

# Valentine Public School Annual Report



2017



4185

## Introduction

The Annual Report for **2017** 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.

Mrs Lee Saurins

Principal

### School contact details

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## 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 566 students enrolled for 2017. 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 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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.

#### Overall summary of progress

2017 saw the beginning of personalised learning and differentiated learning opportunities. Professional Development was around PLAT, the introduction of 5 weekly data collections and data walla. Collobaration around consistent , quality teaching programs and lesson observations informed classroom teachers PDP's.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.		<p>DP &amp; DP Pedagogy embedded instructional leadership in school practices to enable continuation of processes in 2018.</p> <p>2017 NAPLAN results evidence 71% of Year 3 performed in the top two bands.</p> <p>60% of our Year 3 students placed in the top two bands, an increase of 22% from 2016. There was an increase of 17 students in Band 6 in 2016 to 28 students in Band 6 in 2017.</p> <p>26% of our Year 5 students placed in the top two bands</p>

#### Next Steps

Continue to build the collection of whole school PLAT data each 5 weeks in Reading, Comprehension, Writing and Whole Number.

Build the capacity in Assistant Principals in managing, analysing and evaluating data to serve intervention processes 'at point' of need across the school.

Build the capacity of the Learning Support Team, through ESES, to identify and provide adjustment, intervention and quality teaching and assessment for high potential students.

Form a High Potential Team to analyse, plan and evaluate school provision for high potential/ performance students.

Build capacity in School Management Plan 2018–2020 to drive the design and production of quality assessment tasks with a focus on provision for 'A' and 'B' performance.

To introduce and embed the new Gifted and Talented Policy across the school.

## 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

From 2017 data collections began to inform student progressions along the Literacy and Numeracy continuums. PLAT data now informs achievement and intervention processes have been put into place.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students will meet or exceed their age grade expectations on the numeracy and literacy continuums.  Evaluations of teacher professional learning (eg Guskey model) will confirm high levels of confidence and implementation by teaching staff.		Consistent Professional Learning was implemented in 2017. Evaluation of teacher professional learning at the end of 2017 evidenced a higher level of confidence and competence in programming and collegiality through improved quality and consistency of teacher professional learning.  PLAT 5 weekly data collections began in 2017 with analysis and identification processes for providing intervention at point of need. 90% of students meeting their grade expectations based on continuum was not achieved consistently across the school.
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.		Overall, Year 3 has done very well. Reading results were excellent with us sitting 13% above state average as were grammar & punctuation (12% above) and numeracy (17%) above state average.  In reading 53% of our students were placed in the top two bands, increasing 8% from 2016. 53% of our students are performing at proficient compared to 40% of students in the state.

#### Next Steps

Professional Learning is now designed to serve the School Management Plan and teacher's needs for accreditation. Professional Learning is now linked to standards and is consistent across the school with mandatory and elective events. Professional Learning is now considered and planned across the 'Bay Community of Schools'.

2018–2020 School Management Plan is based on 'growth' and is inclusive of Growth Mindset strategies. Student performance in the top two bands will have a greater focus as we unpack 'A' and 'B' and the 'blue' zone of PLAT data.

A High Potential Team has been established in the school to explore high potential both in terms of student achievement and teacher performance. Work will be planned through Teacher professional Learning to ensure that school leaders have the knowledge and skills to lead their teams to providing quality adjustments to learning for our students with potential to perform in the top two bands.

## 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.

#### Overall summary of progress

From 2017 work began in terms of better informing parents, carers and wider community around systems and practices in the school that pertain to best learning outcomes for students at VPS.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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. Staff at VPS become part of a wide community of excellent practice as evidenced by improved student outcomes.		<p>In 2017 teachers were given opportunities to collect, analyse and report on K–6 data in reading, whole number and writing. Learning Support Team processes were evaluated and restructured. LAST and Intervention teachers formed a team to track and provide small group and one-to-one intervention through Mini-Lit and Reading Tutor.</p> <p>In 2017 two Kindergarten teachers were trained in L3. Ongoing Professional Learning provided for all teachers around explicit teaching, use of Learning Intentions and Data Walls.</p>

#### Next Steps

Continue to refine the processes of Learning Support Team and have District personnel provide guidance.

Intervention Team to continue to analyse school PLAT data and provide intervention at 'point of need'.

Increase number of K–2 teachers receiving L3 training.

