following the impacts and disruptions of 'Learning From Home' during the COVID-19 Pandemic lockdown periods in 2020 and 2021. The majority of the students in the program achieving significant progress towards their personal learning goals</p>

<p>COVID ILSP</p> <p>\$265,499.48</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Allocated 2022 funding utilised to monitor and support students to ensure delivery of intervention for identified students and more broadly cohorts of students in Literacy and Numeracy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	188	193	189	185
Girls	216	216	214	206

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	93	90.6	89.8
1	92	92.9	87.5	89.1
2	92.8	93.1	91.8	90.5
3	92.2	91.3	89	90.2
4	92	92.3	87.9	89
5	91.6	90.9	89.9	87.2
6	91.4	89.6	85.5	90.6
All Years	92.1	91.8	88.9	89.5
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)	16.33
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 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	485,668
Revenue	5,063,904
Appropriation	4,981,820
Sale of Goods and Services	5,008
Grants and contributions	65,947
Investment income	228
Other revenue	10,900
Expenses	-5,047,687
Employee related	-4,629,181
Operating expenses	-418,506
Surplus / deficit for the year	16,217
Closing Balance	501,885

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	206,342
Equity Total	933,792
Equity - Aboriginal	118,118
Equity - Socio-economic	603,203
Equity - Language	9,299
Equity - Disability	203,172
Base Total	2,923,626
Base - Per Capita	99,346
Base - Location	56,461
Base - Other	2,767,819
Other Total	637,887
Grand Total	4,701,647

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

At Parkview Public School we use a variety of methods to collect data and feedback from our teachers, students and school community.

In 2021 this included Stage 2 & 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 and surveying was conducted through P&C meetings, Community Engagement events 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 and that communication was an explicit strength of the school, with responders highlighting newsletter, social media, email, Sentral generated text messages, the School App and phone communications as key platforms that are valued.

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.

Staff surveying reflected satisfaction in relation to professional learning opportunities offered at the school and communication streams between executive, staff and also the broader community. Feedback did reflect a concern linked to teacher workload and related staff wellbeing concerns.

The feedback gathered, alongside findings from the 2021 External Validation process and data analysis contributed to the preparation for the 2022-2025 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 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.