

# Valley View Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Valley View 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 school 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.

Mary Hunt

Principal

### School contact details

Valley View Public School

Chamberlain Rd

Wyoming, 2250

[www.valleyview-p.schools.nsw.edu.au](http://www.valleyview-p.schools.nsw.edu.au)

[valleyview-p.School@det.nsw.edu.au](mailto:valleyview-p.School@det.nsw.edu.au)

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## School background

### School vision statement

The school community is committed to the full development of the unique qualities, abilities and talents of all students, equipping them with the necessary skills and knowledge that will allow them to succeed at school and in the wider community. It is our aim to have this occur inside a safe learning community that is vibrant, responsive and hallmarked by an aesthetically appealing environment. Valley View Public School nurtures respectful relationships between staff and students, fostering tolerance and understanding of difference and diversity, broad community involvement, and high expectations on student learning.

### School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The total student enrolment is spread across 17 classes that include a mix of 16 mainstream classes, 1 Multi Categorical and an additional class of students with intellectual disabilities hosted on behalf of Glensvale school. Aboriginal and Torres Strait Islander students make up 5.5% of the school population and our students come from a diverse range of socio-economic backgrounds. The school is an active member of the Valley Schools Learning Community and the Coorinda local AECG, valuing the consultative partnerships that exist.

Our teaching, learning and student wellbeing programs are designed to be responsive to student learning needs. Emphasis is placed on improving standards in literacy and numeracy and supporting student welfare. There is a strong focus on integrating communication technology in curriculum delivery with the school having an innovative Self-Organised Learning space and a connected classroom facility. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Our dynamic teachers are committed to supporting a range of extra curricular activities including Band, Choir, Recorder, Dance Groups, Sporting Groups, Chess and Debating. The school works strategically to build parent and community engagement and sets ongoing targets and accompanying strategies to ensure community is highly involved in the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, our efforts have primarily focused on the elements of *Learning Culture, Wellbeing, Curriculum and Learning*. A focus on school initiatives including Positive Behaviour for Learning (PBL), Language, Learning and Literacy (L3) and Focus on Reading (FoR) effectively supports improvement in student learning and promotes a culture which enhances success. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations to create a positive learning culture. A feature of our progress is the ongoing strengthening of staff understanding between student engagement, behaviour expectations and classroom management. Whole school identification processes have ensured the addressing of student needs. A more focused approach to individual learning has emerged through ongoing development and review of individual learning needs and wellbeing programs. We continue to build strong partnerships with our Aboriginal community with our work in recognising, respecting and celebrating cultural diversity.

Our prime focus in the domain of Teaching has been on the elements *Collaborative Practice and Effective Classroom Practice*. Teachers work together to improve teaching and learning in their year groups and stages. The provision of planning days each term has provided an opportunity for teachers to collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and analysis of data to inform teaching practice. The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. *Effective Classroom Practice* is supported through the teacher mentoring initiative. Teachers were provided opportunities to give and receive planned constructive feedback from peers (refer to Professional Partners – Strategic Direction 1) to improve teaching practice. Professional learning has been of high quality, and targeted to meet school priorities and the identified professional needs of staff. There has been a strong, sustained focus on building the capacity of staff in the areas

of reading and writing strategies. The school has developed strong systems and processes for the development and delivery of professional learning in teacher quality and leadership support and preparation. Teachers are also refining their practice by seeking professional learning and gathering evidence of personal and collaborative goal achievement to support their Professional Development Plans (PDP).

In the domain of Leading, the school's focus is on *Leadership and School Planning, Implementation and Reporting*. Leadership development opportunities have been central to the delivery of our strategic directions and have resulted in greater opportunities to build distributive leadership and organisational best practice. Teachers are provided opportunities to develop leadership skills and enhance their professional growth in taking on leadership roles within the school. Staff members have led the delivery of programs and professional learning workshops. Staff have participated in and contributed to the decision making processes and practices that underpin the achievements of the school's vision and directions. Ongoing review of the school plan and reflection of the school's progress against the School Excellence Framework will determine the impact of our teaching and learning and plan for ongoing growth. The school was selected to be part of the Bump It Up initiative which involved reviewing our school plan and milestones to include planning for this initiative.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Innovation

### Purpose

To build teacher capacity in implementing evidence based practice.

