

Narellan Vale Public School Annual Report



2018



4621

Introduction

The Annual Report for **2018** is provided to the community of Narellan Vale 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.

Michelle Sarjana

Principal

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Message from the Principal

Welcome to the 2018 Annual Report for Narellan Vale Public School, an exciting first year of the new School Plan 2018–2020. The progress made is summarised under the Three Strategic Directions. A commitment to continual school improvement and the provision of a strong foundation in literacy and numeracy to prepare our learners for the future remain our core purpose.

Student Voice and our Student Parliament are having greater impact on decision making and overall school improvement. The introduction of 'Learn and Grow Playgroup' has strengthened our connections with the wider community as we welcome visitors on a weekly basis.

Achievements in sport and creative and practical arts continue to be a strength of NVPS. A Science and Stem Expo engaged all students in Term 3 in close collaboration with Elizabeth Macarthur High School.

The Tournament of the Minds team progressed and competed at State Level in the inaugural STEM division.

Technological resources have been supplemented together with intensive teacher professional learning in this area .

Wellbeing has been at the forefront of all endeavours and the Positive Behaviour values of being Safe, Respectful, Learners are further embedded.

Michelle Sarjana

PRINCIPAL

School background

School vision statement

At Narellan Vale Public School our vision is for every student to be known, heard and valued. There is a collective responsibility to support and prepare future ready learners.

School context

Narellan Vale Public School celebrated its twentieth year in 2017. The school is located in South West Sydney and has an average enrolment of 815 students with an increasing percentage of students identifying with a non-English speaking background. In 2018, this has risen to 20.5%, the highest in the school's history. Approximately 18% of students have been identified with a level of disability requiring an adjustment to their learning. There is an increasing number of Aboriginal and Torres Strait Islander students comprising of 34 students.

The school motto of 'Together We Learn and Grow' is central to all endeavours and promotes a commitment to continual improvement through a growth mindset. Our dedicated staff are led by a relatively new team of leaders including the appointment of a new Deputy Principal this year. The whole school community support the academic, social, physical and emotional needs of all students.

The school was identified as a Bump It Up School in 2016. A strong focus on improvement measures is underpinned by a deep understanding of standards of attainment in all Key Learning Areas, with a particular emphasis on reading and numeracy. A large investment from school funds has been allocated to teacher professional development and an evidenced-based approach to support in these areas.

The school is highly regarded in the areas of sporting and creative arts programs. Students engage in a variety of extra curricular opportunities including dance, choir, signing choir, debating, public speaking, Tournament of Minds, orienteering, university competitions, Toastmasters, sporting clinics and competitive sporting events.

Strong links have been forged with the Community of Schools. This has resulted in the facilitation of a stronger transition program Years 6 to 7 to ensure that there is a seamless transition. A joint professional learning initiative is centred around inquiry learning and a concept based model for planning and teaching with a focus on science and stem.

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 2, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework V 2. 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.

School Excellence Framework 2018 Assessment

We are making progress towards excellence as we have moved from delivering to Sustaining and Growing in the three domains

The Learning Domain

Learning Culture : Sustaining and Growing

Wellbeing : Sustaining and Growing

Curriculum : Sustaining and Growing

Assessment: Delivering

Reporting : Sustaining and Growing –This moved from Delivering in 2017 with the introduction of Seesaw as a platform for sharing reporting on student's learning daily.

Student performance measures: Sustaining and Growing

The Teaching Domain

Effective classroom practice :Sustaining and Growing–This moved from Delivering in 2017 as Teaching has become more explicit. The use of Learning Intentions and Success Criteria has been adopted by most teachers, Collaborative Planning sessions, Demonstration lessons and the support from Leaders of Learning have enhanced teaching practice.

Data skills and use : Delivering

Professional standards : Sustaining and Growing–More teachers have gained accreditation and a whole school approach to accreditation and professional development and the in depth use of AITSL resources has supported this improvement.

Learning and development : Sustaining and Growing

The Leading Domain

Educational leadership :Sustaining and Growing

School planning, implementation and reporting : Sustaining and Growing –This moved from Delivering in 2017 as the Leadership Team support and enhance a culture that is focussed on improvement.

