

Green Valley Public School

Annual Report



2018



2075

Introduction

The Annual Report for 2018 is provided to the community of Green Valley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

We will develop an engaged and informed learning community that supports student learning and school programs through positive and productive working relationships. Our staff will develop evidence based teaching practices that drive student improvement within a culture of high expectations. We will provide students with productive, inspiring and future focused learning environments. We will ensure a comprehensive, balanced curriculum across all Key Learning Areas that caters for the needs of all learners. Our overarching school purpose is to inspire students to be the best they can be.

School context

Green Valley Public School is in the Cowpasture Network of schools within the Regional South Operational Directorate of NSW Department of Education. The community consists of a diverse mix of families with 83% of our students coming from a Language Background other than English. 8% of the student enrolment are students from a refugee background. The school has a Family Occupation and Education Index (FOEI) of 139. Significant funding is provided to the school to address the needs of students. Parents of our students have high expectations of their children and the school. The school has over 40 different languages spoken with the main languages other than English being Arabic, Vietnamese and Hindi. Classrooms are fully air-conditioned and equipped with the latest technology. Extra curricula opportunities are a feature of the school's curriculum, with sporting and performing arts groups achieving well in district, state, regional and national competitions. The school uniform is worn with pride by the students.

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.

This year has been the first year of implementation of the school's new three year plan, 2018–2020.

Much of the work of the previous plan has been achieved to a high degree however there is always work to be done to continually improve our approach to meeting the elements of the School Excellence Framework.

School Excellence Framework Domain: **LEARNING**—Green Valley PS continues to have a strong focus on improving student achievement as the core of what we do. In 2018, we continued a process of short term learning cycles on which to base class programs and learning support specialist programs. Students learn in a highly supportive environment where the culture strongly emphasises a commitment to knowing students and how they learn. Students learn in a mutually respectful environment where learning is at the core of all class practice.

School Excellence Framework Domain: **TEACHING**—A continued focus on the analysis of internal and external student data drives teaching practice at Green Valley PS. Teachers are led via coaching and mentoring practices to reflect upon their teaching and the impact it has upon the results of their students. The employment of two instructional leaders drives exemplary teaching practice. Teachers engaged in professional discussion and collaboration to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The implementation of instructional leadership roles at GVPS has had a significant impact upon the quality of lessons delivered on a daily basis.

School Excellence Framework Domain: **LEADING**—Leadership approaches for 2018 have prioritised the following aspects of the 2018–20 school plan for professional learning: formative assessment, effective feedback, data analysis to enhance learning outcomes for students and quality teaching of writing K–6. A thorough school planning, implementation and monitoring process through milestoneing our work, has led to the integration of the school plan into all that we do.

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

Creating reflective, successful learners

Purpose

To empower all students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet challenges now and in the future. Our classrooms and school will be vibrant and productive learning environments with a particular focus on literacy and numeracy. We want student learning to be enhanced through the implementation of technology.

Overall summary of progress

In 2018, Green Valley Public School implemented a range of strategies to develop more engaged writers. The school participated in the Write4Fun competition, a short story writing competition and a school poetry competition. In Term 2, the school participated in a K–6 school writing day. A writing award was introduced for K–2 and 3–6 called the Warwick's Writers award. The school also entered a competition called Write a Book in a Day and was successful in winning the NSW primary school division.

Teachers were provided with professional learning throughout the year to determine grade expectations. Team leaders lead consistent teacher judgment talks around teachers' knowledge and understanding of student proficiency using students' work samples. These moderation opportunities validated teachers' judgments and provided them with future planning areas for student learning.

Students' level of engagement towards writing were surveyed in Term 1 and 4. The results from the survey showed that 56.5% of students enjoy writing which is an increase of 3.3% from Term 1. Students said writing could be better if they had choice of what they wrote about and more time to write during the day. The Tell Them From Me survey showed 78% of students are interested and motivated in their learning which is an increase of 3% from 2017. The number of students in the top two skill bands in NAPLAN Writing YR 3 was 45% which is an increase of 2% from 2017, YR 5 24.2% which is a decrease of 2.1% from 2017.

In 2018, Green Valley Public School implemented a range of strategies to embed reflection and problem solving in all mathematics lessons. Teacher professional learning was delivered to staff about number talks. Teachers were supported by observing demonstration lessons which was then followed with a grade lesson study/peer observations on number talks. Team leaders led discussions on future directions and what's working well in their areas.