### Overall summary of progress

Whilst significant professional learning was spent on staff engaging in pedagogical development, considerable time was also allocated to consolidating the school's procedures to implement the Performance and Development Framework. Each teacher designed their own Performance and Development Plan (PDP) and engaged in regular feedback regarding their professional learning goals and reflected on how these supported student learning outcomes.

The implementation of peer observations through the strategy *Professional Partners* has led to staff engaging in a deeper reflective process that is guiding ongoing development at an individual and collective level. Regular and effective monitoring, observation and feedback processes are in place to discuss progress and plan for growth.

Staff have been encouraged to take on leadership roles and aspiring leaders have had the opportunity to join the executive team and lead areas of interests. Capacity of aspiring executive has been developed through working with fellow executive colleagues, aligning their work to the lead professional standards and attendance at the Primary Executive Leadership Team (PELT) workshops and the Valley Schools Aspirant Leadership network meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All PDPs are aligned with strategic school directions.</li></ul>	100% of PDPs were aligned to school directions. All staff participated in professional learning on school planning, the School Excellence Framework (SEF) and evidence based evaluation to support self-assessment and milestone impact. 90% of staff felt better informed on school focus areas, available professional learning and departmental reforms.	Release provided for teams to milestone strategic directions.
<ul style="list-style-type: none"><li>Register of Professional Learning reflects school priority areas and provides opportunities of leadership for all staff.</li></ul>	Aspirants and current leaders were provided with professional learning in leadership, totalling 23% of the teaching staff. A register/schedule of professional learning was developed to reflect identified priority areas and aligned to the teaching professional standards.	Quality Teaching Successful Students (QTSS) 0.06 staffing allocation and supplemented by Base School Allocation funding.  Professional Learning – \$15916.60
<ul style="list-style-type: none"><li>All teachers show growth against Practice Continuum based on feedback and reflection.</li></ul>	96% of staff indicated through the professional learning survey that they felt that they had shown growth against the Practice Continuum.	
<ul style="list-style-type: none"><li>Professional Learning Evaluation survey shows an increase in staff satisfaction and engagement with PL model.</li></ul>	92% of staff indicated that professional learning at the school was relevant, engaging and responsive to their needs to improve teaching practice. Staff participated in professional learning on the analysis of NAPLAN data.	

## Next Steps

- All PDPs are aligned to the school directions, with a focus on literacy and/or numeracy in line with Bump It Up.
- Literacy/ Numeracy mentor coach employed to support staff to reach their professional learning targets in Literacy/Numeracy resulting in improving student learning outcomes and best practice in classrooms.
- Collaborative planning days provided to stage teams to program quality units of work, assessment tasks, tracking of data and consistency of teacher judgement.
- Implementation of the Professional Partners program, with a focus on numeracy and literacy lesson observations, providing constructive feedback and sharing of explicit teaching strategies.
- Executive and/or aspirant leaders to participate in professional learning to broaden knowledge base on effective leadership practices.
- Professional Learning on new curriculum, critical thinking, collaborative learning strategies and inquiry based learning.

## Strategic Direction 2

Opportunity

### Purpose

To build and maintain community links and enhance student resilience, empathy and wellbeing.

### Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has ensured a consistent approach to the teaching and learning of expected behaviours in all settings within the school.

Ongoing analysis of individual learning programs, educational adjustments and learning and behaviour support through the Learning Support Team has ensured a cycle of continual monitoring and response to student growth and needs. Further work in this area will strengthen our focus on early identification and intervention to provide stronger support to individual students, particularly in literacy and numeracy.

The development of deeper understanding and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This continues to have a positive impact on the culture of the school, as well as contributing to a stronger sense of belonging for all Aboriginal students and their families.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Tell Them From Me (TTFM) data reflects an increase in student connectedness and a more safe and secure school environment</li></ul>	Student findings conducted through the Tell Them From Me (TTFM) survey indicated 88% of students at the school had developed positive relationships with friends. Overall survey results indicated that 78% of students in the school felt a high sense of belonging at the school and valued by their peers. There has been an increase in the percentage of boys who indicated that they are interested and motivated compared to 2015 survey findings. The percentage of students has remained steady who find teacher's classroom instruction well organised with a clear purpose and immediate and clear feedback.	
<ul style="list-style-type: none"><li>• A result of 80% or more on the PBL Benchmarks of Quality (BoQ) assessment indicating clear and consistent approaches to PBL across the whole school</li></ul>	The school's core PBL team have analysed the school's action plan and a review of PBL processes has begun. Professional Learning on PBL practices such as data collection and systems continues to be a focus to ensure a more consistent approach to the teaching and learning of expected behaviour in all settings within the school. TTFM survey findings indicated that 69% of students felt that PBL created a positive learning environment. The Seasons for Growth program was implemented throughout the year.	Professional Learning – \$2000.00

