

Valentine Public School Annual Report



2016



4185

Introduction

The Annual Report for 2016 is provided to the community of Valentine 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.

Lee Saurins Principal

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Message from the Principal

Valentine Public School is committed to providing an exciting and challenging curriculum within a safe and happy quality learning environment that offers equity and excellence for our students. The wellbeing of students is paramount at this school with a strong Kids Matter Program in action and a PBL (Positive Behaviour for Learning) Framework recently initiated.

The school provides an innovative range of Professional Learning to support teacher capacity and career development. TPL is aligned to School strategic directions.

Students achieve at the highest levels in public speaking and debating, technology, mathematics, writing, spelling and creative arts. External test results, including NAPLAN are sound and consistently above state averages.

On the sporting field, individuals and teams have achieved success representing at state and national levels. There is a strong participation level in sport across the school. The creative arts are a feature of the school with two choirs and two bands rehearsing each week. Students participate in cultural festivals, 'StarStruck' and other performances.

Learning in the school is supported by positive and caring teaching staff and facilitated by parental participation in the learning process. The school enjoys strong support from the community and an active Parents and Citizens Association. School staff, students and the community work collegially to steer the direction of the school and to ensure equitable opportunity for students to achieve learning outcomes.

I commend this report to you as an accurate account of the continuing development of this strong and vibrant school.

Regards,

Mrs Lee Saurins

PRINCIPAL

School background

School vision statement

At Valentine Public School, we believe in 'Educating for Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st Century changes to build our community for today and tomorrow.

School context

Valentine Public School is located on the shores of Lake Macquarie. The school has quality programs in the academic, sporting and cultural areas. The school community is very supportive and has high expectations. There were approximately 540 students enrolled for 2016. Fourteen students identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 47 which indicates low levels of disadvantage. The school structure consists of 22 regular and multi-grade classes. The school has benefited from the recent construction of six classrooms and a school hall. The school is set in spacious and well maintained grounds, with new and refurbished classrooms supporting quality teaching and learning and providing a modern learning environment for all students.

While there is a focus on academics the school offers a broad curriculum. There is a history of excellence in sport and the school band is exemplary. Involvement in performing arts and debating are also highlights.

Teaching staff are committed to achieving high quality outcomes for all students. The school offers a range of extra-curricular opportunities including a highly successful band program, sporting extension opportunities, a gifted and talented program and regular technology and creative arts programs.

The school has an extremely supportive community and an active Parents and Citizens Association.

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 there was a focus on *learning culture* and *curriculum and learning*. Our partnerships with WBCoS, AECG and other broader community organisations have continued to strengthen over the past twelve months with involvement across all academic, sporting and cultural arenas. Students were actively engaged in meaningful and challenging learning experiences through personalised and differentiated learning opportunities and students surveys.

In the domain of Teaching there was a focus on *collaborative practice* and *professional standards*. Staff were involved in structured collaborative planning and reflective sessions. Opportunities were timetabled for team teaching and demonstration lessons which were supplemented by external professional learning opportunities. Staff were trained on Australian teaching standards, Australian curriculum syllabus documents and executive staff were trained in supporting teachers in achieving higher levels of accreditation. Surveys of staff revealed more detailed knowledge of teaching practices resulting in improvements in student outcomes.

In the domain of Leading, the school has primarily focussed on *management practices and processes*. The school has sought to identify and engage with organisations outside the school to enhance learning opportunities for all students and staff. This has resulted in the establishment and development of stronger strategic partnerships with targeted professional learning activities being implemented across the WBCoS.

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

Dynamic and Engaging Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences, through personalised and differentiated learning opportunities, to facilitate success for all students as learners and productive, responsible citizens.

By utilising expertise from across the WBCoS and beyond, students and staff at VPS are in the best position to maximise student learning outcomes.

Overall summary of progress

Strategic use of resources, the implementation of specific, targeted learning programs and strengthened Learning Support Team practices and processes have ensured support is directed to areas of greatest need.

