

# 2022 Annual Report

## Parkes East Public School



4204

# Introduction

The Annual Report for 2022 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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Parkes East Public School

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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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: 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:** \$155,400.98

**Socio-economic background:** \$111,500.00

**Professional learning:** \$24,010.28

**Literacy and numeracy:** \$12,794.74

**Integration funding support:** \$85,688.00

**Literacy and numeracy intervention:** \$48,266.82

**Aboriginal background:** \$115,343.38

### Summary of progress

Continued staff engagement with data and an understanding of the importance of responding to data has been key to activities in 2022. A change in the Learning and Support Teacher has resulted in more effective practice, with a focus on responding to student need and analysis of data. Evidence based programs such as MiniLit, MacqLit, Reading Tutor and InitialLit ensure consistency and explicit delivery of teaching content as well as providing data to inform future direction. Long term evidence of InitialLit impact will be seen as students complete Year 2, as InitialLit is considered a three-year program. Triangulation of data from MacqLit demonstrates the value of the program, with evidence showing growth across school-wide assessments. Staffing issues continue to affect activities such as Stage 2 and Stage 3 maths groups, the impact of this being that up to 50% of time for groups was lost over a term, greatly reducing the effectiveness of streaming classes for maths. Although alternative options were trialled, a decision was made to discontinue maths groups in 2023 and focus on differentiation within own classes.

### 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 7.4% of students achieving top 2 bands in NAPLAN reading.	<i>2022 NAPLAN data indicates 26.85% of students are in the top two skill bands for reading indicating the school is yet to achieve the system negotiated target.</i>
A 10% increase of students achieving expected growth in NAPLAN reading.	<i>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</i>
An increase of 6.4% of students achieving top 2 bands in NAPLAN numeracy.	<i>2022 NAPLAN data indicates 13.89% of students are in the top two skill bands for numeracy indicating the school is yet to achieve the system negotiated target.</i>
A 2% increase of students achieving expected growth in NAPLAN numeracy.	<i>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</i>

## Strategic Direction 2: Student Engagement

### Purpose

To provide a whole of school quality educational experience that foster well being, attendance and engagement.

### 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, engagement and attendance

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

**Socio-economic background:** \$855.72

**Location:** \$2,000.00

**English language proficiency:** \$2,400.00

### Summary of progress

School attendance remains an area of concern in terms of increasing the percentage of students attending school 90% of the time. The school average of 45.8% was marginally better than the state average of 45.7% of students attending 90% of the time. In terms of overall attendance, the school average of 87.7% was considerably higher than the state average of 84.7%.

Student wellbeing as measured through the Tell Them From Me survey saw no improvement. However, Positive Behaviour for Learning (PBL) data indicates that students are aware and meeting behaviour expectations of the school. As a result, PBL celebrations are conducted regularly that reflect the achievements of the students. The effective school PBL team ensures that PBL class lessons and activities are being delivered across the school in a thorough and consistent manner. PBL will continue to be a foundational program for the support of student wellbeing at Parkes East PS. To enhance wellbeing in 2023 the school will be implementing the Bro Speak and Boys to the Bush programs.

### 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
5% increase in students attending >90% of the time.	<ul style="list-style-type: none"><li>• 74.6% of students attending greater than 90% of the time. This was a marginally ahead of the DoE State average of 73.6%.</li><li>• This data was enormously affected by COVID restrictions and localized flooding with target of 5% increase not achieved.</li></ul>
3.4% increase of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in Tell Them From Me survey.	<ul style="list-style-type: none"><li>• Expectations of Success "School staff emphasize academic skills and hold high expectations for all students to succeed": 8.0 School Mean, 8.7 NSW Government School Norm.</li><li>• Advocacy "Students feel they have someone at school who consistently provides encouragement and can be turned to for advice" : 7.5 School Mean, 7.7 NSW Government School Norm</li><li>• Sense of Belonging "Students feel accepted and valued by their peers and by others at their school" 60% School Mean, 81% NSW Government School Norm.</li></ul>
The Self Assessment Survey of School Excellence Framework, in the themes of "A planned approach to Wellbeing" and "Individual Learning Needs" in the element of "Wellbeing" the school's on balance judgement will be "sustaining and growing".	<ul style="list-style-type: none"><li>• In School Excellence Framework in the theme of "Planned approach to Wellbeing" the school self assessed at Sustaining and Growing.</li><li>• In School Excellence Framework in the theme of "Individual Learning Needs" the school self assessed at Sustaining and Growing.</li></ul>

## Strategic Direction 3: 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
- Collaborative parent and community partnerships and practices

