

# 2020 Annual Report

## Green Valley Public School



2075

# Introduction

The Annual Report for 2020 is provided to the community of Green Valley Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Green Valley Public School

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## School vision

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

## School context

Green Valley Public School is in the Cowpasture Network of schools within the Regional South Operational Directorate of NSW Department of Education. The community consists of a diverse mix of families with 83% of our students coming from a Language Background other than English. 10% of the student enrolment are students from a refugee background. The school has a Family Occupation and Education Index (FOEI) of 142. Significant funding is provided to the school to address the needs of students. Parents of our students have high expectations of their children and the school. The school has over 40 different languages spoken with the main languages other than English being Arabic, Vietnamese and Hindi. Classrooms are fully air-conditioned and equipped with the latest technology. Extra curricula opportunities are a feature of the school's curriculum, with sporting and performing arts groups achieving well in district, state, regional and national competitions. The school uniform is worn with pride by the students.

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
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

## Strategic Direction 1

Creating reflective, successful learners

### Purpose

**In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success we will further develop consistent assessment and feedback practices across the school that are responsive to the learning needs of individual students.**

### Improvement Measures

Increase the number of students in the top two skill bands in NAPLAN Writing.

*As at 2017 YR 3 43%, YR 5 26%, YR 7 15%*

Increase the number of students in the top two skill bands in NAPLAN Numeracy.

*As at 2017 YR 3 28%, YR 5 22%, YR 7 27%*

Increased use of technology in all classrooms

*(2017 - TTFM survey data - 6.8/10)*

Increased student interest and motivation in learning.

*(2017 TTFM Students are interested and motivated in their learning: 75% state average, 78%. GVPS: boys 65%, Girls 83%)*

### Progress towards achieving improvement measures

#### Process 1: Writing:

Implement a range of strategies that develop more engaged writers.

Evaluation	Funds Expended (Resources)
<p>In 2020, Green Valley Public School implemented a range of strategies to develop more engaged writers. The school participated in numerous external writing competitions, such as Write a Book in a Day and the What Matters writing competition, as well as implementing in-school writing activities to engage our students. This year we included a Year 2 Writing enrichment program where selected students were withdrawn from class once a week. The Stage 2 and 3 enrichment writing groups continued to further improve students' skills and confidence in writing.</p> <p>Due to COVID-19, our teachers were provided with professional learning online throughout the year. All teachers completed two modules on creating texts and then as a stage, re-vamped their weekly and fortnightly writing cycles. In addition to this, a GVPS writing moderation document was created. This document includes student work samples at each stage of the literacy progression. Two executive members provided professional development to all teachers in regards to how this document can enhance their teaching of writing and to further improve their judgement of student writing samples.</p> <p>Students' level of engagement towards writing were surveyed:</p> <p>2018 - 56.5% of students in Years 3-6 enjoy writing</p> <p>2019 - 72.01% of students in Years 3-6 enjoy writing</p> <p>Mid 2020 - 45.1% of students in Years 3-6 enjoy writing <i>(End of year levels were not collected)</i></p>	\$800

## Progress towards achieving improvement measures

The Tell Them From Me survey showed 80% of students are interested and motivated in their learning which is a decrease of 6% from 2019.

We were unable to collect NAPLAN data this year due to COVID-19.

Adjustments that need to be made for future directions in 2021 and beyond:

- Provide all staff with professional learning about the literacy progressions and being able to use this information to inform future directions with students' learning in writing.
- Continue with the explicit one and two weekly writing cycles.
- Professional learning for all staff on Module 3 Creating texts (Spelling and Vocabulary)

### Process 2: Information and Communication Technologies:

Embed a whole school approach towards technology integration in classrooms.

Evaluation	Funds Expended (Resources)
<p>2020 saw a need for flexibility in technology use and implementation by all staff due to the COVID-19 school closures. Milestones, in turn, also had to alter throughout the year to suit this.</p> <p>Teachers used Seesaw and Google Classroom to communicate with students and families during home learning. Several informal professional learning sessions occurred for staff in order to quickly develop their skills in these areas. As a result, the teachers at Green Valley Public School successfully delivered online learning to students and communicated with families while students were not attending school.</p> <p>Our school's ICT skills continuum was very outdated and needed an update to reflect the changing needs of students. A representative from each stage was involved in updating the ICT skills document to a more succinct and 'easy to follow' format. The document has been distributed to staff for implementation in 2021.</p> <p>Future Directions:</p> <ul style="list-style-type: none"> <li>- Monitor implementation of ICT Skills Continuum through teaching &amp; learning program submission</li> <li>- Continue using Seesaw and Google Classroom with families and students, extending independent student use of Google Classroom to Year 3, and Stage 1.</li> </ul>	<p>\$50 000 to support additional materials and resources.</p> <p>Employment of technical support personnel to maintain ICT infrastructure</p>

### Process 3: Numeracy:

Embed reflection and problem solving in all mathematics lessons

Evaluation	Funds Expended (Resources)
<p>In 2020, Green Valley Public School implemented a range of strategies to embed reflection and problem solving in all mathematics lessons. We had our plans come to a halt when we went to online learning due to COVID-19.</p> <p>Professional learning turned online and our staff engaged in this process. They participated in learning about the 'Big Ideas in Numeracy' and completed a CTJ session for assessment in mathematics. The teachers used their learning to conduct assessment of their students in their classes on</p>	

## Progress towards achieving improvement measures

'Trusting the count' and 'Place Value.' Data was then collected and a data wall created for all students K-6.

We could not gather any data about NAPLAN due to COVID-19.

