

Valley View Public School Annual Report



2017



4508

Introduction

The Annual Report for **2017** 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.

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Principal

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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 15 classes that include a mix of 14 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 Coinda Local Aboriginal Education Consultative Group (LAECG), 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, public speaking 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 and participated in an External Validation. 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. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. In preparation for the External Validation process a required body of evidence was prepared, reviewed and annotated. As a school, we have organised our evidence against the School Excellence Framework aligned to each domain. The school's self-evaluation team have collected a range of evidence against each of the fourteen elements.

Learning:

In the domain of **Learning**, the school's self assessment team determined we were at **Delivering** in the elements of *Learning Culture, Assessment and Reporting* and *Student Performance Measures*. The whole school PBL approach explicitly teaches the expected behaviour to all students in a variety of school settings. Individual Educational Programs, Personalised Learning and Support Plans and curriculum adjustments address the needs of identified student groups. The school regularly communicates the importance of school attendance to ensure that students maximise their learning potential.

The school has explicit processes in place to analyse external and internal data. Teaching and learning programs are responsive to the monitoring, tracking and reporting of student performance. Parents receive regular reports of their child's progress as we understand the importance of parents being active participants in their children's education. All staff have undertaken professional learning in the interpretation of student performance measures and have an understanding of performance in regards to similar schools, value added and measures of growth across the years of schooling.

We have determined we are **Sustaining and Growing** in the elements of *Wellbeing, Curriculum and Learning*. All staff implement a consistent approach to wellbeing that has clearly defined behaviour expectations, which are communicated to all stakeholders in the community. Student behaviour is regularly monitored to identify any students at risk. Staff, student and parents have participated in the Tell Them From Me survey and the results have been analysed to identify areas of strength and areas that are a focus for improvement particularly around student engagement. The school community supports a range of charities and other community events. The student leaders have been active in fundraising for a number of organisations both local and in a broader context.

The schools of the Valley Schools Learning Community work in partnership to enhance curriculum provision. The schools combine to showcase student achievements and opportunities through Yarn Up (Aboriginal education), student leadership forum and gifted and talented workshops. Professional learning is shared across the alliance through combined School Development Days, network meetings focusing on curriculum and leadership opportunities. The school actively collects and uses information to support students' successful transitions to other settings..

Teaching

We understand high quality teaching and leadership is critical to student learning. We endeavour to ensure that lessons and learning opportunities are engaging and teaching strategies are evidenced-based. Teachers take shared responsibility for student improvement and value feedback from others on their practice. In the domain of **Teaching** we have determined that we are **Delivering** in the element of *Effective Classroom Practice*. Teaching and Learning programs are regularly reviewed and there are systems in place to ensure consistency in curriculum delivery and content is aligned to the syllabus. Lesson presentation is sequential and catering to the diverse needs of the student and this is evident in teachers' daily documentation. Quality teacher instruction is guided by whole school approach to the planning and delivery of lessons, which includes modelled, guided and independent strategies.

We have determined we are **Sustaining and Growing** in the elements of *Data skills and use, Collaborative Practice, Learning and Development and Professional Standards*. The school was identified as a Bump It Up school in 2016. The Bump It Up strategy identifies students who are currently achieving in the middle bands of NAPLAN and have the greatest potential to improve their performance in reading and numeracy to enhance their overall educational outcomes.

The Bump It Up strategy involves close monitoring of student outcomes and is based on the implementation of targeted reading and numeracy initiatives. While the school implements a range of evidenced-based programs such as L3, Focus on Reading and Building Blocks for Numeracy, we have evaluated our current practices in an attempt to identify new approaches to achieving high standards of student performance. Assessment schedules and rubrics have been developed to strengthen teacher judgement against the literacy and numeracy K-10 continuums.

Teachers work collaboratively, which has led to a deeper knowledge and understanding of the interpretation of internal and external student data. All staff have engaged in the processes of self-reflection, participated in observations of teaching practice and reflected on feedback to enhance their teaching and learning. Their Professional Development Plans are aligned to the Professional Standards as well as the strategic directions in the school plan.

