

Valentine Public School Annual Report



2018



4185

Introduction

The Annual Report for **2018** 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.

Our school is focusing on our Department of Education Goals and is proud to be actioning every student, every teacher, every leader improves every year through our school management plan. We know that every student is known, valued and cared for and that this school is a great place to work.

Mrs Lee Saurins

Principal

School contact details

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School background

School vision statement

At Valentine Public School, we apply a Growth Mindset to become globally connected, innovative and life-long learners who embrace diversity and change.

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.

[Insert a narrative of the progress achieved across the 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. These documents are used by the school to improve practices and provide time for self reflection.

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

Progressive Teaching

Purpose

To evolve teaching practices, collegiality and consistency through targeted professional learning opportunities aligned with PDP's. Build capacity of teachers around project based learning and flexible classroom design. Gain growth in student outcomes through explicit teaching, personalised learning and effective feedback.

Overall summary of progress

Evolve teaching practices

Walk thoughts were established for Assistant Principals. All staff were involved in feedback sessions around both walk throughs and PDP observations.

3 planning days were held over the year to plan around the Big idea concept and collaborative planning was evident.

Data was collected by Assistant Principals and Instructional leader and staff were involved in professional learning around the introduction of learning progressions.

Project based learning

REAL project evaluation from staff, community and students indicated that 70% of students expressed higher engagement through REAL lessons.

Stage 3 staff were involved in Project NEST professional learning.

Personalised Learning

Consistency around data collection and handover of student information.

LaST intervention identifying students requiring intervention.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff PDP's goals and school TPL are aligned to the school management plan. Improve student engagement through project based learning initiatives. All programs are adjusted to evidence personalised learning.		

Next Steps

Staff survey around observations through PDP's and walkthroughs. Are they beneficial? Are they receiving feedback that improves their teaching?

Ensure staff have completed surveys for staff, students and community around REAL (Pre & post). Purchase of flexible

Are we catering for GATS students in our programming and assessment?

Strategic Direction 2

Progressive Learning

Purpose

To build capacity in collegiality and consistency around deep understanding of A–E. To deepen understanding around the power of assessment to improve student outcomes. To give student voice through effective feedback and self-reflection.

Overall summary of progress

High Potential team was formed and two executive trained in Assessing for impact. Professional learning for staff around formative assessment and feedback.

Consistent Maths scope & sequence aligned K–6.

3–6 assessment tasks for number strand incorporates A–E were completed and in use (Pre & Post assessment to show growth).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Year 3 and Year 5 NAPLAN Numeracy displays 75% of students performing in the top two bands.</p> <p>Growth in NAPLAN writing from Year 3 to Year 5 is equal to or above state average.</p> <p>Students surveys reveal a growth trend in confidence around self reflection.</p> <p>School grade distribution more closely reflects NAPLAN performance.</p>		

Next Steps

Build 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 3

Progressive Leading

Purpose

To evolve the culture of inspirational leadership and positive wellbeing based on a growth mindset for students, staff and community. To encourage inspirational, future– focused learning and leading around environmental education and wellbeing that will allow our students to connect, succeed and thrive.

Overall summary of progress

Culture of Leadership

Executive started unpacking leadership strategy and walk throughs completed. Aspiring staff were identified and were given opportunities for growth.

Wellbeing

Updated PBL award commendation system aligned with staff, student and community needs.

PBL / Wellbeing (SEL) lessons combined.

Environmental Education

Introduced waste warriors and 'no waste' Wednesday in Term 3. The garden to canteen strategy was introduced

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of staff accredited at proficient or higher. Social and emotional capability framework embedded in programming, assessment and reporting. Environmental Action plan in place through waste, recycling, water and energy programs embedded in school routines and structures.		

Next Steps

Unpack Social and emotional continuum and align with PBL explicit lessons.

Canteen to garden initiative to be consolidated 2019.

Collaborative programming to be a focus for 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Funding – materials and labour • Aboriginal background loading (\$ 5000.00) • Aboriginal background loading (\$5 000.00)	Yarning Circle is constructed, celebrated and in use.
English language proficiency	School data Non English Speaking Learning Progressions	Accurate report filed on student progress. ERN updated
Quality Teaching, Successful Students (QTSS)	Walk Through Journal notes Teaching Programs Stage Assessment tasks and data	<p>Are all Assistant Principals providing quality evidence up against Standards 1, 2 and 3 at Highly Accomplished and Lead?</p> <p>All Assistant Principals have developed stronger relationships with their classroom teachers and students across their stage.</p> <p>Assistant Principals have quality feedback notes for their classroom teachers across multiple 'walk throughs' throughout the year.</p>
Support for beginning teachers		Beginning Teachers present their journey to staff at TPL session as a collective. Share outcomes from various programs and goals achieved. Where to from here...