School resources :Sustaining and Growing

Management practices and processes : Sustaining and Growing

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

Commit: High Quality and Innovative Educational Practice

Purpose

A commitment to continuous improvement to ensure that learning is personalised and differentiated for every student through high quality teaching and learning. Professional learning will drive innovation, teacher's deep knowledge of curriculum and assessment practices with an emphasis on using data to inform practice and improve learning outcomes.

Overall summary of progress

A focus on the analysis and triangulation of a range of assessments to inform targeted support in literacy and numeracy. Teachers practice enhanced and supported by the Leaders of Learning in literacy and numeracy through Spirals of Inquiry, shoulder to shoulder support, demonstration lessons, lesson studies and learning snapshots.

Teachers upskilled in the implementation of syllabus outcomes through ongoing professional learning opportunities led by internal and external educators. Collaborative planning sessions have increased consistent teacher judgement in the development of explicit lessons, assessment design and integrated units of inquiry.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Curriculum and Innovative Learning</p> <p>Higher proportion of teachers using evidence-based practice as indicated by a positive increase in student learning outcomes</p>	<p>Leaders of Learning allocation of professional learning \$104 000</p> <p>Leader of Learning providing shoulder to shoulder support with classroom teachers (QTSS funds) \$72000</p>	<p>All teachers were supported by Leaders of Learning in collaborative sessions and individual sessions.</p> <p>Spirals of inquiry focus has changed to include the whole child philosophy which encompasses academic, social and emotional domains.</p> <p>Ten teachers received extensive training and support in the implementation of iPads as a learning tool and meaningful integrated programming. Students trained in the effective use of iPads to support their learning.</p>
<p>Continual Improvement through best practice in pedagogy and Professional Learning</p> <p>Teachers are more self-reflective and Performance Development Plan goals are closely aligned to School plan. (Differentiation, deep curriculum knowledge, innovation and assessment for learning).</p> <p>School's Value added trends demonstrate a positive increase.</p>	<p>CTJ and support for students \$4500</p> <p>Gateway training for staff \$4000</p> <p>Datacom external provider support \$15000</p> <p>L3 training \$84 000</p> <p>Aboriginal perspectives \$5000</p> <p>Literacy resources \$5000</p>	<p>Collaborative planning days dedicated to quality teaching and the development of rich learning tasks responsive to student need.</p> <p>Student learning enhanced through the provision of increased learning resources and adaptive expertise.</p> <p>L3 and Mini Lit data demonstrated the majority of students making significant progress in Literacy.</p>
<p>Assessment and Reporting</p> <p>Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy. (Bump it Up targets)</p>	<p>Mini Lit- assessment and resources \$1500</p> <p>Collaborative planning \$7000</p> <p>JFH Professional learning \$6350</p>	

Next Steps

Continue to develop a deeper understanding and analysis of NAPLAN/PLAN/Learning Progressions/PAT data and school based assessments to identify the specific learning needs of students and implement specific learning experiences to support student growth.

Leaders of Learning in Literacy and Numeracy will provide targeted support in classrooms and support the development of teaching and learning programs that reflect the K–6 Scope and Sequences based on the NSW Syllabus for the Australian Curriculum through the Inquiry framework. Spirals of inquiry will be on a rotational three–weekly cycle and focus on the development of individual student profiles.

External expertise in Data Com, L3 OPL and Literacy and Numeracy Support Advisor (LaNSA) will be engaged through a whole school commitment to improve explicit teaching and learning.

All students will continue to receive targeted support through proactive, differentiated instruction and personalised learning. The learning progressions to be explored and further embedded in practice. Professional learning to be provided.

Seesaw implemented across the whole school and led by teacher mentors. A focus on increasing parental knowledge and use of the platform to increase student agency and ownership

Visible learning and LISC to be further embedded across K–6 . Students engaged in the co– construction of LISC.

Datacom training in Semester 2 for a further five staff members to support the upskilling of iPad implementation in an authentic way in the classroom.