Classroom teachers using Learning Intentions , 'WALT' and 'WILF' processes to improve student outcomes.

Encourage all teachers to have data walls in their classroom to aid conferencing and feedback around student progress.

Plan ongoing Community Engagement that focuses on better informing parents around what we teach, how we teach and assess and how PLAT (Powerful Learning Accountable Teaching) data is used to drive intervention.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8, 287.00	MGoals were initiated through a Cultural afternoon tea. Parents were informed of the Educational benefits. PLP's were developed with true collaboration with families and personal goals were identified by all ATSI students. Community consultation resulted in identifying the designated area for future Yarning Circle.
<b>Low level adjustment for disability</b>	LAST Allocation \$60 994.00 Integration Funding allocation \$227 105.00	<p>During 2017, the Learning support teachers (LAST's) worked collaboratively with DP's and the Learning Support Team to lead, provide and implement individual intervention programs supporting student progressions in reading, writing and whole number. Through the implementation of tiered intervention by Powerful learning, Accountable Teaching (PLAT initiative).</p> <p>Four full-time SLSO's were employed based in each stage. All SLSO's were trained in strategies to provide explicit intervention in the areas of reading, writing and whole number. ILP's and PLP's were completed for identified students and review meetings were held each term to ensure explicit learning goals reflected students needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$80, 946.20	Semester One allocation (0.461) allowed our Stage supervisors to undertake Executive portfolio roles and responsibilities, support stage team members and leading explicit strategic directions from the school plan. Semester Two increased allocation allowed the school to offset the additional funding for the DP Pedagogy K-6.
<b>Support for beginning teachers</b>	\$24, 238.00	In 2017, we utilised our beginning teacher funds to support the five beginning teachers with school mentorship, release to observe other teachers within our school and at external schools to view quality teaching practices in action. All beginning teachers were allocated planning days in literacy and numeracy to work alongside the DP pedagogy around the mandatory components of programming and developing programming templates as well as assessment practices. Further professional development was also provided around TEN training, Seven steps to writing and PLAT intervention (Reading, Writing & Whole Number).
<b>Wellbeing – PBL</b>	\$7 000.00	During 2017, the school and community were introduced to PBL through parent forums and staff professional learning. Key words were chosen by the whole school community which underpin our values and expectations. We hosted a successful launch to embed the systems in place. We have school wide expectations which are explicitly taught and data is collated to identify areas for development.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	260	277	289	283
Girls	254	261	271	283

Student enrolment is stable and projected to remain stable. Enrolment Policy strictly enforced. Proven local enrolments only.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96.6	97.5	96.7
1	96.1	93.8	97	96
2	95.9	95.5	95.5	96.8
3	96.7	94.5	95.6	95.6
4	96.4	93.8	95	96
5	96.7	95.5	95.5	94.3
6	95.8	94.8	95.7	93.8
All Years	96.3	94.9	96	95.7
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

Valentine Public School adheres to the DoE Attendance Policy and closely manages student attendance through high expectations in terms of attendance. While attendance rates are good, there are individual cases that are managed by the Deputy Principal;

- Teachers phone home after two days absence with no explanation
- Parents communicate to school by phone,

skoolbag app and written notes to explain absences

- Deputy Principal liaises with School Counsellor, District HSLO in terms of managing absences that fall below 85%. All DoE processes are adhered to.
- The school has a strong process for Application for Extended Leave cases.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.31
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

Workforce is very stable.

There are no teachers on staff who identify as Aboriginal.



## 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	2

## Professional learning and teacher accreditation

Professional Learning, from 2017, is structured and timetabled weekly within the school. There are mandatory events that are aligned to the school plan and non-mandatory events that are designed to meet the needs of teachers at point of need from their accreditation journey. Professional Learning is highly valued and school executive set high expectations.

Currently there are 20 teachers accredited at Proficient. There are 15 teachers working towards Proficiency and there are no staff at Highly Accomplished or Lead.