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	277	289	283	298
Girls	261	271	283	280

Student enrolment has reflected historical trends in the last two years as the new Enrolment Policy currently restricts enrolment to in-zone students only. Larger than normal enrolments in current Stage 3 classes will see a decline in numbers over the next two years.

The school has a Out-of-Zone Enrolment procedure that registers enquiries, has an established panel to review and evaluate submissions. Phone calls are then made to families making enquiry to communicate outcome.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	97.5	96.7	95
1	93.8	97	96	95.6
2	95.5	95.5	96.8	95.2
3	94.5	95.6	95.6	94.5
4	93.8	95	96	94.1
5	95.5	95.5	94.3	93.6
6	94.8	95.7	93.8	91.9
All Years	94.9	96	95.7	94.3
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

Valentine Public School adheres to the DoE

Attendance Policy and closely monitors 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 in conjunction with the HSLO.

Forward planning is to introduce 100% attendance recognised at the end of each term.

Procedures currently in place;

- 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, HSLO in terms of managing absences that fall below 90%. All DoE processes are adhered to; and
- The school has a strong process for Application for Extended Leave cases.
- 100% Attendance letters went home end 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.86
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

There are no staff at Valentine Public School identifying 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	10
Postgraduate degree	13

Professional learning and teacher accreditation

Teacher accreditation is well managed across the school with 100% compliance from teachers in managing their process.

PDP's are aligned with the School Management Plan and teacher need is catered for through both mandatory and teacher choice Professional Learning opportunities.

PDP completion and teaching observation rounds are recorded in a highly visible manner and written feedback is processed and filed onsite.

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	200,058
Revenue	4,830,650
Appropriation	4,397,054
Sale of Goods and Services	27,999
Grants and Contributions	401,725
Gain and Loss	0
Other Revenue	0
Investment Income	3,872
Expenses	-4,730,436
Recurrent Expenses	-4,730,436
Employee Related	-4,015,800
Operating Expenses	-714,636
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	100,214
Balance Carried Forward	300,272

Valentine Public School Financial Committee consists of the Principal, Deputy Principal, School Administration Manager and a rotation of one Assistant Principal per term. The committee takes a responsible approach to managing a large school with a FOEI of 43, so careful consideration is given to fund management.

The school has been saving for Fixed Playground Equipment and has combined with the P&C to achieve this goal. School is contributing \$30 000 with a \$50 000

contribution from P&C.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,795,455
Base Per Capita	109,447
Base Location	0
Other Base	3,686,008
Equity Total	150,849
Equity Aboriginal	11,676
Equity Socio economic	20,875
Equity Language	5,115
Equity Disability	113,183
Targeted Total	219,240
Other Total	105,366
Grand Total	4,270,910

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.

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 LITERACY

In 2018, 82 Year 3 students participated in NAPLAN assessments including 47 boys and 35 girls.

Year 3 Reading

In 2018, 58% of Year 3 students were placed in the top 2 bands for reading. Although this is a decrease from 64% in 2017 in the top 2 bands, we are currently sitting above state average 7%.

Strengths: Student's ability to identify the cause of an action in an imaginative text and identify the setting of an imaginative text.

Areas for Development: Student's ability to compare details to identify differences in a pair of texts and interpret directly stated information in a persuasive discussion.

Year 3 Writing

In writing, 65.9% of Year 3 students were placed in the top 2 bands. This is a slight decrease from 2017 (71%), however it is 20% above state average.

Strengths: Student's ability to identify the audience of a text and adjust their writing accordingly.

Areas for Development: Student's ability to spell more difficult words with accuracy, using technical and high modality words to persuade the reader and

Year 3 Spelling

In spelling, 52% of Year 3 students were placed in Bands 5 and 6, which is 2% above state average but the gap between our school and Statically Similar School Groups has widened by 5% in the top 2 bands.

Strengths: Student's ability to identify and correct errors in 1-syllable words ending in a vowel and consonant and correctly spelling 2-syllable words with the consonant -y ending.

Areas for Development: Student's ability to correctly spell 2-syllable homophones starting with wh- and identifying and correcting errors in 1-syllable homophones ending in -our.

Year 3 Grammar and Punctuation

In grammar and punctuation, we had 60% of Year 3 students in the top 2 bands. This is a decrease of 13% from 2017, however we are sitting 12% above state average and are on par with Statically Similar School Groups.

Strengths: Student's ability to identify the correct pronoun subject for a verb in a simple sentence, identify the correct conjunction to join 2 main clauses to form compound sentences and identify the correct preposition for a prepositional phrase.

Areas for Development: Student's ability to identify the pronoun in a simple sentence and to identify the

correct verbs for agreement in a compound sentence.

parts of a complex sentence.

YEAR 5 LITERACY

In 2018, 88 Year 5 students participated in NAPLAN assessments including 41 boys and 47 girls.