## Next Steps

- Continue to build on the Learning Support Team and Student Wellbeing processes and strengthen our support of students with learning, social and behavioural needs.
- The development of a structured approach to support behaviour during break times will provide an opportunity to engage all students while supporting those with challenging behaviours through a process of learning and practice.
- Implementation of elements of the Student Wellbeing Framework to develop practices that enable students to connect, succeed and thrive.
- Continue to embed Positive Behaviour for Learning strategies across all settings of the school.
- Build on student resilience, leadership and social skills programs in the school.

## Strategic Direction 3

Success

### Purpose

To maximise learning outcomes through precise assessment, informed planning and curriculum differentiation.

### Overall summary of progress

Valley View Public School has met and exceeded several of its improvement measures in literacy and numeracy due to a range of initiatives. Quality teaching, assessment and the use of effective feedback continues to be a strong focus to achieve this strategic direction. Staff participated in training in the following literacy and numeracy initiatives – Reading Recovery, THRASS, Literacy Learning and Language (L3) and Focus on Reading (FoR). In Numeracy, the development of explicit Mathematics lessons continues to be a focus. Student progress on the literacy and numeracy continuum was tracked using PLAN and results were analysed on a regular basis. This progress was monitored by the school executive team.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Year 3 students achieving in the top two bands in NAPLAN reading increase from 41.8% in 2015 to 42% in 2017 (with a target of 44% by 2019) <b>Bump It Up</b></li> </ul>	In Year 3 Reading 41.9% of students in 2015 achieved in the top two bands in NAPLAN compared to 39.3% in 2016.	
<ul style="list-style-type: none"> <li>Year 5 students achieving in the top two bands in NAPLAN reading increase from 19.5% in 2015 to 28% in 2017 (with a target of 36% by 2019) <b>Bump It Up</b></li> </ul>	The school exceeded the 2017 target in 2016 with 31.6% of students achieving in the top two bands of NAPLAN reading.	
<ul style="list-style-type: none"> <li>Year 7 students achieving in the top two bands in NAPLAN reading increase from 26.8% to 30% in 2017 (with a target of 36% by 2019). <b>Bump It Up</b></li> </ul>	A reduction in the percentage of students achieving in the top two bands in Year 7 in NAPLAN Reading to 17.8%.	
<ul style="list-style-type: none"> <li>Year 3 students achieving the top two bands in NAPLAN numeracy increase from 33.9% in 2015 to 36% in 2017 (with a target of 38% by 2019). <b>Bump It Up</b></li> </ul>	In Year 3 Numeracy in 2015 33.9% of students achieved in the top two bands compared to 32% in 2016.	
<ul style="list-style-type: none"> <li>Year 5 students achieving the top two bands in NAPLAN numeracy increase from 15.7% in 2015 to 22% in 2017 (with a target of 36% by 2019). <b>Bump It Up</b></li> </ul>	In 2016 12.3% of Year 5 students achieved in the top two bands, slightly decreasing from 15.7%.	
<ul style="list-style-type: none"> <li>Year 7 students achieving in the top two bands in NAPLAN numeracy increase from 14.8% in 2015 to 21% in 2017 (with a target of 36% by 2019) <b>Bump It Up</b></li> </ul>	In Year 7 Numeracy there was an increase from 14.8% in 2015 to 16.2% in 2016.	
<ul style="list-style-type: none"> <li>An increase in the number of</li> </ul>	Year 5 Reading and Numeracy, as well as Year 7	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students equal to, or exceeding expected growth in Years 5 and 7 reading and numeracy.	<p>Numeracy reflected an increased in the number of students equal to, or exceeding, expected growth with the school's average scaled score growth also significantly increased.</p> <p>Reading – 69.1% of Year 5 students achieved expected growth with the school's average scaled score being 90.7%, exceeding that of the State at 80.1% 50% of Year 7 students achieved expected growth with the school's average growth score being 41.3%, exceeding that of State at 38.1%</p> <p>Numeracy –50.9% of Year 5 students achieved expected growth with the school's average scaled growth of 99.4, well exceeding that of State at 91.7. In Year 7 the school's average scaled score of growth of 59.2 exceeded that of State at 58.9, with 65.5% of students achieving expected growth.</p>	
<ul style="list-style-type: none"> <li>An increase in the number of students reading at or exceeding the expected instructional (Reading Recovery) level at the end of Early Stage One and Stage One.</li> </ul>	<p>87% of Kindergarten students achieved a Reading Recovery level of 6 or more, on track to achieve the Literacy continuum target of 5 –8 by the end of the Kindergarten academic year.</p> <p>Stage 1 PLAN data indicated the majority of students were on track to meet or exceed the Literacy continuum target of 16–18.</p>	
<ul style="list-style-type: none"> <li>All students with identified learning needs have an ILP using SMART goals, written in collaboration with the parents and classroom teacher.</li> </ul>	<p>100% students identified with additional learning needs were provided with an ILP or adjustment plan.</p>	