### Resources allocated to this strategic direction

**QTSS release:** \$67,228.79

**Socio-economic background:** \$34,476.30

**Professional learning:** \$5,700.00

**Location:** \$53,937.64

### Summary of progress

In 2022, the staff at Parkes East Public School engaged in the K-6 teaching and learning scope and sequences we had previously developed. We planned for regular timetabled collaboration time for moderation and reflection of units, however this collapsed due to the lack of availability of staff. Units were readily available on stage Google drives with shared responsibility amongst staff for the uploading of required resources. This allowed for the continuation of learning when casuals were employed or Assistant Principals placed on class. The lack of timetabled collaboration time made it difficult for formalised moderation and unit reflection. Program annotations assisted with us assessing the delivery and quality of our lessons. Moving forward a formalised feedback process to include surveys for staff and students who have engaged in the scope and sequence units to complete will be implemented. A restructure of staff and stage meetings will incorporate the evaluation of the effectiveness of the units as well as collaboration of assessments.

Successful parent and community partnerships continue to be built upon. The impact of Covid has seen a decline in parent and community members entering the school to assist and support in different areas. The school, in conjunction with the P&C, are exploring different avenues to increase engagement of the community in all aspects of school life. The introduction of the Fathering Project is one initiative we are excited about moving into 2023.

### 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
Self assessment demonstrates that against the School Excellence Framework the school is sustaining and growing in the theme of "Collaborative practice and feedback" in the element of Learning and Development.	<ul style="list-style-type: none"><li>• In School Excellence Framework in the theme of "Collaborative practice and feedback" the school self assessed at delivering.</li><li>• In the overall Learning and Development element the school self assessed at Sustaining and Growing.</li></ul>
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"><li>• In School Excellence Framework in the theme of "Community engagement" the school self assessed at Sustaining and Growing.</li></ul>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$146,832.02</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> <li>• Student wellbeing, engagement and attendance</li> <li>• Staff collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support staff collaboration program implementation.</li> <li>• staff release to increase community engagement during Term 4 kindergarten transition program.</li> <li>• upskilling of SLSOs to better support student learning outcomes.</li> <li>• commencement of Curiosity &amp; Powerful Learning staff PL.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of effective Individual Education Plans and Aboriginal Education Plans that support student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embedding the Assistant Principal Curriculum and Instruction into business as usual at Parkes East to support student learning and staff professional development. School Curiosity and Powerful Learning team to undertake the required professional learning to implement and then embed these scaffold processes into the school.</p>
<p>Aboriginal background</p> <p>\$115,343.38</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students.</li> <li>• employment of indigenous Wiradjuri language tutor to deliver language lessons across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students working towards achieving learning outcomes that are commensurate with the wider school student group.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of the personalised support for Aboriginal students across the school. The maintenance of Wiradjuri language for all students.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>



<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Student wellbeing, engagement and attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to identify English language proficiency needs of incoming kindergarten students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The early identification of students with additional needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this funding to support the transition to school process.</p>
<p>Low level adjustment for disability</p> <p>\$155,400.98</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• employment of School Learning Support Officer (SLSO) to support implementation of InitialLit program across Stage 1 classrooms.</li> <li>• 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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A lift in the literacy learning outcomes of Stage 1 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support identified students with SLSO support in class. Employ additional SLSOs in 2023 to enable the InitialLit/MiniLit and MacqLit SLSOs to undertake dedicated small group interventions across the school.</p>
<p>Location</p> <p>\$55,937.64</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student wellbeing, engagement and attendance</li> <li>• Collaborative parent and community partnerships and practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Collaborative partnership with P&amp;C to develop school resources, particularly student learning spaces.</li> <li>• subsidising student excursions to enable all students to participate.</li> <li>• Pay excess water charges.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Upgrade to the library learning space. Installation of playground shelters. The students being provided with a safe playing surface.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide a safe playground and upgrade learning spaces to better meet the needs of students.</p>
<p>Professional learning</p>	<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</p>