Year 5 Reading

In reading, 49% of Year 5 students are in the top 2 bands, with a growth of 7% in band 8. Our percentage of students at or above expected growth sits at 80.7%, 17% above state average.

Strengths: Student's ability to identify the setting for a narrative and identify the purpose of descriptive language in a personal letter.

Areas for Development: Student's ability to identify how persuasion is used in the opening paragraph of an information text and their ability to link information from the text to the title of an information text.

Year 5 Writing

In writing, 15% of Year 5 students are sitting in the top 2 bands, resulting in a growth of 7%. 64.3% of our students are at or above expected growth in writing, compared to the state average of 59%.

Strengths: Student's ability to produce texts using accurate simple and compound sentences and come complex sentences.

Areas for Development: Student's ability to use a variety of conjunctions and connectives for a range of text purposes and accurately spell difficult words.

Year 5 Spelling

In spelling, 34% of Year 5 students placed in the top 2 bands. 52% of our students are at or above expected growth in spelling, which is 6% below state average. This has been identified as the only area we are currently sitting below state average in expected growth.

Strengths: Student's ability to correctly spell 2-syllable words ending in -er and correctly spelling 1-syllable words ending in a vowel and consonant.

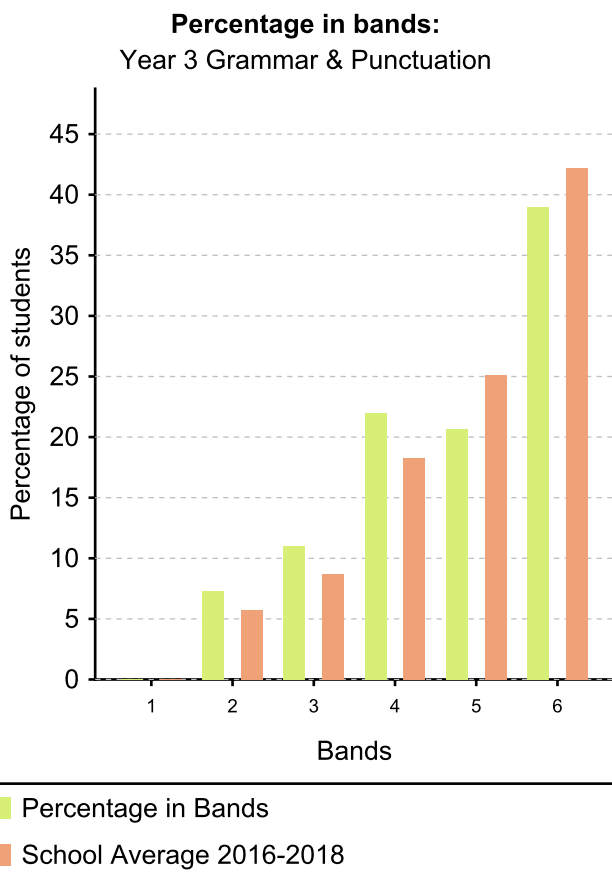
Areas for Development: Student's ability to identify and correct errors in 2-syllable words with -oi and to identify and correct errors in multisyllable words starting with sym-.

Year 5 Grammar and Punctuation

In grammar and punctuation, 52% of Year 5 students are sitting in Bands 7 and 8, which is 17% above state average and 7% above Statically Similar School Groups. 67% of students are at or above expected growth, 10% above state growth.

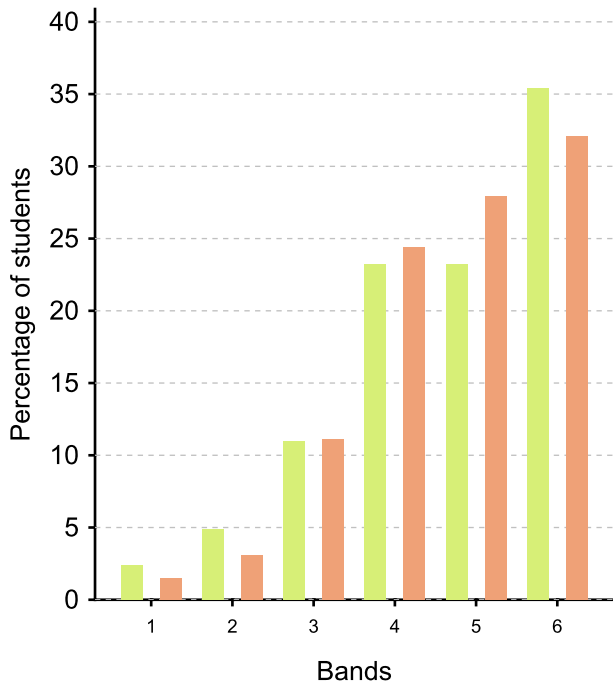
Strengths: Student's ability to identify subordinating conjunctions that correctly completes a complex sentence and identify a word that cohesively links two

Areas for Development: Student's ability to identify an adverbial phrase in a sentence and to identify the abstract noun in a simple sentence.