Instructional Leaders conducted walk-throughs in all classes K–6 analysing whether students were able to articulate the ways in which they solved problems and whether the components of number talks are being implemented. The results to these walk-throughs showed all students are able to articulate or agree with a strategy in which they solve a problem. Students are also able to discuss and articulate the efficient strategy used. The number of students in the top two skill bands in NAPLAN Numeracy for YR 3 was 46.1%, an increase of 3% from 2017 and YR 5 15% a decrease of 11% from 2017. In Year 5 we had 1.5% of students who exceeded the top 2 skill band expected measure.

We are well on the path to enhancing student learning with technology by teaching students how to effectively use technology via online learning tools, the use of bring your own device programs in stage 2 and 3 and increased technology budgets. Teachers are supported via the release of a colleague one day per week for in-class support and professional learning and the employment of a technician one day per week to ensure the school's ICT equipment is fully operational at all times.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students in the top two skill bands in NAPLAN Writing. <i>As at 2017 YR 3 43%, YR 5 26%, YR 7 15%</i>	Low SES equity resource used to employ Instructional Leaders to support quality teaching in the classrooms. \$20 000 resource budget	Top 2 skill bands Writing 2018: Yr 3 Yr 3 46.2%, a 3% increase on 2017 YR 5 14.9% a decrease of 11% on 2017 YR 7 no access to this data.
Increase the number of students in the top two skill bands in	\$19 000 resource budget.	Top 2 skill bands Numeracy 2018:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Numeracy. <i>As at 2017 YR 3 28%, YR 5 22%, YR 7 27%</i>	QTSS funding supported lesson study and walk-throughs and Instructional Leadership	Yr 3 YR 3 32.3% a 4% increase on 2017 YR 5 24.2% a 2% increase on 2017 YR 7 no access to this data.
Increased use of technology in all classrooms <i>(2017 – TTFM survey data – 6.8/10)</i>	\$60 000 resources \$20 000 teacher release to provide professional support to staff	Increased resourcing to purchase additional in-class devices enabled greater engagement of students with various Information and Communication Technology (ICT) tools such as laptops, robotics and tablet devices. A teacher was released to provide expert, shoulder to shoulder in class support to teachers. An external provider was employed one day/week to provide technical support.
Increased student interest and motivation in learning. <i>(2017 TTFM Students are interested and motivated in their learning: 75% state average, 78%. GVPS: boys 65%, Girls 83%)</i>	\$200 000 Low SES funds to support Instructional Leadership	2018 Tell Them From Me Survey: Item: <i>Students are interested and motivated in their learning.</i> <i>GVPS overall 78%. State average 78%. This is a 3% increase on 2017 results.</i> <i>GVPS boys 82% (a 17% increase), girls 94% (an 11% increase).</i>

Next Steps

Adjustments that need to be made for future directions are to enable student writing choice and increase the number of students participating in competitions.

Adjustments that need to be made for future directions are to differentiate the number sense component to ensure it's challenging for all students. Now that students have the ability to articulate the way in which they solve the problem, the next step is to utilise Newman's Analysis for Error or Reciprocal Numeracy to help students to work with word problems. This ensures students understand the problem, then independently determine what resources they will use to help them to solve it.



Strategic Direction 2

Developing Expert Teachers

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes with a particular emphasis on literacy (writing focus) and numeracy.

Overall summary of progress

In 2018, Green Valley Public School embedded a range of structures to allow teachers to develop their skills in analysing, interpreting and using data to inform their teaching.

In Term 1, a reading data wall was created and displayed in the meeting room. End of term targets were established to identify students below, at and above expected levels. Within the year, at weeks 5 and 10 of each term, all classroom and specialist teachers moved their students' data along the data wall. By the end of Term 1, the executive team updated the term data schedules and ensured all staff were aware of data procedures within the school. By the end of Term 1, all teams participated in regular data talks and continued to do so throughout the year. During these times, areas of discussion around reading levels, phonics and writing took place. 'What does the data tell us?' and 'Where to from here?' were common prompts used at all meetings.

By Term 3, there was professional learning around the 'Seven Steps to Writing Success' program. All staff participated in consistent teacher judgement meetings, bringing along work samples and using samples from the *Australian Curriculum, Assessment and Reporting Authority (ACARA)* website to develop a consistent way to analyse their students' writing data. These data talks continued to the end of the year. By Term 4, each stage team developed a '*What does a proficient writer look like guide*' and used this information to plot each of their students collaboratively.

Based on the results from the Tell Them From Me survey (TTFM), we had an increase overall in the area of 'Data informs Practice' improving our average from 7.5/10 in 2017 to 8.5/10 in 2018. This data indicates that teachers are feeling more confident in analysing, interpreting and using data to inform their teaching. As a result of teachers placing a focus on data within their teaching, significant improvements were seen in the areas of: using the results from assessment tasks to inform lesson planning (1.6% increase), using assessment tasks to inform students where mistakes are being made (1.4% increase) and regularly using data to decide whether a concept should be taught in a different way (1.1% increase). Overall, 90% of teachers are using their data to inform and direct their future practice.

