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Our school at a glance

Students
232 students were enrolled at Parkes East Public School in 2009. 17% of students identified as being Aboriginal.

Staff
The school has a mixed staff, ranging from teachers with vast teaching experience to those in the early stages of their career. The staff is committed to the raising of student learning outcomes for all students.

Significant programs and initiatives
Parkes East Public School engages in a variety of programs and initiatives to assist student academic, social and cultural development.

These include: Priority Schools Program; Student Representative Council (SRC); Wiradjuri language classes; reading assistance programs; visiting performances; and stage appropriate school excursions.

Student achievement in 2009
Students in Years 3 and 5 sat the National Assessment Program Literacy and Numeracy (NAPLAN). 16% of the Year 3 students achieved in the highest two bands in numeracy, while 32% achieved in the highest two bands in literacy. On a voluntary basis, students sat forty three tests in the International Competitions and Assessments for Schools (ICAS) in subject areas such as Mathematics, English and Science. Nine credits and two distinctions were achieved.

Messages

Principal’s message
This year was certainly a year of great change at Parkes East Public School. It has been my great privilege to be the incoming Principal of the school following the long and outstanding stewardship of Mr Bill Cox. The legacy that Mr Cox left the school, particularly in outstanding facilities he worked so hard to attain for the school, I has been much appreciated.

Thank you to the staff and the supportive parent community for their assistance in my first year at Parkes East. The desire of the entire school community to improve the learning outcomes of the students is to be commended.

The school looks forward to the building of the new school hall that is being funded through the Federal Government’s “Building the Education Revolution” which will take place in the latter half of 2010.

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.

Michael Ostler

P & C Report
This year we welcomed a new Principal to our school, Mr Michael Ostler. He has brought many new and exciting ideas and we thank him for listening and supporting the P & C during the year and look forward to working with him during 2010.

This year the P & C has had another successful and busy year. This year we were thrilled with the annual fete which was the major fundraiser and raised in excess of $13,000.00. What a truly great effort from all who helped. The P & C has contributed funds towards a new sign at the front of the administration block, new Mathletics Program and installation costs of new play equipment donated by the Variety Car Club. Closing balance as at the end of the year was over $33,000.00.

In 2010 the P & C will pay half of the construction of a shade shelter over the Variety Car Club new play equipment and also a shade shelter over the area where the sand pit used to be. Other monies raised will be kept to assist with additional expenses when our new hall is built.

A visit from the Variety Car Club in August was a great experience and highlight of the year for all of us. It will stay in our memories for a long time. I would like to thank all the helpers from the P & C for putting on a successful breakfast for the
Variety Car Club. The efforts of our P & C never cease to amaze me – our guests were all very impressed.

A big thank you to Lindy Napier and her helpers for the smooth running of the canteen from year to year by ensuring the students have access to nutritious food and drinks.

Our P & C meetings are held once a month and are an ideal opportunity for parents to express any concerns or ideas which they may have. At each meeting you are given an up to date report from our Principal as to what is happening within our school. The parents who attend these meetings are all very dedicated. I encourage all parents to become actively involved.

Thank you to the teachers, staff and my fellow P & C Committee for all the help and support you have given me during the year. I feel very privileged to be part of the P & C and we should all be very proud of our school.

Sue Tolhurst
P & C President

Student representative's message

2009 was a positive year for Parkes East Public School. We hosted the Variety Bash for breakfast and were fortunate to have fantastic play equipment donated by this organisation. All the students are enjoying playing on the equipment.

Students have learnt so much using the “Mathletics” maths program and over time this will improve the results of the school.

ANZAC Day was a memorable day for the school with many students proudly marching behind the new school banner. Along with the new banner, we now fly a new school flag and captains and prefects wear new school blazers on formal occasions.

We would like to thank Mr Ostler and all the teachers for their encouragement and giving us that “small nudge” to get us over the finishing line.

Lauren Owens & Joe Wilson
2009 School Captains

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

School enrolment has steadily declined due to the effects of ongoing drought, itineracy out of town and a change in the demographic of the school's local drawing area.
The attendance rate (92.7%) of children at Parkes East Public School is pleasingly above both Regional (89.9%) and State (92.1%) average.

Management of non-attendance
When a pattern of non-attendance emerges for a student, phone contact is made to the parents by office staff. In most instances this results in parents providing appropriate documentation to satisfy departmental requirements. Should attendance remain an issue, teacher and then executive contact via a phone call and or letter attempts to address the situation. At this stage parents will be asked to attend a meeting with the principal. Should an issue still remain unresolved, the matter would be referred by the school to the Home School Liaison Officer for their action.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1-2G</td>
<td>1</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>1-2G</td>
<td>2</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4-5N</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4-5N</td>
<td>5</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5-6F</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>5-6F</td>
<td>6</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5-6L</td>
<td>5</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>5-6L</td>
<td>6</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>K-1H</td>
<td>1</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>K-1H</td>
<td>K</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

An indigenous Wiradjuri Language Tutor is engaged part time to undertake Wiradjuri language lessons.

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>54</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>46</td>
</tr>
</tbody>
</table>
Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>134 209.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>147 212.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142 319.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55 537.23</td>
</tr>
<tr>
<td>Interest</td>
<td>5 755.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 971.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>487 005.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>Key learning areas: 10 042.85</td>
</tr>
<tr>
<td></td>
<td>Excursions: 21 724.40</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections: 37 920.29</td>
</tr>
<tr>
<td>Library: 2 647.18</td>
<td>Training &amp; development: 438.95</td>
</tr>
<tr>
<td>Tied funds: 126 713.58</td>
<td>Casual relief teachers: 15 012.17</td>
</tr>
<tr>
<td>Administration &amp; office: 44 306.94</td>
<td>School-operated canteen: 0.00</td>
</tr>
<tr>
<td>Utilities: 53 403.70</td>
<td>Capital programs: 13 590.67</td>
</tr>
<tr>
<td>Maintenance: 15 232.86</td>
<td><strong>Total expenditure</strong>: 343 875.00</td>
</tr>
<tr>
<td>Trust accounts: 2 841.41</td>
<td><strong>Balance carried forward</strong>: 143 130.56</td>
</tr>
</tbody>
</table>

School performance 2009

**Achievements**

**Arts**

Parkes East has developed a very strong Creative and Performing Arts program. The school choir, consisting of over 50 Stage 2 and 3 students, along with the dance group, perform regularly at Performing Arts Festivals, Presentation Nights, special school assemblies and community events. In November, these sixteen choir children represented Parkes East at the NSW Schools Spectacular in Sydney: Laura Bayliss, Nicholas Campion, Taylor Cornelissen, Nicola Ellis, Paige Gaffey, Maddison Ireland, Madisson McGrath, Simon Ostler, Marni Owens, Gordon Richter, Stacey Ross, Taylah Ruge, Britoney Russon, Tamara Townsend, Dana Wales and James Ward

The school, under the guidance of Maureen Massey, won the prestigious ‘Variety Bash’ mural competition. Ron Wardrop, Wiradjuri Language Tutor, assisted children and staff in completing a ‘river of hands’ to beautify the Stage 1 external walls for our Naidoc Week celebrations.

The school dance troupe was the featured performance at the Variety Bash breakfast where they presented an entertaining routine to an Elvis Presley medley.

The annual Parkes East Talent Quest was undertaken in October and November. Heats were undertaken in all three stages at school and the finalists performed at the Talent Quest Final at the Parkes Services Club. Winners were awarded for each of the three stages.

Stage 1 winners: Sophie Wright, Shaneal James, Cordelia Moon and Lara Jurd.
Stage 2 winner: Gordon Richter
Stage 3 winners: Toby Harris, Mathew Ellery, Matthew King, Mitchell Wheeldon and Jed Rauchle.

**Sport**

During 2009, 70 children represented the school in NSW Primary Schools Sports Association (PSSA) events. Seven teachers acted as team managers/coaches for school teams to create opportunities for children to be involved in PSSA Sport.

Three Parkes East Public School children represented the Western School Sports Association at the NSW PSSA State Carnival:

- Jarrod Blaxland – Swimming
- Mathew King – Boys Hockey (Western team won the NSW PSSA Carnival)
Teacher Greg Morrissey was the Western PSSA Boys Cricket Convenor and Manager.

Our school entered teams in 9 different NSW PSSA Knockout competitions. Good reports came back about the sportsmanship and behaviour of participants in these knockout events.

A total of 20 children from our school represented Lachlan PSSA at Western PSSA events.

**Technology**

Students from Kindergarten to Year 6 are accessing the “Mathletics” program. Students have access to this program during school lessons and at home. Teachers and parents have noted an increased engagement of students with mathematics due to this program.

In November, all students completed a “Claymation” workshop. In small groups, the students acquired the skills of using clay figures and still cameras to create a short video story.

Students from Parkes East hosted an hour long radio program on 97.9FM on 5 occasions in 2009. The students wrote scripts, selected music and then presented their program to their class as a dress rehearsal. Prior to going on air the students would undertake the sound checks and then undertake all operations to ensure their program was delivered in a professional and entertaining manner.

**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.

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Notes: The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.
Notes: The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

Average progress in reading for matched students year 3 to Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>101.6</td>
<td>95.0</td>
<td>85.1</td>
</tr>
<tr>
<td>LSG</td>
<td>84.4</td>
<td>89.9</td>
<td>81.6</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students year 3 to Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.5</td>
<td>51.3</td>
<td>54.5</td>
</tr>
<tr>
<td>LSG</td>
<td>73.5</td>
<td>69.1</td>
<td>55.0</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.
Numeracy – NAPLAN Year 5

Notes: The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

Average progress in numeracy for matched students Year 3 to Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.5</td>
<td>65.1</td>
<td>72.6</td>
</tr>
<tr>
<td>LSG</td>
<td>77.8</td>
<td>74.3</td>
<td>87.2</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only.

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.
Significant programs and initiatives

Aboriginal education

All students completed weekly Wiradjuri language lessons. These were undertaken by a Wiradjuri Language Tutor under the guidance of the class teachers. While the language lessons focussed on the Wiradjuri language, culture and lore were important aspects of the program.

In 2009, a celebration of Wiradjuri culture culminated in an Aboriginal sports day and the creation of the Kalari (Lachlan) River of Hands mural on the Stage 1 building. All students and school staff contributed to this project that recognised Wiradjuri connection to their land.

Kindergarten student Rachel Turner being assisted by Wiradjuri Language Tutor Mr Ron Wardrop to add her handprint to the “River of Hands” mural.

Excursions

Early Stage 1 (Kindergarten) undertook a community services excursion within the town. They visited the ambulance station, fire station and library as part of a “people who help us” unit of work.

Stage 1 (Years 1 and 2) visited local landmarks such as the alpaca farm, town museum and radio telescope.

Stage 2 (Years 3 and 4) completed a day excursion to Lake Canobolas where they completed environmental and water sports activities under the guidance of Wambangalang Field Study Centre.

Stage 3 (Years 5 and 6) students travelled to The Great Aussie Bush Camp at Tea Gardens for four days of environmental and sporting initiative pursuits.

Multicultural education

The Wiradjuri language lessons provide a springboard to the study of other cultures within class teaching programs.

Priority Schools Program

Parkes East Public School receives funding through this program to: improve the literacy and numeracy outcomes of every student; increase the level of students’ participation and engagement in learning; improve the quality of teaching and learning; ensure all students achieve the syllabus standards for their stage of schooling; and to strengthen the partnership between schools, parents and caregivers and community agencies.

In 2009, the Priority Schools Program (PSP) enabled the school to purchase: class reading scheme for Kindergarten; extra home reading resources in Stage 1; reading resources for Stages 2 and 3; student access to the “Mathletics” Program; and material for our school playgroup.

Three teachers undertook training in the Reading to Learn Program through the PSP, enabling current best practice in student literacy development to be implemented not only in those classes but across the school as teachers shared their acquired knowledge, skills and resources.

PSP funding enabled the school to establish a school playgroup that targeted families wishing to enrol their children at Parkes East in 2010. Running for two, one and a half hour sessions each week, the playgroup was a highly successful program with all children participating moving onto “big school” in 2010. Teachers have noted the success of this program in enabling the new Kindergarten students to make an easy transition to school. Likewise parent involvement has increased with many mothers associated with the playgroup now acting as classroom volunteers.

Reading Programs

To support the class reading programs across the school, extra assistance was given to those students experiencing reading development delays through a parent supported “Rocket Reading” program. In 2009, 10 parent volunteers came to the school each week to complete a specialised reading program with the students.

Peer reading activities were undertaken with senior classes listening to children in Kindergarten and Year 1 on a weekly basis.
Each fortnight 15 Rosedurnate Nursing Home residents visited the school to listen to Stage 1 students read. Not only did this assist with student reading but was a positive social interaction for both Parkes East students and the Rosedurnate Seniors.

117 Parkes East students completed the Premiers Reading Challenge in 2009. This represented over 50% of the entire school student population.

Parkes East Public School actively participated in the town of Parkes Birth to Kindergarten Reading Program by supporting the town reading day on October 28. All students attended reading activities in Cooke Park.

**Student Representative Council (SRC)**

The SRC plays an important role in the Parkes East community. It provides an opportunity for elected children to represent their peers at SRC meetings and to engage in a school service that includes all members of the school community.

2009 external fundraising activities included: Red Cross fundraiser for the Victorian Bush Fire Appeal ($665.00), “Jeans for Genes” Day ($220.00) and a Footy Day that raised $105.00 for the local CAN Assist Association.

Other activities included the running of the Stage 2/3 term socials, two school raffles (money used to buy sporting equipment and class resources), and promoting student well being at the school.

An SRC member reported to each Friday whole school assembly.

**Progress on 2009 targets**

**Target 1**

To develop literacy skills to ensure that 40% or more of students achieve in the higher bands in the NAPLAN program.

Our achievements include:

- 50% of Parkes East Year 3 achieved in bands 4, 5 and 6 of NAPLAN Literacy.
- 46% of Parkes East Year 5 students achieved in Bands 6, 7 and 8 of NAPLAN Reading.
- 40% of Parkes East Year 5 students achieved in Bands 6, 7 and 8 of NAPLAN Spelling.
- 46% of Parkes East Year 5 students achieved in Bands 6, 7 and 8 of NAPLAN Grammar and Punctuation.

**Target 2**

To provide literacy foundations in Early Stage 1 and Stage 1 through the thorough knowledge of Jolly Phonics sounds by the end of Year 1.

Our achievements include:

- All kindergarten students undertaking the Jolly Phonics Program.
- 74% of Kindergarten students reaching the regional reading benchmark. School reading average for Kindergarten was level 8.6, which compares favourably with the regional average of level 5.

**Target 3**

To improve Aboriginal student results in literacy and numeracy to be equal to or above State average.

Our achievements include:

- Year 3 Aboriginal students averaged 382.6 in literacy compared to the Indigenous state average of 361.4
- Year 3 Aboriginal students averaged 359.7 in numeracy compared to the Indigenous state average of 345.7.
- Year 3 Aboriginal students averaged 461.9 compared to the Indigenous state average of 438.6.
- Year 5 Aboriginal students averaged 453.1 compared to the Indigenous state average of 442.0.

**Target 4**

To continue the Wiradjuri Language project throughout the school and community to gain Aboriginal self esteem and cultural recognition.

Our achievements include:

- Wiradjuri language and culture taught to all classes in the school.
- The creation of a “River of Hands” to celebrate the Wiradjuri heritage of the school. All students and staff placed a hand print on a Kalari (Lachlan River) Mural along the Stage 1 building. This has been used to symbolize the identity to country that all students can achieve but
particularly those of a Wiradjuri background.

- All students completed various traditional Aboriginal games during a Wiradjuri sports day undertaken to celebrate NAIDOC Week.
- Weekly school assemblies partially undertaken in Wiradjuri language to underline the importance of recognising the language and culture of the Wiradjuri people.

**Target 5**

To involve the total school community in the Priority Schools Program to improve Literacy, Numeracy and children’s engagement in learning.

Our achievements include:

- The establishment of a school playgroup, supported by Priority School Funding, which involved 18 preschoolers attending with at least one parent, each week for one and a half hours, during Terms 3 & 4. All these children subsequently enrolled at Parkes East for Kindergarten in 2010.
- Engagement with local police through the delivery of Respect and Responsibility Workshops to Stages 2 and 3 and Road Workshop (in conjunction with local NRMA representatives) to Stage 1.
- Ten parents assisting with the Rocket Reading Program on a weekly basis, using new reading material purchased with Priority Schools funding. This same material was utilised by Rosedurnate Nursing Home residents when listening to Stage 1 students read each fortnight.

**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 2009 our school carried out evaluations of Planning and Creative and Practical Arts.

**Educational and management practice**

**Planning**

**Background**

In the school’s six year cycle of improvement, Planning was the management practice that was due to be evaluated.

**Findings and conclusions**

**Student Findings**

Stage 2 and 3 students were surveyed and indicated their desire to be more involved in the school’s planning process. They did however acknowledge that this was best achieved through the active SRC and Junior AECG student bodies.

A number of students expressed a desire to have input into the classroom learning activities.

**Parent Findings**

Overall parents were happy with the opportunities for parental and community input into the school including planning processes. Parents indicated their understanding that the P&C provided the best opportunities for parents to have input into all aspects of the school. However, many parents indicated that they were unaware of the School Plan. A number of parents expressed a desire to have greater acknowledgement of the student achievement in the local media.

**Staff Findings**

Staff indicated that they were overwhelmingly happy with the planning process of the school. The regular staff and stage meetings ensured that all staff had the opportunity to be involved in school decision making. A number of staff indicated that they wish to be more involved with the budgeting processes of the school.
Future directions
A focus on clearer communication between the school and parents with regard to the school plan to be implemented through P&C Meetings. The positive promotion of Parkes East student achievement and learning experiences highlighted in the local newspaper, through a regular school column. Ongoing support of the SRC and Junior AECG as the appropriate forums for student input into school planning.

Curriculum
Creative and Practical Arts

Background
To ensure a comprehensive curriculum is presented to the students, Parkes East Public School, works to provide opportunities for students in the Creative and Practical Arts (CAPA) Key Learning Area (KLA) both within the classroom programs and as extra activities undertaken to provide opportunities for students in this subject.

Findings and conclusions
Student Findings
Students have a well developed knowledge and enjoyment of Visual Arts, Dance, Drama and Music. The majority of students expressed the fact that they are engaged and learn skills in each area and that these areas are important to them and their learning.

Most students were unsure of their progress in each strand and of how well they were progressing although the majority of students could identify that they had learnt something in each area such as singing, new dance moves, to be confident, to use expression in drama, social dances, painting, drawing, school choir and participating in the School Spectacular.

Students also indicated that they would like to learn more about playing musical instruments, to improve characterisation in acting, 3D art and to dance in time to the beat. It is clearly evident that students are experiencing a variety of quality CAPA lessons and are able use this knowledge to specify particular areas that they wish to explore further.

Parent Findings
Parkes East Public provides students with a highly satisfactory CAPA program. It provides a variety of experiences for students to participate in the areas of Visual Arts, Dance, Drama and Music. Parents valued the opportunities provided for their children throughout the year in experiences such as Musica Viva, Parkes Performing Arts Festival, Student Choir, visiting Performances, creating the Wiradjuri wall Mural and participating in the Variety Bash Art Competition.

Most parents agreed that CAPA is an important Key Learning Area and that their children's abilities in CAPA are being well developed. They are impressed by the variety of extra-curricular creative arts opportunities provided and that they are all valuable.

There were a proportion of parents who do not understand the CAPA Syllabus and were divided on the knowledge of equipment supplies that Parkes East has to offer its students. Some suggested areas that parents have expressed for access to are enrichment programs, basic teaching and learning of instruments, clearer explanations of visiting shows and modern dance.

Staff Findings
The staff was overwhelmingly satisfied with the CAPA being undertaken at Parkes East. Teachers believe that it is important to maintain the level of extra curricula activities being offered. Teachers did however acknowledge that they need to include their students more in the planning of CAPA activities in the class.

Future directions
To maintain the extra curricula activities, such as school choir and dance troupe that are currently undertaken in the school. The school will provide greater information for the activities that it commits the students to undertaking. The school will also continue to provide the students with access to a visiting music tutor who provides specialist guitar and vocal lessons during school time.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. The same statements were used for parents, students and staff.

Their responses are presented below.

In a parent survey undertaken in November 2009, the overwhelming responses made were Strongly Agree or Agree to statements such as: “Parkes East PS is an attractive and well resourced school”, “The school promotes core values”, and “The students are the school’s main focus”. Only two responses were to Disagree or Strongly Disagree to: “Fair discipline exists within the school”. The only other negative response was to
Disagree to the statement: “A wide range of extracurricular programs are offered”.

Stage 2 and 3 students overwhelmingly responded in the positive.

Staff also expressed an overwhelming satisfaction with the school with all responses being in the Strongly Agree and Agree range. A number of staff expressed the need to upgrade the appearance of the school through a refurbishment of the school gardens.

Professional learning

Over 2009, $13914.00 was spent on professional learning to support the ongoing development of staff at Parkes East. All staff completed training in Anaphylaxis, Child Protection and Resuscitation and Emergency Care. Individual staff members also undertook training in Reading to Learn, Musica Viva, Choir Workshops and Understanding Aspergers Syndrome. Staff members also completed training through network meetings for Reading Recovery teachers, Support teachers and Principals.

School development 2009 – 2011

Targets for 2010

A review of the 2009 targets was undertaken and revised targets established for 2010-2011 that better reflected the needs of the school.

Target 1

To reduce writing items in NAPLAN that have a state difference greater than 10% in Years 3 and 5 by 10% when compared with 2009.

Strategies to achieve this target include:

- Embedding Reading to Learn (R2L) practices into the School’s English Continuum and the teaching programs of teachers.
- Staff training in and use of Criteria Referenced Marking for writing.
- Purchase of engaging reading and writing material for Stage 2 and 3 classrooms.

Our success will be measured by:

- Achieving the 10% improvement in the NAPLAN writing.
- More students achieving in the higher two bands of the Year 3 and Year 5 NAPLAN writing compared with the 2007-2009 school average.
- Greater engagement of students in writing activities in the classrooms.

Target 2

To reduce numeracy items in NAPLAN that have a state difference greater than 10% in Years 3 and 5 by 10% when compared with 2009.

Strategies to achieve this target include:

- Purchase of extra “hands on” mathematics resources for all classrooms.
- Reallocation of Support Teacher time to include extra in class support for numeracy.
- Establishment of an uninterrupted mathematics time for half an hour across the school.
- Targeting of professional learning opportunities for staff to meet identified needs in numeracy teaching and learning.
- Whole school weekly usage of the “Mathletics” maths program.

Our success will be measured by:

- Achieving the 10% improvement in the NAPLAN numeracy.
- More students achieving in the higher two bands of the Year 3 and Year 5 NAPLAN compared with the 2007-2009 school average.
- Improved student performance on in class mathematics assessment tasks.

Target 3

Increase school attendance by 1.3% to achieve an overall student percentage of 94%.

Strategies to achieve this target include:

- Whole school class competition to reward best weekly class attendance.
- Implementation of the school attendance plan.
• Wiradjuri language lessons.
• Engagement of students within class, particularly with the use of technology.

Our success will be measured by:
• Achievement of attendance target.
• Achieving the 10% improvement in the NAPLAN writing.
• Achieving the 10% improvement in the NAPLAN numeracy.
• Teacher noting of increased engagement of all students in class activities.

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.

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