

# Penrith Valley Learning Centre Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of Penrith Valley Learning Centre 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.

Nicholas Danta

Principal

### School contact details

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### Message from the Principal

The broad aim of our program at Penrith Valley Learning Centre (PVLC) is to assist students to develop the confidence and skills necessary to reach the goals they have identified in their Personalised Learning Plans. For some students this involves making a successful return to their mainstream school on a fulltime basis, while for others their focus is to prepare themselves for further education or the workforce and for success in the wider community.

We use a highly structured behaviour monitoring program which allows staff to establish clear behaviour goals, which are understood by students, parents and caregivers. Students are given support to recognise the consequences of their behaviour and the assistance required to take responsibility for their actions. These skills are fundamental for students to learn if they are to better manage their behaviours and be successful once they have graduated from PVLC.

Communication between staff, students and caregivers is central to our program. We have daily written communication with caregivers, combined with regular phone contact and meeting times, to ensure that everyone is clear about how students are progressing. We work as a team to assist students to set and pursue achievable goals. Our counsellor plays a vital role in nurturing the links between students, staff and caregivers by establishing personal goals for each student that are pursued both at school and home.

Every student at Penrith Valley Learning Centre has a Personalised Learning Plan which is developed in consultation with the student, their parents or carers, staff from PVLC, our school counsellor and, where possible, staff from the student's home school. These plans set out how each member of the team can assist the student to achieve their goals. The plans are reviewed annually.

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

## School background

### School vision statement

At Penrith Valley School we offer a supportive, engaging and broad program that provides students with opportunities to develop the social, emotional and academic skills to become contributing members of their communities.

We seek to assist students to own their actions, create positive patterns of behaviour, become job-ready and develop independent living skills. We strive to endow our students with the confidence and motivation to embrace learning, pursue their individual goals and engage productively with their community at the completion of our program.

### School context

Penrith Valley School (PVS) is an alternative educational setting that caters for students from year 5 to year 12 who have experienced difficulties in mainstream schools. There are seven students in each of our 6 classes at PVS, which are all mixed ability.

Students at Penrith Valley School present with significant Behaviour Disorders and Emotional Disturbances which have resulted in their exclusion from mainstream schools. In many cases, these anti-social behaviours have led to extended absences from school, which have left substantial gaps in their education. In some instances students have limited support at home and significant barriers to post-school success.

PVS has been working successfully with Aboriginal students since the school was established in 2007. Generally the number of students who identify as Aboriginal is between 20% and 25%. Every student at PVS has a Personalised Education Plan which is developed in consultation with the student, their parents or carers, staff from PVS, our school counsellor and, where possible, staff from the student's home school. These plans set out how each member of the team can assist the student to achieve their goals. The plans are reviewed annually.

## 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.

#### Learning Domain:

Through the process of self-reflection, the **Learning Domain** has been identified as *Sustaining and Growing* at PVS. Two areas that embody the work being done in this area are **Learning Culture** and **Wellbeing**.

#### Learning Culture:

"Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning."

Students have access to a broad range of subjects that have been collaboratively developed to ensure that there is minimal repetition of topics and that lessons are relevant and engaging. Teaching and Learning Programs incorporate the development of living skills to prepare students for post-school life. Students in senior years are supported to undertake work experience and prepare for the transition to work. Survey results indicate that students and their parents and carers recognize that there are high educational expectations at PVS. The outstanding post-school outcomes in 2016 highlight the success of the work experience program.

#### Wellbeing:

"The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment."

There are strong structures and systems in place at PVS that assist students to feel safe and connected at school. Daily behaviour sheets ensure good communication with parents and carers, while mentoring and individualized support

structures ensures that students are given the assistance to develop better skills at managing social interactions. Positive behaviour interventions reduce anxiety and allow students to engage more strongly with their education. The improvements in suspension rates indicate that students feel connected to staff at PVS and are positively engaged in classes. The partnership between PVS and Nepean Therapy dogs that was established in 2016 has been a successful intervention to provide increased therapeutic support to our students.

### **Teaching Domain:**

In the **Teaching Domain** the overall performance of PVS has been identified as *Sustaining and Growing* with significant work being undertaken in relation to **Collaborative Practice** and **Professional Standards** in 2016.