In 2018, Green Valley Public School drew on research to deliver high quality professional learning in the areas of Writing, Technology, Well-being, Numeracy and Data Skills and Use. In Term 1, our instructional leaders researched the Seven Steps to Writing Program and all Assistant Principals provided instructional leadership to their teams. This instructional leadership continued throughout the whole year where demonstration lessons, team teaching, observations, coaching and conferencing occurred.

Our staff participated in professional learning about Seesaw (an online learning journal for students). During term 2, Professional Learning was conducted on administering number talks, analysing writing samples and the use of consistent teacher judgment (CTJ) to assess student work samples and inform future lesson planning.

An introduction to the Seven Steps to Writing Success program was delivered to all staff and a writing test was administered in all classes. Baseline data was collected on students in July in the areas of: sizzling starts, show, don't tell and exciting endings as well as a self-assessment of students. This was then repeated in Term 4 and analysed as post test data to determine impact of the professional learning. Teachers also completed a self-assessment in July on: Enjoyment in teaching writing and confidence in teaching writing. A post self-assessment was conducted in Term 4.

Experts continued to deliver professional learning on breaking down writing samples to use data to inform teaching and the CTJ process held for analysis of writing samples from Term 2. At the end of Term 3, experts delivered professional learning on Coding, Robotics and Digital Technologies.

Based on the results collected from the staff self-assessment survey, the high quality professional learning delivered in the area of writing (Seven Steps to Writing Success program) has significantly increased teacher enjoyment and confidence in delivering writing lessons. Overall, 95% of staff members are confident teachers of writing (49% increase from pre-test). In all classes from Years 2–6, we saw growth among the three focus areas of the Seven Steps to Writing Success program (sizzling starts, show, don't tell and exciting endings). Year 2 showed a 20% increase, Year 3 showed a 24% increase, Year 4 showed a 13% increase, Year 5 showed a 30% increase and Year 6 showed a 38% increase

overall. The impact of the high quality professional learning has had significant improvements on both teacher learning and student results.

Based on the results from the TTFM survey, we had an increase overall in the area of 'Collaboration' improving our average from 8.0/10 in 2017 to 8.7/10 in 2018. This data indicates that teachers are being more collaborative in their approach to teaching. As a result of experts delivering high quality professional learning and staff being collaborative, significant improvements were seen in the areas of: teachers have given me helpful feedback on my teaching (1.7% increase) and I work with other teachers in developing cross curricular or learning opportunities (1.0% increase).

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Move from Sustaining and Growing to Excelling in Data Skills and Use on the School Excellence Framework.</p> <p>Data Informs Practice score on Tell Them From Me (TTFM) improves over time.</p> <p><i>(2017 TTFM GVPS 7.5/10, state average 7.8./10)</i></p>	<p>\$200 000 Low SES funds used to support instructional leadership practices.</p>	<p>The results of the 2018 School Excellence Framework indicate that data skills and use is at sustaining and growing however it was noted that progress had been made in moving the school towards excelling.</p> <p>Based on the results from the TTFM survey, we had an increase overall in the area of 'Data informs Practice' improving our average from 7.5/10 in 2017 to 8.5/10 in 2018.</p>
<p>Improved scores for collaboration based on TTFM survey data.</p> <p><i>(TTFM 2017 8.0/10, state average of 7.8/10)</i></p>	<p>Low SES funds used to support instructional leadership practices.</p>	<p>An increase overall in the area of 'Collaboration' improving our average from 8.0/10 in 2017 to 8.7/10 in 2018.</p>

Next Steps

For future milestones, our teachers will need to use their knowledge of analysing, interpreting and using data to inform their practice in all areas of their teaching, specifically placing a focus on: numeracy and reading comprehension (based on 2018 NAPLAN data). These data conversations will further improve with all staff using similar terminology across the school (for example: questions/prompts as a guide) and more regular collaboration with teams based on a fortnightly approach.

Furthermore, continue the process of improving the consistency of teacher judgements.

Regular 1:1 conferencing with students on setting challenging learning goals may see an improvement in this area.

High quality professional learning will need to be continued in the area of writing to follow up on the Seven Steps to Writing Success program. A more individualised approach to professional learning will allow for further teacher growth and target specific individual needs. It would be beneficial to develop a professional learning plan for the year based on staff learning goals and whole school focus areas.

Maintain a focus on increasing student engagement (only 0.1% increase based on TTFM survey).

Considerations could also include: upskilling of teachers in the area of feedback (both in providing students and other staff with valuable, timely feedback).

Strategic Direction 3

Building positive connections

Purpose

Having connected communities, improves learning outcomes. To promote a positive school environment that involves all stakeholders. We strive for everyone to be committed and connected within our community to support the well-being and learning of our students.

Overall summary of progress

In 2018, Green Valley Public School implemented a range of strategies in order to create a whole school approach to wellbeing. In Term 1, a wellbeing team was established that mapped out areas of need for 2018.

Throughout the year, the team conducted research and led whole school professional learning to increase the knowledge and skill set of staff in relation to the Department of Education wellbeing framework. In Term 1, 100% of staff surveyed, indicated that their knowledge of the wellbeing framework and domains of health were a 1 or 2 on a 5 point scale. After the professional learning sessions and an overhaul of programs that address wellbeing, 95% of staff rated themselves as 3 or above on the 5 point scale.

In addition, the school established positive community connections with Mission Australia in order to address the additional wellbeing needs of specific students at our school. Teachers, internal behaviour data and team leaders were all used to identify students who required additional support in this area. Teacher silent mentors were established and Mission Australia led the Rock and Water, Drumbeats and Peaceful Kids programs throughout the year. All students who participated in these programs showed growth in relation to their area of need (resilience, social skills, emotional regulation, processing trauma and establishing friendships) as evidenced by the Mission Australia program coordinator and class teacher survey responses. Furthermore, the team updated the GVPS wellbeing overview and the way in which wellbeing days are held each term.

After conducting research, the team purchased the You Can Do It! program and asked class teachers to trial the program in Term 4 with their students. With staff feedback, the team created a consistent overview for 2019, that is aligned to the DoE Wellbeing Framework. The overview is more purposeful and aligns to the social capabilities within the Australian Curriculum. With all of these strategies there has been:

- a 3% increase in the percentage of students who feel supported and have positive relationships as indicated by TTFM data. (2017 – 78% – student – student) (2018– 81% student–student) and
- a 5.5% increase in the levels of student advocacy at school. Advocacy at school (2017– 74% 7.4/10 overall), (2018– 79.5% 7.95/10 overall)

In evaluating the school against the School Excellence Framework for the domain of wellbeing, staff indicated that within the caring for students and individual learning needs area, we fall within sustaining and growing and in the behaviour and a planned approach to wellbeing section, we are excelling.

In 2018, Green Valley Public School implemented a range of strategies to create positive connections with the community. We continued to increase our online presence and utilised various modes of communication, such as the Skoolbag app, Facebook, the school website and an electronic noticeboard to engage the Green Valley Public School community. In addition, we continued to promote paperless modes of communication and invited parents to interviews via online media. Furthermore, the school trialled the use of Seesaw app for all classes K–6 in order to establish stronger communication between the classroom and home environment. In Term 1, all staff were informed of the purpose of Seesaw and upskilled on how to use the app. Parents were then consulted and informed at our annual meet the teacher sessions in Term 1. Throughout the year, staff were given additional support on how to use the app and surveys were conducted to gauge the usage across the school.

In Term 3, the Good News notes that are sent home by teachers were updated to include achievement of learning goals. The data from the randomised parent/carer survey in Term 4, indicated that 64/80 surveyed used Seesaw. Of those 64, over 50% consistently use it on a weekly basis and only 13 used it infrequently. In addition, it was pleasing to see that there had been a dramatic increase in the number of parents/carers who were aware of student learning goals from 7% in 2017, to 90% in 2018.

A bi-lingual School Learning Support Officer (SLSO) was employed three days a week to help engage various members of our school community. Her role was to assist our classroom and English as an Additional Language or Dialect (EALD) teachers, in transitioning our refugee students to school. This need was raised as this year we had a high intake of students arriving as refugees with little, to no English.

Our bi-lingual SLSO was an invaluable resource and allowed strong communication between our new families and school on a weekly basis and therefore made their transition a positive experience. Another program that successfully helped establish positive connections with our new families was the Parent/ Community Families in Cultural Transition (FICT) program provided by Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS). This was run at our school each Thursday in Term 3, from 9:30–12:30 in the school Cubbyhouse. This program helped our refugee parents understand the ideas behind Australian society and institutions, solve problems that may arise in the family as a result of cultural differences and understand the perspectives men, women, children and adolescents may develop in Australia in response to the new culture. Due to the large success of the programs that were established in 2018, they will continue to be a focus in 2019.

In 2018, Green Valley Public School implemented strategies to connect students to their learning and improve their wellbeing. In Term 1, we established a Student Representative Council (SRC) to provide students with a voice throughout the year. In Term 2, the SRC conducted student surveys to see what playground initiatives or equipment students across the school would like to see in order to improve their happiness and enjoyment levels at play times. In addition, staff were also surveyed to gather their opinions about how to improve this area of need. Results from the staff and student surveys indicated the need for additional structured play games and equipment due to the number of negative playground incidents on the oval in Term 1 and the need to promote positive play for all students. The school then purchased additional playground equipment and updated the playground near the library. Throughout Terms 2 and 3, the SRC and Stage 3 teachers ran organised sports to promote positive play and increase enjoyment levels of students. In addition, the SRC created a 'Buddy Bench' to encourage students to find a buddy when alone at lunchtime. In Term 4, the analysis of behaviour data and teacher feedback reflects the decrease in negative behaviour on the school oval for Stage 1 and 3 students and a decrease in the number of students who are alone or without anything to play with at lunchtime.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the number of parents and carers who have an understanding of their child's learning goals.</p> <p><i>(Baseline – 2017 Parent telephone survey results : 4 parents out of the 59 (7%) surveyed indicated they knew the learning goals of their child)</i></p>	<p>SLSO employed 1 day per week to help with engagement of families.</p>	<p>2018– 72 parents out of the 80 (90%) surveyed indicated they knew the learning goals of their child). This is an increase of 83% on 2017 results.</p>
<p>Improve the percentage of students who feel supported and have positive relationships as indicated by TTFM data.</p> <p><i>(2017 – 78% – student to student positive relationships)</i></p> <p>Advocacy at school</p> <p><i>(2017– 74% (7.4/10 overall))</i></p>		<p>81% of students indicated positive student to student relationships as indicated by TTFM data. This is an increase of 3%.</p> <p>79.5% of students felt they had a sense of advocacy at school. This is a 5.5% increase on 2017 results.</p>

Next Steps

For 2019, we will implement the new wellbeing overview and continue with the Mission Australia groups and Positive Behaviour for Learning (PBL) approaches. We will look to establish support structures for students who are repeatedly referred to planning room and meeting their individual needs. We will aim to move from sustaining and growing for well-being on the School Excellence Framework towards excelling by looking at ways we can get students to meet with staff to provide advice and support on a regular basis in 2019.

In 2019, a future focus will be to explore how we can embed collaborative learning conversations between teachers and students across the school. Furthermore, structured playground initiatives will continue with a focus on engaging the students who have repeatedly been involved in playground incidents this year.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$5589 for the year– \$4171 has been spent as of 13/11/18</p> <p>\$1418 remaining</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$5 589.00) 	<p>In 2018, all Aboriginal and Torres Strait Islander students had a Personalised Learning Plan (PLP) in place to meet their individual needs. The students, alongside their families and teachers, worked together to set, review and then achieve the goals set out within these plans. At the end of Term 4 29/ 38 (76%) goals were met. With the goals that were not achieved, it was pleasing to see that all students had shown progress towards them. These goals will remain a focus for next year.</p> <p>This year, one area of strength was the increase in the attendance rates of our Aboriginal and Torres Strait Islander students. Out of the 11 students enrolled in Term 1, 4 of these students were of a concern regarding the number of unexplained absences and lack of on time attendance. The school directly contacted these families to stress the importance of school attendance and see how we could provide support in this area. With an attendance improvement plan in place and consistent contact from teachers with students and families at the end of Term 4, all ATSI students had above 85% attendance.</p> <p>Another strength within this area was the community links established with external stakeholders. Throughout the year the school worked alongside Carol Brown, the Aboriginal Community Liaison Officer from Glenfield Education Office to improve the cultural awareness of students and assist in revising our Acknowledgement of Country. With her assistance, students were able to rewrite our Acknowledgement of Country with our School Motto incorporated and this was then placed in the school hall on a sign so that the significance of it could be shared by our community and all students.</p> <p>Throughout the year \$4171 of the \$5589 budget that was allocated was expended so that release could be provided to write and revise personal learning plans (PLPs), attend the combined NAIDOC day, buy specific Aboriginal Education resources and fund the Acknowledgement of Country sign.</p> <p>Next year, an area of focus will be in acquiring an Aboriginal SLSO to support our students and raise their literacy levels, in particular in the areas of writing and spelling and also fine motor skills. This is due to the fact that literacy is a priority for our school and a large percentage of our ATSI students had a goal linked to these areas on their PLP.</p>
<p>English language proficiency</p>	<p>\$40,341.00 total for the year TPL Update resources</p>	<p>In 2018 the percentage of English as and additional language and dialect (EAL/D) students at GVPS increased to 84%, including over 30 students for a refugee</p>