## 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 (\$)
<b>Opening Balance</b>	175,205
<b>Revenue</b>	4,466,847
Appropriation	4,134,941
Sale of Goods and Services	15,686
Grants and Contributions	312,705
Gain and Loss	0
Other Revenue	0
Investment Income	3,516
<b>Expenses</b>	-4,441,994
Recurrent Expenses	-4,441,994
Employee Related	-3,952,942
Operating Expenses	-489,052
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	24,853
<b>Balance Carried Forward</b>	200,058

Financial information:

- Valentine Public School has moved to SAP during this reporting period and Principal and SAM have received training while at different schools. A financial committee consisting of Principal, SAM, SAO Compliancy, Deputy Principal and Assistant Principal oversee financial planning and management. At regular meetings they discuss planned budget, monitor ongoing spending and project for future planning.
- From 2017 spending around Professional Learning increased by 50% to allow for a deficit in professional learning over the past years. Quality, consistent professional learning needed to be introduced and training for Learning and Support processes and explicit teaching was very much needed.
- From 2017 the school invested in improved internet services, ICT hardware and software to support greater access to technology for student and teachers. With the help of the P&C laptops and new Promethium boards were purchased to support the introduction of BYOD Program and the growing ICT Media Centre in the Library.
- Use of rolled funds will include purchase of six new promethium boards for Stage 2, upgrading of Ipads and Apps for Ipads for K-2 use and flexible seating for the Library.

**Financial summary equity funding**

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,661,079
Base Per Capita	85,583
Base Location	0
Other Base	3,575,496
<b>Equity Total</b>	128,211
Equity Aboriginal	8,287
Equity Socio economic	18,866
Equity Language	3,082
Equity Disability	97,975
<b>Targeted Total</b>	227,105
<b>Other Total</b>	48,724
<b>Grand Total</b>	4,065,119

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.

### Year3

Overall, Year 3 has done very well. Reading results were excellent with us sitting 13% above state average as were grammar & punctuation (12% above) and numeracy (17%) above state average. There was a decrease in spelling but we are still above state average but by only 2%.

### Year5

Reading – steady growth in reading and sitting 13% above state average. There is also a decrease in grammar and punctuation and numeracy, however we are still above state average. (grammar 4% and numeracy 7%).

**In 2017, 91 Year 3 students participated in NAPLAN assessments including 50 boys and 41 girls.**

In reading 64% of our students were placed in the top two bands, increasing from 57.3% in 2016. Students in Band 6 went from 20 students in 2016 to 35 students in 2017.

64% of our students were at proficiency, compared with 51% across the state.

**Students strength include;** locating directly stated information in an information report and analysing information across stanzas in a poem.

**Areas for development include;** Student's ability to interpret directly stated information in a simple persuasive text, interpreting the meaning of vocabulary and the meaning of a phrase in a poem and interpreting the meaning of a phrase in an advertisement.

In writing, 71% of our students were placed in the top two bands, increasing 13.6% from 2016. 71% of our students are at proficiency compared with 53% of the state.

**Areas for development include;** student's ability to: using persuasive devices to influence reader and using effective persuasive devices.

In spelling, 55% of students were placed in the top 2 bands, decreasing 9% from 2016.

55% of our students were at proficiency, compared with 53% across the state.

**Students strength include;** correctly spelling one-syllable words with an uncommon letter patterns –oe and with suffix –ed, identifying errors ending in –ck and identifying errors ending in –se.

**Areas for development include;** spelling two-syllable words with silent –k, identifying errors, then spelling a one-syllable word with vowel digraph – ea and spelling a three-syllable plural word requiring a 'y to ie' change.

In grammar & punctuation, 74% of students achieved in the top two bands, showing an increase of 6% from 2016.

74% of our students are working at proficiency compared to 62% in the state.

**Students strength include;** identifying an adverb in a complex sentence, identifying a place noun in a simple sentence and identifying the correct use of the article –a with a word starting with –u.

**Areas for development include;** identifying the correct punctuation of a list in a simple sentence and identifying adverbs in a complex sentence.

**In 2017, 66 Year 5 students participated in NAPLAN literacy assessments including 35 boys and 31 girls.**

In reading 53% of our students were placed in the top two bands, increasing 8% from 2016. 53% of our students are performing at proficient compared to 40% of students in the state.

**Students strength include;** Analysing information across stanzas in a poem, inferring the reason for a character's actions in a narrative and locating directly stated information in an information report.

**Areas for development include;** Student's ability to interpret the meaning of vocabulary in a poem, identifying the main idea and the main purpose of a sentence in a persuasive article and identifying the purpose of a paragraph and interpreting the meaning of vocabulary from a context in a detailed informative article.

In writing, 7% of our students were placed in the top two bands, compared with 20% in 2016. 7% of our students are at proficiency compared to 18% of the state.

**Areas for development include;** Student's ability to use persuasive device to engage the reader, using precise effective vocabulary, use of correct cohesive links and spelling difficult or challenging words.

In spelling, 39% of our students were at proficient, compared with 38% for the state. However, there was a 7% increase from 2016 of students in the top two bands.

**Students strength include;** suffixes including doubling of final consonant, spelling one-syllable homophone with vowel digraph – ea and identifying errors of three-syllable words.

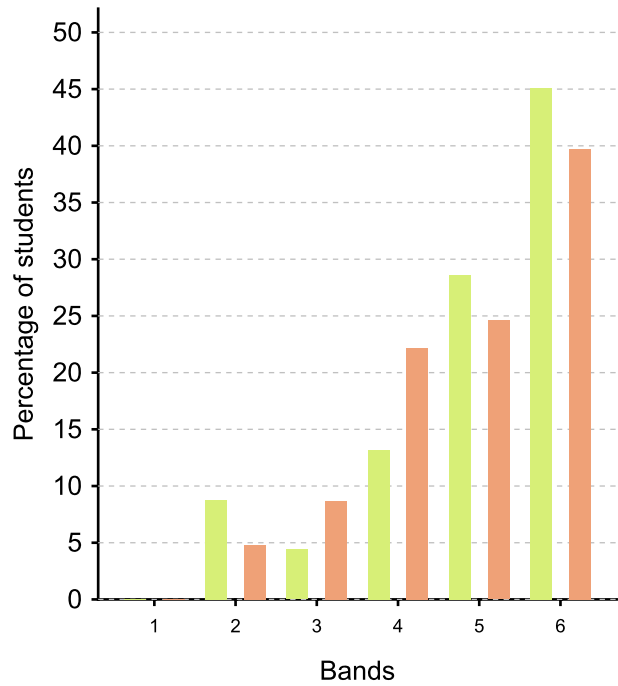
**Areas for development include;** correctly spelling a two-syllable word with the vowel digraph – ai, with the ending – ure, correctly spelling a two-syllable word with a silent letter – n and spelling one-syllable plural ending in –ves.

In Grammar & punctuation, 40% of students are at proficiency compared with 38% of the state. Compared with 2016, there was a decrease of 16% of our students in the top two bands.

**Students strength include;** identifying the correct auxiliary verb for past tense in complex sentences, identifying two subordinate clauses that meaningfully complete sentences, use of apostrophes and identifying subject of a compound sentence.

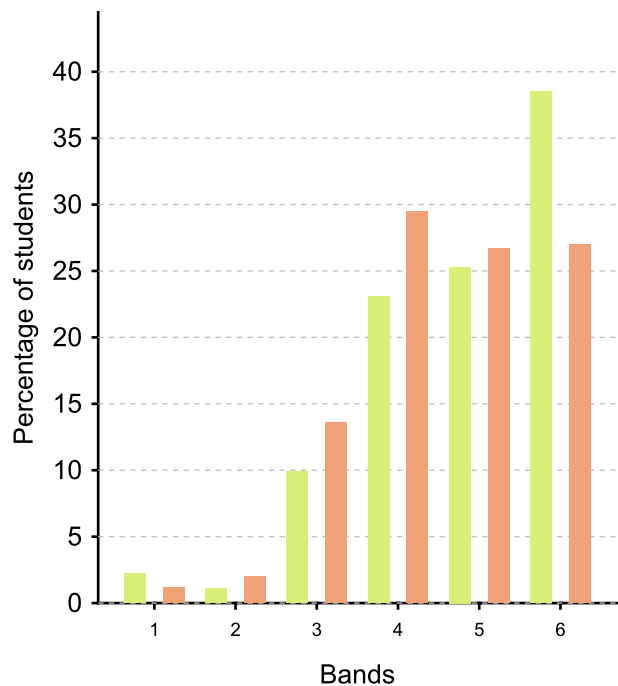
**Areas for development include;** identifying if nouns are singular or plural, identifying a sentence containing reported speech and identifying the last event in a series of complex sentences.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



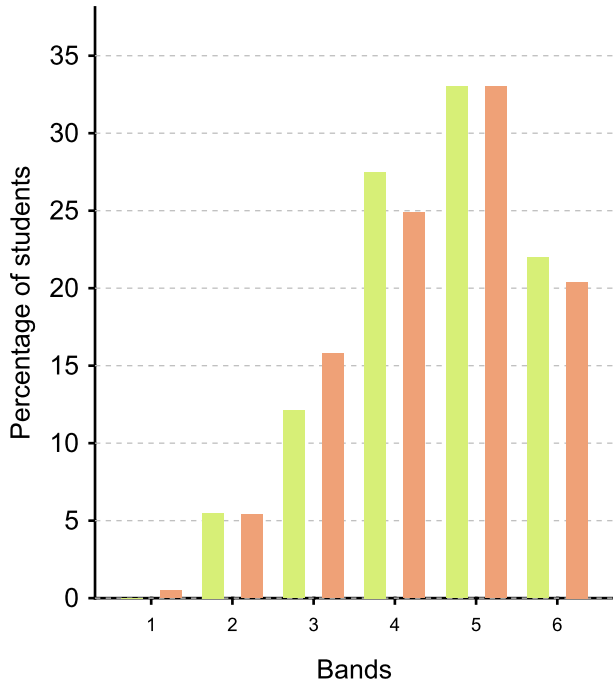
Band	1	2	3	4	5	6
Percentage of students	0.0	8.8	4.4	13.2	28.6	45.1
School avg 2015-2017	0.0	4.8	8.7	22.2	24.6	39.7

**Percentage in bands:**  
Year 3 Reading



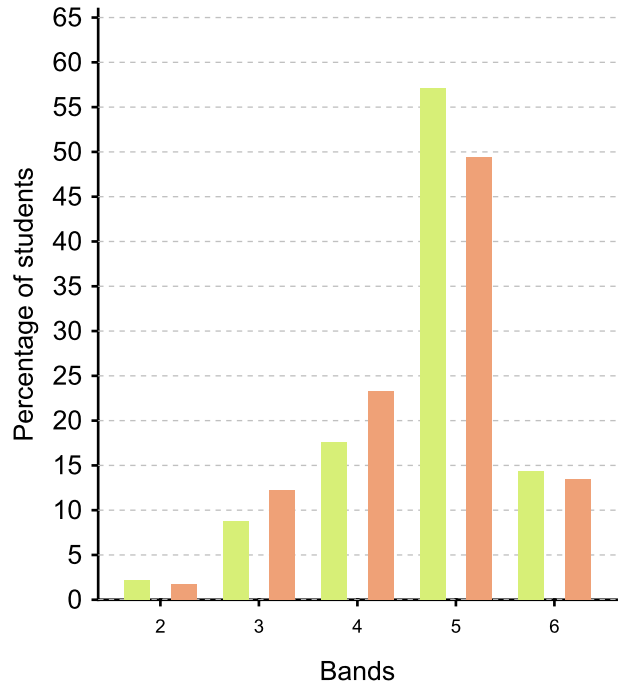
Band	1	2	3	4	5	6
Percentage of students	2.2	1.1	9.9	23.1	25.3	38.5
School avg 2015-2017	1.2	2.0	13.6	29.5	26.7	27.0

**Percentage in bands:**  
Year 3 Spelling



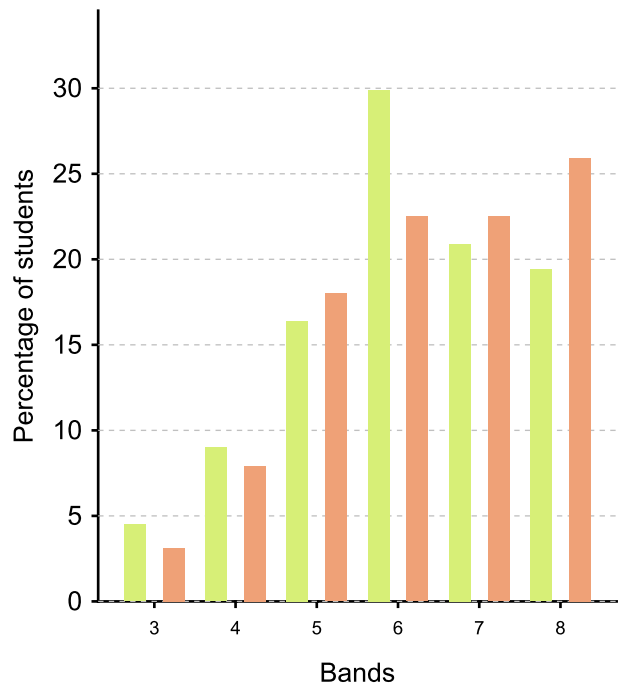
Band	1	2	3	4	5	6
Percentage of students	0.0	5.5	12.1	27.5	33.0	22.0
School avg 2015-2017	0.5	5.4	15.8	24.9	33.0	20.4