Leading

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community.

In the domain of *Leadership and School Planning, Implementation and Reporting*, the leadership team has judged we are **Delivering**. The school is committed to providing opportunities for all to engage in leadership roles. Students are elected to a school parliament which provides them with the opportunity to have a voice in school decision making but this process needs to be reviewed to make it more engaging and students to participate in a more purposeful manner. Staff are provided with opportunities to lead various projects within the school and the school's identified strategic directions.

In the domain of *School Resources and Management Practices and Processes*, the leadership team has made an on-balanced judgement of **Sustaining and Growing**. The school applies its resources in a targeted manner to meet the learning needs of all students. The 2015-2017 School Plan has been central to the school's planning, practices and processes over the last three years. Key milestones are regularly monitored, tracked and evaluated and appropriate resources and professional learning are implemented to achieve identified products and practices.

The school effectively uses its physical environment and available facilities to maximise student learning. There are systems, structures and processes in place to give students, staff and the community the opportunity to provide constructive feedback on school practices and procedures. We also use more specific surveys to evaluate and gather opinions such as transition to school, reporting to parents and parent engagement projects. Our self-assessment and the External Validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Innovation

Purpose

To build teacher capacity in implementing evidence based practice.

Overall summary of progress

In 2017, teachers engaged in research– based professional learning around literacy and numeracy that centred on the deep analysis of data followed by informed instructional decision making, in order to improve student outcomes. Teachers worked collaboratively to plan units of work, assessment tasks and they were involved in peer lesson observations. Reflective practices including collegial feedback resulted in positive shifts in pedagogy and a strengthening of quality teaching practices across the school. Staff formulated Performance and Development Plans (PDPs) aligned with the school's strategic directions and identified areas using the Australian Teaching Standards. Models of mentoring and coaching were used as effective strategies to ensure the ongoing development of all teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All PDPs are aligned with strategic school directions.	\$8000 (Professional Learning)	All staff have a Performance and Development Plan (PDP) that identify individual goals aligned to the schools strategic directions. Professional learning is provided to support the continuous development of skilled, effective and professional teachers.
• Register of Professional Learning reflects school priority areas and provides opportunities of leadership for all staff.	\$14,980 (QTSS)	Professional Learning is aligned with the School Excellence Framework, School Plan and Bump It Up Strategies. Evidence of distributed leadership in the delivery of Professional Learning– aspirant teachers leading identified Professional Learning.
• All teachers show growth against Practice Continuum based on feedback and reflection.	\$10,250 (Professional Learning)	All teachers reflect on their teaching practice using the Australian Teaching Standards. Teachers engaged with the Classroom Practice Continuum through collaboration, conversation and classroom observation. Teachers use the continuum in the development of their personal goals as identified in their PDP's.
• Professional Learning Evaluation survey shows an increase in staff satisfaction and engagement with PL model.	\$4750 (Professional Learning)	94% of staff indicated on PL evaluations that professional learning was relevant, engaging and resulted in improved classroom practice.

Next Steps

- Plan and implement Professional Learning in leadership, mentoring and coaching.
- Review student leadership selection processes and the role of the teachers within the school.
- The increased use of explicit, specific and timely feedback to both teachers and students to provide a clear understanding of how to improve student learning outcomes.
- Continue to build and maintain a culture of high expectations.