<p>English language proficiency</p>	<p>Teacher Time</p> <ul style="list-style-type: none"> English language proficiency (\$40 341.00) 	<p>background. As our school context continues to change, the EAL/D team put the following strategies in place to support and engage our students and their families:</p> <p>Our current teaching staff consists of many early career or beginning teachers. This being the case the EAL/D team decided to focus on building the capacity of the staff to be able to cater for our EAL/D learners in the classroom. All staff members participated in the STARS in Schools program. This course raised the awareness in teachers about refugee students and their experiences and assisted teacher with the necessary support needed to help refugee students with their resettlement. The course also promoted effective teaching and learning practices for our refugee students. We had 8 teachers participate in the course teaching students from a refugee background. This program allowed classroom teachers to reflect on their teaching practices and explored ways to differentiate teaching to support the educational needs of EAL/D learners.</p> <p>Individual learning plans were written collaboratively with the classroom teachers and a member of the EAL/D team for all our students newly arrived to the country . The impact was that classroom teachers were supported during this process to write ILP goals that specifically met student needs. New arrival resource kits were made to support the teaching and learning of students newly arrived to the country.</p> <p>A bilingual SLSO was employed to improve language barriers with staff, students and the community. Feedback from the community has been positive with parents feeling more involved and active in their child's education.</p> <p>Data has been consistently updated and shows that our EAL/D students are moving along the EAL/D progressions which indicates that our students, staff and community are being catered for.</p> <p>Future directions for 2019:</p> <p>Continue to build the capacity of the staff at GVPS to improve best practice and provide more effective support for our EAL/D learners.</p>
<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> Low level adjustment for disability (\$62 848.00) 	<p>The funding support given to GVPS via Low Level Funding Adjustments is an allocation to support students in regular classes who have additional learning and support needs. The support staff examined the data to determine the best way to provide personalised learning support for students in accordance with their additional learning needs.</p> <p>The main aim of the learning and support team was to ensure that the specific needs of students with disability and additional learning needs were met. Also to support teachers in</p>

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$62 848.00) 	<p>identifying and responding to the additional learning needs of students. Additional funds were used to employ additional SLSO's to assist with the implementation of the programs initiated at GVPS.</p> <p>The following evidenced based programs were implemented at GVPS in 2018 to assist in meeting additional needs of particular students:</p> <ul style="list-style-type: none"> • Multilit and Minilit– Evidence–based, effective early literacy programs. They are practical, systematic, explicit and effective models for teaching reading skills. On average students on multilit improved their reading level by 8 levels. Minilit commenced in second semester. Students on average improved their reading level by approximately 4 levels. • Year One Intensive Reading Program–The results indicated that the intensive reading program combined with in class support and small group withdrawals has been successful. Data collected and analysed via EAfS graphs is as follows: <ul style="list-style-type: none"> • 2018–Term 1 Week 5 <ul style="list-style-type: none"> • At–17% Working Towards–15% Below–68% • 2018–Term 4 Week 35 <ul style="list-style-type: none"> • At–78% Working Towards–9% Below13% • ILPs–Individual Learning Plans were written and outlined students' current levels of ability and identified specific goals for future attainment. This was to ensure students with learning difficulties and disabilities had access to a meaningful curriculum suited to their particular needs. The ILPs were implemented by either a specialist teacher, School Learning Support Officers (SLSOs) or the class teacher. Results indicated that the number of students achieving their personal learning goals needs to be improved. LAS Survey –The results indicated that on the whole teachers believe that the additional programs and specialist support are having an impact on students who have additional learning needs. <p>Where to next: 2019–Continue to build teacher capacity in regards to teachers being able to differentiate their teaching and learning to cater for student in their classes who have additional learning needs.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$75,794 (Staffing allocation)</p>	<p>QTSS funds were utilised to provide high level instructional leadership to class teachers across the school. Funds subsidised the release of Assistant Principals from their class to provide in–class coaching, observation, demonstration and mentoring support to their teams.</p>
<p>Socio–economic background</p>	<ul style="list-style-type: none"> • Socio–economic background (\$ 413416.00) made up of: <ul style="list-style-type: none"> \$213 550 Instructional Leadership support time 	<p>The vast majority of funding in this area went towards releasing teachers with high levels of teaching and leadership expertise to provide instructional leadership to improve the quality of teaching.</p>