**Percentage in bands:**  
Year 3 Writing



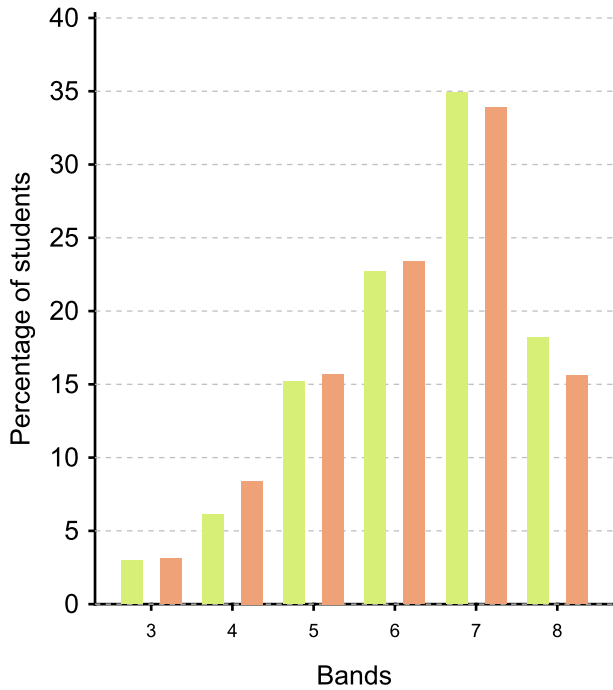
Band	2	3	4	5	6
Percentage of students	2.2	8.8	17.6	57.1	14.3
School avg 2015-2017	1.7	12.2	23.3	49.4	13.4

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	4.5	9.0	16.4	29.9	20.9	19.4
School avg 2015-2017	3.1	7.9	18.0	22.5	22.5	25.9

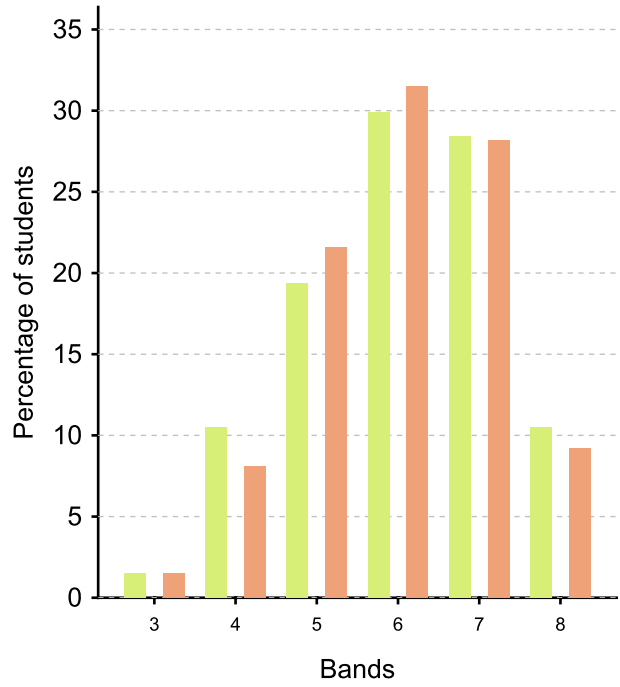
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.0	6.1	15.2	22.7	34.9	18.2
School avg 2015-2017	3.1	8.4	15.7	23.4	33.9	15.6

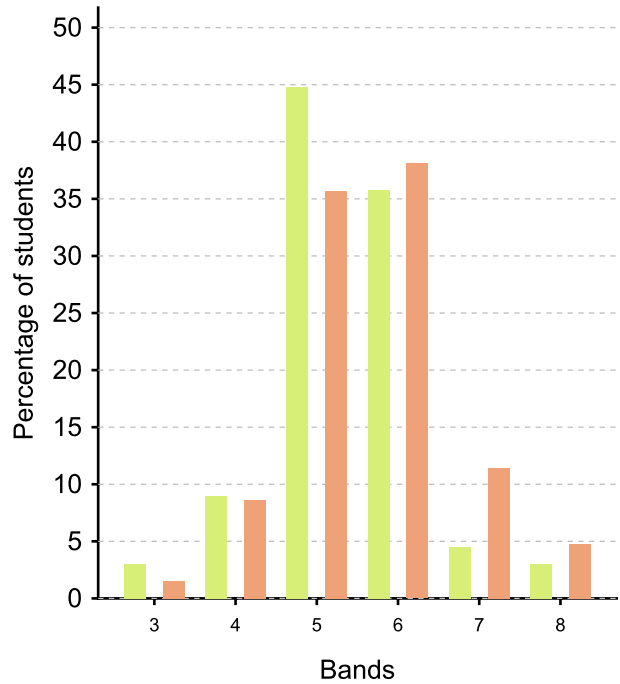
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.5	10.5	19.4	29.9	28.4	10.5
School avg 2015-2017	1.5	8.1	21.6	31.5	28.2	9.2

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017



Band	3	4	5	6	7	8
Percentage of students	3.0	9.0	44.8	35.8	4.5	3.0
School avg 2015-2017	1.5	8.6	35.7	38.1	11.4	4.8

**In 2017, 91 Year 3 students participated in NAPLAN assessments including 50 boys and 41 girls.**

60% of our students placed in the top two bands, an increase of 22% from 2016. There was an increase of 17 students in Band 6 in 2016 to 28 students in Band 6 in 2017.

60% of our students were at proficiency, compared with 43% of all students across the state.

**Students strength include;** subtraction problems, calculating multiples of a unit fraction to complete a whole, adding half hour on a clock, reading simple two-way tables and column graphs and locating three, two-digit numbers on a number line.

**Areas for development include;** identifying questions that result in the given column graphs, selecting the correct division equations and calculating multiples of a unit fraction to complete a whole.

**In 2017, 66 Year 5 students participated in NAPLAN literacy assessments including 35 boys and 31 girls.**

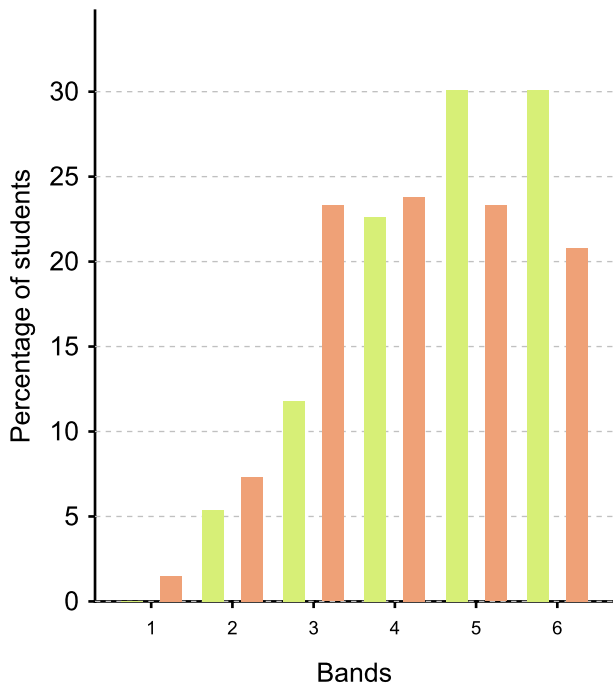
26% of our students placed in the top two bands showing a decrease of 11% compared to 38% in 2016. Our students are also 7% below state average at proficiency.

Boys out performed the girls, with 41% of boys in the top two bands, compared to 33% of girls.

**Students strength include;** using addition patterns to determine sequences, comparing dimensions and comparing three-dimensional models.

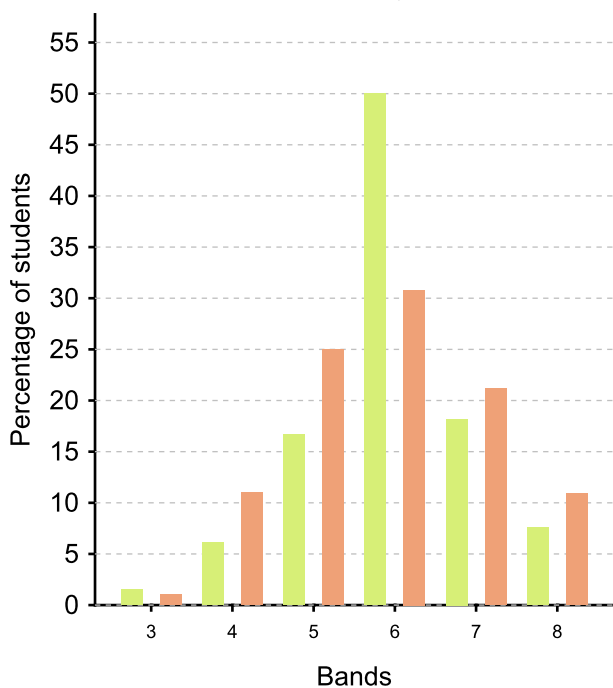
**Areas for development include;** decimal places with the given digit in the thousandths, multiplying decimals and equivalent fractions.