<p>\$31,710.28</p>	<p>Professional Learning for Teachers and School Staff Policy at Parkes East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> <li>• Student wellbeing, engagement and attendance</li> <li>• Personalised learning</li> <li>• Staff collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• InitialLit training for all Stage 1 staff.</li> <li>• Mini and MacLit training for SLSOs.</li> <li>• Commencement of Curiosity and Powerful Learning training of school team.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> New Stage 1 teachers becoming competent in the delivery of InitialLit.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation of Curiosity and Powerful Learning framework into school process in 2023. Continued support of InitialLit, MiniLit and MacLit in 2023.</p>
<p>Literacy and numeracy</p> <p>\$12,794.74</p>	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Minimal impact was achieved as times allocated for Assistant Principals to undertake literacy and numeracy support were taken up by them covering classes due to an ongoing inability to engage casual teachers to cover staff absences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maximizing the AP C&amp;I resource that is allocated to the school in 2023.</p>
<p>QTSS release</p> <p>\$67,228.79</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to ongoing staff shortages, APs had minimal opportunity to work collaboratively with their teams due to covering classes of absent colleagues due to an inability to engage casual teachers.</p>

<p>QTSS release</p> <p>\$67,228.79</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Re-establish 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>\$48,266.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Unable to secure a numeracy interventionist in 2022. Funds were reallocated to technology resources for in class use and undertaking the initial implementation of the Essential Assessments platform to support teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Expansion of classroom teacher use of Essential Assessment in 2023, supported by the APC&amp;I.</p>
<p>COVID ILSP</p> <p>\$89,925.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Being able to maximize the COVID funding by employing two SLSOs to deliver MiniLit and MacLit lessons rather than one teacher. This has enabled a doubling of the number of students having access to this resource.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ two trained SLSOs in 2023.</p>
<p>Integration funding support</p> <p>\$85,688.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSOs employed to assist students with additional learning</li> </ul>

<p>Integration funding support</p> <p>\$85,688.00</p>	<p>needs.</p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intense learning support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The earlier identification of and extra support provided to Kindergarten students who are presenting with additional learning needs ensuring timely intervention can occur.</p> <p><b>After evaluation, the next steps to support our students will be:</b> LST to work in collaboration with SLSOs, classroom teachers and the Assistant Principal Curriculum and Instruction (AP C&amp;I) to develop and implement appropriate learning plans for students with identified needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	179	177	171
Girls	167	171	166	159

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	95.0	91.5	89.2
1	93.4	93.4	91.4	85.9
2	92.4	95.2	92.1	90.6
3	93.6	93.5	91.9	87.5
4	93.4	94.9	91.8	87.3
5	92.9	94.8	92.7	87.2
6	92.1	90.4	90.6	87.8
All Years	92.6	94.0	91.7	87.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	14.16
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.69

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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

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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 2022, two Parkes East staff members gained new Proficient Teacher status and four others maintained their Proficient Status. All staff are supported by Assistant Principals and Principals in this process.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	714,355
<b>Revenue</b>	4,452,598
Appropriation	4,377,400
Grants and contributions	71,571
Investment income	3,626
<b>Expenses</b>	-4,383,835
Employee related	-3,610,638
Operating expenses	-773,197
<b>Surplus / deficit for the year</b>	68,762
<b>Closing Balance</b>	783,117

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	85,688
<b>Equity Total</b>	419,976
Equity - Aboriginal	115,343
Equity - Socio-economic	146,832
Equity - Language	2,400
Equity - Disability	155,401
<b>Base Total</b>	3,232,291
Base - Per Capita	87,756
Base - Location	55,938
Base - Other	3,088,597
<b>Other Total</b>	418,037
<b>Grand Total</b>	4,155,992

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](https://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 2022. On the seven separate measures surveyed, parents overwhelmingly endorsed the school by responding in all areas above the NSW Public School state average. These were: Parents feel welcome; Parents support learning from home; Inclusive school; Safety at school; School supports positive behaviour; School supports learning and Parents are informed.

75% of parents surveyed Agree or Strongly Agree to the statement: I would recommend my child's school to other parents". Another 17% were Neither Agree nor Disagree.

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. This was the case in 2021, unlike previous surveys, it can be summarized that this indicates the negative impact that COVID continued to have on students in 2022. Pleasingly, on the measure of "Students with positive behaviour at school", 85% 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. This was most evident where the school was again unable to undertake the planned regular staff collaboration activities due to the inability to secure the additional staff required for this project. This impacted heavily on teaching staff.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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All students, from Kindergarten to Year 6, engaged in Wiradjuri Language and Culture lessons. Where appropriate, Wiradjuri language and culture is integrated in general class and whole school activities. An active Junior AECG meets weekly to discuss activities and issues that impact on Aboriginal students. They meet once a term with the Parkes Junior AECGs, made up of students from all of the schools within Parkes, to share what has been happening within their schools and discuss opportunities and issues that exist across the Parkes community. These meetings promote closer ties with the Aboriginal community which has led to a stronger, positive engagement with the school.

## Anti-Racism Policy

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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

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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.