<p>Socio-economic background</p>	<p>\$104 113 additional LAS position</p> <p>\$70 753 SLSO positions</p> <p>\$74 111 Casual days supporting PL</p> <p>\$15 000 SASS top to take admin burden off teaching staff</p> <p>\$10 000 student assistance</p> <ul style="list-style-type: none"> • Socio-economic background (\$413 416.00) 	<p>Coaching and mentoring of teachers to build the best teachers possible through in class and one-one learning sessions were designed to improve all aspects of teaching and learning programs.</p> <p>Additional learning and support specialist teacher time and SLSO time aided teachers to build the best possible teaching.</p>
<p>Support for beginning teachers</p>	<p>\$11747 Beginning teacher funding</p>	<p>Funding was allocated to support newly appointed teachers as they work their ways towards accreditation at proficient level.</p> <p>Teachers were provided additional time for professional learning, mentoring, coaching and preparation of lessons.</p>
<p>Targeted student support for refugees and new arrivals</p>	<ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$3 925.00) 	<p>As our refugee numbers continued to grow in 2018, we focused on building staff capacity in understanding the refugee experience and how to cater for their varied social, emotional and educational needs within our school environment. The EAL/D team attended network meetings and shared their knowledge and expertise with staff. Several members of the staff participated in the course "Teaching Students from a Refugee Background". This program allowed teachers the opportunity to reflect on their current teaching practices and explored ways to differentiate teaching and learning within the classroom for refugee students.</p> <p>A strong relationship with Mission Australia was established and the following support programs were implemented at our school to support the needs of our refugee students:</p> <p>The Drumbeat Program,</p> <p>Rock and Water,</p> <p>Peaceful Kids and</p> <p>STARTTS.</p> <p>The main aim of these programs was to focus on themes such as identity, social and emotional issues and over all wellbeing. The Families in Cultural Transition (FICT) program was introduced at GVPS for refugee families. This program allowed refugee families to gain information in an inclusive and relaxed environment. It also helped families make friends with other people in similar situations and learn to be more confident and self-reliant. Feedback from families on this program have been positive.</p>

Targeted student support for refugees and new arrivals

- Targeted student support for refugees and new arrivals (\$3 925.00)

Additional funds were used to supply and support teachers within the classroom and also provide extra EAL/D teacher time on an individual basis for our refugee students.

A bilingual SLSO was hired and a three way translated parent teacher interview system was put in place. The impact was that parents felt more connected to their child's education and were more confident to ask questions during the interview. Feedback from students, staff and families indicate that our refugee community feel well supported and connected to GVPS.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	240	216	206	215
Girls	229	223	226	230

The school total enrolment has begun to decline over recent years. The school has 17 classes though this is likely to decline over the upcoming years. This is exacerbated by large Year 6 cohorts of students leaving for Year 7 and smaller Kindergarten cohorts enrolling in the ensuing year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	93.4	92.9	92.7
1	95.1	93.8	94.3	94.5
2	94.4	92.6	93.6	94.6
3	95.2	94.3	94.4	93.7
4	95	93.6	92.8	92.8
5	94.4	95.5	93.2	94.7
6	95	92.9	94.7	93.8
All Years	94.8	93.8	93.6	93.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non attendance is followed up immediately with text messages to families of students who do not arrive at school. The school works in consultation with the Home School Liaison Officer to address any students who have high absence rates. Whilst there has been a drop in the number of students who arrive late to school through a concerted effort placed in this area, this is still

an area that will need continued focus.

A School Administrative Officer has been employed to liaise with families to enhance understanding of attendance requirements and follow up with letters where concerns arise.

Overall, attendance rates are on par with state averages.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.14
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	3.22

*Full Time Equivalent

Two of the staff at Green Valley PS identify as being Aboriginal. In 2019, an Aboriginal School Learning Support Officer will be employed to support Aboriginal Education initiatives in the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	47
Postgraduate degree	53

Professional learning and teacher accreditation

20% of teaching staff are conditionally accredited and are working towards completing their accreditation at proficient.

80% of teaching staff are accredited at proficient teacher status.

20% of the teaching staff have indicated an interest in working towards highly accomplished or lead levels for

accreditation. Professional learning focused on the development of high quality teaching practices in English and Mathematics.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	350,288
Revenue	4,293,479
Appropriation	3,966,440
Sale of Goods and Services	41,953
Grants and Contributions	280,278
Gain and Loss	0
Other Revenue	0
Investment Income	4,808
Expenses	-4,027,899
Recurrent Expenses	-4,027,899
Employee Related	-3,499,951
Operating Expenses	-527,948
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	265,580
Balance Carried Forward	615,868

	2018 Actual (\$)
Base Total	2,882,183
Base Per Capita	83,536
Base Location	0
Other Base	2,798,648
Equity Total	803,299
Equity Aboriginal	5,589
Equity Socio economic	413,416
Equity Language	186,099
Equity Disability	198,195
Targeted Total	36,718
Other Total	145,266
Grand Total	3,867,467

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.

Our school completed NAPLAN online in 2018.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 NAPLAN school scores compared to Statistically Similar School Groups (SSSG) and the

- A finance committee approves budgets for annual expenditure in subject areas and for school programs.
- The school is now fully deployed into the Learning Management and Business Reform (LMBR) environment for financial management. Whilst this has meant significant change to the way in which the school manages the day to day financial accountability, the impact on teaching and learning practices has been minimal. The school has a finance committee that meets to approve budget proposals each year and to then monitor the expenditure of budgets throughout the year. Funds rolling over to 2018 are planned to be expended on increased teacher resources, Key Learning Area expenditure and ground improvements.

Financial summary equity funding

State

Grammar and Punctuation School 408, SSSG 403, State 428. Above similar school groups and below state level average.

Reading School 390, SSSG 407, State 428. Below state and similar school groups averages. An area for further development for our school.

Spelling School 411, SSSG 399, State 420. Above similar school groups and not significantly below state level average.

Writing School 413, SSSG 390, State 407. Above similar school groups and above state level average.

Year 5 NAPLAN school scores compared to Statistically Similar School Groups (SSSG) and the State

Grammar and Punctuation School 496, SSSG 475, State 500. Significantly above similar school groups and very slightly below state level average.

Reading School 477, SSSG 477, State 502. Matching similar school groups and below state average.

Spelling School 498, SSSG 483, State 503. Significantly above similar school groups and very slightly below state level average.

Writing School 471, SSSG 444, State 463. Above similar school groups and above state level average.

Year 5 Growth (Improvement between Year 3 and 5) Results

Average Scaled Growth Between Years 3 and 5. School compared to Statistically Similar School Groups (SSSG) and the State

Grammar and Punctuation School 92.3, SSSG 72.1, State 68.3. Above both similar school groups and state level growth.

Reading School 92.5, SSSG 87.7, State 82.7. Above both similar school groups and state level growth.

Spelling School 76, SSSG 85.8, State 79.7. Below similar school groups and close to state level average.

Writing School 67.1, SSSG 46.2, State 47.6. Above state and similar school groups.

Year 3 NAPLAN school scores compared to Statistically Similar School Groups (SSSG) and the State

Numeracy School 378, SSSG 386, State 406. Below similar school groups and below state level average. An area for further development

Year 5 NAPLAN school scores compared to Statistically Similar School Groups (SSSG) and the State

Numeracy School 486, SSSG 470, State 493. Above similar school groups and close to state level average

Year 5 Growth (Improvement between Year 3 and 5) Results

Average Scaled Growth Between Years 3 and 5. School compared to Statistically Similar School Groups (SSSG) and the State

Numeracy: School 122.3, SSSG 97.9, State 93.1. Significantly above similar school groups and state level growth.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The NSW Premier's Priority is to lift the number of students in the top two skill bands of NAPLAN in Reading and Numeracy .

We have seen a steady increase in this area over the past three years:

2016 22.61%

2017 28.09%

2018 32.32%

This has been a pleasing result that we feel validates the work that we have done for several years in building a strong emphasis on the basics, knowing our students through assessing their needs and implementing strong professional learning and support programs.

Parent/caregiver, student, teacher satisfaction

The school sought satisfaction feedback from staff and families for 2018 via a net promoter score survey.

Respondents were asked on a scale of 1–10 "how likely is it that you would recommend Green Valley PS to a friend or colleague?" This format of survey returns a result on a scale from –100–100.

For staff the score was +49 and for families the score was +44. Both these results show a steady increase over the years.

90% of students reported having positive student teacher relationships according to the 2018 Tell Them From Me survey.

Policy requirements

Aboriginal education

For a comprehensive report in this area see the Aboriginal Background Funding Loading Key Initiatives Table.

Multicultural and anti-racism education

The school continues to show an increase in the number of families newly arrived to the country. Around 8% of the student enrolment are students from a refugee background.

Staff professional learning to support students from refugee backgrounds was undertaken in 2018.

Families were supported through the implementation of the Families in Cultural Transition program (FICT).

Harmony Day celebrations in March celebrated the diverse mix of families at Green Valley PS. This day is always strongly attended by families.

The school trains a teacher each year as the anti racism contact officer (ARCO) to support students and families in areas dealing with complaints of a racial nature. We are proud of the strong emphasis we place on inclusion for all our students and their families.