## Next Steps

- Teachers regularly record and use student performance data and other student feedback to inform future teaching directions.
- Formalising of tracking, monitoring and assessment processes with an assessment schedule K–6.
- Implement a Google Drive tracking system to record data in a central location.
- Professional learning in Consistency of Teacher Judgement (CTJ) and authentic assessment tasks and data analysis.
- Professional learning in evaluative thinking and data analysis.
- Review and adjust reporting format and processes.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students feel strong cultural and school connection. Cultural significance is included and personalised learning goals are developed in Personalised Learning Programs (PLPs) in consultation with parents. A high percentage of students have achieved their PLP goals. Cultural performances and events occurred throughout the year providing our students with the opportunity to showcase their unique skills while instilling pride in their culture. Teaching and learning programs demonstrate the implementation of the 8 Ways of Learning. Student engagement increased as a result of a higher percentage of Aboriginal students participated in extra curricular activities.	\$16 896.00 – Provided teacher relief to meet with parents in the development of PLPs. Released a staff member to work alongside the Aboriginal Education Liaison Officer to implement culture awareness programs. School Learning Support Officers (SLSOs) were employed to provide additional classroom support.
<b>English language proficiency</b>	Classroom teachers have a greater capacity to provide support to students with English as an Additional Language of Dialect (EAL/D). EAL/D students were able to access the curriculum through additional support.	\$3000.00 Employment of a additional staff..
<b>Low level adjustment for disability</b>	79% of students had positive behaviour at school. The majority of students were able to achieve expected benchmarks as a result of the provision of additional support within the classroom.	\$42 100.00 Purchased additional teacher to supplement the learning and support role. Employment of additional Student Learning Support Officers (SLSOs) to allow students to access the curriculum.
<b>Quality Teaching, Successful Students (QTSS)</b>	Classroom teachers and executive staff have indicated an increase in professional knowledge and a greater capacity to perform their duties and roles and responsibilities.	\$16 323.00 – Additional staff employed to release executive and teaching staff to engage in classroom demonstrations/ observations, professional dialogue and feedback.
<b>Socio-economic background</b>	The majority of students made expected growth against their benchmarks. An increased percentage of Year 5 students in the top band in reading 15.8% (2016) compared to 2% in (2015). 69% of students were at or above expected growth. There was an increased percentage of students who achieved above minimum national standards in NAPLAN Year 3 reading and numeracy. There was an increased percentage of students placed in the top band for NAPLAN Year 3 numeracy. There needs to be a focus on numeracy in 2017 as data indicates that it is an area for further development. Attendance data indicated that the school (94.20%) was above state average (94%) in 2016.	\$33 618.00 – Teacher Professional Learning in the areas of Focus on Reading, L3 and developing quality Mathematics Lessons. – The purchase of classroom resources to support the implementation of teaching programs. – Teacher release was provided for classroom observations, modelling of best practice and collaborative programming of lessons.

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	249	223	214	192
Girls	222	213	206	201

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	94.4	95.1	96.4
1	93.8	94.3	94.3	93.6
2	95.6	95.2	94.5	94.1
3	93.6	95.4	94.9	94.9
4	94.1	94	93.5	94.2
5	92.9	93.5	95	92.9
6	93.8	93.8	93.2	94
All Years	94.1	94.4	94.3	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.79
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration & Support Staff	4.32
Other Positions	0.16

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The percentage of staff members who identify as being of Aboriginal descent is 6% of the total school workforce.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

The school's Professional Learning plan was closely aligned with the School Plan. Mathematics and English continued to be the priority areas for teacher professional learning throughout 2016. The school has also been selected to participate in the Bump It Up Initiative.