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	5.4	11.8	22.6	30.1	30.1
School avg 2015-2017	1.5	7.3	23.3	23.8	23.3	20.8

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.5	6.1	16.7	50.0	18.2	7.6
School avg 2015-2017	1.0	11.0	25.0	30.8	21.2	10.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Parent/caregiver, student, teacher satisfaction

Student surveys and forums supported Tell Them from Me results in that they told us that our students feel supported, cared for and safe. They also feel that they know where they are performing and that they get help when they need it. Students are saying...'I know I am getting better by looking at my clusters. Clusters help me to know what to do next.'

Teacher feedback tells us that they predominately feel that we are heading in the right direction. They like that we are we are collecting data and that we are programming together. There are comments that ask for the executive to slow down and that their needs to be more time to do things well. There was an acknowledgement that we need to 'silence the critics' and have everyone working towards the same goals. There were overall positive comments from staff in the general direction that the school is taking in terms of personalised learning, data collection and visible learning.

Parents feel that the school is well organised, caring and supportive. They feel that in the past they found it difficult to get information from the school . They are asking very clearly for more information around student achievement, particularly about what their children are currently learning and 'where to next.' The parents have expressed gratitude that the school has begun in 2017 to hold Information Evening, Expo's and forums to share curriculum, pedagogical practises and assessment and data information. There is a clear message that they would like transparency around school systems and processes.

## Policy requirements

### Aboriginal education

Valentine Public School has 2% Aboriginal population. In 2016 staff were afforded opportunities to connect through teacher professional learning experiences at local venues. In 2017 staff lead connection to our local AECG, cultural experiences for our students through Community of School connections and Student Leadership Team. They also led community events ensuring that our students had quality Personal Learning Programs (PLP) that were MGOALS linked.

Student leadership team represented at every important event, encouraging classes to write and deliver their own Acknowledgement of Country, designing and ordering new Acknowledgement of Country and National Anthem in Awabakal Language signage in entry and gathering spaces within the school.

Funds are used to ensure Learning and Support teacher is monitoring Aboriginal students Literacy and Numeracy data every five weeks, intervention and wellbeing at point of need.

Principal training in Stronger Smarter impacting. All meetings feature circle work, check in and at times 'walk and talk'. Classrooms feature 'Morning Circle' with comprehensive check in devices.

Community voice is a small representation of entire community, but is strong, passionate and authentic. The school has a good working relationship with the Aboriginal community and enjoys working in partnership to direct our journey.

Future work within the school will be around:

1. Construction of a Yarning Circle space in the playground
2. Quality provision of, tracking and ensuring equity and inclusion in terms of Aboriginal perspectives in teaching programs and assessment
3. Teacher Professional Learning around Stronger Smarter strategies: P1, P2,P3, assumptions and Spirit Animal
4. Artist– in – Residence program to build visibility in school – outdoor artworks
5. Improve significance and quality of Sorry Day and Reconciliation week celebrations in the school/community

### Multicultural and anti-racism education

Multicultural and Anti–Racism processes in the school comply with Department of Education policies. Our school does have a small representation of students from other cultures and all measures are taken to

ensure that the school gleans information from families to ensure that we are culturally appropriate at all times and that we are inclusive and equitable in all processes.

Classroom teaching programs have a multicultural perspective and where appropriate include anti–racism perspectives as well. Special events at the school are also at times inclusive of a multicultural and/or anti–racism perspective eg; Harmony Day. New corporate programming model includes teaching under a 'global concept', which is also providing greater perspective for our students.

Wellbeing and Learning and Support processes are culturally sensitive and the school's Kidsmatter and PBL (Positive Behaviour for Learning) program is also very mindful of cultural differences and anti–bullying strategies.

Anti–racism school contact teacher works with students / families if there are any issues and concerns.

The school employs 0.4 EALD staff through NAP funds to support New arrivals to our school.