Band	1	2	3	4	5	6
Percentage of students	0.0	7.3	11.0	22.0	20.7	39.0
School avg 2016-2018	0	5.7	8.7	18.3	25.1	42.2

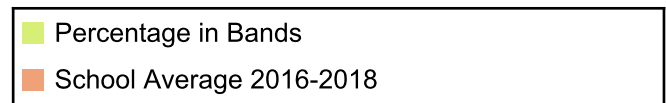
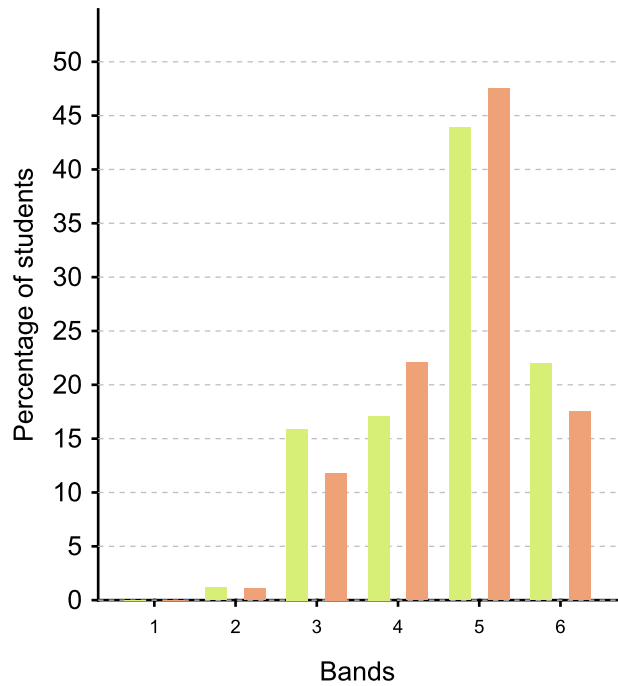
**Percentage in bands:
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	2.4	4.9	11.0	23.2	23.2	35.4
School avg 2016-2018	1.5	3.1	11.1	24.4	27.9	32.1

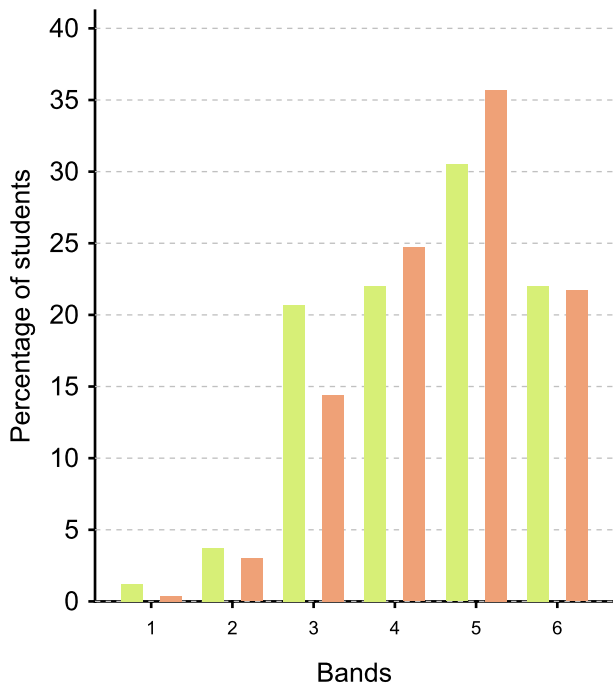
Band	1	2	3	4	5	6
Percentage of students	1.2	3.7	20.7	22.0	30.5	22.0
School avg 2016-2018	0.4	3	14.4	24.7	35.7	21.7

**Percentage in bands:
Year 3 Writing**

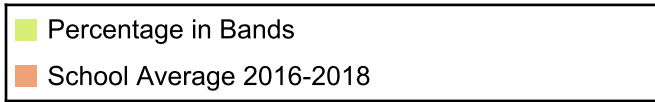
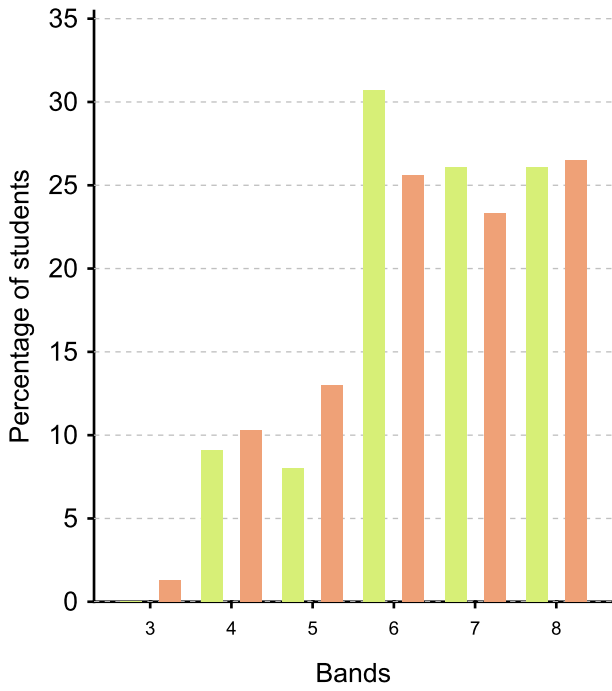


Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	15.9	17.1	43.9	22.0
School avg 2016-2018	0	1.1	11.8	22.1	47.5	17.5

**Percentage in bands:
Year 3 Spelling**



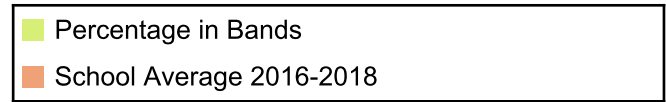
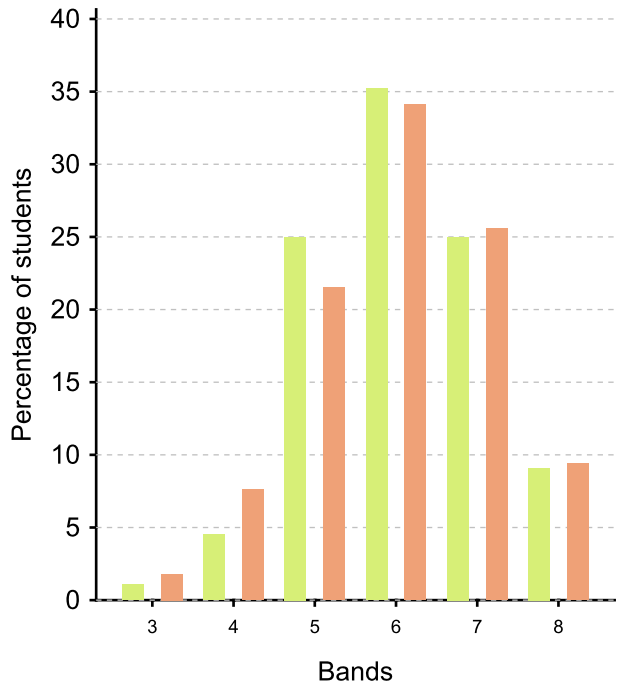
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	8.0	30.7	26.1	26.1
School avg 2016-2018	1.3	10.3	13	25.6	23.3	26.5

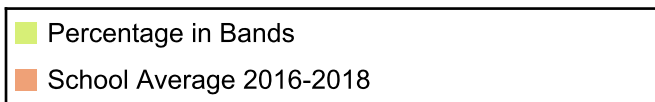
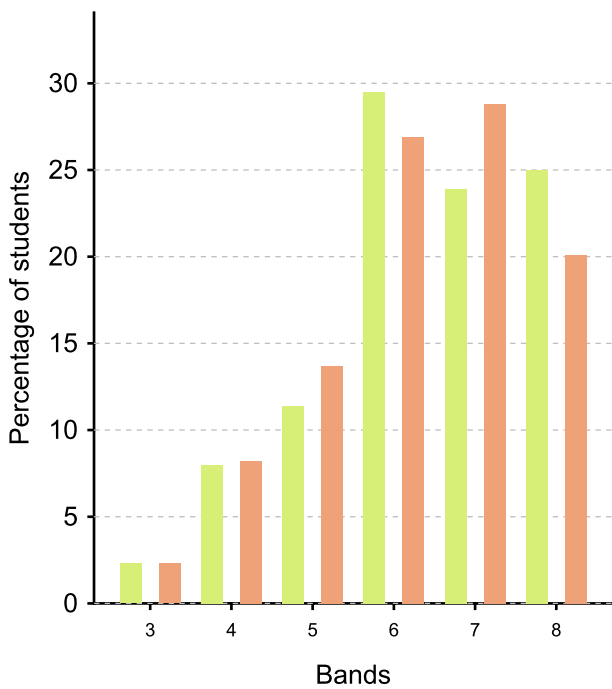
Band	3	4	5	6	7	8
Percentage of students	2.3	8.0	11.4	29.5	23.9	25.0
School avg 2016-2018	2.3	8.2	13.7	26.9	28.8	20.1