All teaching staff were involved in professional learning activities that focused on quality pedagogy, differentiated teaching strategies, programming English and Mathematics using the literacy continuum and numeracy continuum, NAPLAN follow-up and analysis. Staff K-6 participated in Focus on Reading professional learning sessions aimed at gaining a better understanding of student engagement in reading and the Super Six Comprehension strategies.

Staff identified individual professional learning goals through their own Professional Development Plans (PDPs) and directed their own professional growth based on need. Staff in Kindergarten and Year 1 participated in targeted learning in current teaching in literacy in the L3 program.

The total amount of expenditure for professional learning was \$ 17 916.00 which is an average of \$600.00 per staff member. In addition, funds from key initiatives such as Quality Teaching, Successful Students and Socio-economic background also supported professional learning activities.

Individual teachers attended a variety of professional learning opportunities organised through the Valley Schools Learning Community and other networks. These included the implementation of new curriculum such as history and geography, teacher accreditation, Positive Behaviour for Learning (PBL) and behaviour management. All staff completed mandatory compliance training in the Code of Conduct, Child Protection, Cardiopulmonary Resuscitation (CPR) and Anaphylaxis.

It is a requirement that teachers who completed their teaching degree after October 2004 must complete their accreditation with the Board of Studies, Teaching and Educational Standards (BOSTES).

This year two teachers have completed their teaching accreditation. Several members of staff are currently maintaining their accreditation as proficient teachers with BOSTES. This process involves evaluating and reflecting on their profession using the Australian Professional Standards for Teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There are two financial summaries due to the implementation of the SAP/SALM system, replacing the OASIS financial system midway through the year.

Income	\$
<b>Balance brought forward</b>	<b>195 771.88</b>
Global funds	135 362.09
Tied funds	114 139.80
School & community sources	76 287.57
Interest	2 290.06
Trust receipts	5 401.54
Canteen	18 554.95
Total income	547 809.24
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	0.00
Excursions	5 454.74
Extracurricular dissections	34 038.43
Library	1 248.00
Training & development	1 647.60
Tied funds	88 513.65
Short term relief	29 718.96
Administration & office	43 113.01
School-operated canteen	15 489.08
Utilities	25 952.08
Maintenance	8 619.06
Trust accounts	15 911.37
Capital programs	2 961.00
Total expenditure	272 669.05
<b>Balance carried forward</b>	<b>275 139.74</b>

The information provided in the financial summary includes reporting from 10 May 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	690 310.11
(2a) Appropriation	581 610.78
(2b) Sale of Goods and Services	33 835.32
(2c) Grants and Contributions	73 658.94
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 205.07
<b>Expenses</b>	-419 684.18
Recurrent Expenses	-419 684.18
(3a) Employee Related	-240 418.31
(3b) Operating Expenses	-179 265.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	270 625.93
<b>Balance Carried Forward</b>	270 625.93

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 652 243.96
Base Per Capita	22 891.41
Base Location	0.00
Other Base	2 629 352.54
<b>Equity Total</b>	224 311.40
Equity Aboriginal	16 895.80
Equity Socio economic	33 617.57
Equity Language	10 321.97
Equity Disability	163 476.06
<b>Targeted Total</b>	280 787.12
<b>Other Total</b>	246 769.68
<b>Grand Total</b>	3 404 112.16

