

2022 Annual Report

Parkview Public School



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Introduction

The Annual Report for 2022 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

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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 392 students including 79 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. 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
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	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 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

Professional learning: \$33,154.08

Socio-economic background: \$521,531.73

Per capita: \$18,000.00

Integration funding support: \$182,507.00

English language proficiency: \$11,135.29

Location: \$46,620.00

Low level adjustment for disability: \$201,484.26

QTSS release: \$58,000.00

Summary of progress

The school's focus for 2022 was to improve student learning outcomes in Reading and Numeracy and to build strong foundations for academic success. The school aimed to develop and sustain whole school processes for collecting, analysing and assessing student assessment to inform data driven, evidence informed teaching practice across two initiatives.

Whole School Systems and Processes for improving reading and Numeracy

This involved continued professional learning linked to reading, alongside the development of whole school expectations. Purposeful number talks which were planned with anticipated responses and models of representations were also a focus. The use of learning progressions and PLAN2 software was used as a tracking and monitoring tool. Teaching and learning units were collaboratively planned with consideration given to the teaching and learning cycle.

As a result, teachers have a renewed focus on guided and shared reading and the components which may be included in these teaching practices. Staff have planned with increased consideration and focus on student needs, and there is a more thoughtful approach to planning which considers the incorporation of other key literacy elements such as grammar and spelling into the shared and guided model.

This supported the enhancement of teacher knowledge in being able to identify explicit teaching opportunities needed in both reading strategies and in number concepts, linked to evidence informed practice.

Next year the focus will be on the teaching and learning cycle and the ability to embed assessment into the cycle. This will need to include the adjustments to teaching and learning plans to address student needs in a more responsive and fluid way.

This will support further improvement towards student understandings when unpacking texts while reading and when explaining and representing thinking in mathematical thinking.

Inclusive and purposeful data practices

This involved the establishment of school benchmark levels linked to the learning progressions, as well as reflecting on data collection, use and purpose. Staff engaged with data on a regular basis and used the student data to plan mid range, 5-weekly plans to address student needs.

As a result, teaching and learning programs were more closely linked to what student learning needs were and teachers were able to plan and teach to address some of these needs. This supported the enhancement of achievement of individual student learning goals in reading and maths.

Next year the focus will be to further improve assessment practices through planned professional learning related to formative and summative assessment types. This will support further improvement towards teachers ability to establish a clear understanding of where student achievement and learning is and how teacher practice impacts student learning.

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
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 7%.</p> <p>Increase the percentage of Aboriginal students achieving in the top 2 bands of NAPLAN numeracy by 7%.</p>	<p>The school did not achieve the target of a 7% increase in top 2 band students in NAPLAN Reading. The Year 3 figure of 22.45% represented a slight increase on the previous year while Year 5 result of 16.95%, was a decrease on the previous year, but actually represents the second best result recorded by the school in the last decade (decade average 9.5%).</p> <p>The school did not achieve the target of a 7% increase in top 2 band students in NAPLAN Numeracy for Aboriginal students. These results are to be read against the back drop of small cohorts. The Year 3 figure of 12.5% represented a 10% decrease on the previous year, while there was no data for Year 5.</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 7%.</p> <p>Increase the percentage of Aboriginal students achieving in the top 2 bands of NAPLAN reading by 8%.</p>	<p>The school did not achieve the target of a 7% increase in top 2 band students in NAPLAN Numeracy. The Year 3 figure of 40.38% represented an increase in excess of 2% on the previous year, and a 3 year horizon increase of more than 12%. The Year 5 result of 14.52%, was a decrease on the previous year.</p> <p>The school did not achieve the target of a 8% increase in top 2 band students in NAPLAN Reading for Aboriginal students. These results are to be read against the back drop of small cohorts. The Year 3 figure of 11.1% represented a 6.4% decrease on the previous year, while the Year 5 result of 5.88% represent a small decline on the previous assessment period.</p>

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.

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

Resources allocated to this strategic direction

QTSS release: \$18,537.39

Per capita: \$51,497.75

Location: \$6,513.86

Summary of progress

The focus for 2022 was to improve student learning outcomes by developing and sustaining teachers and leaders who are committed to identifying, understanding and implementing effective and explicit evidence-based teaching practices across two initiatives.

Establishing systems that develop whole school leadership capacity

This involved building capacity in leadership through instructional coaching and collaborative executive time. The development of a considered professional learning plan, with specific focus areas for a range of collaboration times did form the basis of our cycle for improvement.

As a result the leadership team has a shared understanding of the links to the School Vision. Effective classroom practice and the reflection needed to continue to impact school-wide teaching improvements. The team had a more purposeful approach to collaboration time and the goals for each term. This has supported the enhancement of sustained professional learning, followed up by implementation in classrooms.

Next year our focus will be a deeper focus on leadership meetings and collaboration time which regularly incorporates whole school data analysis and planning to build shared understanding of needs and strategies to address these within classrooms. This will support further improvement towards achieving growth in teacher expertise and student outcomes.

Explicit Teaching and Planning

This involved working with staff to entrench the importance of purposeful planning and reflection linked to achievement and data. All students were to have individual learning goals with teacher feedback paramount in developing clarity for student expectations.

As a result staff adapted their teaching and learning programs to adjust to the needs of their students. This supported the enhancement of data to inform practice and the monitoring and planning of individual learning goals.

Next year the focus will be on continued implementation of student learning goals and timely teacher feedback linked to these. This will support further improvement towards improving student outcomes in reading, writing and numeracy.

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%.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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- Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Aboriginal background: \$109,959.71

Socio-economic background: \$101,011.29

Per capita: \$29,300.00

Location: \$3,052.02

Summary of progress

The focus for 2022 was to improve student outcomes through the continual strengthening of community connections in order to lead to the sustainability of positive schooling experiences and in turn, benefit the community as a whole across two initiatives.

Student Wellbeing and Engagement

This involved collaboration with external government agencies to develop a Community Hub to facilitate outreach programs to support the wellbeing of students and their families. We held regular meetings with families linked to absenteeism and co-constructed goals to support student attendance at school. Personal Learning Plan (PLP) meetings continued to be held at school each term.

As a result a Community Hub is still on the agenda of government agencies, of which Parkview PS is an integral part. PLP meetings still support partnerships between staff, students and their families and enable goals to be set and monitored. The attendance meetings held with identified students and families were a positive step towards overcoming non-attendance issues.

These activities supported the enhancement of student attendance and engagement and provide valuable feedback to staff and the school with suggestions and discussions points being incorporated into future plans and goals.

Next year the focus will be on continuing our dynamic and extensive practises to improve student attendance. The school will also continue to have a major voice in the establishment of a Community Hub to support our families. This will support further improvement towards student and family engagement, wellbeing and general health issues which may impact student learning.

Effective Community Partnerships

This involved Parkview students exploring several new initiatives to support student growth and wellbeing. Involvement with outside organisations was incorporated into these wellbeing programs, with the aim of establishing long lasting links for students. Specialist staff members have developed close relationships with students in order to provide a safe and supportive environment.

As a result student engagement was evident with the number of students keen to be involved with these programs. Community organisations and businesses were involved in the programs which supported the enhancement of partnerships we have with outside agencies.

Next years focus will be on instigating several initiatives which the school has had on its radar for several years, including introductions to more community organisations which students can be involved in, as well as school-based cooking sessions. This will support further improvement in developing and maintaining partnerships with families, while providing practical and innovative ways to become a successful member of our local community.