Jann Farmer–Hailey to lead extended professional learning sessions with a focus on contextual concepts and inquiry planning with direct links to Australian for NSW syllabus documents.

Strategic Direction 2

Excel: Leadership Excellence

Purpose

To provide leadership development opportunities to build an accountable evidence-based school culture. High quality leaders and teacher leaders will be supported to know their students well and how they learn through strong and effective instructional practice.

Student leadership opportunities will empower an active student voice and develop a responsibility as active contributors to their own learning, school and the global community.

Overall summary of progress

All staff have adopted an evaluative practice to ensure that all students have achieved their learning goals. Assessment for learning has been strengthened by teachers participating in professional networks, readings, research, intra and inter school visits.

Every teacher uses data and evidence to inform and differentiate the teaching and learning by tracking and monitoring student progress. Students are provided with leadership development and opportunities at every stage of schooling. There has been an increase in active student agency evident throughout the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Ownership of Learning</p> <p>Achievement of professional goals with specific areas identified for further development.</p> <p>Students more able to articulate and collaborate in the development of personalised learning goals.</p> <p>Increased number of aspirational staff seeking relieving opportunities and achieving promotion through merit selection and relieving roles.</p>	<p>Timetable of regular team teaching and mentoring sessions</p> <p>TPL funds for planning day (TRIO, Jann Farmer–Hailey) \$10000</p> <p>Professional learning for learning progressions \$500</p> <p>Aspiring leadership professional learning \$1000</p> <p>Orienteering training TPL \$1000</p>	<p>Leaders of Learning Literacy and Numeracy had flexible timetables to support individualised professional learning</p> <p>All staff participated in professional learning and collaborative planning sessions to build a deeper understanding of curriculum documents and quality assessment practices.</p> <p>Staff participated in Inquiry learning sessions, gateway training and developed community networks with the local high school. This led to the development of partnership links through curriculum knowledge, transition programs and shared professional knowledge.</p>
<p>Data Informing Practice</p> <p>100% of teachers analyse, interpret and synthesise data to inform planning and modify teaching practice in Spirals of Inquiry follow up sessions.</p>	<p>Science & STEM TPL \$1500</p> <p>TPL time and resources allocated for Reflective Learning Journals.</p>	<p>Several teachers committed to relieving opportunities (Assisant Principal roles). Other opportunities for Assistant Principals to relieve as Deputy on a regular basis were undertaken.</p>
<p>Student Voice at the Core</p> <p>The engagement and contributions of students through active decision making and the opportunity to voice their opinions.</p> <p>Data indicates an increase in student leadership opportunities and feedback</p>		

Next Steps

Leaders of Learning model to continue and deliver professional learning on evaluative practice through Spirals of Inquiry and collaborative planning sessions.

Leadership team members referred to the Standards and Quality Teaching Framework to reflect on their practice and make direct links to their Performance Development Plan goals. Leaders to guide their teams through this reflective process. Formal lesson observations will be refined and will incorporate pre and post lesson observation discussions with a classroom practice focus area.

Parliament actively and authentically taking responsibility for action through their portfolio roles. Parliament leaders regularly report to the leadership team in terms of their achievements and vision for the future. Building group to continue to develop programs throughout the school. Students to edit and launch the 360 virtual school tour.

The provision of increased opportunities for student leadership; GRIP leadership program, Student Enterprise Young Change Agents Initiative and Peer Mediators through Peer Mediation..

Strategic Direction 3

Connect: Connecting and Engaging

Purpose

A school-wide collective responsibility for successful and future focused learning with a commitment to global citizenship. High levels of engagement will be promoted through collaboration, communication, critical and creative thinking underpinned by the Learner Qualities.

Overall summary of progress

Student wellbeing and case conferencing has become an integral component of the spirals/collaboration sessions. Teachers are analysing student evidence and developing short term learning goals in collaboration with students that encompass the Learner Qualities and Wellbeing Framework.

Communication practices have been strengthened through the assistance of the Community Liaison Officer and through technology including Skoolbag, Seesaw, Dojo, Newsletter, Facebook and Film Pond.

Teachers have trialled emerging technological platforms to transform pedagogy and engage the wider community.