Evaluation of milestones indicated that the majority of targets were met. However, the focus has still been on moving the students who have the greatest need in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students achieving in the top three bands for literacy and numeracy by 5% overall and specifically increase the number of students in the top band by 5%.	Students requiring support were identified through the Learning Support Team referral process and targeted intervention programs were implemented using minilit in K–2 and reading tutor in 3–6. Staff were engaged in professional learning to implement strategies to differentiate teaching and learning programs. SLSO's were employed to support intervention programs.	Funding Support \$124,690.00 Literacy and Numeracy TPL \$17,704.80 Disability Funding \$28,057.00

Next Steps

- Enhance school initiatives through implementing Powerful Learning and Accountable Teaching (PLAT).
- Analyse, monitor and evaluate students academic achievement through tracking and monitoring student learning progression and providing tiered intervention support via Powerful Learning and Accountable Teaching (PLAT) program.
- Two kindergarten teachers to train in L3.
- All staff trained in Mathematics Building Blocks for Numeracy.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To promote systems that build and sustain the professional learning of all staff members, providing a clear focus on teacher and leadership learning and increasing our capacity to deliver excellent outcomes for all students.

Overall summary of progress

Evaluation of milestones indicated that targets achieved across most areas with particular focus on Aboriginal Education and 21st Century Learning.

Professional Learning on Aboriginal Culture, the consolidation of the Aboriginal Education Team and involvement in the Community of School *mgoals project* has strengthened staff knowledge of, and application to, Aboriginal perspectives across all Key Learning Areas.

The Technology Committee worked tirelessly during 2016 and the purchase of iPads and applications has greatly enhanced 21st Century Learning skills. Specific, coordinated professional learning provided staff with opportunities to effectively implement technology and Teaching and Learning programs.

The school executive team consolidated knowledge and undertook training on the NSW Board of Studies Teaching and Educational standards on accreditation procedures, including higher levels of accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students will meet or exceed their age grade expectations on the numeracy and literacy continuums.	All new staff trained in TEN (Targeting Early Numeracy) and data collected every term. Stage 1 staff trained in Power Writing and commenced implementation. Staff were given opportunities to observe another staff member through the PDP process. Stage planning days per term to explicitly incorporate programs for literacy and numeracy lessons.	\$6, 800 TPL \$1, 500 Lit/Num \$400 Career development \$1,000 School admin (preschool visits) \$3, 500 TPL (stage planning)
There will be an increase of 5% of students in the top three bands of NAPLAN overall and specifically an increase of 5% in the top band.	Accommodations and adjustments reflected in IEPs/programs. Staff were provided with guidance and opportunity to engage in online professional learning courses. Structured collaborative discussion/ planning days (stage and across-stage) were implemented. Team teaching and observations of lessons were carried out with opportunities for collaborative reflection.	Funding Support \$98510 Literacy and Numeracy TPL \$3,500

Next Steps

- Implement ATSIL 'Lesson Study' model across the school allowing all staff the opportunity to collaboratively plan, implement and reflect on literacy and numeracy lessons.
- Improve quality feedback through Growth Coaching training to refine explicit feedback for executive teachers.
- Continue LMBR and commence implementation of Student Wellbeing tracking program.

Strategic Direction 3

Connected Learning Communities

Purpose

To build inclusive and collaborative quality school partnerships which facilitate systems, practices and expectations aligned in a sustainable and effective manner

As a member of the Warners Bay Community of Schools (WBCoS) we are committed to sharing expertise and resources for the benefit of all students and stakeholders

Overall summary of progress

Overall, this Strategic Direction was met to a large extent. An evaluation of milestones indicated completion of many targets in all three areas – Community of School, with parents and in the broader community. Partnerships were established and committed to sharing expertise and resources for the benefit of all students and stakeholders in the WBCoS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers are given the opportunity to develop or further develop specialist diagnostic and teaching techniques to facilitate the best learning outcomes for students at VPS.	All VPS staff participated in 21st Century Teaching and Learning TPL by Michael McQueen via the WBCoS. The presentation was designed to enhance the professional practice of teachers in the WBCoS through exposure to a range of innovative 21st century teaching strategies to improve learning outcomes for students.	TPL \$10, 000
Staff at VPS become part of a wide community of excellent practice as evidenced by improved student outcomes.	The continuation of the Aboriginal Education Action Team ensuring stronger relationships within the WBCoS. The Warners Bay Community website was developed.	TPL \$5, 000

Next Steps

- Refine Wellbeing processes and implement whole school Positive Behaviour for Learning framework.
- Review KidsMatter and refine, adapt and align processes with Positive Behaviour for Learning framework.
- MGoals developed for all Aboriginal students and loaded onto the Warners Bay Community website.
- Plan for futures learning and implement Bring Your Own Device across the WBCoS.

Key Initiatives	Impact achieved this year	Resources (annual)
Quality Teaching, Successful Students (QTSS)	Semester 2 allocation allowed stage supervisors to undertake executive duties as aligned to school plan including observations of staff.	(0.461 Allocation) QTSS \$20, 315.40
Support for beginning teachers	Two days a term mentorship with an executive mentor. Professional readings completed and support with developing whole school music program.	\$1, 197.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	232	260	277	289
Girls	238	254	261	271

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	96.7	96.6	97.5
1	96.7	96.1	93.8	97
2	97.3	95.9	95.5	95.5
3	97.4	96.7	94.5	95.6
4	96.5	96.4	93.8	95
5	96.2	96.7	95.5	95.5
6	96.1	95.8	94.8	95.7
All Years	96.8	96.3	94.9	96
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

Class sizes

Class	Total
KK	21
KT	21
KR	20
KN	21
1C	20
1W	20
1K	20
1G	20
2C	23
2TW	26
2L	24
2D	24
3V	31
3C	31
3Y	31
4H	27
4AJ	28
4/5C	27
5M	28
5D	26
6S	30
6F	30

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

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

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.

The information provided in the financial summary includes reporting from 26 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	660 441.55
(2a) Appropriation	433 585.95
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	225 574.84
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 280.76
Expenses	-485 237.05
Recurrent Expenses	-485 237.05
(3a) Employee Related	-248 042.83
(3b) Operating Expenses	-237 194.22
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	175 204.50
Balance Carried Forward	175 204.50

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 Actual (\$)
Base Total	3 562 533.77
Base Per Capita	29 203.25
Base Location	0.00
Other Base	3 533 330.52
Equity Total	116 215.82
Equity Aboriginal	6 310.45
Equity Socio economic	18 041.10
Equity Language	2 594.75
Equity Disability	89 269.53
Targeted Total	129 440.00
Other Total	3 848.00
Grand Total	3 812 037.59

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.

Literacy

In 2016, 89 Year 3 students participated in NAPLAN literacy assessments including 41 boys and 48 girls.

In reading 57% of our students were placed in the top two bands, an increase of 17% from 2015.

57% of our students were at proficiency, compared with 52% across the state.

Students showed strength in analysing figurative language in a narrative and locating facts in a multi-text. Areas for development include student's ability to: locate facts in an information text, to identify the main purpose of an information text and inference.

In writing, 58% of our students were placed in the top two bands, a decrease of 2% from 2015, although there was an increase of 7% moving to band 6. In 2016, the number of Year 3 students placed in the bottom two bands decreased from 3% to 0%.

Areas for development include student's ability to: use correct use of cohesive links and spelling difficult words

correctly.

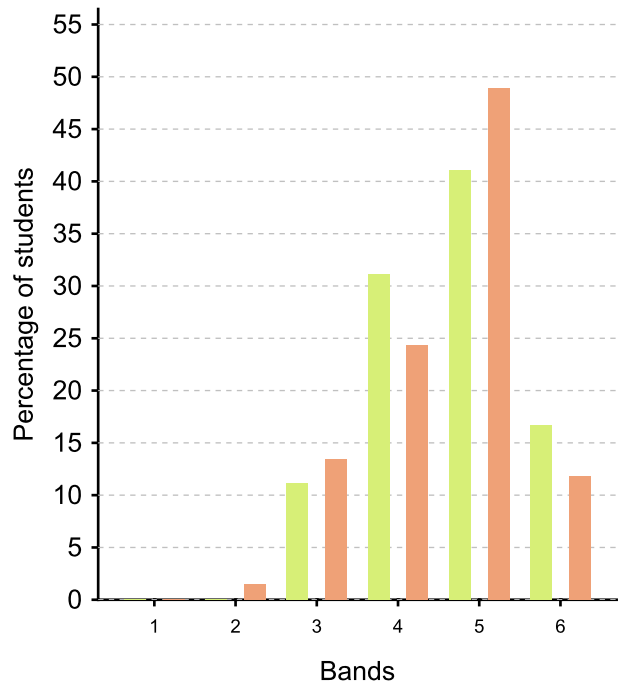
In spelling, 65% of students were placed in the top 2 bands, and there was a decrease from 11% to 0% of our students in the bottom 2 bands. 64% of Year 3 students were at proficiency, compared with 55% across the state.

In 2016, 65 Year 5 students participated in NAPLAN literacy assessments including 38 boys and 27 girls.

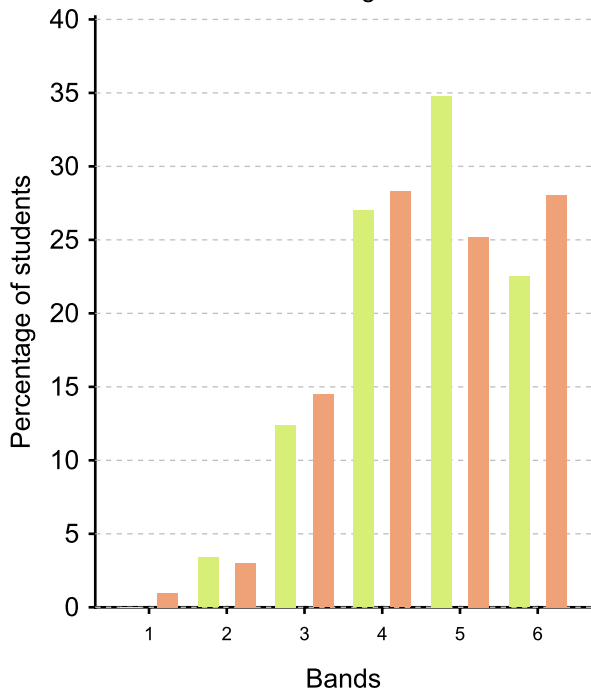
In reading, 45% of our students were placed in the top two bands, a decrease of 4% from 2015, with 12% in the bottom two bands, decreasing by 1% from 2015.

Our students showed strength in: connecting ideas and interpreting details in an informative text, interpreting characters in a narrative and making inferences.

**Percentage in bands:
Year 3 Writing**

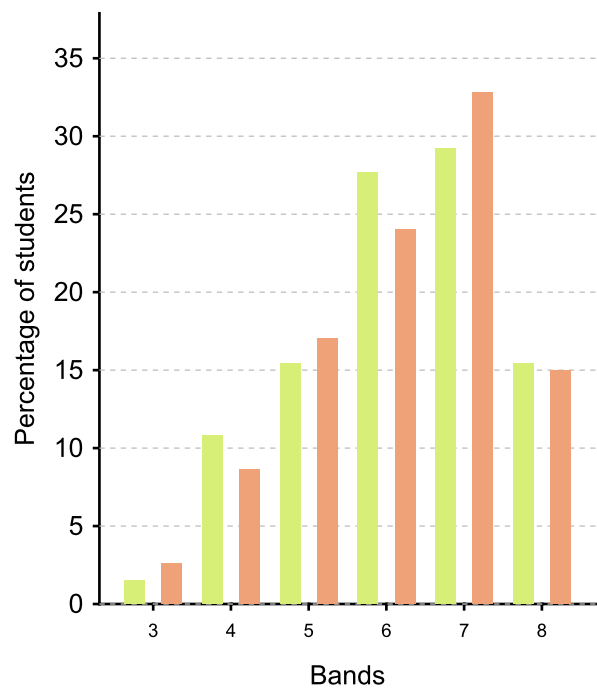


**Percentage in bands:
Year 3 Reading**



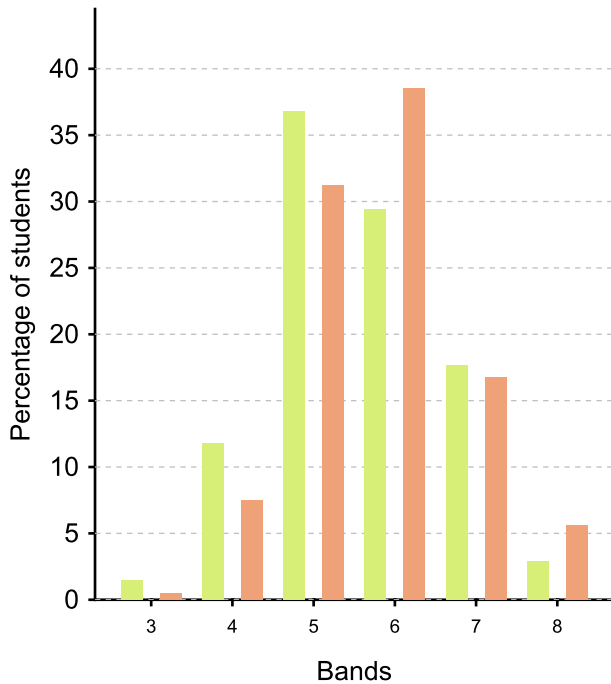
Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

**Percentage in bands:
Year 5 Reading**

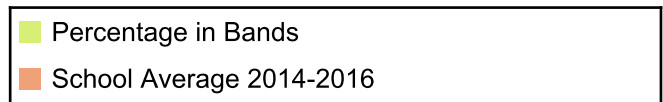
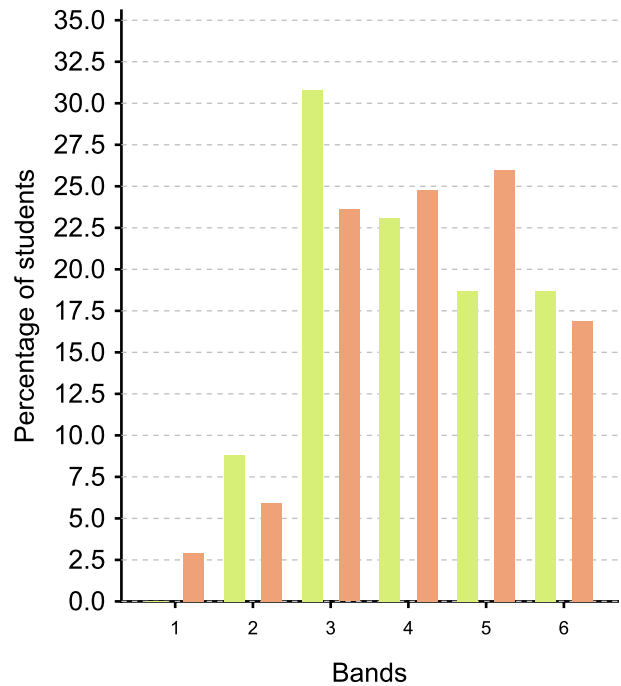


Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Numeracy

In 2016, 91 Year 3 students participated in NAPLAN literacy assessments including 41 boys and 50 girls.

37% of our students placed in the top two bands, an increase of 3% from 2015. 9% of our students were at or below NMS, compared with 15% of all students across the state.

Our students showed strengths in addition using money, time using half past and recognises chance problems.

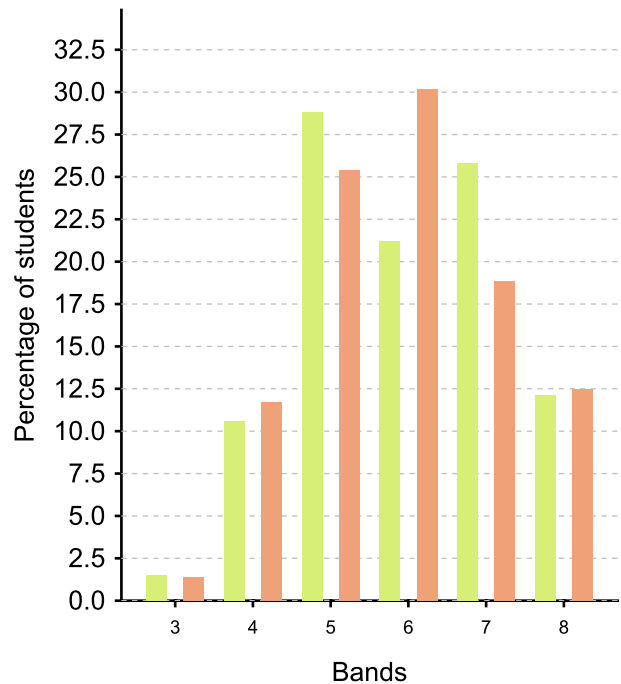
Areas for development include student's ability to: calculate the mass of an object using addition and subtraction, position using an unlabelled map and using the connection between addition and subtraction to identify the appropriate subtraction number sentence to solve a problem.

In 2016, 66 Year 5 students participated in NAPLAN numeracy assessments including 39 boys and 27 girls.

38% of our students placed in the top two bands showing an increase of 6%. There was a 4% decrease in students in the bottom two bands. Boys out performed the girls, with 41% of boys in the top two bands, compared to 33% of girls.

Our students showed strengths in identifying numbers in data displays with a key of one to many, solving word problems by adding 3 amounts of money and subtracting to calculate change and identifying outcomes of events where some cannot happen if the others happen.

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.

Parent/caregiver, student, teacher satisfaction

Data from the Tell Them From Me (TTFM) survey indicated that parents (26 respondents) feel that they are not effectively informed about their children's progress with only 4.3% of parents responding they felt informed about their children's social and emotional development. Parents indicated an average score of 5.8% (Parents are Informed) which placed the school in the bottom quartile of the school distribution of school average scores.

Data from Staff indicated that 4.8% of leaders within the school had taken the time to observe their teaching and 6.4% identified they had received useful feedback about their teaching. 4.6% of staff indicated that students used computer or other interactive technology to track progress towards their goals. The average score across the state 5.9% placing us in the bottom quartile within the state.

Data from students indicated 37% feel that they are not challenged in Literacy and Numeracy lessons with 53% the state norm. 26% of students had positive homework behaviours. The government norm was 63%.

Policy requirements

Aboriginal education

Our school has an approximate enrolment of 2% of Aboriginal students. In keeping with Departmental guidelines, and in an endeavour to maximise the learning opportunities of our Aboriginal students, a Personalised Learning Plan was devised for each Aboriginal student in consultation with family members. Aboriginal content across various curriculum areas continued as a focus in order to develop a wider understanding and appreciation of Aboriginal culture in our students. It is only through education of our students and the community that there can be a wider appreciation of the real issues concerning Aboriginal people so that the process of reconciliation can be further advanced.

The Aboriginal Education Policy has been implemented and staff have been trained in the content of this new policy and the implications for the classroom for both Indigenous and non-Indigenous students. The Kumariidha AECG, along with Warner's Bay Community of Schools, signed a Memorandum of Understanding.

The continuation of the Aboriginal Education Action Team, ensuring stronger relationships within the WBCoS continued in 2016. The Warners Bay Community website was developed throughout 2016.

Multicultural and anti-racism education

In order to develop the knowledge, skills and attitudes

that will allow our students to fully participate in a culturally diverse society, the school has maintained a focus on multicultural education in all areas of the curriculum by providing a multicultural perspective in units of work.

The school does not tolerate racism in any form and has an Anti-Racism Contact Officer (ARCO) who is trained to deal with issues related to racism. An additional ARCO commenced training Term 4 this year.

Playground behaviour records and teacher observations and assessments show that student behaviour demonstrates tolerance and respect for other cultures.