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 2022 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 2021 data.
4% uplift in the percentage of students who attend school 90% of the time.	In 2022 our aim was to achieve a 4% uplift in the percentage of students who attend school 90% of the time. No progress was made on this target in 2022 owing mainly to the introduction of NSW Public Health orders.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,507.00</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"> • Whole School Systems and Processes for improving Reading and Numeracy <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 • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - identified students were supported with their daily routines, which helped to develop independence and gains linked to their specific learning goals. <p>After evaluation, the next steps to support our students will be:</p> <p>to constantly review planned targeted funding to ensure it is used to work with individually funded students and that their plans reflect their needs. Ensuring class teachers are involved in meetings linked to student planning will be a focus. To improve their skills to support students, the continued development of School Learning Support Officer staff will also be a focus.</p>
<p>Socio-economic background</p> <p>\$622,543.02</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"> • Whole School Systems and Processes for improving Reading and Numeracy • Inclusive and purposeful data practices • Effective Community Partnerships <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 Minilit and Multilit program implementation • additional collaboration time with teams working together to analyse data and plan units of work • time provided for staff to engage with data and consistent teacher judgement discussions. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all NAPLAN Year 3 results are above Statistically Similar School Group - regular team meetings to discuss data and plan and implement teaching and learning programs to address needs - increased number of at risk students targeted for specific Literacy intervention programs - more School Learning Support Officers to support small group revision within the classroom setting. <p>After evaluation, the next steps to support our students will be:</p> <p>to revise and clarify clear learning targets for each year group and continue</p>

<p>Socio-economic background</p> <p>\$622,543.02</p>	<p>to work with teams around the teaching and learning cycle, with particular focus on adjusting teaching to suit student needs.</p>
<p>Aboriginal background</p> <p>\$109,959.71</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"> • Effective Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • early childhood programs implemented by Schools as Community Centres facilitator support educational engagement with our local families from an early age • engagement programs ran by Youth Outreach Worker and Aboriginal School Learning Support Officer have been established to provide guidance and mentorship to students at risk of disengaging with the educational process • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - eager and committed students strive for the opportunity to participate in a variety of programs offered - family and community engagement has improved, with increased level of interest in Bright Beginnings and the school's playgroup - a return to neighbourhood community engagement events proved popular, with many families engaging with staff for the first time in several years. <p>After evaluation, the next steps to support our students will be:</p> <p>to clearly target Aboriginal and Torres Strait Islander students for intervention as needed and look at the needs of community in this current climate and incorporate additional programs to support skill development and knowledge for impact in the home setting.</p>
<p>English language proficiency</p> <p>\$11,135.29</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"> • Whole School Systems and Processes for improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to provide intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all English as Additional Language or Dialect (EALD) students provided additional time and supported by additional teacher to aid in the development of language understanding

<p>English language proficiency</p> <p>\$11,135.29</p>	<p>- EALD staff participated in online professional learning modules to upskill their teaching capacity in order to better support students.</p> <p>After evaluation, the next steps to support our students will be: to ensure adjustments are made in teaching and learning programs which reflect EALD learners and their culture. Continued research into current best practice support for students, given the limited time provided, would also be of benefit.</p>
<p>Low level adjustment for disability</p> <p>\$201,484.26</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"> • Whole School Systems and Processes for improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists • employment of Learning and Support Teacher (LaST) and interventionist teacher. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - LaST interventions provided in class and small group withdrawal support for students not achieving as expected, resulting in fewer students in the bottom 2 bands in Year 3 and Year 5. There was also above Statistically Similar School Group growth in Year 5 reading and numeracy - staff are supported by SLSOs to implement small targeted group situations to ensure basic skills are cemented for those whose learning may be at risk - SLSO staff help to implement telehealth Occupational Therapist and speech lessons as a part of individual students developmental plans - age appropriate and current reading resources were used with students to support reading engagement, leading to improved participation in intervention groups. <p>After evaluation, the next steps to support our students will be: to continue professional learning and support for SLSO staff linked to working with individual and small groups of students. The development of additional pre and post assessments linked to intervention will assist us to better measure impact and growth, as will the use of some on demand assessment sections supplied by the department.</p>
<p>Location</p> <p>\$56,185.88</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"> • Whole School Systems and Processes for improving Reading and Numeracy • Effective Community Partnerships • Establishing systems that develop whole school leadership capacity <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 • technology resources to increase student engagement • incursion expenses. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$56,185.88</p>	<ul style="list-style-type: none"> - after several years of limited out of town experiences, the additional funding helped the school to support students in Years 3-6 to attend external camps - support was also provided for all K-6 students to attend incursions from visiting performances, as well as intensive swimming lessons. This provided additional opportunities for students to experience and participate in activities without an additional financial burden to families - additional technology was purchased to supplement existing banks, many of which needed replacing after home learning to ensure up-to-date technology provision for all students. <p>After evaluation, the next steps to support our students will be: to reinvigorate Like Schools Network to maintain shared knowledge and expertise across local school group.</p>
<p>Professional learning</p> <p>\$33,154.08</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 Professional Learning for Teachers and School Staff Policy 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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • executive lead and evaluate professional learning offered to meet individual and whole staff needs. • engaging external provider to share evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved teacher capacity linked to the teaching of various forms of reading to support students to achieve their learning goals - professional learning links to identified staff and school needs and has a clear focus. <p>After evaluation, the next steps to support our students will be: to continue relevant and research based Professional Learning to improve student outcomes. Using additional executive release to support new curriculum implementation may be able to incorporate viewing, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$76,537.39</p>	<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"> • Inclusive and purposeful data practices • Establishing systems that develop whole school leadership capacity <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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - executive staff lead stage teams during additional professional learning and collaboration time resulting in improved confidence delivering varied teaching strategies - staff have the opportunity to observe best practice in other classrooms to