Strategic Direction 2

Opportunity

Purpose

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

Overall summary of progress

The continued refining of Positive Behaviour for Learning (PBL) processes has enabled the school to develop a more consistent approach to the teaching and learning of expected behaviours resulting in a significant decrease in playground incidences. Behaviour support and management resources were created for staff and the development of a structured approach to supporting behaviour during break times provided an opportunity to engage all students while supporting those with challenging behaviours through a process of teach, practice and re-teach. 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. Student wellbeing procedures and supporting documents are being further developed and the anti-bullying policy review was completed however this will be a continued focus for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Tell Them From Me (TTFM) data reflects an increase in student connectedness and a more safe and secure school environment	\$5,500 (QTSS)	Student findings conducted through the Tell Them From Me (TTFM) survey indicated the percentage of students who identified as victims of bullying were below the state average and less than in 2016. 80% of girls and 76% of boys felt they had an advocate at school who consistently provided encouragement and who they could turn to for advice. There was an increase in the percentage of students who indicated they did not get into trouble at school for disruptive behaviour. This can be linked to the implementation of PBL. The majority of students (girls-96%, boys-94%) believe that education will benefit them personally and economically, and will have a strong bearing on their future.
<ul style="list-style-type: none">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	.2 staffing allocation (QTSS)	The PBL benchmarks for Advanced Tiers (BAT) indicates that the Tier 1 PBL team through professional learning and systems practices has achieved 100% consistency across the school. The BAT score of 90% for the Tier 2 intervention (structured play) indicates a systems construct has the key elements for success. SENTRAL data indicated 85% of students were safely engaged in outdoor play.

Next Steps

- Establish data collection processes to not only measure collective wellbeing but also accurately measure improvements in individual wellbeing.
- Use the Wellbeing Framework Assessment Tool to support Wellbeing practices within the school.
- The BAT indicates the PBL team need to focus on monitoring and evaluation for the next 3 years.
- The BAT Action Plan has a focus on Tier 2 classrooms through the Stage system process of ERASE for Tier 2 behaviour interventions.
- A Safe and Respectful Behaviour (Anti-bullying) policy has been developed and will be implemented and evaluated using SENTRAL data and key stakeholder survey results.

Strategic Direction 3

Success

Purpose

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

Overall summary of progress

The school has made significant progress in achieving the Premier's Priority in education –to increase the proportion of students in the top two bands of NAPLAN reading and numeracy by 8% by 2019. The school has been implementing the Bump It Up strategies during 2017 with a particular focus on students who are doing well and who, our data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. Teachers identified students who were currently achieving in the middle bands of NAPLAN and implemented developed targeted initiatives which has led to an increase in their performance as evident in the reported data. Professional learning supported the development of teacher's skills and knowledge to regularly assess using quality assessment tools and track and monitor the data to inform future focus areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 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) Bump It Up 	\$12,500 (Socio–economic background)	Year 3 NAPLAN–Reading 50% of students in achieved in the top two bands in 2017 as compared to 39.3% in 2016. Students exceeded the 2017 target of 42% by 8%.
<ul style="list-style-type: none"> 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) Bump It Up 	\$12,500 (Socio–economic background)	Year 5 NAPLAN–Reading 35% of students in achieved in the top two bands in 2017 as compared to 31.6% in 2016. Students exceeded the 2017 target of 28% by 6.6%.
<ul style="list-style-type: none"> 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). Bump It Up 	\$12,500 (Socio–economic background)	Year 7 NAPLAN–Reading 28% of students in achieved in the top two bands in 2017 as compared to 17.8% in 2016. Student achievement was slightly below the 30% target.
<ul style="list-style-type: none"> 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). Bump It Up 	\$12,500 (Socio–economic background)	Year 3 NAPLAN–Numeracy 36% of students in achieved in the top two bands in 2017 as compared to 32% in 2016. Student achievement achieved the target.
<ul style="list-style-type: none"> 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). Bump It Up 	\$12,500 (Socio–economic background)	Year 5 NAPLAN–Numeracy 24% of students in achieved in the top two bands in 2017 as compared to 12.3% in 2016. Students exceeded the 2017 target of 22% by 2%.
<ul style="list-style-type: none"> 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) Bump It Up 	\$12,500 (Socio–economic background)	Year 7 NAPLAN–Numeracy 14% of students in achieved in the top two bands in 2017 as compared to 16.2% in 2016. Student achievement was below the 21% target.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An increase in the number of students equal to, or exceeding expected growth in Years 5 and 7 reading and numeracy. 	\$10,500 (Aboriginal background)	<p>Year 7 Reading and Numeracy there was an increase in the number of students equal to, or exceeding expected growth with the school's average scaled score growth continuing to greater than the state average.</p> <p>Reading—59.6% of Year 5 students achieved expected growth with the school's average scaled score being 91.9 well exceeding that of state at 78.9. 69.1% of Year 7 students achieved expected growth with the school's average scaled score being 64.8 well exceeding that of state at 46.9.</p> <p>Numeracy—64.7% of Year 5 students achieved expected growth with the school's average scaled score being 99.9 exceeding that of state at 97.9. 58.2% of Year 7 students achieved expected growth with the school's average scaled score being 50.9 slightly below that of state at 59.0.</p>
<ul style="list-style-type: none"> 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. 	\$25,000 (Socio-economic background)	<p>90% 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"> All students with identified learning needs have an ILP using SMART goals, written in collaboration with the parents and classroom teacher. 	\$36,000 (Low level disability)	<p>100% of students identified with additional learning needs were provided with an Individual Learning Plan (IEP) or adjustment plan. These plans were developed in consultation with parents and monitored through the Learning Support Team.</p>

Next Steps

- Professional learning will target teachers in developing a deeper understanding of using assessment as evidence to inform future teaching directions.
- Staff to be trained in Phase 2 Focus on Reading(FoR) to ensure that students engage in FoR metacognitive strategies to improve comprehension, reading and vocabulary.
- Further support for staff in using the new learning progressions(numeracy) and numeracy skills framework to inform learning intentions and to support consistent teacher judgement.
- School leaders to build capacity in relation to the teaching and assessment of reading and numeracy by engaging Educational Services support staff to share and model quality teaching practices.
- Teacher professional learning to have an explicit focus on the teaching skill of differentiation and using it with student data to identify and target students for the Bump It Up Reading and Numeracy initiatives.
- Continuation of the review of learning scope and sequences and assessment tasks in Mathematics and English.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Leader/Mentor–Literacy and Numeracy \$10 000 Resources – \$3000 Cultural Activities – \$4000	Increasing student engagement and the proportion of Aboriginal students in the top two bands of NAPLAN in reading and numeracy, as per the Premier's target. Collaborative, high profile genuine partnerships with the Aboriginal community. Improved outcomes for all Aboriginal students as evidenced through PLPs. TTFM survey – increase in results – comparative student findings from 2016 – 2017 re: Connected to culture 75% (2017)
English language proficiency	English Language Proficiency – \$12,108	Evidence of student progress using the EAL/D progression scales.
Low level adjustment for disability	Flexible Support Funding – \$36000	Pre– post continuum data and reading levels for intervention. Evidence of clear processes for referral system to the LST.
Quality Teaching, Successful Students (QTSS)	\$30,980	TTFM survey – indicates comparative increase from 2016 – 2017 survey findings or equivalent to the NSW govt. norms from the students – rigour, effective learning time, relevance of learning tasks and effort in learning. Feedback from staff surveys.
Socio–economic background	\$100,500.00	Year 3 students achieving the top two bands in NAPLAN reading increase from 41.8% in 2015 to 42% in 2017 (with a target of 44% by 2019). Year 5 students achieving the top two bands in NAPLAN reading increase from 19.6% in 2015 to 28% in 2017 (with a target of 36% by 2019). 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% in 2019). 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).

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	223	214	192	176
Girls	213	206	201	178

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	95.1	96.4	96
1	94.3	94.3	93.6	95.1
2	95.2	94.5	94.1	92.8
3	95.4	94.9	94.9	93.4
4	94	93.5	94.2	92.9
5	93.5	95	92.9	92.5
6	93.8	93.2	94	91.5
All Years	94.4	94.3	94.3	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

At Valley View Public School, our attendance policy focused on the school working with parents and carers to ensure regular attendance was maintained throughout the year. Parents are informed of NSW State Government requirements through the school newsletter. When children are absent from school, in accordance with Department Policy, we request an explanation to be provided to the class teacher stating the reason for the absence.

A fully electronic reporting system for monitoring attendance is used. Rolls are marked daily and records students who are absent. Class rolls are regularly checked through the Learning Support Team and Home School Liaison Officer. Days absent are reported

to parents/carers via student semester reports in Term 2 and 4. Sign in and sign out procedures apply for students arriving late to school or leaving early.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	12.91
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.32
Other Positions	0

*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	100
Postgraduate degree	5

Professional learning and teacher accreditation

Teacher professional learning is viewed as a key element in ensuring all teachers are continually engaging in research and have the opportunity to reflect collaboratively and individually on their professional practice. Professional learning is closely aligned to the school's strategic directions. In 2017, the explicit teaching of literacy and numeracy skills

continued to be a focus as the school had been selected to participate in the Bump It Up (High Expectations for all) initiative.

All staff were involved in professional learning activities that focused on quality pedagogy, differentiated teaching strategies, formative assessment and NAPLAN follow-up and analysis. Staff participated in training in various areas including Language, Learning and Literacy (L3), Building Blocks for Numeracy and Visible Learning, focusing on providing effective feedback to students. There was a strong professional learning focus on reviewing the school plan, including milestones, and self-assessment using the School Excellence Framework(SEF) as part of the External Validation process.

All staff participated in CPR, Anaphylaxis, Code of Conduct and Child Protection modules. Staff meeting sessions were delivered in student wellbeing, applying adjustments for learning, behaviour and classroom management for the implementation of Positive Behaviour for Learning (PBL). Teachers engaged in consultation regarding their own Performance and Development Plan (PDPs) with Stage teams participating in goal setting, lesson study observations and the provision of meaningful feedback. Ongoing feedback is embedded in the collaborative practices of our school.

Learning and Support (LaST) staff attended network meetings and various professional learning opportunities designed to enhance their effectiveness in this role. The executive team participated in professional learning activities on leadership, conflict resolution and coaching/ mentoring throughout the year. Support and administrative staff (SASS) attended courses relevant to their areas of responsibility.

Our school continues to provide a supportive professional learning and mentoring program to assist all teachers to meet the Australian Professional Standards for Teachers. Accreditation sessions were held regularly during the term as staff collected and annotated teaching evidence aligned to the Teaching Standards in preparations for the submission of accreditation to the National Education Standards Authority (NESA).

This year, two staff have completed their accreditation at proficient level. Several members of staff are currently maintaining their accreditation as proficient teachers with the National Education Standards Authority (NESA).

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	270,626
Revenue	3,523,657
Appropriation	3,377,504
Sale of Goods and Services	58,060
Grants and Contributions	86,995
Gain and Loss	0
Other Revenue	0
Investment Income	1,098
Expenses	-3,366,057
Recurrent Expenses	-3,366,057
Employee Related	-3,058,734
Operating Expenses	-307,324
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,600
Balance Carried Forward	428,226

Careful financial management supports students and programs throughout the year. Students and staff will be supported with remaining funds through both physical and human resources to support school programs as identified in the School Plan and the "Bump It Up" initiative.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,466,349
Base Per Capita	60,981
Base Location	0
Other Base	2,405,368
Equity Total	303,328
Equity Aboriginal	17,564
Equity Socio economic	100,547
Equity Language	12,108
Equity Disability	173,110
Targeted Total	251,716
Other Total	254,049
Grand Total	3,275,442

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

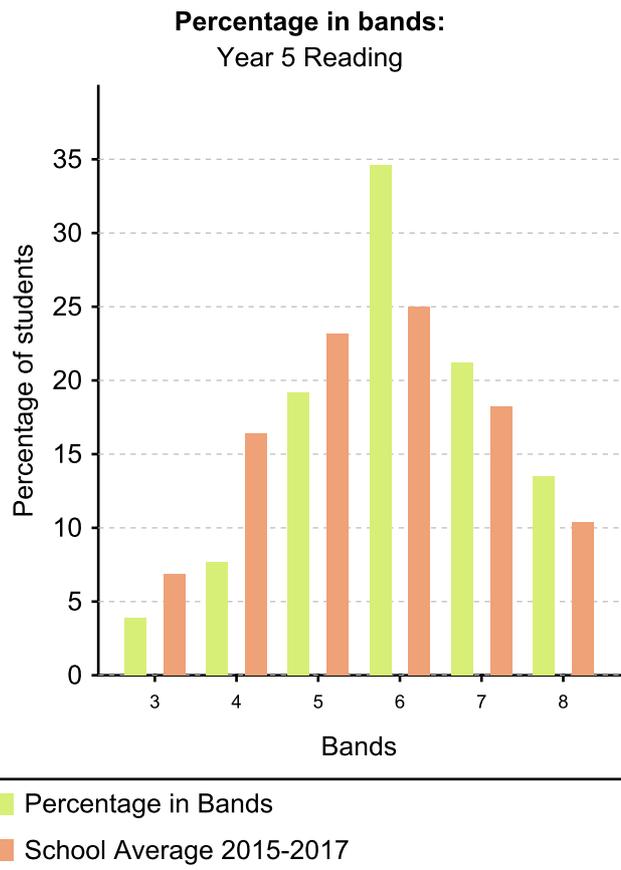
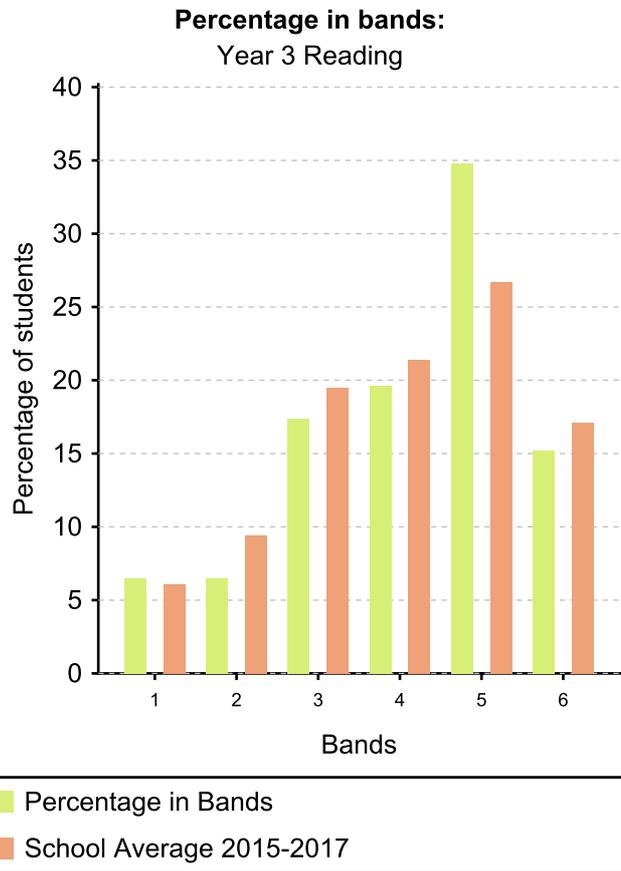
School performance

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.

Students in Year 3 are reported from Band 1 to Band 6 in Reading. In 2017 50% of students achieved the top 2 bands. This was a 10.7% increase from 2016. There was a reduction in the percentage of students in the lowest bands.

Students in Year 5 are reported from Band 3 to Band 8 in Reading. In 2017 34.7% of students achieved the top 2 bands. This was an increase of 3.1% on 2016. There was a notable shift of students from the middle bands to the upper bands.



Students in Year 3 are reported from Band 1 to Band 6 in Numeracy. In 2017 a greater percentage of students achieved in the top 2 bands than in previous years. There were no students in Band 1 therefore none below the expected National Minimum Standard (NMS).

Students in Year 5 are reported from Band 3 to Band 8

in Numeracy. In 2017 there was an increase of 13.2% of students in the top 2 bands (Band 7 & 8) from 2016. There were no students in Band 3 therefore none below the expected national Minimum Standard (NMS).

education outcomes for students in the top two NAPLAN bands. The Aboriginal cohort at Valley View P.S was not statistically significant enough to report on.

Parent/caregiver, student, teacher satisfaction

In 2017, the school continued to review its practices using the School Excellence Framework, PBL evaluation surveys and Professional Learning surveys. Feedback from staff focused on the domains of Learning, Teaching and Leading. Their responses are presented below.

The majority of teachers believe –

- The school implements at whole school approach to student wellbeing with clearly defined behaviour expectations to ensure that students succeed, connect, thrive and learn.
- Quality teaching and professional practice is evident across the school. Teachers engage in professional discussion and collaborate to improve teaching and learning for their students.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers feel that they are supported to trial innovative or evidence-based practices to improve student learning outcomes.

Students responded to the Tell Them From Me survey in regard to student engagement and partners in learning. Data from the surveys is collected and compiled into reports for the school. The reports provide information that assists the school in our annual planning by helping to identify emerging issues and plan for improvement. The student survey (Years 4–6) measures 20 indicators based on the most recent research on school and classroom effectiveness.

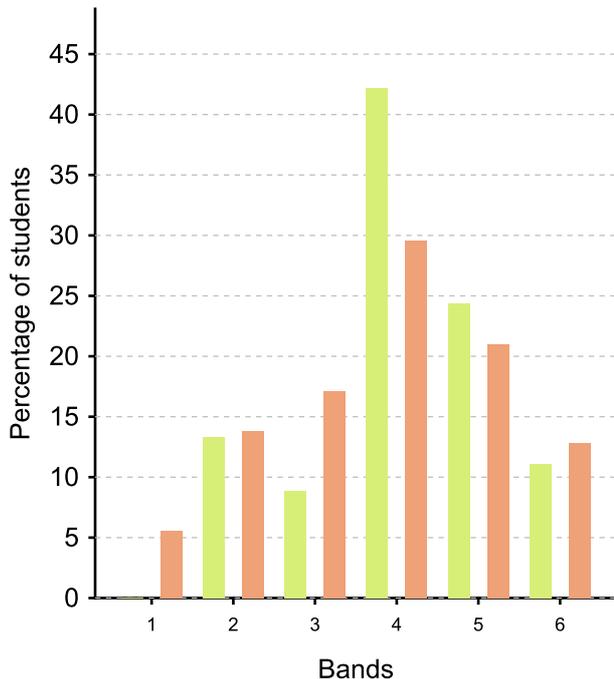
The majority of students indicated :

- an increased percentage (from 2016) felt they had friends at a school they can trust and who encourage them to make positive decisions,
- they believe that schooling is useful in their everyday life and will have a strong bearing on their future,
- the majority do not get into trouble for disruptive behaviour or inappropriate behaviour (8.9 as opposed to the state norm of 8.3) and they try hard to succeed in their learning,
- 83% felt teachers are responsive to their needs, and encourage independence with a democratic approach and 86% felt their teachers emphasis academic skills and hold high expectations.

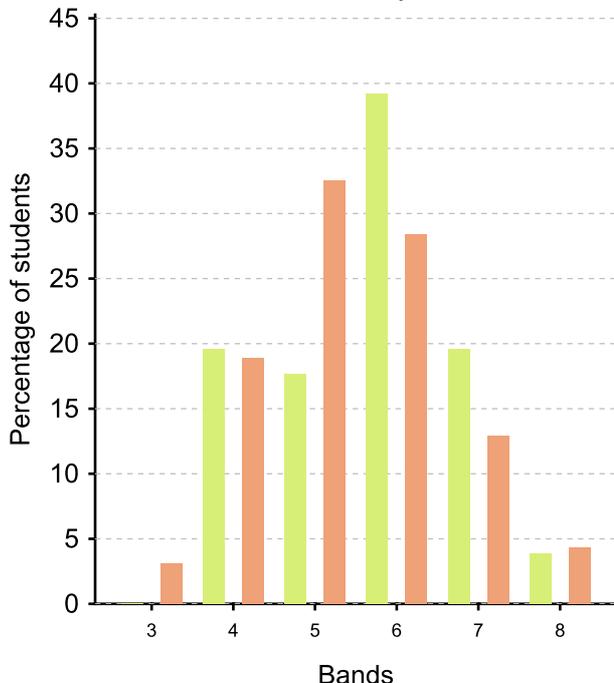
While the school mean is below the state norm for students who indicated they are victims of bullying we continue to make this a school priority with the expectation that no child should be subjected to physical, social, or verbal bullying, or are bullied over the internet.

Parents has previously contributed to the online The Tell Them From Me parent survey but the limited

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

number of responses made the results insignificant in relation to the school population. In an attempt to gain feedback from a greater percentage of parents a random selection of families (42) were telephoned and asked 3 questions. **1. What do we do well at Valley View Public School? 2. What do we need to improve? 3. Is there anything else you would like to add?**

The key points have been summarised below:

- 87% of the parents surveyed expressed a high degree of satisfaction with the school. The main aspects that were commented on were staff, specific programs, student welfare, community involvement and communication. An example of some of the comments were " *staff are highly regarded, teachers are very understanding and show a high level of care, teachers give lots of encouragement to the children, staff work very hard and sort issues out quickly, kids emotional development is taken into consideration and my children are making excellent progress at Valley View*" " *Anti-bullying programs are excellent, anti-bullying training was great for my child, parents are kept informed of any issues, children's behaviour is managed well, children respect levels and discipline, school uniform is encouraged*" " *School app and Facebook is very informative, lots of notes informing parent of events, well informed at school and classroom level, prompt resolution of parent issues and complaints*" " *A very innovative school, extensive sport and extra-curricula activities, my child benefited from special literacy and numeracy programs.*" " *Community spirit is wonderful, community events such as the twilight market are making a big difference to the school, good friendly atmosphere*"
- 28% of those surveyed couldn't think of anything that needed improving. The key features from the other responses were varied and generally related to an individual family, therefore no consistent themes were evident. Communication was the one response that was mentioned by a number of those surveyed (8) and those responses mainly related to inconsistency such as class dojos used by some teachers and not others.
- The overall majority of parents responded they were happy with the school and generally satisfied with the educational opportunities their children were provided with at Valley View.

All the responses were reviewed by the school's self-evaluation team and recommendations were provided to address any areas of concern.

Policy requirements

Aboriginal education

Valley View Public School acknowledges and pays respect to the traditional custodians of the land, of Elders past and present, and all Aboriginal people in the community, at assemblies and special events.

Students developed their knowledge about Aboriginal histories, culture and current Aboriginal Australia through the inclusion of a variety of Aboriginal and Torres Strait Islander perspectives in their learning and teaching programs.

As part of our NAIDOC week celebrations all students participated in a variety of cultural activities. A special assembly showcased the talents of our Aboriginal Cultural group who performed a traditional folk legend. Our students participated in the Valley Schools Cultural day in which they enjoyed learning about Aboriginal culture through artefacts, dance and song.

The Personalised Learning Plan (PLP) process in 2017 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 and parents for each Aboriginal student. These provided critical reference points for planning for teaching and learning, monitoring student achievement.

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

Multicultural and anti-racism education

Our teachers integrate multicultural education through quality texts and literature units, and in History and Geography studies. Students participate in activities to raise their awareness of the cultural diversity within Australia such as Harmony Day. They have opportunities to research the various cultural groups who migrate to Australia and their important contributions to our culture and the development of Australia as a nation. The school has steadily increased enrolments of students from diverse, non-English speaking backgrounds. Students who speak little or no English are prioritised for support through the EAL/D program.

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.