#### **Collaborative Practice:**

"Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice"

Teachers receive supervision and mentoring from executive staff members and are supported to develop, implement and review their Professional Development Plans. Teachers have worked together to develop Scope and Sequences for each subject and have collaboratively developed Teaching and Learning Programs. Furthermore, teachers have participated in the development and implementation of a whole-school immersive literacy project, which has improved the consistency and quality of literacy teaching across all classes and subjects at our school. PVS is strongly connected to the Colyton Learning Community and has participated in literacy and sports projects since 2015. In 2017 there will be further opportunities for collaboration in the implementation of whole school approaches to literacy and numeracy.

#### **Professional Standards:**

"Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes"

With the introduction of the Performance and Development Framework and the relative inexperience of most of the classroom teachers at PVS, there is work being undertaken by executive staff to support teachers to successfully achieve accreditation as proficient teachers. One staff member achieved accreditation at the level of Proficient Teacher in 2016, while another staff member will submit her application early in 2017.

#### **Leading:**

In the **Leading Domain** the focus during 2016 was on developing leadership capacity and clearly defining leadership roles. Two aspiring teachers were given opportunities to relieve in executive positions culminating in them sharing the Assistant Principal role for semester 2 2016. Leadership was distributed more widely among staff at PVS throughout 2016. Teachers demonstrated their leadership skills through coordinating programs including; the Ngala café, Stephenie Alexander Kitchen Garden Program and Work Education programs. A range of excursions and community access visits were also facilitated by staff members, including; travel training, Colyton Sport and Colyton Showcase.

*Leadership* has been identified as an area in which PVS is excelling in relation to the School Excellence Framework.

"The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students"

Making stronger connections with Community organisations is an ongoing focus at PVS. In 2016 the Ngala community café was expanded to provide more opportunities to bring all members of the school community together for the benefit of our students. The café has been successful in connecting our school community with organisations including; *Break Thru* and *Better Health Better Futures*. In 2016 Penrith Valley established a partnership with Nepean Therapy Dogs and has further embedded the work experience program into the school culture, providing improved employment prospects for our students. In 2017 we will be investigating a partnership with the University of Western Sydney Medicine faculty.

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

### Independent Students

#### Purpose

To provide a diverse and engaging program that enables students to develop independence across a range of areas including; being job ready, being able to pursue further education, possessing functional living skills, and developing the social competencies and confidence to participate in their communities.

#### Overall summary of progress

During 2016 there were three main areas of focus for developing independent students:

1. Refinement of Personalised Learning Plans (PLPs) to assist students to identify and pursue realistic goals that have been established in consultation with all stakeholders

During 2016 executive staff worked with teachers to assist them to develop comprehensive PLPs for each student through discussions with all stakeholders. As a result, 69% of the individual goals identified by students in their PLPs were achieved in 2016. Engagement in school programs, work experience, integration into mainstream schools and connections with community organisations are all indicators of students successfully setting and achieving their goals.

2. Development and implementation of Teaching & Learning programs supporting independent living skills.

During 2016 staff worked collaboratively to identify a range of living skills that were essential to assisting our students to develop independence. These skills were integrated into all Teaching and Learning Programs. The Stephanie Alexander Kitchen Garden program (Stage 3/4), Ngala Café program (Stages 4/5/6), participation in *Break Thru* living skills program (stages 3/4), Worst in Show Literacy Program (Stages 3/4/5), Work Education (Stage 5/6) and Work Experience (Stage 5/6), all have a particular focus on developing independent living skills. In addition, Penrith Valley saw the successful participation of one Indigenous Student in the Indigenous Reading Project.

As part of the Work Education program, students undertook travel training and were able to demonstrate the ability to manage public transport independently. The fact that 79% of eligible students participated successfully in Work Experience is an indicator that our programs are assisting students to develop the independence to function in a workplace. 2016 also saw a number of students successfully transition to fulltime work. Four eligible students either received an apprenticeship or were engaged in fulltime work at the end of 2016.