<p>QTSS release</p> <p>\$76,537.39</p>	<p>ensure continual improvement of teaching practice is a focus.</p> <p>After evaluation, the next steps to support our students will be: to re-engage in a regular viewing and feedback cycle for teacher improvement, alongside a renewed focus on school goals of using learning intentions and success criteria.</p>
<p>COVID ILSP</p> <p>\$212,399.00</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>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 • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy, specifically linked to phonics and reading • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students were targeted based on achievement in NAPLAN and in school data, receiving small group and in-class support to improve outcomes - small group programs linked to phonics and reading led to progress towards achievement of individual learning goals. Students demonstrated improved Grapheme-Phoneme Correspondence (GPC) knowledge and were better able to answer questions linked to short texts. <p>After evaluation, the next steps to support our students will be: to continue to analyse and discuss student data and growth in order to identify students who are best placed to improve outcomes with targeted support. The use of relevant syllabus outcomes, Literacy and Numeracy Progression indicators and PLAN 2 for target groups continues to be a focus.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	193	189	185	189
Girls	216	214	206	197

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	90.6	89.8	85.2
1	92.9	87.5	89.1	86.8
2	93.1	91.8	90.5	85.0
3	91.3	89.0	90.2	83.0
4	92.3	87.9	89.0	84.5
5	90.9	89.9	87.2	82.2
6	89.6	85.5	90.6	79.8
All Years	91.8	88.9	89.5	83.6
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

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)	4.4
Classroom Teacher(s)	16.34
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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

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 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 Actual (\$)
Opening Balance	284,796
Revenue	5,333,691
Appropriation	5,211,295
Sale of Goods and Services	3,536
Grants and contributions	117,206
Investment income	1,454
Other revenue	200
Expenses	-5,081,452
Employee related	-4,689,275
Operating expenses	-392,177
Surplus / deficit for the year	252,240
Closing Balance	537,035

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.

	2022 SBAR Adjustments (\$)
Targeted Total	182,507
Equity Total	945,122
Equity - Aboriginal	109,960
Equity - Socio-economic	622,543
Equity - Language	11,135
Equity - Disability	201,484
Base Total	2,959,368
Base - Per Capita	98,798
Base - Location	56,186
Base - Other	2,804,384
Other Total	766,086
Grand Total	4,853,083

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

Parkview Public School uses a variety of methods to collect data and feedback from teachers, students and school community. In 2022 this included Stage 2 and 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 surveys were 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 and phone communications as key platforms that are valued.

Staff worked collaboratively using the School Excellence Framework to reflect on the next steps to continue to strive to do the 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 again reflected concern linked to system-wide teacher workload and related staff wellbeing concerns.

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.