Percentage in bands:
Year 5 Spelling

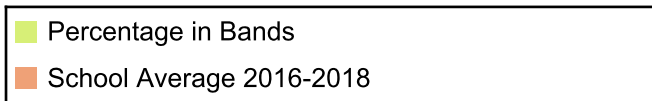
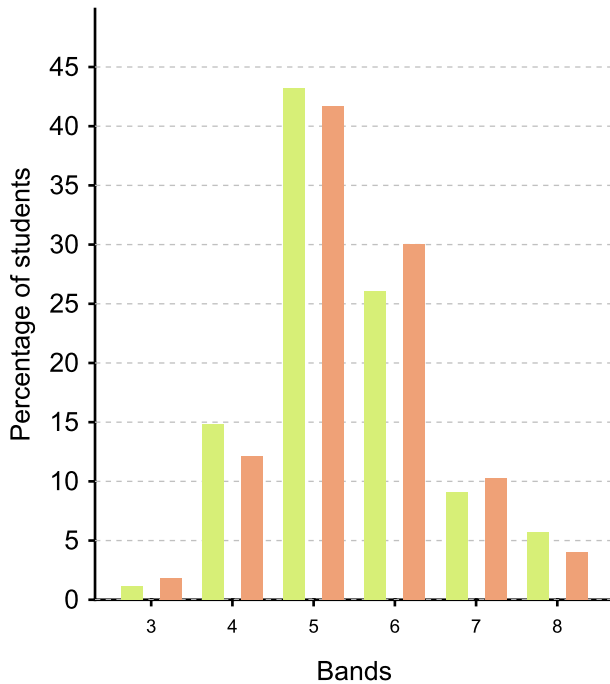


Band	3	4	5	6	7	8
Percentage of students	1.1	4.5	25.0	35.2	25.0	9.1
School avg 2016-2018	1.8	7.6	21.5	34.1	25.6	9.4

Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	1.1	14.8	43.2	26.1	9.1	5.7
School avg 2016-2018	1.8	12.1	41.7	30	10.3	4

Year 3 Numeracy

In numeracy, 51% of Year 3 students placed in the top 2 bands which is 11% above state average. This is a decrease of 9% from 2017, however it is still a 14% increase from 2016.

Strengths:

Student's ability to interpret a simple table and continue a pattern that increases by two each time.

Areas for Development:

Student's ability to select two multiplication number sentences to represent a combinations problem and use knowledge of adding even and odd numbers to solve a visual problem.

Year 5 Numeracy

In numeracy, 28% of Year 5 students placed in Bands 7 and 8, which is a slight increase of 2% from 2017. Although we are below state average in the top 2 bands, our number of students in the bottom 2 bands has decreased from 16.4% to 4.7% over a 4 year period. Additionally, our percentage of students at or above expected growth is 75.9%, which is 14% above Statically Similar School Groups and 16% above state average.

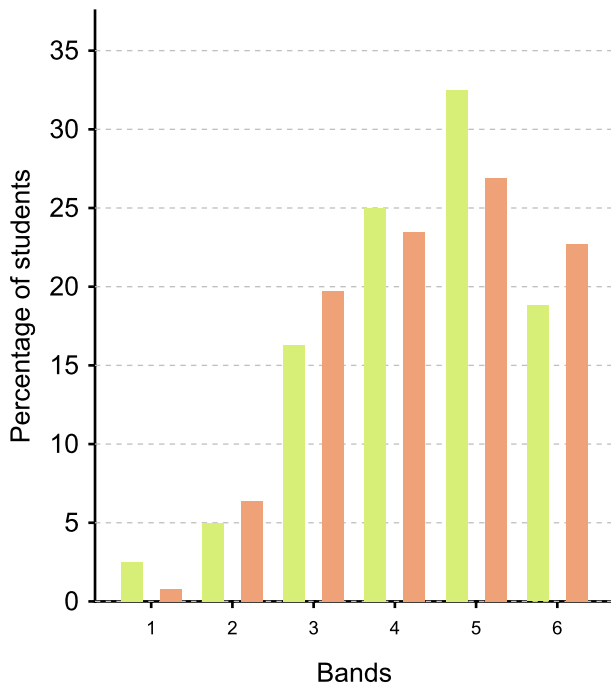
Strengths:

Student's ability to compare the capacity of familiar objects and recognise the value of Australian coins.

Areas for Development:

Student's ability to identify factors of a number and use them to solve a problem and calculate the cost of an item after a percentage discount.

Percentage in bands:
Year 3 Numeracy

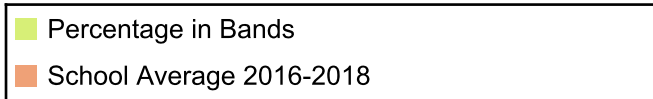


Band	3	4	5	6	7	8
Percentage of students	0.0	4.7	34.9	32.6	16.3	11.6
School avg 2016-2018	0.9	6.9	27.5	34.4	19.7	10.6

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.

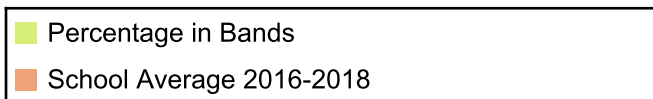
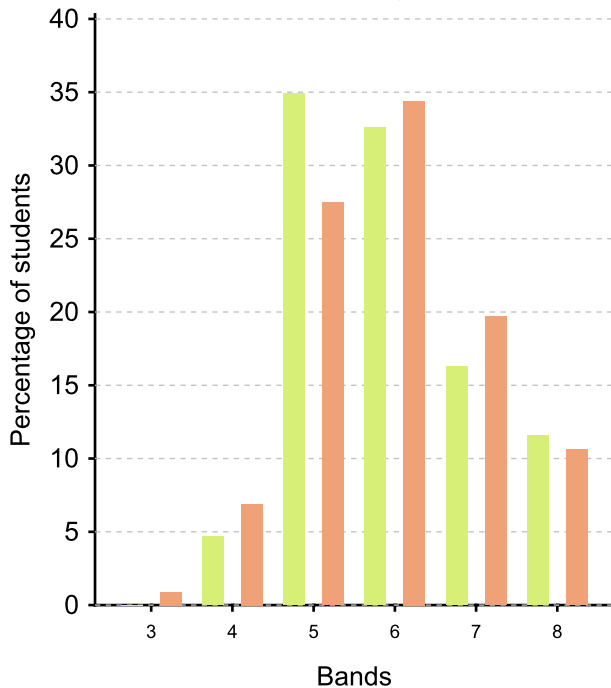
School Based Assessment

At the beginning of 2018, school based data collection and consistent assessment was made a priority in our 2018–2020 School Plan. Data has been collected across K–6 in a variety of areas in literacy and numeracy and used to inform intervention and drive teaching practice. Assessment practices are currently being reviewed and updated to ensure that assessments cater for A–E learning opportunities via both formative and summative assessment.



Band	1	2	3	4	5	6
Percentage of students	2.5	5.0	16.3	25.0	32.5	18.8
School avg 2016-2018	0.8	6.4	19.7	23.5	26.9	22.7

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

2018 School Captain Speech (Presented at 2019 Leader's Induction Assembly)

We are so excited to be back at Valentine Public school where we both spent our 7 years of primary education. We have many great memories of this school which include excursions, representing in sport, academic opportunities, friendship and our privileged roles as school captain.

Being leaders, we were able to inspire our peers by always being a good role model and trying to be the best version of ourselves. We were given many opportunities to represent Valentine Public School through public speaking duties and attending public events on behalf of Valentine Public School. In doing this we were able to develop our own communication skills and confidence which we feel has prepared us for high school and made the new experience less confronting.

It was an honour to be the part of the 2018 leadership team. We were always proud to represent the school and connect with its community. At high school when we are asked what school we are from we feel privileged to say we were from Valentine Public School. This school provides its students with endless opportunities to thrive in both academic and sporting areas, not to mention the amazing technology that is available to students.

As leaders, you learn to respect the teachers and the roles that they play in your lives. At Valentine Public School we felt that teachers showed great respect and support to our year 6 cohort through our last year of primary school. We were encouraged to make decisions and implement change. We were very proud to be the first year 6 cohort to have an indigenous print on our year 6 shirt, giving us the opportunity to pay our respect to our indigenous peers.

We wish the 2019-year six leadership team the best of luck, I'm sure you all will do Valentine Public School proud. We would like to thank Valentine for all the fun and joyful times. We hope that this year six cohort have as much fun as we did through 2018.

Good luck with the year ahead to not only the leaders but all year 6 students, take every opportunity and enjoy every moment because your final year will be over in no time and then you will realise how special it actually was. Remember that leadership is not about the badge its about your actions.

P&C – 2018 Presidents Report

Thank you to all the P&C members, volunteers and supporters for another busy year for our Association. Your efforts are all valued, but special thanks must go to those who have donated their time, expertise and passion, well beyond what may ordinarily be expected. Through that hard work, we have again been able to

raise a significant sum for the benefit of the School and its students. Recent years have seen us regularly raising in the order of \$40,000 – \$50,000 per year; outstanding figures given the voluntary nature of our organisation. Our canteen continues to be a major source of revenue. It also provides an important service for the students and families of the School. Continued innovation and improvements in menu and special fundraising items were again part of operations in 2018. Thank you to Tania & Kelly and all of the volunteers who have allowed this to happen. There can be no doubt that Annika's efforts in the organisation of our renamed Market Day were outstanding. At various points during the year it was not certain that the event would proceed and without Annika, it would not have. The day and the event had its challenges, but the result was again a huge positive for the school community. Great efforts also went into our other successful fundraising activities held throughout the year and our thanks go to all of those who organised, assisted and supported. We hope to make the 2nd hand uniform shop and events such as the Colour Run, Trivia Night, Mothers/ Father's Day stalls etc regular and on-going activities, as well as adding other interesting fun and fundraising events in the future. However, to do so, we will need more volunteers and a lighter load on those already involved. This is critical to our future success as a P&C and must remain a focus as we look ahead. We will continue to explore ideas of how to encourage a little bit more from those yet to discover the joy of volunteering, so that those who already have can stay motivated and involved. This year saw us continue to contribute to the equipment, resources, amenity and environment of the school. We have increased our expenditure significantly in the last two years, in line with the revenue we have been raising and in accordance with the School's indicated needs and our members wishes. More than \$150,000 in expenditure has been committed or spent in that period, from literary resources, to technology, classroom and playground equipment. The school has had a long-expressed desire to provide fixed playground equipment and last year as part of our expenditure, we were able to commit \$50,000 towards that project. The students of the school continue to excel, academically, socially and in sporting endeavours. In 2018 we refined our policy of supporting students excelling at high levels, so that we could better target where our support might be required. Congratulations to the many students who achieved at that level in 2018 and we hope our support assisted you in those endeavours. The school's concert band is an incredible opportunity for our students and we thank those on our sub-committee, the band 'roadies' and other volunteers for all that they do. Thank you to the school, the band teachers and various conductors in 2018 for encouraging and supporting the band. Whilst 2018 provided some organisational and structural difficulties in respect of our sub-committee, going forward with a simpler setup and rules, will hopefully provide an easier future.

TTFM

Parents Feel welcome – 7.2/10 Average Score

- I feel welcome when I visit the school.

- I can easily speak with my child's teachers.
- I am well informed about school activities.
- Teachers listen to concerns I have.
- I can easily speak with the school principal.
- Written information from the school is in clear, plain language.
- Parent activities are scheduled at times when I can attend.
- The school's administrative staff are helpful when I have a question or problem.

School supports learning – 8.3/10 Average Score

- Teachers have high expectations for my child to succeed.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- Teachers take account of my child's needs, abilities, and interests.
- Teachers expect homework to be done on time.
- Teachers expect my child to work hard.

School supports Positive Behaviour – 8.3/10 Average score

- Teachers expect my child to pay attention in class.
- Teachers maintain control of their classes.
- My child is clear about the rules for school behaviour.
- Teachers devote their time to extra-curricular activities.

Policy requirements

Aboriginal education

Policy requirements Aboriginal education

Valentine Public School has 3% Aboriginal population. In 2016 staff were afforded opportunities to connect through teacher professional learning experiences at local venues. In 2018 staff lead connection to our local Kumardha AECG and hosted a couple of the meetings. Students officially named the Aboriginal and Torres Strait Islander student group, Makoró which was accepted. Staff refined the Personal Learning Programs (PLP) afternoon and teachers, parents and students collaboratively completed the student's goals ensuring literacy, numeracy and cultural goals were relevant to the individual student. The Makoró group wrote and delivered their own Acknowledgement of Country during assemblies and events.

The school worked with the Aboriginal community to construct of a Yarning Circle. The Yarning Circle is situated in the Environmental Garden area which was decided upon after conversations with the Aboriginal community. All students experienced an Indigenous performance by Sean Choolburra which included dance, storytelling, painting, fire creation, and an array of artefacts. An assessment of Aboriginal perspectives in teaching programs was undertaken and a plan to ensure all teaching programs include quality Aboriginal cultural perspectives was developed. The Aboriginal team developed a K–6 Awabakal stories unit. The

school was privileged to have an Artist in residence who worked on a few traditional artwork projects and shared cultural stories with the Makoró group.

Future work within the school will be around:

1. Officially opening the Yarning Circle.
2. Training in SCOUT for staff to further analyse NAPLAN results for Aboriginal and Indigenous students and ensure intervention is provided students who are identified.
3. Developing a bush tucker garden in the OLGA area which includes a variety of bush tucker plants. Developing educational programs for Aboriginal and Indigenous students for the planting and use of the Bush Tucker plants.

Multicultural and anti-racism education

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The school's Anti-Racism Contact Officer (ARCO) completed the ARCO course which includes an understanding of the nature, extent and effects of racism in the school context, the legislative background and the NSW Department of Education relevant policies and procedures and rights and responsibilities and the roles and responsibilities of Anti-Racism Contact Officers (ARCO). The training ensures the ARCO understands the Anti-Racism Policy, Multicultural Education Policy, and Aboriginal Education Policy. As part of the ARCO course it was identified that the school focus will be Anti-Racism education and prevention. The school's KidsMatter and PBL (Positive Behaviour for Learning) program have included strategies and events which include multicultural activities and anti-bullying strategies e.g. Harmony Day.

We have 0.2 FTE allocation for EAL/D for 3 terms.