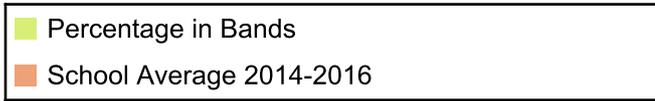
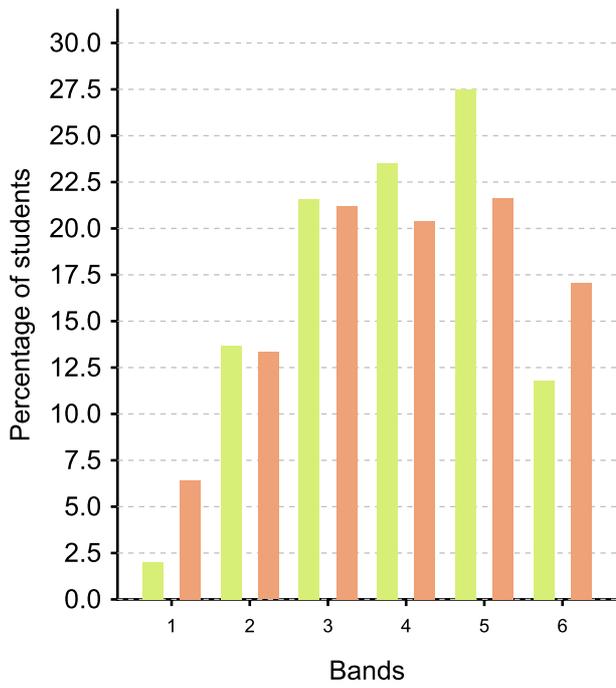
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

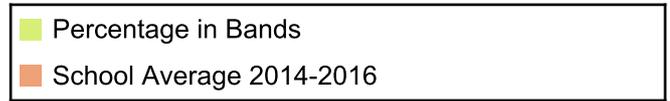
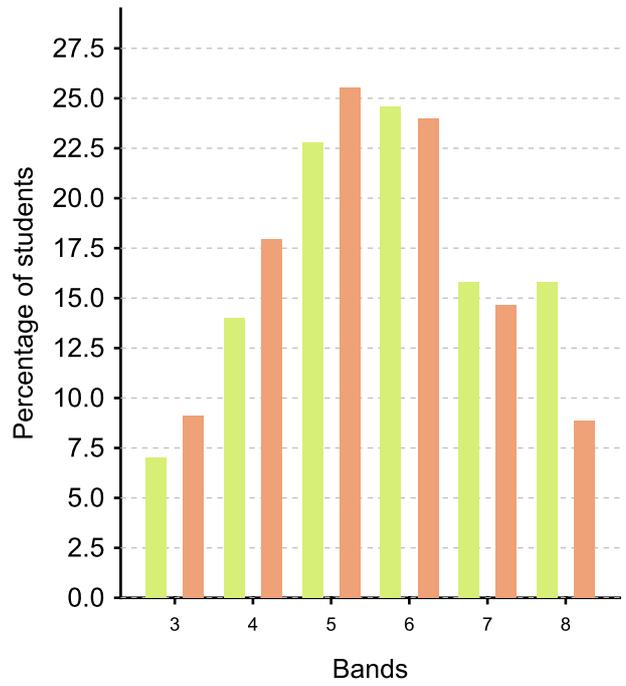
### NAPLAN

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.

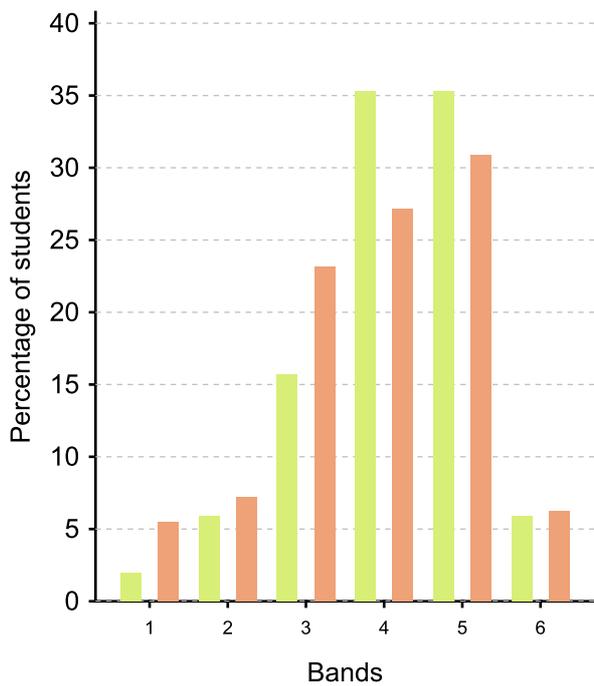
**Percentage in bands:**  
Year 3 Reading



