Our school at a glance

Messages

Principal's message

The Sir Henry Parkes Memorial Public School community is committed to providing a caring, tolerant and supportive educational environment. We strive to ensure personal success and the pursuit of individual excellence for all members of our learning community. This is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student needs.

It is my pleasure to present the 2008 Annual School Report. This report represents a snapshot of the achievements of our students, a report on the progress of our school plans for 2008 and beyond and an overview of school programs.

I would like to thank the school staff and members of the School's Self Evaluation Committee for their contributions to this report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Peter Hickey

P&C and/or School Council message

The Sir Henry Parkes P&C have been very active this year. The P&C have continued to work to build a community which assists the school in supplementing requirements to achieve excellent student results. The P&C assisted the school with the following activities:

- Assisting with grandparents' day by catering with tea and coffee.
- Assisting with school photograph day.
- Organising Mothers Day and Fathers Day stalls.
- Organising wood raffle.
- Reintroduction of school second hand uniform shop.
- Ongoing implementation of school wall of fame gallery.
- Organising and implementing school fete which was an outstanding success and raised $8500.
- Introduction of optional new girls' uniform.

Mr Stephen Koch

Student representative's message

The Sir Henry Parkes Memorial Public School is an enjoyable and safe environment. As a student you have many opportunities that you may not find at other schools. Our school provides us with many leadership roles. As school leaders we always try to improve our school community and do our best to fulfil this very important role.

Our school continues to improve as we are offered a variety of new and exciting opportunities such as: problem solving, technology, leadership, debating, visual arts and music groups along with interest groups for sport and many more occasions to represent the school in a variety of sports.

The SRC continues to assist students in improving their leadership skills by attending a variety of conferences such as the Young Leaders Conference held in Brisbane. The SRC along with the help of the P&C also continues to sponsor a child in Vietnam, the organising of socials and the raising of money for new equipment for the school.

Phoebe Saunders, Stacey Hayne, Brady Thrift, Ben Battistuzzi, School Captains

Staff

All teaching staff meets the professional requirements for teaching in NSW public schools.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

During 2008 our enrolment remained consistent.
Student attendance profile

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0KC</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>0KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes
In 2008 we had ten classes. There were 7 straight classes and 3 composite classes. All classes were organised on a stage basis.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>42</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11.72</td>
</tr>
</tbody>
</table>

Staff retention
During 2008 our schools’ staffing remained stable.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>129,717.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>127,992.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>162,613.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40,165.75</td>
</tr>
<tr>
<td>Interest</td>
<td>11,968.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43,832.42</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>516,289.63</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9,217.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>19,524.60</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>14,778.63</td>
</tr>
<tr>
<td>Library</td>
<td>1,782.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>853.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>183,515.35</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14,498.38</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33,339.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18,646.24</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,078.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>49,283.76</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>349,518.13</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>166,771.50</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Sir Henry Parkes Memorial Public School has participated with great distinction throughout many areas in 2008.

Arts

During 2008 our school participated in numerous arts activities. Highlights include:

- School debating team district champions and regional runner up.
- Karrie Thomas chosen in regional debating team which competed at the state championships.
- School dances prepared in stages 2 and three.
- School initiative marimbas and poi programs.
- Performances by our choir at the school fete, education week, presentation night, grandparents day and senior citizens week.
- Excellent results in the university of N.S.W educational assessments.
- Excellent results in the premier’s spelling and reading competitions.

Sport

School representation in a wide range of sporting activities has been the result of consistent class, teacher and whole school led programs and very strong teacher and parental assistance with the coaching and transport of students. Highlights include:

- The provision of weekly physical education (PE) and sport lessons K-6.
- Students competing at regional level in swimming, cross country, athletics and basketball.
- Students competing at state level in swimming, cross country, athletics, rugby league, basketball and skipping.
- The school skipping team performing at an excellent level at state and national titles winning medals in a variety of events.
- The school skipping team representing Jump Rope for Heart as a demonstration team on many occasions.
- Whole school participation in S.M.A.S.H. P.E. program.
- Students chosen in regional teams in Rugby league and basketball.
- The school hockey, soccer and rugby league teams performing at an excellent level.
• School participation in the premier’s sporting challenge.
• School supervised learn to swim program.
• Purchase of new basketball, soccer and hockey uniforms.
• Introduction of class fitness testing.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Student achievement in 2008**

**Literacy - NAPLAN Year 3**
Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school provides programs designed to improve learning outcomes for Aboriginal students and to include parents and care-givers in the decision-making processes of the school.