Transition programs have been reviewed and enhanced to strengthen our understanding of the whole child from preschool to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing for All Improved wellbeing for all stakeholders as indicated from positive feedback	CLO allocation \$20 000 Community Hub development \$2500 Mindfulness TPL \$3000	Establishment of Community Hub and development Learn and Grow playgroup Mindfulness strategies are being implemented within classrooms
Technology Skillsets 100% of learning environments by 2020 will reflect future focused pedagogies embedding the 4 C's and an increase in ratio of devices to students.	Technology TPL \$2500 Purchase of iPads \$60 000 Datacom support \$15 000 Spheros purchased \$14 00	Staff upskilled in the use of innovative applications to enhance learning Stem share kit shared across the school with staff trained and students engaged in innovative technology.
Engaged, Empowered Community Partnerships An increase in the percentage of parents engaging through attendance at events and social media platforms. Leading and supporting quality community projects through the development of positive partnerships including global citizenship.	Gateways training \$4000	Stage 3 teachers trained in conceptual framework and inquiry learning. Units of learning developed.

Next Steps

Extend the Learn and Grow playgroup to weekly sessions.

Enhanced Community of Schools transition/Science/Stem initiative.

Strengthen links with universities and across our community of schools.

Implementation of weekly parental bulletin to further strengthen communication.

Showcase Science/Stem initiatives through a whole school inquiry 'Destination Moon' culminating in a Science Open day.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Timetable of support for students with an additional language background other than English. (0.4 staffing entitlement and 0.2 flexible funding) flexible funding</p> <p>\$36, 817</p> <p>Attendance at L & S Meetings, Stage Meetings and in particular Kindergarten</p>	<p>Evidence in terms of EAL/D student's learning progress. Teacher employed on a temporary basis to work alongside teachers supporting EAL/D students in class.</p> <p>Flexible funding used to target and intensively support students through an additional teacher 1.5 day per week.</p>
Low level adjustment for disability	<p>Time for targeted support groups as indicated by timetables.</p> <p>Classroom teachers communicate with and meet with parents to design IEPs.</p> <p>Lunch time programs were offered to support students.</p> <p>Additional SLSO hours to support student needs in particular social skills development on the playground.</p> <p>funding 1.3 Fulltime and \$83 297 (flexible funding)</p> <p>QTSS Funding used to purchase additional teacher to provide TPL and differentiation to support students.</p> <p>Funding used to release teachers to work alongside Leaders of Learning to develop and enhance strategies, curriculum knowledge and current educational teaching practices</p>	<p>Progress monitored</p> <p>Students requiring ongoing support for 2019 identified and this information is used for class allocation 2019</p> <p>Students supported individually and in group situations.</p> <p>Support has been both in the classroom and on the playgrounds.</p>
Quality Teaching, Successful Students (QTSS)	<p>Time for each session</p> <p>SCOUT Training–Melanie Senior CESE</p> <p>Using Data with Confidence.</p>	<p>Teachers indicated they feel a lot more confident in the use of English Syllabus and analysing writing.</p> <p>The areas needed a stronger focus were identified. Particular attention will be given to the Year 2 to 3 transition.</p>
Socio–economic background	<p>Time to release teams</p> <p>Time and rosters for target group support</p>	<p>Teams develop collaboratively designed units of learning integrating English and PDHPE–Wellbeing using an Inquiry Learning Framework.</p> <p>Student achievement and needs informed Class Creator to design classes</p>

<p>Support for beginning teachers</p>	<p>Early Career Teachers were supported extensively through accreditation process and TPL afternoon sessions. Beginning teachers were mentored by their supervisors and supported through learning journals and PDP process.</p> <p>\$30 100</p>	<p>Use of NSW Syllabus Documents and journals created of support, teaching strategies, professional readings and TPL. Continuums and tracking and monitoring of student achievement</p> <p>Class formation and notes for Class Creator</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	423	425	420	417
Girls	418	416	427	422

The school has maintained a consistent enrolment pattern over a number of years. The trend in new enrolments of students with EAL/D needs has continued to increase. In 2018 there were 35 Aboriginal and Torres Strait Islander families enrolled.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	94.7	95.1	94.8
1	93.9	93.5	94.8	94.4
2	94.7	93.5	93.6	94.1
3	94.6	93.9	94.4	93.3
4	94.5	93.2	93.9	93.4
5	94.1	93.2	93.4	93.1
6	93.6	92.3	92.6	93.1
All Years	94.4	93.5	93.9	93.7
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

The school proactively monitors attendance through the generation of reports available in the electronic attendance system. Procedures are in place for prompt follow up. The Home School Liaison Officer works closely with the school to monitor trends and support the school to address concerns about students lateness and non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.29
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	4.87

Teacher qualifications

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

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on aboriginal composition of their workforce. Narellan Vale Public School currently employs one Aboriginal staff member.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67
Postgraduate degree	33

Professional learning and teacher accreditation

In 2018, Narellan Vale Public School utilised \$44,997.00 in addition to the support from Leaders of Learning. Beginning Teacher professional learning sessions were aligned with quality educational practice.

QTSS funds provided additional time to release staff to work collaboratively and shoulder to shoulder.

Teachers have been actively supported to embed quality literacy programs into their teaching.

Staff attended regular evidenced based professional learning (Spirals of Inquiry). Staff were committed to attending the cyclical sessions led by Leaders of Learning, who engaged colleagues in dialogue around evidence-based practice. Leaders of Learning and the leadership team attended the Network of Inquiry and Innovation (NOII) conference. The Principal joined NOII colleagues in an International schools tour in British Columbia.

Eight Stage One teachers engaged in Language, Literacy and Learning (L3) training which resulted in students achieving significant progress.

Deputy Principal successfully selected to participate in NSW Department of Education Aspiring Principal program- cohort 1 through the Leadership Institute.

Ten staff members engaged in ongoing innovative ICT professional learning through Datacom.

Three teachers participated in South Western Sydney Engagement Pathways for the 21st Century (EPIC) action learning project in partnership with Western Sydney University with a focus on the impact of technology on student engagement.

Staff were invited to participate through an expression of interest to travel to South Australia for an Innovation Schools Tour. five teachers were successful and engaged in six school visits and SA Department of Education tour. The focus of this innovation tour was student voice, inquiry and to build collaborative networks.

Two staff members gained accreditation at Proficient level.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	474,724
Revenue	6,815,542
Appropriation	6,479,222
Sale of Goods and Services	41,890
Grants and Contributions	285,701
Gain and Loss	0
Other Revenue	0
Investment Income	8,729
Expenses	-6,571,077
Recurrent Expenses	-6,571,077
Employee Related	-5,867,184
Operating Expenses	-703,894
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	244,465
Balance Carried Forward	719,189

The school's finances are monitored regularly by the Principal, School Administration Manager, Business Manager and Deputy Principal. All staff have input into the school's management plans. Committees monitor expenditure inline with the school and management plans. The school continues to invest in capital works, innovative technology, Leaders of Learning to address literacy and numeracy. Some funds were carried forward to allow for cabling and infrastructure upgrade, playground and outdoor learning spaces, improvements and technology and Stage 3 classroom furniture.

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	5,381,286
Base Per Capita	163,784
Base Location	0
Other Base	5,217,502
Equity Total	492,753
Equity Aboriginal	16,538
Equity Socio economic	179,109
Equity Language	78,462
Equity Disability	218,644
Targeted Total	83,869
Other Total	332,409
Grand Total	6,290,316

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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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.

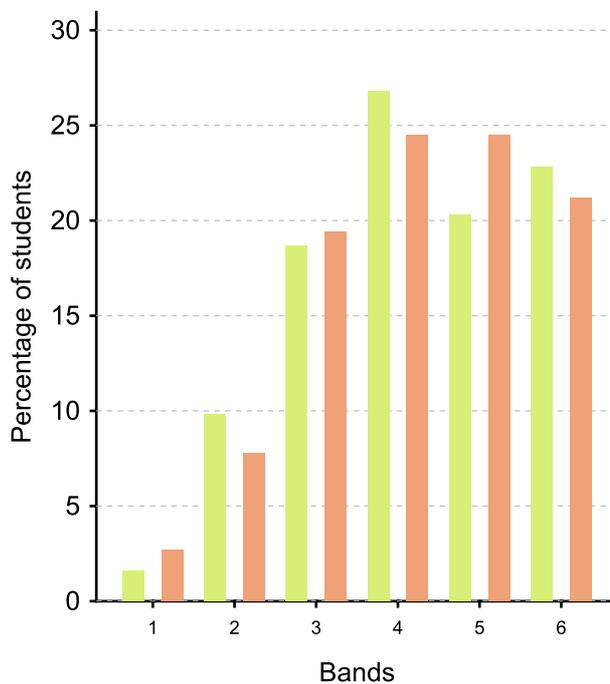
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

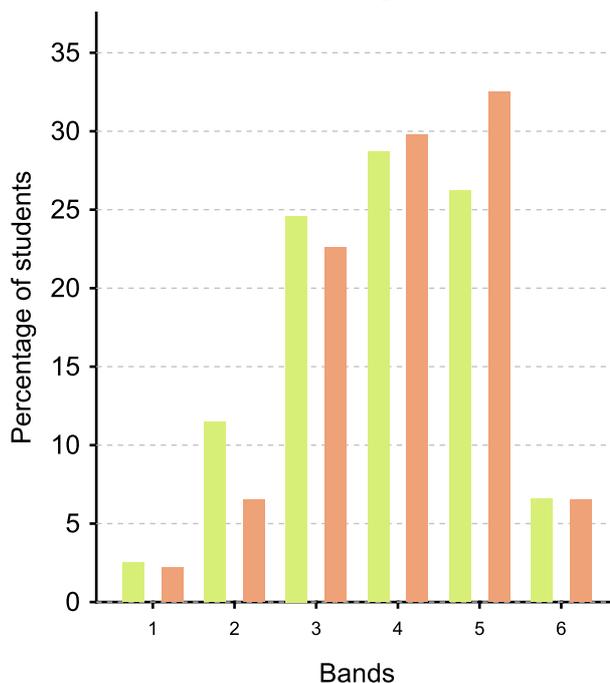
are discouraged during these transition years.

The number of students for the top two bands for Reading in Year 3 and Year 5 has increased. Data suggests that this cohort is excelling in terms of value added in the top two bands. In 201 all Aboriginal students experienced positive growth in Reading from Year 3 to 5.

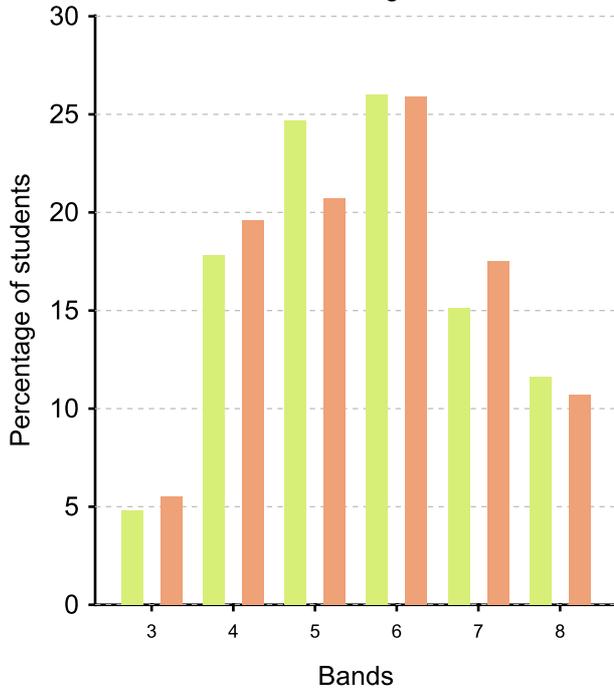
Percentage in bands:
Year 3 Reading



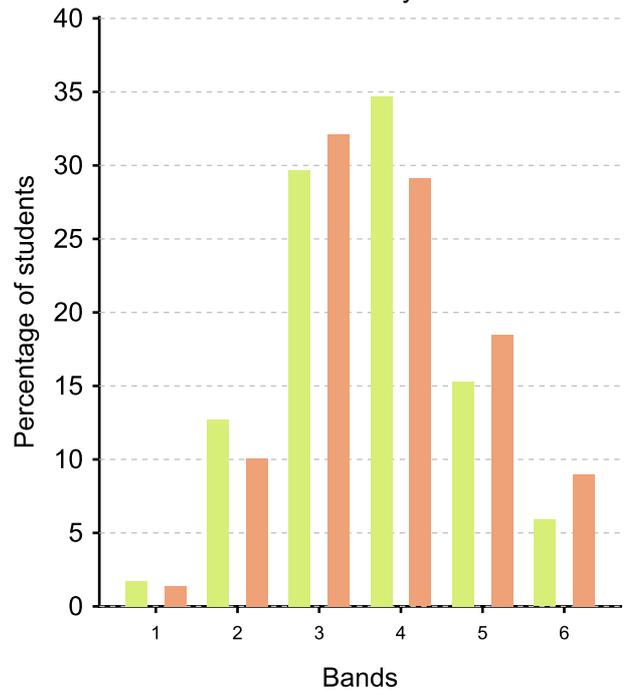
Percentage in bands:
Year 3 Writing



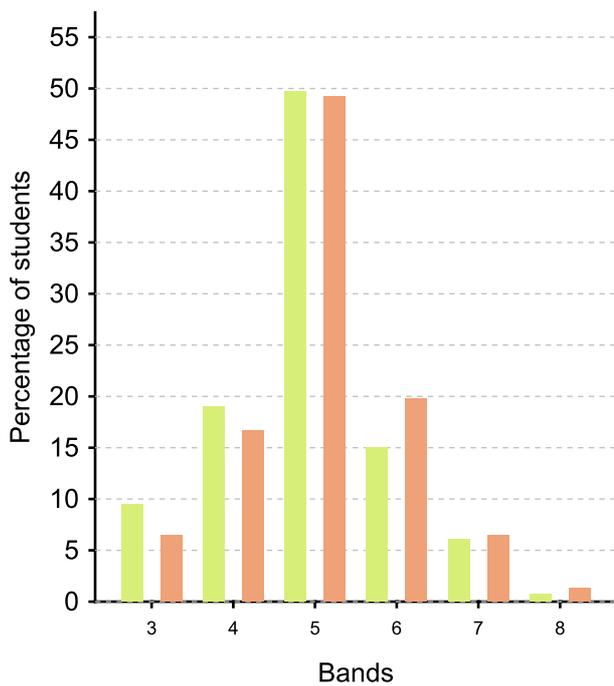
Percentage in bands:
Year 5 Reading



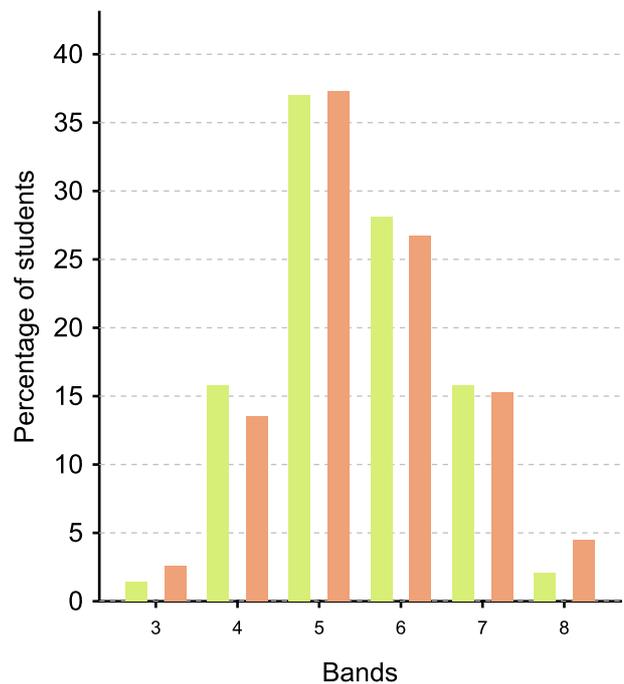
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In Year 5 Numeracy the percentage of students achieving above expected growth has increased by 5%. On average over the last three years, 50% of Aboriginal students are demonstrating above expected growth in Numeracy.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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At Narellan Vale Public School we value parents and welcome their feedback. We have an active Parents & Citizens Association who regularly contribute to the school.

The school had a successful Kindergarten orientation program. Positive feedback was communicated to the school during the sessions and from the local pre schools. Additional transition sessions were provided to support students with additional needs which had a positive impact on the community.

Many of our parents, students and teachers participated in the Tell Them from Me survey.

Parent/caregiver, student, teacher satisfaction

'Tell Them from Me Survey' provides valuable data from parents/caregivers, students and teachers. The majority of parents felt they could easily speak with their child's teacher and that they had high expectations for their child to succeed.. Parents felt the reports were written in terms they could understand.

78% of parents attended Information Sessions, Three Way and Student Led Conferences. The majority of parents indicated that their child was clear about the rules for school behaviour. 8.1% of parents felt the school ensured their child was safe at school.

A small group of parents regularly commit to participating in School Planning and Evaluation sessions.

Students in Year 4, 5 and 6 participated in the Tell Them From Me Survey in both April and September. In 2017, 73% of students had a sense of belonging at our school and in 2018 this rose to 80%. Positive relationships rose from 84% to 90% and 96% of students value school outcomes.

Interest and motivation rose from 72% to 77% and effort rose from 88% to 90%. Other domains that increased were effective use of learning time, rigour, advocacy at school, positive learning climate, expectations for success.

The teachers who participated in the survey indicated that Narellan Vale was an inclusive school. School leaders have helped teachers establish challenging and visible goals for students. Teachers work with school leaders to create a safe and orderly school environment.

Collaboration between teachers is high and they discuss learning and planning, assessment strategies with each other.

All teachers indicated they have high expectations for student learning and clear expectations for behaviour.

Policy requirements

Aboriginal education

In 2018 Personalised Learning Pathways were developed for all students. Teachers developed the plans with the students and their families and these were discussed during Three-way and Student Led Conferences. Teachers planned throughout the year embedding Aboriginal histories and perspectives across Key Learning Areas.

Students receive additional support and their learning is tracked and monitored.

Towards the second half of the year an Aboriginal Education Committee was developed where they evaluated existing programs and the impact on

students. Students from Year 4–6 participated in the local Macarthur Aboriginal Kids Day. Students participated in beading, environmental education, painting and cooking. Students had the opportunity to create community links with over 150 local Indigenous students and Elders throughout the Macarthur region.

Teachers and members of the Leadership Team attended AECG meetings throughout the year and developed close partnerships with the local community. Year 1 students were taught how to sing the National Anthem in the Dhawaral language in the second part of the year and this is now sung at every Monday morning assembly and whole school assembly by our Indigenous students.

Futures directions:

Students participating in the Yarn Up program

Development of a Yarning circle

Coordination of MAK Day

Continue attending AECG meetings

Additional TPL for staff

Acknowledgement to country workshop and the development of our own Acknowledgement to Country

Update Personalised Learning Pathways process

Make meaningful connections to local Elders and the community

Multicultural and anti-racism education

At Narellan Vale Public School, the staff, students and families work in partnership to ensure our school is a positive and harmonious learning environment. The Learner Qualities reinforce the importance of acceptance and being open-minded and caring towards each other. The PBL values of being safe, respectful learners are embedded in classrooms and on the playgrounds.

Harmony Day is celebrated at Narellan Vale and students develop a deeper understanding and appreciation of other cultures and that diversity brings strength.

Teaching and Learning programs are developed to include the cross-curriculum priorities and the general capabilities which include intercultural understanding.

Our current English as an Additional Language or Dialect (EAL/D) numbers are increasing and make up 20% of our total school population.

Support from EAL/D teacher is provided on a needs basis to develop students' abilities in their knowledge and use of English. Our goal is that each student is able to participate in grade appropriate activities and learning engagements, to achieve their academic and social potential.