

Penrith Valley Learning Centre

Annual Report



2018



5761

Introduction

The Annual Report for **2018** is provided to the community of Penrith Valley 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.

Principal

School contact details

Penrith Valley Learning Centre
Werrington Road
Werrington, 2747
www.penrithvlc-s.schools.nsw.edu.au
Penrithvlc-s.school@det.nsw.edu.au
9623 7532

Message from the Principal

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

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

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

Developing enduring relationships with community organisations provides our students with diverse educational opportunities to supplement the programs offered at our school. Penrith Valley School has established strong connections with Nepean Therapy Dogs, Fusion Australia and Food Bank which all provide services to our students and their families.

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

Nicholas Danta

School background

School vision statement

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

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

School context

Penrith Valley School (PVS) is an alternative educational setting that caters for students from year 4 to year 12 who have experienced difficulties in mainstream schools. There are seven students in each of our 7 classes at PVS.

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

PVS has been working successfully with Aboriginal students since the school was established in 2007. Generally the number of students who identify as Aboriginal is between 15% and 25%. Every student at PVS has a Personalised Learning Plan which is developed in consultation with the student, their parents or carers, staff from PVS, our school counsellor and, where possible, staff from the student's home school. These plans set out how each member of the team can assist the student to achieve their goals. The plans are reviewed annually.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the areas of:

Learning:

Learning Culture – *Sustaining & Growing*

Wellbeing – *Excelling*

Curriculum – *Sustaining & Growing*

Learning Assessment – *Delivering*

Reporting – *Sustaining & Growing*

Student Performance Measures – *Delivering*

Teaching:

Effective Classroom Practice – *Sustaining & Growing*

Data Skills & Use – *Delivering*

Professional Standards – *Sustaining & Growing*

Learning & Development – *Sustaining & Growing*

Leading:

Educational Leadership – *Sustaining & Growing*

School Planning, Implementation & Reporting – *Excelling*

School Resources – *Sustaining & Growing*

Management Practices & Processes – *Sustaining & Growing*

Our external validation 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

Independent Students

Purpose

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

Overall summary of progress

During 2018 there were three main areas of focus for developing independent students:

1. Embed the use of quality teaching and learning practices across the school to improve student outcomes in literacy and numeracy and develop the functional skills they need to be life-long learners.

Developing teacher capacity through quality professional learning in the areas of literacy and numeracy has been a key aspect in improving student outcomes at Penrith Valley. In 2018 all staff engaged in professional learning, provided by school leaders, in using best practice to improve student outcomes in literacy and numeracy. Specific professional learning was provided to all staff on implicit and explicit teaching of literacy in the class room across all KLAs and the use of different reading strategies to improve reading fluency and comprehension outcomes.

All students at PVS were benchmarked in 2018 using the Burt's Reading Analysis and Fountas and Pinnell Comprehension. Results indicate that 100% of students have made improvements on their reading benchmark scores over the past 12 months. Results from these tests have also been used to inform the pedagogy and strategies used across the school to improve student outcomes in literacy and develop their functional skills.

Staff engagement with a number of different literacy & numeracy strategies (reading strategies, Morning Routine), the engagement of students in 1-1 reading and literacy programs, and the overall improvement of 100% of students in their bi-annual NEAL reading assessment indicate that quality teaching and learning practices are being embedded across the school, improving student outcomes in literacy, numeracy and functional living skills.

2. Provide opportunities for students to develop independence across a range of areas including; possessing functional living skills, being job ready, pursuing further education, and developing social competencies and confidence to participate in their communities.

Throughout 2018 Penrith Valley School successfully provided a number of engaging and challenging programs to foster students' confidence and skills in entering in further education, work and the community. All learning programs provided at PVS are designed to engage students in developing the skills they need to succeed. Specifically in 2018 students were given additional opportunities to engage in cross-curricular programs that promote independence. These include; Work Education, Work Experience, Woodwork, Mechanics, Food Technology, The Ngala Cafe, Coffee School, Stephanie Alexander Kitchen Garden. These programs were supported by our chaplains from Fusion.