Aboriginal Education

- National Aboriginal and Torres Strait Islander (NATSI) Week was celebrated with indigenous children and school Aboriginal Education Assistant (AEA) playing a prominent role in the organisation, participation and presentation of the activities.
- Personal Learning Plans for indigenous students were introduced with school, students and family deciding on common achievable goals.
- An indigenous student award was introduced as part of formal assemblies.
- An Aboriginal aide was employed through a WOSSI funding submission to assist with the schools' early literacy program targeting 20 Aboriginal students.
- Many Aboriginal students accessed the school rainbow room which provides breakfast, a haven, activities and/or games for all students.
- Three Aboriginal students attended a leadership camp held at the Warrumbungs' National Park.
- Aboriginal students were supported by the In-Class Tuition Assistance Scheme.

Multicultural Education

The school has maintained a focus on Multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a diverse society.

- In 2008 students supported the local CWA international project on Mexico and made presentations at their luncheon.
- The SRC continued to raise money to sponsor a Vietnamese student and raise awareness within the whole school of this project.
Respect and responsibility

The Sir Henry Parkes Memorial Public School community is committed to providing a caring, tolerant and supportive educational environment where personal success and the pursuit of individual excellence are fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to students’ needs.

Our purpose

Learning is a shared responsibility and promotes continuous improvement. We uphold a culture of learning, care and responsibility. Care is modelled, taught and expected. We are open to change and learn from data. Our school community supports our students to be happy, engaged and purposeful in their learning.

Our Vision

To assist and encourage students, individually and in groups, to become active, independent and responsible learners who can make positive choices and contributions in their lives.

Our Values

We value:

Life long learning
Continuous improvement
Knowledge, skills and thinking ability
Resilience
Engagement
Extension
Flexibility

Other programs

Social and Emotional Learning Program

The schools’ social skills program continued this year. The program was very successful in providing students with interpersonal skills necessary for the development of social competencies. Part of this program was the use of the rainbow room as a safe haven for all students during play periods. This initiative has been recognised at district level as a model for successful behaviour change.

Country Areas Program

The Country Area Program assists schools and their communities to enhance the learning outcomes for students in geographically isolated areas so that they match those of other students.

Findings and Conclusions

The Country Area Program has supported the development of our quality teaching programs during 2008.

The school used CAP funds to:

• Purchase an interactive whiteboard, class scanners, headphones and computer programs.
• Teacher professional development in technology and quality teaching practice.

Future Direction

In 2009 the school will participate in the following projects.

• The purchase of one interactive whiteboards, computer software, headphones and wireless keyboards.
• Teacher professional development in technology and open-ended inquiry in numeracy, curriculum enhancement and radio podcasting.

Priority Schools Program

The Priority Schools Program (PSP) is based upon the principles of equity and social justice and supports our school to reduce, and eventually eliminate, the achievement gap in learning outcomes for students.

Findings and Conclusions

In 2008 the school used PSP funds to support the following programs:

• PSP staffing was used to employ a teacher to assist teachers’ to further develop student programs in numeracy and literacy.
• The purchasing of one interactive whiteboard and wireless keyboards.
• Purchasing of essential numeracy and literacy resources.
• In-servicing of staff in quality teaching methods including accelerated literacy.

Future directions
• Teacher professional development in accelerated literacy.
• Purchase of mathletics and spellodrome computer programs and other numeracy and literacy resources.
• Employing teacher to assist with the development of skills in literacy and numeracy.

Progress on 2008 targets

Target 1
To improve the educational outcomes of boys at this school.
Our achievements include:
• Improved results for boys in NAPLAN.
• School assessments and surveys illustrate increased motivation and engagement levels in boys.
• Staff participation in rural boys’ education project.

Target 2
To improve numeracy and literacy outcomes K-6.
Our achievements include:
• Improved results in numeracy and literacy in NAPLAN.
• Staff training in accelerated literacy, literacy on track, counting on and use of technology for quality teaching.
• Implementation of the NSW quality teaching framework.

Target 3
To improve educational outcomes for Aboriginal students.
Our achievements include:
• Implementation of ready, set, go program.
• Students tutored through in-class tuition and an even start programs.
• Aboriginal aide employed to assist students with programs.

Future directions
• Students attending leadership programs.
• Indigenous students recognised with weekly awards at formal assemblies.
• Improved NAPLAN results.

Target 4
To improve teacher competence in programming, consistent judgement in assessment, and practical use of quality teaching strategies.
Our achievements include:
• Staff professional development in quality teaching strategies.
• Implementation of school assessment plan.
• Implementation of staff professional learning journal.
• Improved NAPLAN results reflect improved teacher practice and accountability.

Target 5
To develop extra curricular programs which allow students to develop identified talents.
• Students participating in premier’s sporting, reading, spelling and debating competitions.
• Students accessing school marimbas, poi, problem solving, technology, dance, leadership and sporting programs.