3. Development and implementation of Individual Transition Plans for students in Stage 5 & 6.

A focus for the senior students at Penrith Valley School is to prepare them for post-school life, whether that be further education, entering the workforce or a combination of both. Developing meaningful and relevant Transition Plans that are based on realistic goals set through consultation with all stakeholders is key to this process. The success of our students in re-integrating back to mainstream schools, the Work Experience program, completion of T-Vet courses and participation in our café program all indicate that our students are successfully pursuing goals set in Individual Transition Plans. Our café program is a school based work experience program that develops hospitality skills. Students who participated in the café program demonstrated improved attendance and a reduction in behaviour referrals in 2016.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve at least 75% of the goals they identify in their Personalised Learning Plan	Students achieved 69% of the goals identified in their Personalised Learning Plans, which is slightly below the level we were aiming to achieve.	Progress towards goals in the students' PLPs is a function of the work being done throughout the school on a daily basis.
All students achieve at least 75% of the goals they identify in their Individual Transition Plan by the time they leave PVS	There were high levels of success with transition in 2016 with 2/3 of year 10 students, 1/2 of year 11 students and the only year 12 student moving transitioning to work. Three students achieved their goal of transitioning into a mainstream school.	Funds were used to release an SLSO to support the work experience program throughout 2016, which involved workplace visits and additional support for

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve at least 75% of the goals they identify in their Individual Transition Plan by the time they leave PVS	79% of eligible students participated in Work Experience	students who were finding the transition difficult. Staff members were released to attend meetings and support the integration of students into mainstream schools.
Parents of students from Low–socio economic backgrounds and Aboriginal backgrounds will receive additional support to assist them to participate in the planning and implementation of PLPs using funds from the RAM Low–socioeconomic and Aboriginal background	Parents were encouraged to participate in the development and implementation of their child's PLP.	School funds were used to provide catering for all events attended by parents including; Ngala Day and the end of year celebration.

## Next Steps

The next steps required in 2017 to ensure Strategic Direction 1 is successfully implemented include;

- 100% of students transitioning to work or further education at the completion of our program
- Further refinements to the PLP process through identification of best practice and making further improvements to our processes
- Increased focus on Year 9 students undertaking work experience in trade industries where traineeships or apprenticeships are proving successful
- Targeted Year 10 students continuing to build mechanisms of support for enrolment and engagement in TVet courses.
- All Stage 6 students not undertaking mainstream Preliminary / HSC course of studies to undertake diverse work experience opportunities and TVet courses
- One on One courses designed to lift student living skills i.e. Cooking, woodwork, mechanics
- Implementation of school diaries to increase student independence
- Engagement of additional external community providers such as FUSION and the Black Dog Institute Program to promote student wellbeing.
- Implementation of *Zombie Space Station* immersive Literacy program in 2017



## Strategic Direction 2

### Inspiring Staff

#### Purpose

For staff members to embody and model the personal qualities that we seek to develop in our students; being positive, motivated, persistent, resilient and empathetic. For staff members to actively inspire students by exhibiting these qualities through all their interactions with students, parents and the wider community. For all staff to have opportunities and support to pursue career development articulated in their Professional Development Plan and in line with priorities outlined in the School Plan.

#### Overall summary of progress

Throughout 2016 teaching staff were immersed in a variety of professional learning opportunities designed to support their stated goals on their Professional Development Plans (PDPs) and the School Management Plan. With its second year of implementation staff are familiar with the Performance and Development Framework and the manner in which it can support their Professional Development Plan. The success of this initiative is demonstrated by the fact that teachers achieved **80%** of the goals they identified in their PDPs.

In accordance with the standards set out in the Australian Institute for Teaching and School Leadership and to facilitate the pursuit of developing inspiring staff, significant funds were allocated into Professional Development during 2016. Two teachers prepared for, and were successful in attaining accreditation at Proficient level.

A diverse range of Teacher Professional Learning opportunities were made available with staff undertaking conferences in Positive Psychology, Learning Differences, SEPLA and all KLAs. Learning opportunities that offered development in ICT and those specific to KLAs were well attended. Staff also had the opportunity to engage with a teaching mentor in their KLA. Executive staff members supervised teachers and supported their ongoing development through; scheduled meetings, formal and informal observations and professional dialogue. All teaching staff have the opportunity to pursue leadership roles within the school and across the Colyton Learning Community. One staff member has been engaged as a presenter for a Mathematic program delivered through Newcastle University following his participation in a Professional Development Course. Two other staff members presented at the English Teachers Association and the SEPLA conference.

The staff at PVS are in the process of developing and implementing a four year cycle of Teaching and Learning Programs within an identified Scope and Sequence, which will ensure that students have access to a broad and rich educational experience that is coherent and relevant. To support this teachers have had the opportunity to engage with the relevant KLA or subject specific professional association.

During 2016 students participated in “*Worst In Show*”, a student centred, inquiry based program designed to ignite student imagination whilst also improving their literacy skills. The dual purposes of the program were to improve the writing skills of all students and improve the ability of all teachers to teach Literacy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers progress successfully through the accreditation process in accordance with the standards set out in the Australian Institute for Teaching and School Leadership	Beginning teacher's funds and Teacher Professional Learning funds were increased to support teachers to undertake Professional Development to achieve the goals set out in their PDPs in line with priorities articulated in the school plan.  Two teachers prepared their portfolios, one submitted and was accredited at the level of Proficient	\$ 17,239.95 in TPL funds
Teachers achieve 75% of goals	80% of teachers' identified goals were achieved	As above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
identified in their Professional Learning Plans within the Performance and Development Framework in line with the School Plan	Teachers have developed a more comprehensive understanding of the Performance and Development Framework	
All teachers to participate in collaborative partnerships at PVS and across the Colyton Learning Community to develop professional skills and enhance professional networks	Successful collaborations during 2016 included; <ul style="list-style-type: none"> <li>• Colyton Showcase</li> <li>• Colyton Sport</li> <li>• Worst in Show</li> <li>• CLC principals network</li> </ul>	RAM funds were used to allow equitable access to the collaborative programs including subsidies for tickets to showcase and travel expenses for Colyton Sports  Costs for Worst in Show were taken from the English Budget

## Next Steps

The next steps required in 2017 to ensure Strategic Direction 2 is successfully implemented include;

- Work to refine Year 1 of the Scope & Sequence with the enhancement of teacher knowledge & skills
- Embed literacy strategies across all KLAs and all stages.
- All staff moving towards accreditation
- All staff to be members of their appropriate professional associations to augment knowledge and build specialized networks
- Focus on QTL as our next layer of successful programming
- Develop QTL coding on lessons, Assessment Tasks and quality feedback
- Building peer review teams to strengthen staff connections, enhance learning and provide the opportunity to see delivery in diverse specialist areas.
- Continue access to Teacher Professional Learning (TPL) and professional collaboration across KLAs
- Teachers aligned with Faculty/Department Associations
- Ongoing mentoring, monitoring, professional dialogue and research
- Reviewing the school's Teacher Assessment and Review practices, professional learning policy and implementing systems for structured feedback through mentoring and peer evaluation
- Reviewed implementation for changes to Syllabus documents



## Strategic Direction 3

### Strong Community Connections

#### Purpose

To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including; mental health, employment and housing, thereby removing barriers to their continuing educational success.

#### Overall summary of progress

Stronger Community Connections were developed at Penrith Valley School in the following areas:

1. During 2016 the Ngala café program was expanded and embedded into the life of Penrith Valley School, offering more opportunities for our parents and carers to become involved by:
  - Establishing a café committee which parents were invited to join
  - Engaging the parents in decision making through the committee in relation to information sessions and preparations for celebrations
  - Providing opportunities for parents to work in the Ngala café
2. In 2016 the Café program was expanded to allow more students to participate in the program:
  - Three teams operated each week in the Ngala Café in 2016: 1. Café School 2. Catering Team and 3. Friday Lunches
  - Each team provided students with the opportunity to develop a different skill set in the area of hospitality
  - During 2016 the café team catered for a number of events including; CLC Principals meeting, The PVS end of year celebration, Ngala Day and an event at St Marys Senior HS.
3. During 2016 a number of community organisations used the Ngala café to host presentations for our parents and carers. These organisations included:
  - Break Thru People Solutions, Better Health Better Futures and Nepean Community and Neighbourhood Centre
  - The Café also hosted Ngala Day, an open day for PVS and our end of year Christmas Celebration
  - Throughout 2016, a broad program of information sessions was offered to parents and carers including: NDIS, Aboriginal Health services and supporting their child with literacy at home

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of parents and carers involved in the development and implementation of the PLP and ITP for their child	All parents were given the opportunity to participate in the development of PLP during 2016, 74% of parents and carers participated in PLP meetings in 2016, either in person or over the phone.	NA
85% of parents attend at least 4 information sessions delivered by community organisations or school events during a calendar year	During 2016 the Ngala Community café hosted a number of functions including; Ngala Day, End of Year celebration and workshops including NDIS, Supporting your child with Reading and Managing Stress.	\$10 000.00
Parents of students from Low-socio economic backgrounds and Aboriginal backgrounds will have additional supports put in place to ensure they have equitable access to the café and a broad range of incursions, excursions and camps supported by the RAM Low-socioeconomic and Aboriginal background funding	School funds and monies raised through fundraising were used to provide equitable access to families from low socio-economic backgrounds and Aboriginal backgrounds to a range of programs at PVS during 2016. These included: <ul style="list-style-type: none"> <li>• The funds used to support the running costs of the Ngala café</li> <li>• Contributions to the camps in semester 1 and 2 and the Treetops Adventure excursion</li> <li>• Investment in computers and IT equipment</li> </ul>	Café program: \$10 000.00  PVS contributed \$1 120.00 to the Treetops Adventure excursion

## Next Steps

The next steps required in 2017 to ensure Strategic Direction 3 is successfully implemented include;

- The Ngala café will host a community market in 2017.
- Students will have opportunities to further develop their independent living skills through participation in the operation of the markets
- Skills will include; operating a small business, event management, promotion
- The market will establish stronger connections between PVS and other schools in the Colyton Learning Community, Kurrabee school and members of the wider community
- Cooking 101 course to be hosted by the café to develop basic cooking skills for at risk students
- Fusion to be the new Chaplaincy provider for PVS
- Nepean Therapy Dogs to continue weekly visits with a view to expanding the experience to allow students to read to the dogs
- Continue to strengthen links with the Colyton Learning Community through the Colyton Showcase, CLC Sport and the Colyton Principals network



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Identified students were given the opportunity to participate in individual interest projects to assist them to connect more strongly to the school and become more successful in class</p> <p>Indigenous reading program 50% success. The successful student received an iPad to support their continued reading.</p> <p>Additional funds were paid to provide a second day of for a youth worker to attend each week to support students at PVS including Aboriginal students</p>	<p>\$9 600.00</p> <p>Wellbeing funding was used to employ a Community Liaison Officer and Youth Worker who were worked with our Aboriginal students</p>
<b>Socio-economic background</b>	<p>Visual Arts remained a popular elective subject in 2016 and the additional teacher time allowed all students to participate</p> <p>Students developd IT skills leading to a successful work experience placement for a student at a local computer shop</p> <p>Funds were used to purchase second hand computers equipment and to release the IT coordinator to work with students</p> <p>Literacy is an area of need for many students at PVS. By employing a Literacy teacher we were able to complete baseline testing for students and then able to provide additional support to students from Low Socio-economic backgrounds</p> <p>Weekly home visits were made by our community liaison officer to the families of students whose attendance was in decline. This intervention assisted students to reconnect with school</p> <p>Subsidies to the cost of excursions and camps to allow equitable access for all students</p>	<p>\$10 157.00</p> <p>\$6 200.00</p> <p>\$20 000.00</p> <p>Wellbeing funds</p> <p>\$14 945.37</p> <p>\$3 244.57 in subsidies to camps and excursions</p> <p>• Socio-economic background (\$10 000.00)</p>
<b>Support for beginning teachers</b>	<p>Beginning teachers were identified and budgets were set to give them the required professional learning and ability to work towards completing their accreditation at proficient level. The program allowed for time with mentors and executive staff and supported professional learning</p> <p>A teacher was employed to provide release from face to face for Beginning Teachers on a rotating roster to allow teachers to plan professional development and engage in sustained mentoring with their assigned supervisor</p>	<p>\$19 648.73</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	21	24	32	34
Girls	8	10	10	9

The Penrith Valley School student population presents with significant social, emotional and behavioural issues. The on-going challenge for the school is to meet the diverse, complex and dynamic needs of students. Penrith Valley School's commitment to continual improvement and on-going staff professional learning is informed by consultative and collaborative practices, which build and maintain effective professional partnerships with all key stakeholders. The Personal Learning Plans developed for all students ensure optimal placement outcomes. Approximately fifteen percent of students at PVS identified as Aboriginal during 2016.

### Management of non-attendance

Many students who are enrolled at Penrith Valley School have had significant problems with their school attendance. Attendance rates fluctuate due to the complexity of the needs of the students and, due to the small size of the student cohort individual students have a significant impact on the overall attendance figures. Developing high interest programs is a key strategy at PVS to improve attendance rates. During 2016 a community liaison officer was employed to further strengthen the connections between school and home and to work with parents and carers to resolve attendance issues.

A proportion of students attending PVS have been referred to the school due to poor attendance patterns. The school works hard to develop the trust of students and their families to assist students to re-engage with learning. When attendance becomes a problem, staff at PVS work closely with families to establish the reasons for absenteeism and develop strategies to address the causes. When all attempts to negotiate with the student and their family have failed to resolve the issues, the students are referred to the Home School Liaison Team.

### Structure of classes

Penrith Valley School comprises a Senior school and a Junior school. There are three classes in the Junior school for students in years 5 to 8 and three classes in the Senior school for students in years 8 to 12. There are seven students in each of our 6 classes at PVS, which are all mixed ability.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		50	
Employment	67	50	100
TAFE entry	33	0	0
University Entry			
Other			
Unknown	33		

### Year 12 vocational or trade training

One year 12 student completed a TVet course in Aged Care in 2016.

### Year 12 attaining HSC or equivalent

2016 marked the first time that a student completed year 12 at PVS.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.82
Teacher Librarian	0.17
School Administration & Support Staff	7.82
Other Positions	0.3

\*Full Time Equivalent

There were no staff members who identify as Aboriginal or Torres Strait Islander background at Penrith Valley School in 2016.

### 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	70

## Professional learning and teacher accreditation

Teacher were supervised by executive staff at PVS and given intensive support in classroom management strategies, development of Risk Management and Personalised Learning Plans and assistance to complete Teaching and Learning Programs and Assessment Tasks. Peer tutoring was also offered to staff members, as were opportunities to collaborate with staff from local schools in the Colyton Learning Community. One teacher achieved accreditation to the level of Proficient teacher in 2016.

## Financial information (for schools using OASIS for the whole year)

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.

## 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.

- Additional funds were used to support Teacher Professional Learning in 2016
- Additional funds were used to support initiatives for students from Low–Socio economic backgrounds including; the Ngala café and providing literacy support
- Additional funds were used to subsidise camps and excursions to ensure equitable access for all students to these learning opportunities

Income	\$
<b>Balance brought forward</b>	<b>230 724.00</b>
Global funds	116 743.00
Tied funds	182 268.00
School & community sources	5 571.00
Interest	2 908.00
Trust receipts	202.00
Canteen	0.00
<b>Total income</b>	<b>538 416.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	11 028.00
Excursions	5 697.00
Extracurricular dissections	6 618.00
Library	0.00
Training & development	9 690.00
Tied funds	179 703.00
Short term relief	10 273.00
Administration & office	32 092.00
School-operated canteen	0.00
Utilities	22 723.00
Maintenance	19 855.00
Trust accounts	593.00
Capital programs	0.00
<b>Total expenditure</b>	<b>298 272.00</b>
<b>Balance carried forward</b>	<b>240 144.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	254 088.31
(2a) Appropriation	247 195.44
(2b) Sale of Goods and Services	1 878.32
(2c) Grants and Contributions	4 710.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	304.20
<b>Expenses</b>	-128 993.65
Recurrent Expenses	-128 993.65
(3a) Employee Related	-75 949.92
(3b) Operating Expenses	-53 043.73
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	125 094.66
<b>Balance Carried Forward</b>	125 094.66

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	394 965.13
Base Per Capita	4 013.90
Base Location	324.00
Other Base	390 627.24
<b>Equity Total</b>	97 094.24
Equity Aboriginal	9 599.84
Equity Socio economic	87 494.40
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 239 448.35
<b>Other Total</b>	1 879.00
<b>Grand Total</b>	1 733 386.72

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.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	254 088.31
(2a) Appropriation	247 195.44
(2b) Sale of Goods and Services	1 878.32
(2c) Grants and Contributions	4 710.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	304.20
<b>Expenses</b>	-128 993.65
Recurrent Expenses	-128 993.65
(3a) Employee Related	-75 949.92
(3b) Operating Expenses	-53 043.73
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	125 094.66
<b>Balance Carried Forward</b>	125 094.66

### 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>	394 965.13
Base Per Capita	4 013.90
Base Location	324.00
Other Base	390 627.24
<b>Equity Total</b>	97 094.24
Equity Aboriginal	9 599.84
Equity Socio economic	87 494.40
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 239 448.35
<b>Other Total</b>	1 879.00
<b>Grand Total</b>	1 733 386.72

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

### School-based assessment

Collecting meaningful school-wide data on the performance of students at Penrith Valley School is complicated by the diverse range of students and their complex needs. Suspension data provides a broad insight into how engaged our students are in the programs at PVS. Many students arrive at PVS with a history of suspensions which result in missed educational opportunities, causing them to fall behind their peers, leading to frustration and further suspensions. Breaking this cycle is integral to re-engaging students with education, which is the foundation for success at PVS. The suspension rate in 2016 is a 40% improvement on 2015. There were 44 suspensions given in 2016 compared to 73 in 2015. This improvement is also reflected in a reduction of days lost to suspension; from 489 days in 2015 to 290 days in 2016. Long suspensions were down to 12 in 2016 compared to 22 in 2015 which is a 45% reduction. A low suspension rate indicates high levels of compliance with the systems and processes in place at PVS and points to the success of the learning that is occurring in the classrooms.

Another broad indicator of success at PVS is the improvement in students transitioning successfully to the next phase of their lives after completing our program. In 2013, Penrith Adolescent Centre was amalgamated with Penrith Valley School which allowed students to progress beyond year 8 for the first time in the school's history. While the post-school options were poor in 2013, the development of the school in the following years has resulted in outstanding post-school options for our students. Two of the three year 10 students who completed their studies in 2016 transitioned into work, with one beginning an apprenticeship. One of the 2 year 11 students who finished in 2016 moved into employment as did our first year 12 student, who also completed a TVet course in Aged Care in 2016. There were a further 3 students who successfully transitioned full time into a mainstream school, with another student hopeful of completing his transition early in 2017.

These achievements embody the central purpose of our school which is to assist students to "pursue their individual goals and engage productively with their community at the completion of our program."

### 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.

Ten students at PVS completed NAPLAN in 2016, 2 in year 5, 2 in year 7 and 6 in year 9. Due to privacy laws governing the release of information about small cohorts, we are unable to publish the results of these tests. The individual results for students are included in the results of their referring mainstream school.

## HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

## Parent/caregiver, student, teacher satisfaction

### Parent survey results:

Parents were surveyed to determine their levels of satisfaction with our school. Overall there is a high level of satisfaction among the 47% of our parent body who completed the survey. Parents identified that they feel welcome at the school. They believe the school is a safe place that has high expectations of all students. A selection of the parent responses are provided in a graph below:

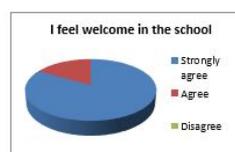
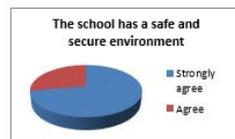
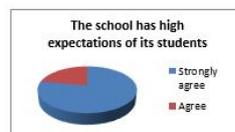
### Student Surveys:

Student responses correlate with parent feedback in regard to the high expectations that staff members at PVS have of students. There is a high level of satisfaction among students at PVS. A selection of survey responses are provided in a graph below.

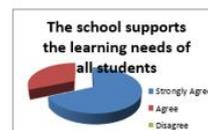
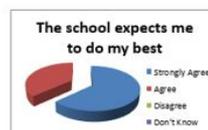
### Staff responses:

Staff members were asked to complete a survey in relation to the school culture. The survey results indicate that there is high level of pride, commitment and belief in the school vision among staff at PVS. Staff members unanimously responded with "Almost Always" to nearly 50% of the questions including; *The school is continually finding ways to improve what it does, The school encourages everybody to be a continuing learner, The school encourages students to achieve their best, I am proud of my school and The school recognises and celebrates achievements.*

Parent and caregiver survey results:



Student survey results:



## Policy requirements

### Aboriginal education

As part of the school's focus on improving attendance, engagement and connections for Indigenous students, PVS utilised the equity funding to ensure that Aboriginal students had access to the same educational experiences as all students at PVS.

Our Aboriginal students were given opportunities to participate in a variety of programs aimed at developing their skills and engagement with Penrith Valley. These programs included; Ngala Café, Aboriginal Literacy Program, Break Thru anger management, Colyton Learning Community sport and Colyton Showcase.

Students were also invited to complete individual interest projects in areas including gardening, computers and musical tuition. By providing one on one support we sought to engage our Aboriginal students to develop their confidence and skills to become more successful at our school. Our goal was to see our students transfer the success from their individual projects into other classes. In many instances, students were reluctant to complete written work in class and the hands-on projects allowed them to develop self-confidence and a sense of achievement through completing these alternative projects.

In 2016, 100% of our Aboriginal students either improved or maintained their achievement in 94% of the performance measures related to Social Skills and Application Towards Education comparing, Semester 1 and Semester 2 academic reports. The performance measures include; working cooperatively, respecting self, others and property and following teacher instructions. This is an indicator of the high levels of engagement of our Aboriginal students.

## Multicultural and anti-racism education

At Penrith Valley School we actively encourage understanding and respect for all people regardless of their cultural background. We celebrate events including Harmony Day and develop understanding of cultural differences through Food Technology, the study of languages, and through History and Geography. The staff at Penrith Valley School comprises people from diverse cultural backgrounds and we model respect and understanding on a daily basis.

Each day a short video is played for students at the morning assembly to assist them to start the day on a positive note. Often these videos promote pro-social attitudes in relation to diversity, cultural and personal difference. There have been a number of films that encourage understanding for people from different countries and provide an insight into choices that people make. There have been anti-bullying messages and the celebration of creativity from all corners of the globe, which regularly spark engaging conversations involving staff and students.

There were two students from an ESL background at PVS in 2016. One of the students from a Nepalese background was given the opportunity to prepare traditional dishes from his culture for a Friday shared lunch during 2016.

## Other school programs

### Achievements in Literacy:

In 2016 Penrith Valley School continued to focus on improving student literacy outcomes. The school commenced the first stages in implementing a whole school literacy program.

This included targeted literacy sessions for students identified to be in need of one on one support to improve reading and comprehension. Data collected from the *Burt Reading Test* has indicated improvement from all students who consistently engaged in the program. All students enrolled at PVS in 2016 underwent testing using the *Burt Reading Test*. This information will continue to be used in 2017 to support and improve student literacy outcomes at Penrith Valley.

In addition, 2016 saw the continued implementation of whole school writing strategies, using common language and scaffolds for paragraph writing across KLAs. One student successfully participated in the Indigenous Reading Project, being awarded a new tablet computer for his efforts.

Students at Penrith Valley participated in a whole school, immersive literacy project called *Worst in Show* in Term 2 2016. In collaboration with the local Police Youth Liaison Officer, students were tasked with investigating a constructed crime. This project saw an increase in the quality and quantity of student writing, as well as a decrease in behavior incidents during the periods in which the program was run. The success of

the program in improving student outcomes has promoted its continuation in 2017.

### Achievements in Sports and PDHPE:

Physical Activity and Sport continued to grow at Penrith Valley School in 2016. Our students engaged in a diverse range of opportunities including multicultural sports, games for diverse groups (disability sports) and the continuing development of the school's PDHPE program. The Colyton Learning Community provided an opportunity for Stage 3 & 4 students to meet with, and play a range of sports with students from other schools. The benefits of the program included; improved motor coordination and physical development, improved sportsmanship and understanding of rules. Students also had the opportunity to undertake leadership roles, both as players and as referees.

Junior school students were also given the opportunity to participate in the School Swimming and Water Safety Program: a DOE program that develops student awareness and skills in swimming and participating in water activities safely. 2016 saw our largest contingent of participants yet, with over 10 students travelling to Ripples Leisure Centre in St Marys to engage in the program. Visits to specific sporting venues included; an NRL game (Penrith Panthers vs South Sydney Rabbitohs) and Indoor Bubble Soccer at Dubbo Sportsworld.