Work experience is an opportunity provided to 100% of eligible students at PVS. In 2018 50% of eligible students successfully engaged in work experience, developing the skills and knowledge they need to transition to the work force.

A number of external agencies also provided engaging opportunities for students to develop their functional and transition skills in 2018. These include; Fusion, BreakThru, Ability Options, AIME, Nepean Therapy Dogs,

3. Empower students to take responsibility for their actions and make positive choices for their future by implementing best practice educational opportunities to improve student well-being. Students are supported with their attendance by strong communication links between school and home. Daily monitoring allows students to identify their areas of challenge and work with their teacher mentor to address these individual needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students meet or exceed 80% of their PLP goals related to literacy, numeracy and independence.	Cost of Fountas and Pinnell testing kit to test and monitor student comprehension progress	Staff continued to improve their pedagogy through literacy and numeracy PL, evidence through the implementation of a number of explicit and implicit teaching strategies (Morning Routine, Seven Steps,

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students meet or exceed 80% of their PLP goals related to literacy, numeracy and independence.	(\$500) SENA testing system * Quality Teaching, Successful Students (QTSS) (\$485.00) Funds to release staff members to test students in literacy and numeracy	PEEL) resulting in improved student confidence in literacy. Ongoing data collection commented through SENA, Burt and F & P testing. 100% of students tested using Burt Reading Analysis indicated an improvement in their reading fluency, based on previous results.
80% of targetted students demonstrate improved wellbeing through improved attendance, punctuality, and compliance with school rules.	Breakfast and lunch program. (\$4000) Crunch & Sip offered across all years. Stock of uniforms utilised daily to meet school expectations. (\$1000)	Strong morning attendance to participate in both eating and cooking. Healthy start to the day. Increased consumption of protein lifting mood and participation. Looking goo, feeling good, having a strong school identity.
20% improvement for students transitioning into work and further education based on 2018 figures.	SAP & LINK (\$8000) SLSO support (\$2400) Productivity Bootcamp	75% of transitioning Stage 5/6 students entered the workforce.

Next Steps

The next steps required in 2019 to ensure Strategic Direction 1 is successfully implemented include;

Continue to develop and implement whole-school systems to deliver explicit literacy and numeracy strategies, programs and pedagogies at a whole school level

Continue 1–1 interventions to address identified targeted and intensive student need. Maintain daily communication between school and home to support each student to be successful.

Ongoing professional learning for all staff in teaching literacy and numeracy.

Continue to build upon assessment data collected through SENA, Burts Reading Analysis and Foutas and Pinell to deliver quality feedback to students

100% of students make improvements in the areas of literacy and numeracy (as indicated in their bi-annual benchmarking scores)



Strategic Direction 2

Inspiring Staff

Purpose

For all staff to actively pursue career development articulated in their Professional Development Plan, in line with National Teaching Standards and the priorities outlined in the School Plan. For staff to develop the skills to support the academic, behavioural, emotional and social needs of our students grounded in Trauma Informed Practice.

Overall summary of progress

During 2018 there were three main areas of focus for developing inspiring staff:

1. Staff are supported to progress successfully through the four stages of the accreditation process in line with national teaching standards, with additional support for early career teachers and leadership opportunities for experienced practitioners.

During 2018 Penrith Valley School saw four members of staff achieve their Accreditation at Proficient level, with one staff member completing their first cycle of maintenance. Teachers produced thorough accreditation reports, demonstrating that their practice meets the Australian Professional Standards for Teachers.

Through enhancing staff capacity and quality teaching and learning, the school's leadership team supported a culture of high expectations. . The school's professional learning model in 2018, embodied a culture whereby staff actively pursued opportunities to develop and enhance their practice by targeting key priority areas and initiatives listed in the School Plan and staff PDPs. All staff were encouraged to share their learning at weekly Professional Learning meetings, providing opportunities for staff to take leadership and further enhance a culture of support and collaboration and Penrith Valley.

2. Build staff capacity to support the holistic development of students and community members by effectively understanding and utilizing the Wellbeing Framework, Trauma Informed Practice and behaviour management strategies.

The students at Penrith Valley have experienced trauma and disrupted lives, social disadvantage and disengagement from school. Throughout 2018 all staff at PVS have had extensive training in trauma informed practice, enabling them to provide an individualized and authentic yet holistic approach to the education of every student at the school. All staff engaged in whole school PL sessions on Trauma informed Practice, applying knowledge learned across the school through increased awareness, new behaviour management strategies and reviewed lesson structures. Additionally, all staff engaged in Berry Street Model professional learning. The knowledge gained through this structure has helped to inform further structural and pedagogical practices at Penrith Valley. Additionally Rock & Water training was implemented with eight staff trained as facilitators.

3. Build teacher capacity to deliver a cross curricular scope and sequence for Aboriginal Education that is embedded in all teaching and learning programs across the school.

Penrith Valley continued to promote Aboriginal education in 2018 through the promotion of Indigenous culture and texts across all KLAs. We celebrated NAIDOC week for the first time as a whole school embracing our new Indigenous Garden..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers progress successfully through the four stages of accreditation in line with national teaching standards and SASS staff complete their PDPs.	Funds from PL to support all hours required for professional development.	All staff who were eligible and had started the progress achieved their Accreditation and proficient. One staff member is working toward completion in 2019. All teaching and SASS staff completed their PDPs.
All teachers develop the knowledge and confidence to incorporate cross curricular priorities and general capabilities into their programs and teaching	Classroom resources as identified in teaching and learning programs. (\$12000)	100% of KLAs have teaching and learning programs that effectively deliver the Australian curriculum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
practice.	Targeted Professional Learning for staff across all KLAs. (\$22,000)	100% of KLAs have teaching and learning programs that effectively deliver the Australian curriculum
Teachers provided with the opportunities and support to develop leadership skills through collaboration, self-reflection and participation in cohesive school teams.	PESG LEAD program (\$1000)	All interested staff given leadership opportunities to develop and implement programs related to targeted initiatives across the school eg. literacy, numeracy, positive education, community links. The school's professional learning model encouraged collaboration and leadership among staff by giving opportunities for all staff to lead PL related to their areas of expertise.

Next Steps

Teaching and SASS staff continue to move through the PDP progress., engaging in goal setting, feedback, & review of knowledge, practice and reflection within and beyond the school.

The school will continue to foster leadership among its staff. Continuing to implement a whole-school leadership strategy that empowers staff to demonstrate and promote best practice through the co-ordination of various priority areas and initiatives linked to the school plan and PDPs (Literacy, Numeracy, Aboriginal Education, Positive Education, Community)

Berry Street Model and Rock & Water to be implemented across the school with all staff and students engaged in lessons that promote students' awareness of self, their relationships to others and the world around them. Restorative practice to continue to be developed and implemented across the school.

All staff to continue to engage in PL on Aboriginal Education. Focus on collaboration between KLA's to develop topics and units of work that move across curricular to promote Indigenous culture and learning that is embedded authentically across the school.



Strategic Direction 3

Strong Community Connections

Purpose

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

Overall summary of progress

During 2018 there were two main areas of focus for developing strong community connections:

1. Empower students and staff to celebrate local Indigenous knowledge and culture through the implementation of an authentic and visible whole school program that embeds Indigenous perspectives and involves all community members.

Through the collaboration of staff, students, parents and the local Indigenous population Penrith Valley developed a beautiful Indigenous garden in 2018. Students and staff are able to utilise the garden for authentic and immersive learning experiences, while also ensuring the plants used in the garden are reflective of Australian 'bush tucker' and can be used in Food Technology & Kitchen Garden lessons.

Much time was spent collaborating with local Aboriginal leaders in 2018. These meeting have enable PVS to begin to establish stronger connections with and clearer learning goals for all Indigenous students. The creation of PLP's specific to Aboriginal students, connecting and reconnecting with their culture and family connections.

2. Utilise the school as a shared cultural hub to bring together staff, students and community members for a variety of purposes that benefit the school community and local area.

Throughout 2018 Penrith Valley continued to promote and engage with the local community. The monthly Ngala Market has brought the school and the community closer together, fostering an opportunity for staff, students and the local community to engage and celebrate local arts, crafts, foods and student successes.

The school utilized the help and support of a number of local businesses throughout the year. Students at PVS engage in work experience throughout the local community. In 2018 the school also engaged with Border less Hampers who provide our students, their families and the community with much needed support through weekly food hampers. The community group have been able to utilize the school site in the production of their hampers, additionally giving students the opportunity to work with their team, further developing their own work skills and showing appreciation for the local community organisation.

Other community organisations engaged in 2018 include; BreakThru, Nepean Therapy Dogs, Fusion, Aime and the Colyton Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent and community participation in school events including; assemblies, community days, market days, celebrations and information sessions.	Secured grants (\$12,500)	Parents involved in markets – operating stalls and visiting with family. All students and families invited to celebration days including; Ngala day, open day and end of year celebration. Parent information sessions held on assisting student with skill in math, literacy and technology. Aboriginal parents invited to collaborate on Aboriginal education at Penrith Valley.
Increase professional partnerships between PVS and local organisations by 20% based	(\$15,000)	Significant increase in community partnerships in 2018 including the engagement of;

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
on 2018 figures		Borderless Hampers, Fusion, BreakThru, AIME, Food Bank and various local work experience hosts.
Increase the participation of PVS in culturally significant events for Aboriginal students by 20% on 2018 figures.	(\$5,000)	NAIDOC week celebrations. Market stall holders. AIME presentations involving Aboriginal students on a regular basis. CLONTAF engagement for eligible students at their mainstream schools.

Next Steps

In 2019 PVS will continue to host and foster the Ngala market on a monthly basis, increasing the number of community stall holders. Students will continue to have opportunities to engage with their families through the running of stalls and attendance at the market.

There will be continued engagement with all community groups currently engaged with the school, with further efforts to continue to engage additional community businesses and services.

The Indigenous Dreaming Garden will continue to be utilised by staff and students. Further changes planned to enhance the celebration of Aboriginal culture in visible ways at PVS include the use of local flora and fauna from the garden in Food Technology programs, the development of an Aboriginal mural (in collaboration with local Indigenous groups and artists).

Staff at PVS will continue to collaborate on the creation and implementation of a whole school Scope and Sequence that embeds the teaching of Aboriginal culture in authentic ways across all KLAs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aime membership	Naidoc Week Indigenous Garden and food program. AIME
Quality Teaching, Successful Students (QTSS)	PL \$22,000	Training for SLSO & Teaching staff.
Socio-economic background	\$2500.00 for a Visual Arts teacher for a day each fortnight \$5000.00 for a teacher to support literacy for a day each week \$10000.00 for a teacher to operate the café program 2 days each week <ul style="list-style-type: none"> • Socio-economic background (\$ 17500.00) • Socio-economic background (\$17 500.00) 	Evaluate the impact of the Café; program, the literacy intervention and the Visual Arts program. The Café; program will be evaluated on the numbers of students who participate and the correlation with students successfully completing work experience and transitioning to work or study. The literacy intervention will be based on the impact on the reading ability for targeted students. The Visual Arts program will be based on the impact ion the school environment and the popularity of Visual Arts as an elective for senior students
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 1000.00) • Support for beginning teachers (\$1 000.00) 	Review PDP at the end of the year to determine the impact of the beginning teacher funds



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	32	34	36	36
Girls	10	9	3	6

Penrith Valley School currently has an enrolment of 49 students. Students who attend PVS have complex and diverse needs presenting with significant social, emotional and behavior challenges. Within the student body there is 22% of students who identify as Aboriginal.

The school's compassionate, professional and experienced staff are all trained in trauma informed practice, ensuring they can cater to the specific learning needs of the students who attend the school. Staff work in partnership with students, parents, caretakers and other relevant stakeholders to develop Personal Learning Plans that ensure specific learning and well being outcomes of all students can be achieved.

Management of non-attendance

Attendance rates at PVS fluctuate as a result of the transient and complex nature of the student body. Many of the students who have come to PVS have been referred here as a result of poor attendance. The school utilizes a highly engaging and appropriately challenging classroom learning experiences to encourage higher rates of attendance. Staff at PVS work closely with students and parents to develop relationships of trust, developing Personalised Learning Plans to help students focus on engaging in their learning and to forge future focused goals, such as transitioning to the workforce, back to a mainstream school or onto further education.

At PVS, the Head Teacher and Assistant Principal take responsible for implementing the DOE Attendance Policy as stated in the Wellbeing for Schools Framework. The team ensures that all students understand the requirements for attendance at school and implements attendance procedures that will increase student attendance and engagement. When issues of attendance cannot be resolved at a school level, students are referred to the Home School Liaison Team.

Structure of classes

Penrith Valley School comprises of a Senior and a Middle School, both located on the same school site.. Currently there are 7 classes across the school, each with 7 students. There are three classes in the Middle

School, including a dedicated primary class and four in the Senior School. Students are grouped into stages, with the Middle School classes catering for students in years 5 to 8 and the Senior school for students in years 8 to 12.

Retention Year 10 to Year 12

In 2018 100% of year 10 students at Penrith Valley transitioned into further work or education. 80% of students successfully engaged employment outside of school. One student remained at PVS to complete their preliminary HSC studies and two students completed their HSC studies..

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	20		
Employment	80	100	50
TAFE entry			50
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

In 2018 five year 10 students left PVS. Four successfully engaged in employment with the remaining student seeking casual employment to support further studies.. One year 11 student transitioned from school into the workforce.

Year 12 attaining HSC or equivalent

In 2018 two students at PVS achieved their Like Skills HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	7.38
Teacher Librarian	0.17
School Administration and Support Staff	9.42
Other Positions	0.2

*Full Time Equivalent

In 2018 no staff at Penrith Valley identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	73

Professional learning and teacher accreditation

At PVS professional learning is provided for all staff throughout the year. PL occurs on staff professional learning days and all staff engage in the PDP process, identifying individual areas they would like to seek professional development in. They are supported in this process through the mentorship provided to them by executive staff members. Further to the Staff Development Days, staff participated in professional learning throughout the year in accordance with the school plan and identification of PL required to enhance the teaching and learning quality of staff. Other professional learning that was delivered included training in: Aboriginal Education, NESA compliance, administration, leadership development, ICT, student welfare, curriculum and assessment, literacy and numeracy and trauma informed practice. Additionally, all staff underwent Berry Street training in 2018. All staff have been involved in professional learning activities throughout the year, including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR.

Six staff achieved Accreditation at Proficient in 2018, with an additional staff member completing their first cycle of maintenance.

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	90,473
Revenue	2,397,705
Appropriation	2,374,541
Sale of Goods and Services	2,569
Grants and Contributions	19,647
Gain and Loss	0
Other Revenue	0
Investment Income	948
Expenses	-2,296,417
Recurrent Expenses	-2,296,417
Employee Related	-2,072,681
Operating Expenses	-223,736
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	101,288
Balance Carried Forward	191,761

All spending was in accordance with financial policy requirements.

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	499,561
Base Per Capita	18,111
Base Location	324
Other Base	481,126
Equity Total	85,888
Equity Aboriginal	8,617
Equity Socio economic	77,272
Equity Language	0
Equity Disability	0
Targeted Total	1,489,578
Other Total	59,860
Grand Total	2,134,887

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

School-based assessment

Collecting meaningful school-wide data on the performance of students at Penrith Valley School is complicated by the diverse range of students and their complex needs. Suspension data provides a broad insight into how engaged our students are in the programs at PVS. Many students arrive at PVS with a history of suspensions which result in missed educational opportunities, causing them to fall behind their peers, leading to frustration and further suspensions. Breaking this cycle is integral to re-engaging students with education, which is the foundation for success at PVS.

2018 Suspension Data

Another broad indicator of success at PVS is the improvement in students transitioning successfully to the next phase of their lives after completing our program

In 2018 Penrith Valley school continued to test students using the Burt Reading Assessment, collecting baseline

and improvement data on students' achievements. This was further developed to include the commencement of Fountas and Pinnell testing to collect data on students reading and comprehension levels and strategies. SENA testing also commenced to collect baseline data on student math skills. This data is currently being consolidated for use by staff to be used to improve student outcomes in literacy and numeracy.

ROSA

IN 2018 five students at Penrith Valley School completed their ROSA.

Parent/caregiver, student, teacher satisfaction

Among the 61% of parents and carers who completed surveys, there were high levels of satisfaction. All respondents indicated that they either *Strongly Agree* or *Agree* that; "The school has a safe and secure environment" and "The school has high expectations of its students". When asked to identify the best things about PVS, parents and carers identified a broad range of experiences, with behaviour improvement, the Music program and Visual Arts receiving the most nominations.

Some of the positive responses from parents and carers included:

"I hate to think where my son would be if he had not been accepted into PVS"

"I'm very happy about how my child is treated here as well as myself as I feel I no longer have to worry about his safety while at school."

" Teachers and staff are amazing in what they do for kids"

Staff members completed surveys in relation to; school culture, curriculum delivery and leadership. The responses were overwhelmingly positive with all respondents indicating that they are proud of their school and that meeting the needs of students is the school's priority.

When asked to respond to statements including; "The school culture supports a sense of ownership of the school", "The school community recognises, values and supports the contributions of new members to the culture of the school" and "School leaders have a positive influence on the school", all staff opted for either *always* or *usually*.

Our APP face links all members of our school community.



Policy requirements

Aboriginal education

The school is committed to educating students who come from many different ethnic backgrounds about Aboriginal culture and heritage. In accordance with policies and procedures outlined by the Department in the Aboriginal Education Training Policy, PVS in 2018 implemented the following:

Studying and celebrating Aboriginal culture through various Indigenous texts embedded across all KLAs studied at Penrith Valley. The celebration of Aboriginal culture at PVS is made very visual through the development of the Dreaming Garden, used during subjects and celebrations. The use of different Indigenous foods is also integral to the program at PVS, with local bush tucker being planted in the dreaming garden for use in the Food Technology program.

Personal Learning Plans are developed and reviewed annually to provide students and teachers with clear educational goals. This involves collaboration between the school, parents, significant others and students. The school recognises Aboriginal Peoples as the original custodians of the land at formal functions by beginning with a Welcome to Country.

A whole school NAIDOC Day celebration took place in 2018 in which staff, students, parents and members of the wider community were provided with an opportunity to acknowledge the Aboriginal and Torres Strait Islander Peoples, history and culture. NAIDOC celebrations comprised of students participating in a variety of workshops led by faculties across the school, including story telling, Aboriginal art and Indigenous games.



Multicultural and anti-racism education

In 2018 PVS had a whole school celebration for Harmony Day promoting multiculturalism, anti-racism and respectful relationships with others of any culture or religion. Students were encouraged to wear an outfit or to bring an item that represented them and their culture to life their own sense of identity and create a shared understanding of the different cultures represented at PVS. The day was a huge success,

finalized by a lunch that celebrated the many cultures of the school with food from a number of different nations.