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations in school culture and spelling.

Educational and Management Practice
Background
Our school is consistently evaluating practices occurring within its responsibilities. In 2008 the school evaluated the area of school culture. A survey, interviews and observations were used to record responses to this topic.

Findings and conclusions
The major findings from these sources were:
Staff and parents held similar views on the culture of the school which was consistently supportive.

Students' views generally were supportive of the school culture.

There were no significant differences between girls and boys responses.

Future directions
- School will continue to establish a very positive school culture.
- School has identified areas which require improvement which will be incorporated in school improvement plan for 2009.

Curriculum
Background
Each year the school completes an evaluation of one of the key learning area (KLAs). The purpose of the evaluation was to examine the teaching of spelling, review teacher knowledge of teaching spelling and examine teacher assessment practices in spelling.

Information was gathered through surveys, use of existing data and interviews.

Findings and Conclusions
The major findings from these sources were:
- Teachers had a very good understanding of the DET requirements when teaching spelling.
- Teachers require assistance in incorporating the four forms of spelling knowledge into literacy lessons.
- Teachers require assistance in catering for the range of abilities when teaching spelling in their classrooms.

Future directions
- In-servicing of staff to further develop their skills in teaching spelling.

Parent, Student, and Teacher Satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Overall teachers, parents and students were very satisfied with their involvement with this school.
- The great majority indicated that the school and its Principal were willing to listen to their concerns and were effective in most instances in resolving the concern.
- Most parents agreed that the school was very welcoming and the students expressed almost complete agreement that they enjoyed school and most of its activities.

Professional Learning
The school focused on several initiatives this year.
Professional learning funds were allocated to literacy on track, accelerated literacy, interactive whiteboards, quality teaching, future leadership, criteria marking in writing, assessment, counting on, and achieving Aboriginal educational outcomes.

Further funds were directed through our Country Area and PSP Programs for teacher development with interactive white boards, boy's education and technology.

Additionally our school development days focused on whole school assessment, programming, numeracy and quality teaching.

School Development 2009 – 2011
Targets for 2009

Target 1: To improve the use of technology to assist in the achievement of teaching and learning outcomes.

Strategies to achieve this target include:
- Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.
- Continue to implement the use of interactive smart boards into all classrooms.
- Continued use of Mathletics, Spellodrome, Kahootz, Zip Tales, Comic Life etc, to enhance students' learning outcomes in all classes.

Our success will be measured by:
- Increased effective use of interactive classroom technologies in all classes.
- Student engagement and learning in ICT continuing to improve.
• School recognition as a centre of excellence in the use of technology.

Target 2: To Improve Numeracy and Literacy Outcomes K-6

Strategies to achieve this target include:

• Train staff and implement the 2008 K-12 literacy policy.
• Train staff on how to implement best start kindergarten assessment program.
• Train stage 2 staff on implementing literacy on track strategies.
• Further in-service all staff and implement accelerated literacy across K-6.
• Train staff in using Newman’s analysis and apply these strategies to their assessment practices.

Our success will be measured by:

• Reducing the proportion of students below national level minimum literacy and numeracy standards by 10% by 2010.
• Increasing the proportion of students meeting or exceeding national numeracy and literacy standards by 5% by 2010.

Target 3: To strengthen the knowledge and implementation of the NSW quality teaching model in all classrooms and further develop teachers who are future leaders in our schools

Strategies to achieve this target include:

• Continued in-service of all teachers in the understanding and implementation of the NSW quality teaching model.
• Provide access to professional learning programs to support career development.
• Develop professional learning plans that address school improvement needs.

Our success will be measured by:

• Raised NAPLAN growth across all identified areas through continued improvements in teaching practices.
• Raised standards of teaching practice to meet school improvement needs.

Target 4: To improve student literacy learning and outcomes K-6 for all Aboriginal students.

Strategies to achieve this target include:

• Employment of Aboriginal teachers’ aide to assist students identified for early literacy intervention.
• Further in-service all staff and implementation of accelerated literacy.
• Utilisation of in class tuition and an even start programs directed at assisting Aboriginal students.
• Continual implementation of count me in too, counting on, reading recovery and early literacy programs.

Our success will be measured by:

• NAPLAN data reflecting improved results.
• Improved attendance, engagement and self esteem of students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Hickey Principal
Garry Colless Assistant Principal
Wendy Buckley Assistant Principal
Leonie Webb Assistant Principal
Stephen Koch P & C President

School contact information
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Email: sirhparkes-p.school@det.nsw.edu.au
School Code: 3182

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: