

# Valley View Public School

## 2019 Annual Report



4508

## Introduction

The Annual Report for 2019 is provided to the community of Valley View 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.

### School contact details

Valley View Public School

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### Message from the principal

Valley View Public celebrates its 40th anniversary in 2020. The school continued its journey towards excellence mapped against the School Excellence Framework. Significant opportunities were provided to students to showcase and develop their talents, skills and engagement. The staff worked tirelessly throughout 2019 to achieve improvement measures outlined in the 2018–2020 School Plan focusing on Quality Teaching, Quality Learning and Quality Connections. Equity funding was utilised across the school for intervention and additional support for students.

Peter Graham – Acting Principal



# School background

## School vision statement

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

## School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrolment is 343 students with 4.72% acknowledging their Aboriginality and 16.8% English as an Additional Language or Dialect(EAL/D).

Valley View Public School has a Multi-Categorical class and hosts an additional support class on behalf of Glenvale SSP. An OOSH (Out of School Hours) service is also on site. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

In 2016, the school was selected to participate in the 'High Expectations for All' strategy as identified by the NSW Premier's Priorities. Valley View Public School implements a number of research-based Literacy and Numeracy programs. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating and the Premier's Reading Challenge.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Coinda Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.



## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

### Learning

At Valley View Public School, students develop skills in literacy and numeracy, strong content knowledge and the ability to adapt and be responsible citizens. Following self evaluation the school has determined that we are Sustaining and Growing in the six domains of learning which are Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. Quality learning practices continue to align the school to Sustaining and Growing across all the elements. The school continued to focus on Big Write, VCOP (Vocabulary, Connectives, Openers, Punctuation) and structured professional learning supporting students with personalised learning and support. PBL continued to drive whole school wellbeing structures which provided clear expectations and consistency for all students.

### Teaching

Teachers at Valley View continually refine their practice and demonstrate commitment to explicit and differentiated teaching which improves student outcomes. Following self evaluation, the school has determined that in the four domains of Teaching, we are Sustaining and Growing in Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development. Analysis and use of student achievement data to improve teaching practice was a focus through class, stage and whole school learning and intervention. The collection of both formative and summative data by teachers, informs future directions for individual and whole school focus areas of improvement and

monitoring achievement.

## **Leading**

Sustainable and distributive leadership at our school provides the visible support to improve systems, practices and quality teaching and learning. Following self evaluation the school has determined that in the domains of leading, we are Sustaining and Growing in Management Practices and Processes as well as Educational Leadership. As a school we now align our evidence for School Planning, Implementation and Reporting against excelling while School Resources is now Sustaining and Growing. Formal mentoring and coaching has provided staff the opportunity to focus on explicit teaching and the delivery of high leverage literacy and numeracy strategies. 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.

## Strategic Direction 1

### Quality Teaching

#### Purpose

To provide high quality, evidenced-based instructional professional learning to ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to respond to assessment and feedback and shape teaching around the needs of every student.

#### School Excellence Framework Links

- **Learning:** Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** Educational Leadership, School Resources, Management Practices and Processes

#### Improvement Measures

The % of students achieving expected growth in Reading Yr.5 – 59% to 69% and Yr.7 – 69% to 79% and Numeracy Yr. 5 – 64% to 74% and Yr.7 – 58% to 68% with a value add, Yr.3 to Yr. 5 of excelling and Yr.5 to Yr.7 of sustaining and growing. (NAPLAN and SCOUT baseline 2017)

In line with the state priority by 2020, the % of Aboriginal students in the top 2 bands meets or exceeds the broader population ( 2017 data statistically insignificant)

By 2020, the school mean for "Drivers of Student Outcomes" TTFM student survey are equal or higher than the NSW Govt. Norm. 2017 Baseline data Effective Learning Time – school mean 8.0, NSW Govt mean (8.2), Relevance – school mean 8.0 (7.9), Rigour – school mean 8.2 (8.2)

#### Overall summary of progress

In 2019, staff continued to be involved in quality professional learning in reading, writing and vocabulary. The staff were supported by an English Mentor who coached staff to refine their practice and create units of work. Staff were also able to monitor and track student achievement using the literacy progression element of vocabulary. Additional funding available through Quality Teaching, Successful Students (QTSS) were utilised to provide staff an opportunity to work with mentors and develop quality learning opportunities for our students.

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy for Literacy and Numeracy

Implement and embed a focus on continual improvement for all staff to plan and deliver high quality, research-based, technology rich, future focused literacy and numeracy practices that support the learning needs of all students.

Evaluation	Funds Expended (Resources)
<p>The percentage of Year 5 students achieving expected growth in Reading in 2019 was 56%, a slight decrease of 8% from 2018.</p> <p>The percentage of Year 5 students achieving expected growth in Numeracy in 2019 was 50%, a decrease from 2018.</p> <p>2019 value added Year 3– Year 5 was delivering and Years 5–7 was working towards.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$26000.00)</li></ul>

##### Process 2: Collaborative Practice

Implement a whole school approach to collaborative and collegial practices so that all staff work together to learn from and with each other.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All Aboriginal families and students have been involved in genuine consultation regarding Personalised Learning Plans that identify individual Reading and Numeracy targets. There is not a significant number of Aboriginal students in Year 3 and Year 5 therefore reporting on percentages in the top 2 bands is not appropriate.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$59761.00)</li></ul>

### Process 3: Leadership Practices

Review and further develop whole school practices on building the capacity of aspiring and current leaders across the school to develop systems and processes to enhance the leadership and management of the school.

Evaluation	Funds Expended (Resources)
Staff have continued to implement evidence based, high leverage literacy and numeracy learning in consultation with colleagues and mentors. The Tell Them From Me survey results (Effective Learning Time) indicated the school has narrowed the gap with the State norm.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$6000.00)</li></ul>

## Next Steps

- \* Ongoing professional learning supported the English Mentor to develop English units incorporating concepts.
- \* A whole school focus on embedding grammar explicitly into teaching and learning programs.
- \* Continued collaboration with staff regarding their performance development.
- \* Revision of Focus on Reading and Big Write strategies to ensure effective implementation across K-6.

## Strategic Direction 2

### Quality Learning

#### Purpose

To improve student outcomes by developing confident and resilient students who monitor their own learning and reflect on and respond to feedback.

#### School Excellence Framework Links

- **Learning:** Learning Culture, Wellbeing, Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** School Resources

#### Improvement Measures

By 2020 to increase the percentage of students in the top two bands in Reading: Yr. 3 from 50% to 60%, Yr.5 from 34% to 44%, Yr.7 from 19% to 38% with a target of 36% by 2019 in all years – High Expectations for All (Baseline 2017 NAPLAN data)

By 2020 to increase the percentage of students in the top two bands in Numeracy: Yr. 3 from 35% to 45%, Yr. 5 from 23% to 38%, Yr.7 from 14% to 38% with a target of 36% by 2019 in all years – High Expectations for All (Baseline 2017 NAPLAN data)

An increase from 85% to 90% of students safely engaged in classroom learning and outdoor play.(Baseline 2017 SENTRAL data)

#### Overall summary of progress

In 2019, the school continued to review and improve whole school learning support systems to enable all students to achieve success. Ongoing professional learning in Personalised Learning and Support (PLSP) provided all staff increased understanding of disability domains and referenced the National Consistent Collection of Students with a Disability (NCCD). The Positive Behaviour for Learning (PBL) framework is now embedded across whole school and intervention systems. The school continued to focus on improving the number of students in the proficient bands for reading and numeracy aligned to the High Expectations for All (Bump It Up) initiative.

#### Progress towards achieving improvement measures

##### Process 1: Learning and Support

Ongoing implementation and review of learning and wellbeing support systems, and individual support structures that assist students to engage and succeed at school.

Evaluation	Funds Expended (Resources)
Year 3 NAPLAN– students continue to achieve pleasing results in Reading. 51.9% of Year 3 students were placed in the top two bands in 2019, a similar percent from 2018.  Year 5 NAPLAN–there was an increase of 9.17% in the percentage of Year 5 students who achieved in the top 2 bands in Reading in 2019.  Year 7 NAPLAN–Data not available	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

##### Process 2: Student Wellbeing

Implement a whole school approach to building respectful, responsible, resilient and confident learners supported by contemporary social skills and student leadership programs, to ensure optimal conditions for student learning and engagement.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Year 3 NAPLAN—there was an increase of 14% of Year 3 students placed in band 6 for Numeracy from 2018.</p> <p>Year 5 NAPLAN—there was an increase of 7% in the percentage of Year 5 students placed in the top two bands in 2019.</p> <p>Year 7 NAPLAN— Data not available.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3000.00)</li> <li>• Low level adjustment for disability (\$45961.00)</li> </ul>

### Process 3: High Expectations for All

Review and further develop teaching, learning, assessment, tracking and feedback practices that systematically evaluate what students know and can do to plan learning experiences that lead to measureable improvement at an individual, group and whole school level. **(Bump It Up)**

Evaluation	Funds Expended (Resources)
<p>92% of students were engaged in safe play and acceptable classroom behaviour (2019 SENTRAL data).</p> <p>2019 Tell Them From Me(TTFM) student data indicated that students with positive behaviour at school again far exceeded NSW Govt Norms. The school was 89% compared to the state 83%.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$12000.00)</li> </ul>

### Next Steps

\* Continually revise whole school learning and support systems to ensure all students achieve success including those requiring consolidation and enrichment.

\* Continue professional learning and mentoring for staff regarding personalised learning and support plans and engagement with parents and carers.

\* A focus on clear school strategies in line with Department of Education expectations for students achieving the proficient bands in reading and numeracy.

## Strategic Direction 3

### Quality Connections

#### Purpose

To strengthen connections with parents and the wider community, so that the school is a cohesive and productive place of learning with student achievement and wellbeing as the prime focus.

#### School Excellence Framework Links

- **Learning:** Learning Culture, Curriculum, Reporting
- **Teaching:** Learning and Development
- **Leading:** Educational Leadership, School Performances, Management Practices and Processes

#### Improvement Measures

Greater than 90% of parents surveyed indicate that they have effective two-way communication between home and school. (Baseline data 2018)

90% of school staff have connected with other schools, networks or learning communities to increase collaborative and collegial partnerships.(Baseline data 2018)

#### Overall summary of progress

In 2019, Valley View PS continued to provide ongoing connections between the school and our community as well as the learning community. The school implemented effective interviews and parents provided positive feedback regarding improved communication. The Valley Schools Learning Community provided ongoing professional learning networks and a combined Staff Development Day was held involving all primary and high schools.

#### Progress towards achieving improvement measures

##### Process 1: Learning Communities

Implement a whole school approach to consolidate stronger and productive links with other school networks, Valley Schools Learning Community, AECG, community groups and external agencies to increase student and school success.

Evaluation	Funds Expended (Resources)
90% of parents indicated that have effective two-way communication with the school evidenced by the interview process.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$46968.00)</li><li>• Aboriginal background loading (\$11892.00)</li></ul>

##### Process 2: Community Connections

Review and strengthen connection and communication practices with parents and the wider community to positively promote the school and celebrate success.

Evaluation	Funds Expended (Resources)
Valley View continued strong involvement with the Valley Schools Networks as well as leadership opportunities including Primary Executive Leadership Team (PELT) and PBL Hub.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$3000.00)</li><li>• Socio-economic background (\$7500.00)</li></ul>

#### Next Steps

- \* Implement an improved interview process to support staff and the community.
- \* Build the capacity of Stage 3 staff by engaging in a Community of Practice within the Valley Schools focusing on comprehension.
- \* Maintain and strengthen leadership and learning networks across the Valley Schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14,892 Resources Reading Coach Family Financial Support Release for PLPs	Personalised Learning Plans were developed in consultation with parents to target individual student needs based on student data. Aboriginal student progress was tracked and monitored, students not reaching benchmark were targeted for inclusion in specialist interventions programs.
<b>English language proficiency</b>	\$46,968 Staffing Release for EALD Interviews	English as a Second Language of Dialect (EAL/D) progression scales were completed and targeted students identified. An EAL/D program was implemented by a specialist teacher to support EALD students in their learning.
<b>Low level adjustment for disability</b>	\$45,961 Flexible Funding \$106,716 Learning and Support Teacher	Targeted intervention and support provided to students across the school.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$59,761 Reading Coach Learning Support Mentor Release for Executive leading Literacy and Numeracy Initiatives	The Leadership Team implement current educational research supported by mentors in Literacy and Wellbeing initiatives.
<b>Socio-economic background</b>	\$74,501 Reading Coach PBL Program and Resources Technology Resourcing Literacy and Numeracy Initiatives	Funding allocation within the school allowed for an increased level of support for teachers to work collaboratively, observe lessons and receive mentoring support. Funds were allocated to improve technology across the school implementation of whiteboards to support teaching/learning. Executive had worked with a leadership coach to support them in their complex roles as an instructional leader to lead and manage change within the school.



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	192	176	170	151
Girls	201	178	173	173

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	96	95.9	95.7
1	93.6	95.1	95.2	95
2	94.1	92.8	95.9	93.5
3	94.9	93.4	93.2	95.3
4	94.2	92.9	93.8	92.8
5	92.9	92.5	93	91.6
6	94	91.5	93.3	90.6
All Years	94.3	93.4	94.4	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

At Valley View Public School, our attendance procedures focus on the school working with parents and carers to ensure regular attendance. Parents are informed of NSW state government requirements through the newsletter. When children are absent from school, in accordance with departmental policy, we request an explanation to be provided to the class teacher stating the reason for the absence. A fully electronic reporting system for monitoring attendance is used. Rolls are marked daily and accurate records are kept regarding student absences. Class rolls are regularly checked through the Learning Support Team and Home School Liaison Officer. Absences are reported to parents/carers via student reports in Term 2 and 4. Sign in and sign out procedures apply for students arriving late to school or leaving early.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.11
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	4.32

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All teachers now meet the Australian Professional Standards for Teachers as proficient. Currently there are no staff seeking higher levels of accreditation.

During 2019 staff engaged in rigorous and ongoing professional learning opportunities to support and enhance learning outcomes for students. Professional learning opportunities were aligned to the 2018–2020 School Plan and improvement measures. The school received \$23,099 for teacher professional learning however further school based funding was

utilised to provide additional professional learning for staff.

Staff identified individual professional learning goals through Performance and Development Plans and directed their own professional growth based on this need. Staff were involved in professional learning in:

- \* Mandatory compliance with anaphylaxis and asthma awareness
- \* Personalised Learning and Support Plans
- \* Unpacking the literacy and numeracy progressions
- \* Big Write
- \* Leadership
- \* Working Mathematically
- \* PBL building positive relationships and resilience
- \* Network meetings and a combined Staff Development Day with the Valley Schools Learning Community



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	617,145
<b>Revenue</b>	3,678,395
Appropriation	3,533,826
Sale of Goods and Services	57,646
Grants and contributions	83,732
Investment income	3,191
<b>Expenses</b>	-3,472,588
Employee related	-3,125,024
Operating expenses	-347,564
<b>Surplus / deficit for the year</b>	205,808

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	342,455
<b>Equity Total</b>	289,038
Equity - Aboriginal	14,892
Equity - Socio-economic	74,501
Equity - Language	46,968
Equity - Disability	152,677
<b>Base Total</b>	2,399,166
Base - Per Capita	81,893
Base - Location	0
Base - Other	2,317,273
<b>Other Total</b>	385,687
<b>Grand Total</b>	3,416,345

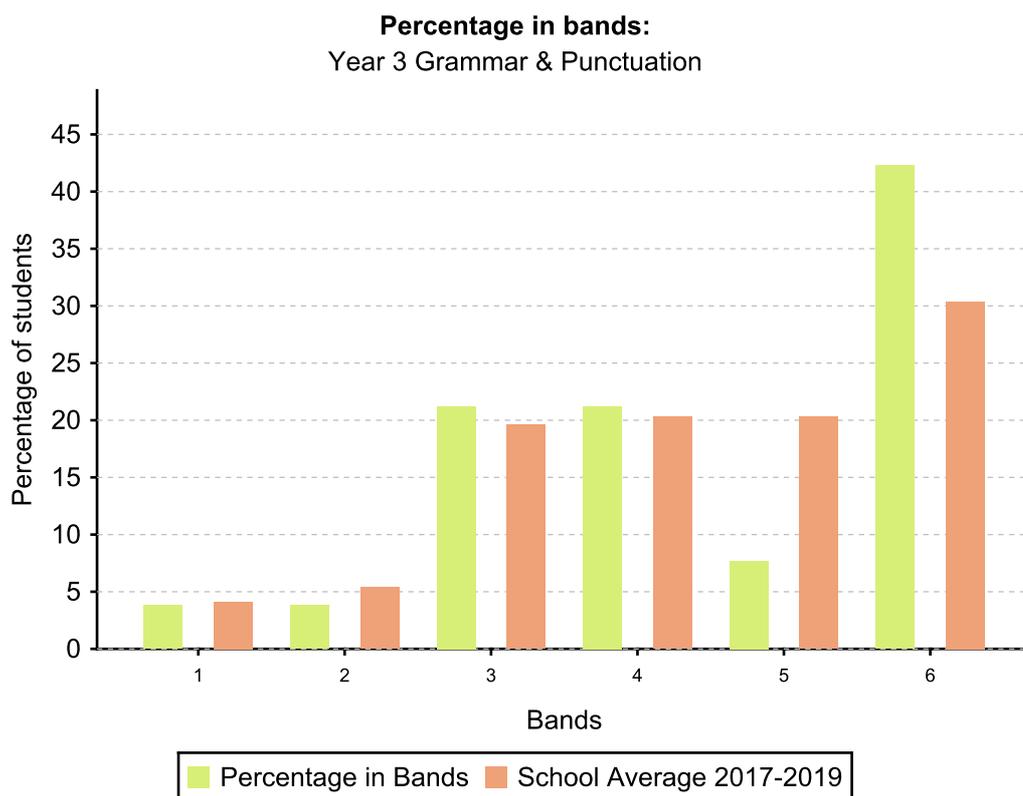
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

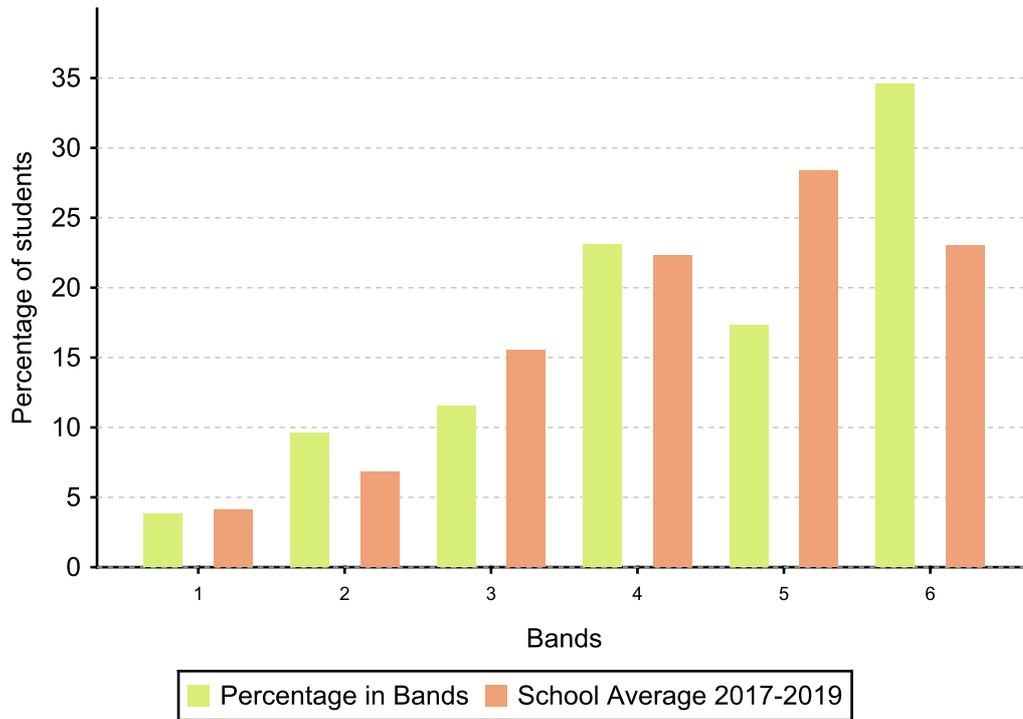
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



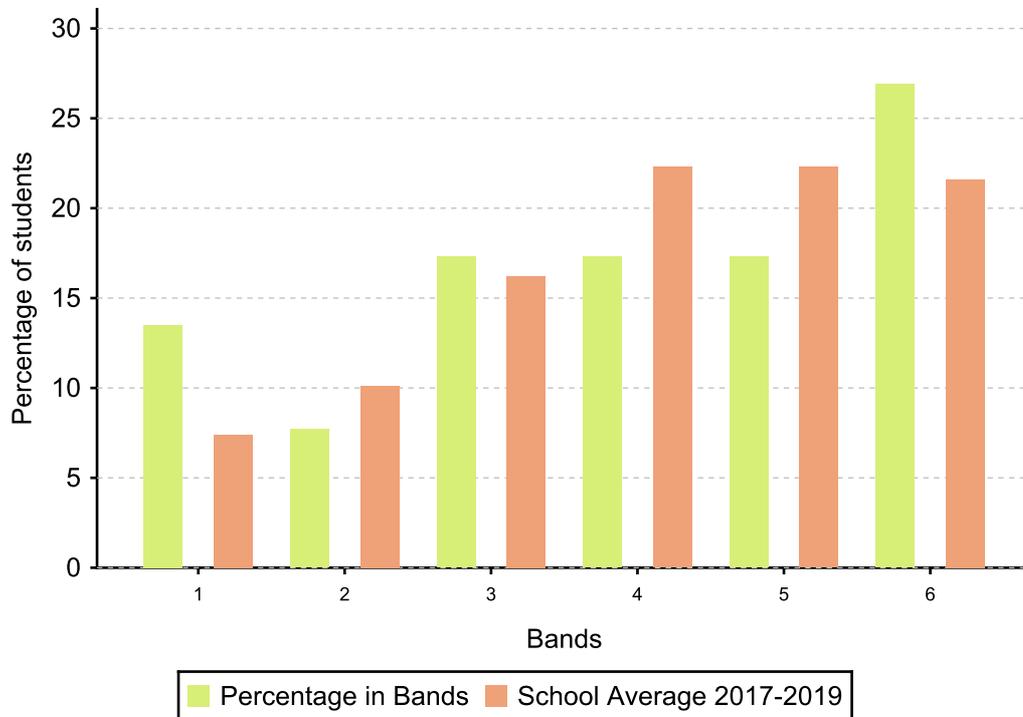
Band	1	2	3	4	5	6
Percentage of students	3.8	3.8	21.2	21.2	7.7	42.3
School avg 2017-2019	4.1	5.4	19.6	20.3	20.3	30.4

**Percentage in bands:**  
Year 3 Reading



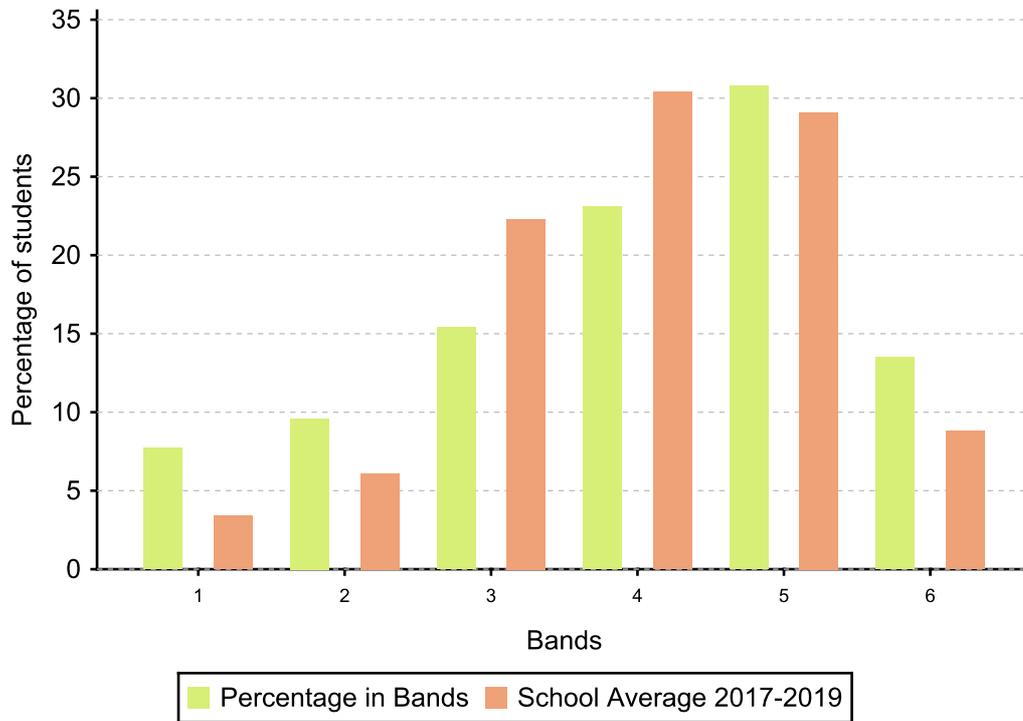
Band	1	2	3	4	5	6
Percentage of students	3.8	9.6	11.5	23.1	17.3	34.6
School avg 2017-2019	4.1	6.8	15.5	22.3	28.4	23

**Percentage in bands:**  
Year 3 Spelling



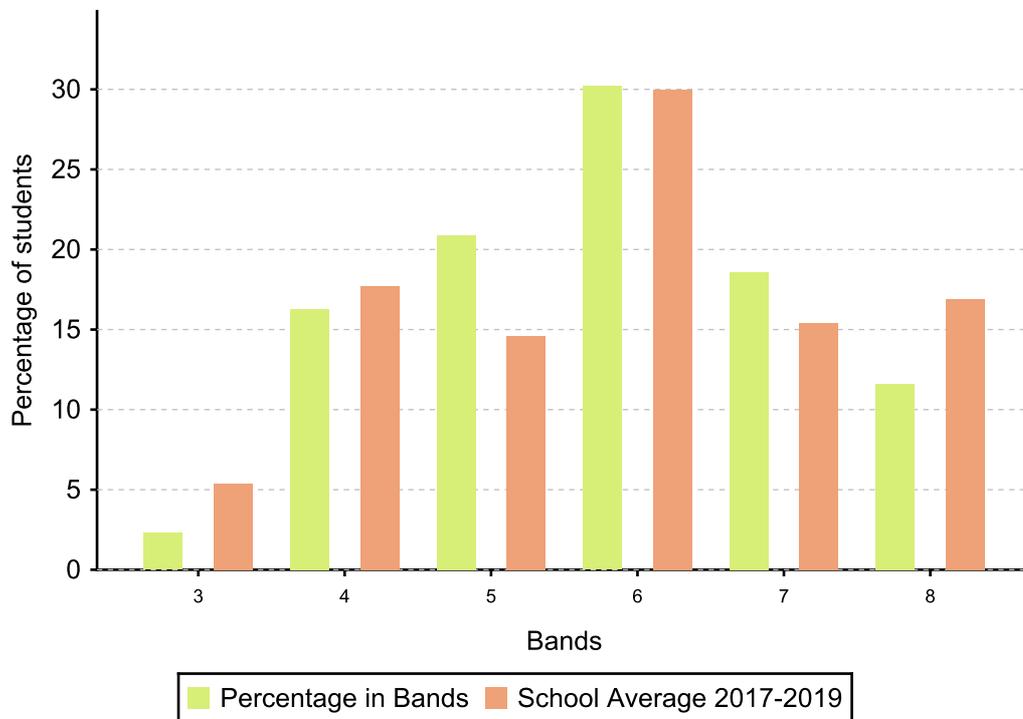
Band	1	2	3	4	5	6
Percentage of students	13.5	7.7	17.3	17.3	17.3	26.9
School avg 2017-2019	7.4	10.1	16.2	22.3	22.3	21.6

**Percentage in bands:  
Year 3 Writing**



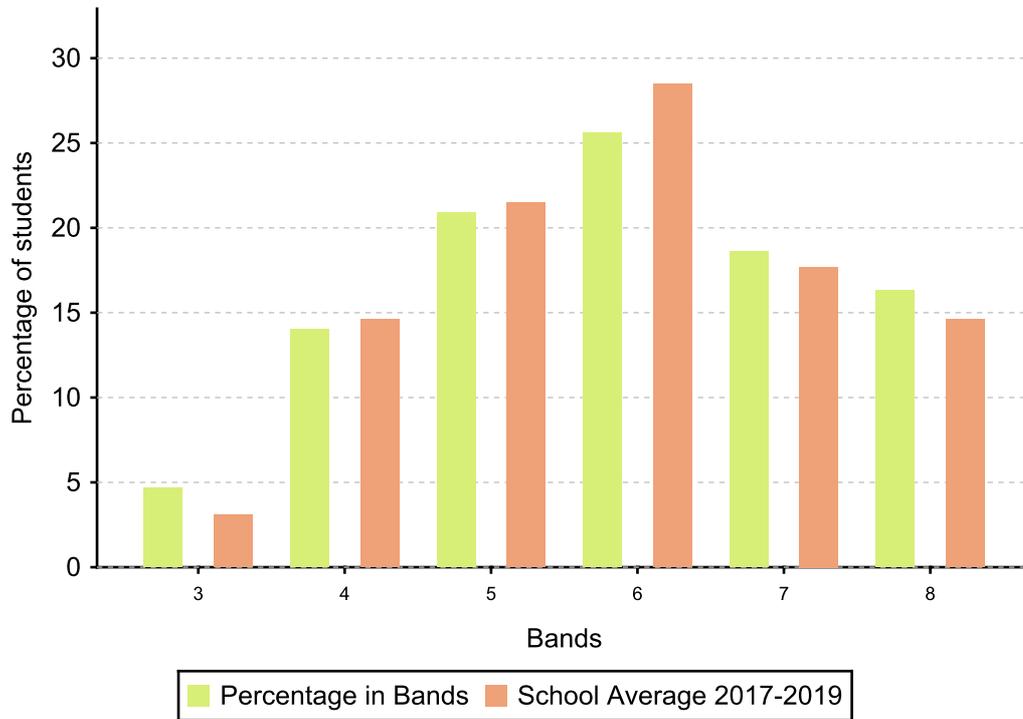
Band	1	2	3	4	5	6
Percentage of students	7.7	9.6	15.4	23.1	30.8	13.5
School avg 2017-2019	3.4	6.1	22.3	30.4	29.1	8.8

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



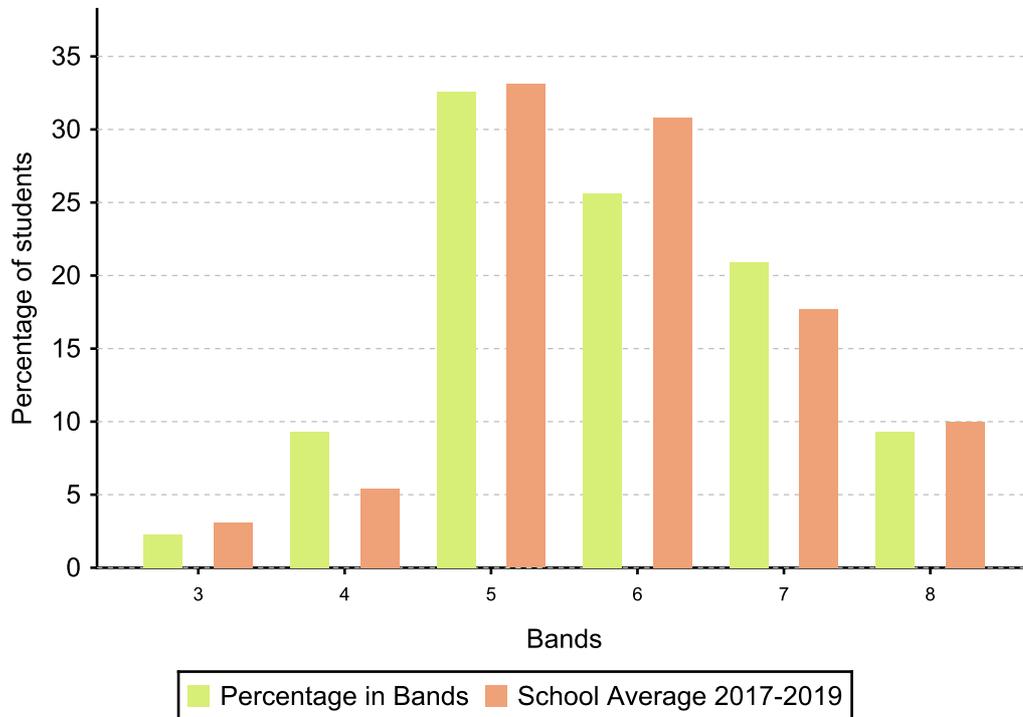
Band	3	4	5	6	7	8
Percentage of students	2.3	16.3	20.9	30.2	18.6	11.6
School avg 2017-2019	5.4	17.7	14.6	30	15.4	16.9

**Percentage in bands:  
Year 5 Reading**



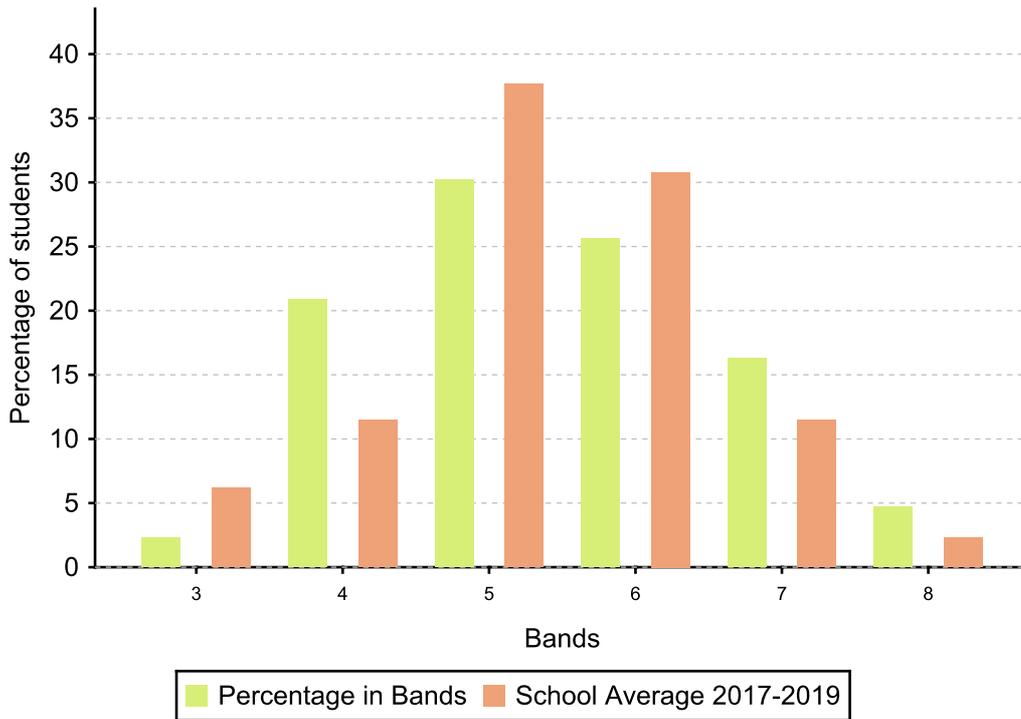
Band	3	4	5	6	7	8
Percentage of students	4.7	14.0	20.9	25.6	18.6	16.3
School avg 2017-2019	3.1	14.6	21.5	28.5	17.7	14.6

**Percentage in bands:  
Year 5 Spelling**



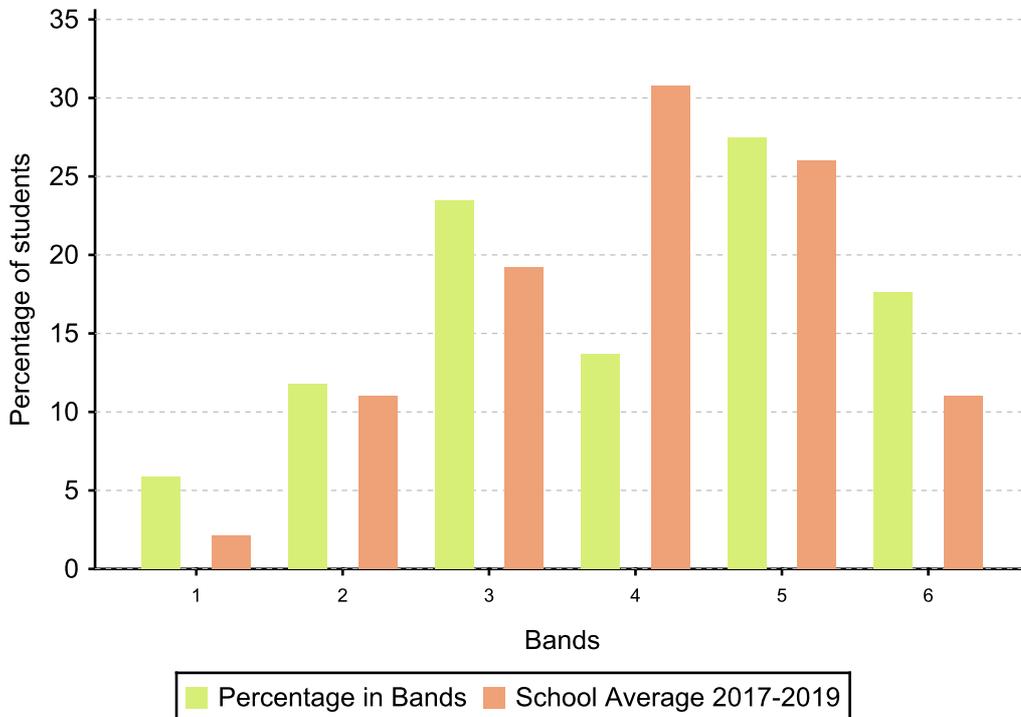
Band	3	4	5	6	7	8
Percentage of students	2.3	9.3	32.6	25.6	20.9	9.3
School avg 2017-2019	3.1	5.4	33.1	30.8	17.7	10

**Percentage in bands:**  
Year 5 Writing



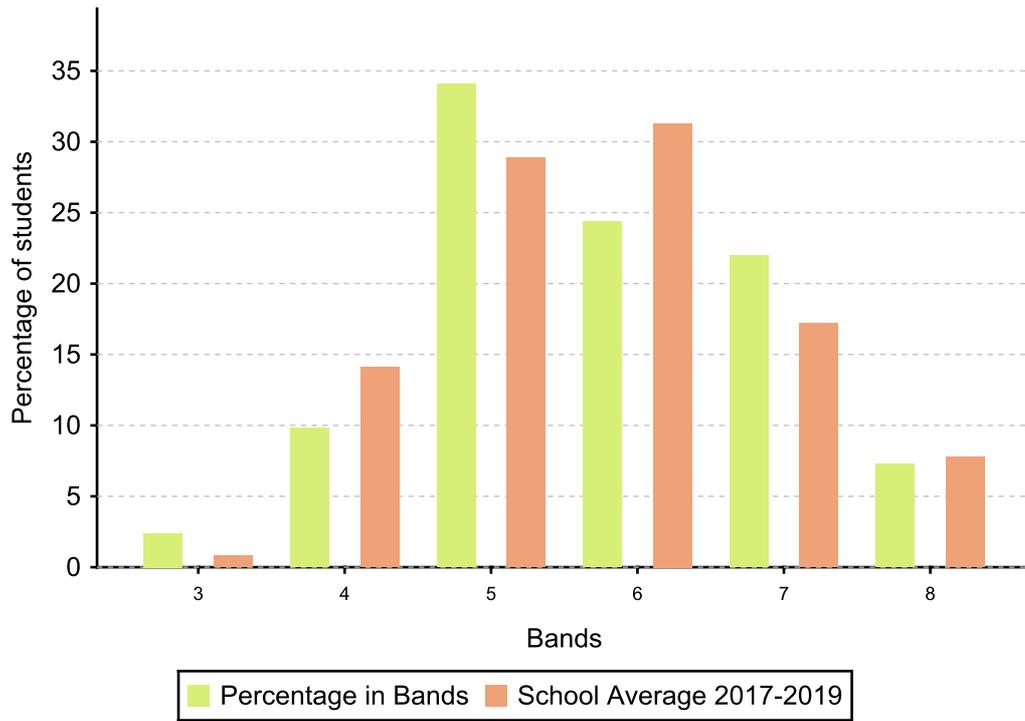
Band	3	4	5	6	7	8
Percentage of students	2.3	20.9	30.2	25.6	16.3	4.7
School avg 2017-2019	6.2	11.5	37.7	30.8	11.5	2.3

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.9	11.8	23.5	13.7	27.5	17.6
School avg 2017-2019	2.1	11	19.2	30.8	26	11

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.4	9.8	34.1	24.4	22.0	7.3
School avg 2017-2019	0.8	14.1	28.9	31.3	17.2	7.8



## Parent/caregiver, student, teacher satisfaction

In 2019 students, staff and parents were surveyed regarding their perspectives of Valley View Public School.

### Parents

18 parents were surveyed through the P&C regarding parents satisfaction. Parents were asked for feedback about what the school was doing well, areas for improvement and suggestions. 85% percentage of parents acknowledged the strong focus on literacy and numeracy and appreciated the ongoing connections between the school and home.

Overwhelmingly the parents surveyed were positive about their school and the opportunities provided to our students. Suggestions for improvement anecdotally were improvements to school infrastructure and resources, special interest groups for students and improved reporting to parents processes.

### Staff

Staff provided ongoing feedback and reflection from varied professional learning and collaboration opportunities. The professional learning opportunities were explicitly linked to the school plan and improvement measures. Staff were able to engage in collaboration through their professional partners focusing on improving their practice and pedagogy.

### Students

Student voice forms part of an inclusive learning environment. In 2019, 41 Year 4, 37 Year 5 and 26 Year 6 students completed the *Tell Them From Me* survey taken at two points in the school year. The results reflected:

- \* Students tried hard to succeed in their learning compared to state norms.
- \* Our school had 89% of students acknowledging positive behaviour at our school compared to 83% of the state.
- \* Students identified a less positive attitude towards homework compared to the state norm.
- \* A smaller percentage of students felt accepted and valued by their peers and others compared to the state norm.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019 Valley View Public School had 18 students who identified as Aboriginal. Our teachers worked closely with each student, in partnership with parents or carers, to develop Personalised Learning Pathways (PLP) to map pathways for students to achieve learning goals tailored to their developmental and motivational needs. The Aboriginal students attended the Valley Schools Learning Community Cultural Day at North Gosford Learning Centre. They participated in various activities to support their understanding, appreciation and connection to Aboriginal culture. Our students received awards for academic excellence and engagement in community events at the Coinda AECG awards ceremony.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

We acknowledge and value multiculturalism and our students from culturally and linguistically diverse backgrounds. The English as an Additional Language or Dialect (EALD) programs in place provides a specialist language teaching support to students from Kindergarten to Year 6. The main aim of these programs is to enable EALD students to develop their Standard Australian English competence and ensure equitable access to all areas of the curriculum. Teaching modes and support provided by the specialist teacher include in-class, group, one on one and collaborative planning with staff. The specialist EALD teacher also offered guidance to classroom teachers of EALD by suggesting, developing and sharing useful resources to cater for their curriculum needs.