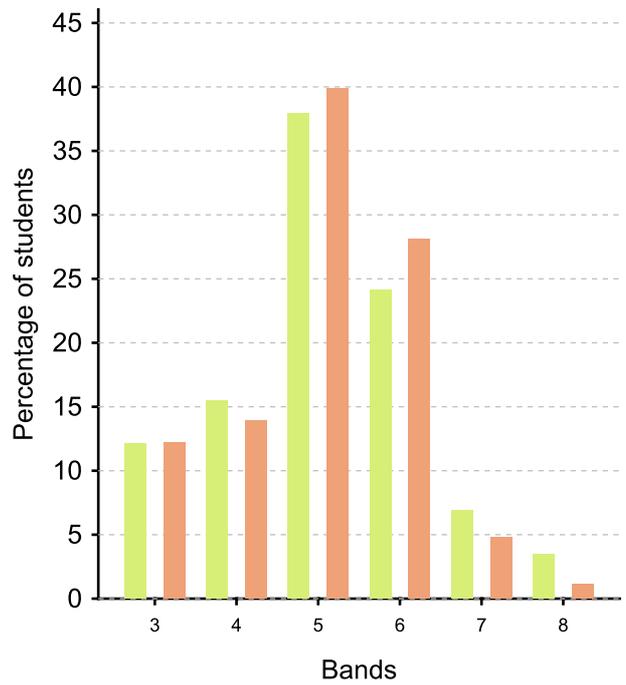
**Percentage in bands:**  
Year 5 Reading



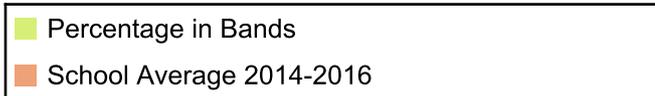
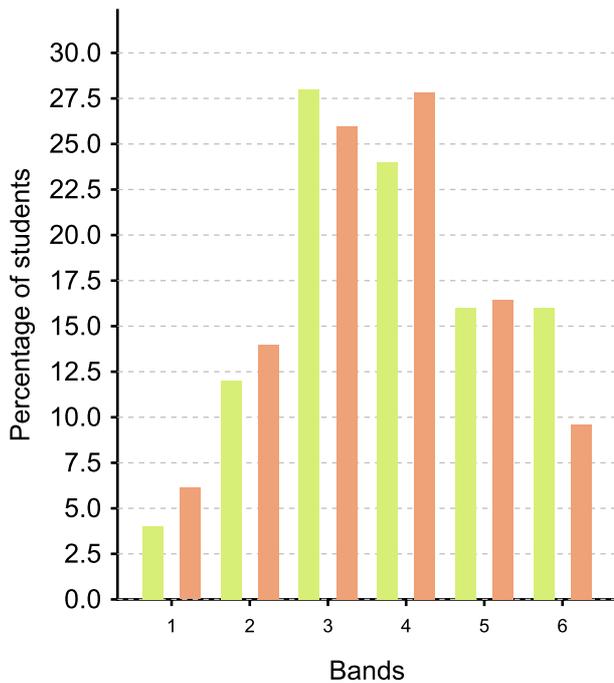
**Percentage in bands:**  
Year 3 Writing



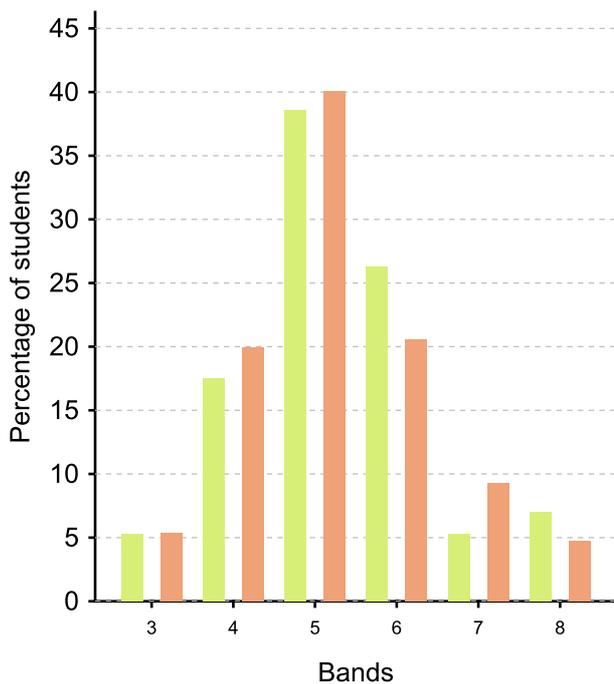
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Valley View Public is a Bump It Up school. In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students achieving in the top two bands has slightly decreased from 2015 to 2016 –41.9% to 39..9% in reading and 33.9% to 32% in numeracy.

The percentage of Year 5 students in the top two bands for reading significantly increased from 19.5% in 2015 to 31.6% in 2016. There was a slight decrease in the percentage of Year 5 students in the top two bands in numeracy from 15.7% to 12.3%.

Utilising precise assessment, informed planning and curriculum differentiation, the target is to achieve an increased percentage of students in the top two bands for reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school utilised the Tell Them From Me Survey (TTFM) tool to gauge the opinions of our school community in a range of domains. An overview of the responses are presented below.

- The majority of students ( 91%) indicated they tried hard to succeed in their learning and 88% felt they had positive relationships at the school.
- There was a strong acknowledgement by teachers of the positive impact of school based professional learning on their teaching practice and recognition of firm leadership towards improvement and change within the school.
- The survey revealed that a majority of parents felt that the school supported student learning and encouraged students to do their best. Most parents indicated strong support for positive behaviour practices.

## Policy requirements

### Aboriginal education

Aboriginal perspectives have been embedded in our K–6 units of study. During NAIDOC Week all students K–6 enthusiastically participated in a variety of cultural activities. K–6 students studied songlines, artwork and dance. A special assembly showcased the talents of our boys cultural group who played the didgeridoo. Reconciliation Week was recognised and supported in each classroom and a special whole school assembly was held.

The Personalised Learning Plan (PLP) process in 2016 ensured that opportunities were provided for students, parents and teachers to engage meaningfully around student, parent and teacher aspirations, expectations

and evidence of progress. PLPs were negotiated between students, parents and teachers for each Aboriginal student. These provided critical reference points for planning for teaching and learning, monitoring student achievement.

Several students participated in an Aboriginal Engagement program delivered by the Aboriginal Community Liaison Officer (Gosford Network of Schools Office). The program was designed to engage primary students in their learning through cultural experiences. The students participated in Aboriginal song and dance workshops, story telling, didgeridoo playing and cultural activities. Our Aboriginal students also had the opportunity to participate in the Valley Schools Cultural Day in which students and teachers participated in various cultural workshops on Aboriginal art, artefacts, bush tucker and dance.

Staff have embedded the 8 Ways of Learning pedagogy in teaching and learning programs to ensure improve in student learning outcomes. Aboriginal students were also supported in their learning through the school's Helping Hands program. In Semester 2, students attended a workshop by Adrian Fabila Tjupurrula who shared his inspirational music of the didgeridoo. Cultural understandings gained through story-telling in both song and dance was effective and well received.

We continue to strengthen our relationship with our Aboriginal families, the Cooina Aboriginal Education Consultative Group (AECG) and the local community. Staff representatives took an active role in attending AECG meetings. Information presented and discussed at the AECG meetings was brought back to school and shared with staff. Progress reports from the school were made to the AECG on a regular basis.

Two of our students were recognised by the AECG for showing talent in learning about Aboriginal culture and were presented with awards at the annual AECG presentation assembly.

## **Multicultural and anti-racism education**

The school maintained a focus on Multicultural Education by providing perspectives in learning K-6 that develop the knowledge, skills and attitudes for a culturally diverse society.

Harmony Day is celebrated at our school to give students the opportunity to recognise and celebrate Australia's cultural diversity. On Harmony Day, our students participated in a variety of culturally diverse activities and learnt about multicultural Australia.

Within the school a staff member was nominated as the anti-racism contact officer (ARCO). It was their role to monitor and follow up issues that arose concerning racism. The school's welfare system has provisions for the reporting of these incidents. The ARCO was responsible for recording any incidents involving racism and following with the appropriate action required.

## **Other school programs**

### **Parent Engagement Program**

Our Parent Engagement Program was a new initiative aimed at strengthening the partnership between home and school. Parent feedback from the workshops was extremely positive. Parents were appreciative of the opportunity to participate in professional learning and felt the sessions were very informative, well-pitched and helped them gain a better understanding of how to help students with their learning. Most parents were keen to participate in future workshops. Similarly, feedback from our View Start Kindergarten transition to school program also indicated that parents highly valued the sessions and felt they were of great benefit to themselves and their children in preparing for entry to school.