The adjustments that need to be made for future directions in 2021 include:

- continue with professional learning in the area of 'Big Ideas in Numeracy'
- develop a more consistent approach to K-6 students reflecting on their learning in mathematics.

## Strategic Direction 2

### Developing Expert Teachers

#### Purpose

In order to establish a *positive* culture encompassing all stakeholders, we will develop collaborative approaches to build collective efficacy to enable staff to share their expertise, strengthen collegiality and work towards improving student outcomes.

#### Improvement Measures

Move from Sustaining and Growing to Excelling in Data Skills and Use on the School Excellence Framework.

Data Informs Practice score on Tell Them From Me (TTFM) improves over time.

*(2017 TTFM GVPS 7.5/10, state average 7.8./10)*

Improved scores for collaboration based on TTFM survey data.

*(TTFM 2017 8.0/10, state average of 7.8/10)*

#### Progress towards achieving improvement measures

##### Process 1: Data Skills:

Embed systems and structures that enable teachers to analyse, interpret and use data to inform teaching.

Evaluation	Funds Expended (Resources)
<p>The collection and use of data to measure student success and drive future teaching is an integral, systematic and embedded process across Green Valley Public School. These processes have been further refined during 2020 to build teacher understanding in data literacy and analysis, data use in teaching and data use in planning. In Term 1, PAT-M and PAT-R were implemented across the school in Years 1-6. The impact of these assessments was that we had data that we could use to create our intervention groups in Years 2-5. Data collation sheets were again established for all grades and data entered and shared at learning days and during collaboration time.</p> <p>Following professional learning in Terms 3 and 4 that focused on big concepts in numeracy teachers were able to administer targeted assessment tasks to identify gaps in their students' understanding. Teachers interpreted the data collected and targeted their teaching to fill the gaps for their students.</p> <p>During Term 4 teachers were given professional learning and access to the GVPS CTJ writing document. This document was developed to allow teachers to become more familiar with the Learning Progressions, to have a consistent approach to analysing writing samples and to assist teachers in identifying explicit focus areas for their students.</p>	<p>QTSS funds together with RAM equity resources and professional learning funds were sourced to allow additional RFF time for class teachers to plan, assess and evaluate collaboratively.</p>

##### Process 2: High Quality Professional Learning:

Draw on research to deliver high quality professional learning in the areas of Writing, Technology, Well-being, Numeracy and Data Skills and Use.

Evaluation	Funds Expended (Resources)
<p>In 2020, Green Valley Public School continued to draw on research to deliver high quality professional learning in the areas of Writing, Technology,</p>	<p>In addition to the \$27813 to support professional learning the school</p>

## Progress towards achieving improvement measures

Wellbeing, numeracy and data skills and use. Our Curriculum, Teaching and Learning Leaders (CTLL) provided a flexible timetable that teachers could access to book additional time for collaborations if needed. This CTLL collaboration meetings continued throughout the year where demonstration lessons, team teaching, observations, coaching and conferencing occurred.

Due to the substantial interruptions in daily operations due to COVID-19, professional learning at GVPS looked a little different. Staff participated in numerous online professional learning to increase their skill level in delivering learning remotely.

The implementation of the Situational Analysis process meant that the professional learning shifted from Seven Steps refreshers to improving teachers understanding of the What Works Best document. Short professional learning sessions were delivered weekly for a term, allowing teachers to familiarise themselves on the element, self-evaluate their practice, and target areas for improvement. This information was also collected by the executive team to shape future directions when planning professional learning linked to the 2021-24 School Improvement Plan.

2020 saw a strong focus on the big ideas in numeracy, with particular focus on 'Trusting the Count' and Place Value. Professional learning sessions were delivered and staff were able to assess students in their classes to apply their knowledge. This process was supported through the CTLL collaboration process.

Stage/grade teams participated in numerous 'observation of professional practice' (OPP) rounds throughout Term 3 & 4. This allowed teachers to deliver a lesson in front of their peers and reflect on the lesson in a productive and constructive manner to improve their teaching practice. The focus for the OPPs was on number talks initially, however, the focus was then negotiated at a stage/grade level to the teachers' specific needs.

Our future directions for high quality professional learning would be to establish a stronger version of lesson study/OPP that occurs more consistently, with more routines in place and with additional timetabled support. We will continue to provide additional release from face to face teaching to each class based teacher to provide support for coaching, mentoring and data skills and use processes.

topped this amount up to \$50 000 however due to COVID 19 some plans were not fully implemented and will roll over to 2021.

### Funding Sources:

- Professional learning (\$27813.00)

## Strategic Direction 3

Building positive connections

### Purpose

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

### Improvement Measures

Increase the number of parents and carers who have an understanding of their child's learning goals.

*(Baseline - 2017 Parent telephone survey results: 4 parents out of the 59 (7%) surveyed indicated they knew the learning goals of their child)*

Improve the percentage of students who feel supported and have **positive relationships** as indicated by TTFM data.

*(2017 - 78% - student to student positive relationships)*

*(2019- 84%- student to student positive relationships)*

*(2020- 80%- student to student positive relationships)*

#### Advocacy at school

*(2017- 74% (7.4/10 overall)*

*(2019- 83% (8.3/10 overall)*

*(2020- 80% (8.0/10 overall)*

### Progress towards achieving improvement measures

#### Process 1: Well being:

Implement an integrated whole-school approach to student well being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>In 2020, there was a focus on implementing an integrated whole school approach to student wellbeing in which students connect, succeed and thrive at each stage of their schooling. However, due to the disruptive nature of this year and staffing changes, not all planned programs and wellbeing initiatives were implemented. Instead, time and money was allocated towards supporting students and their wellbeing during home learning in the form of differentiated text books, individualised programs and regular contact from staff to support students and families. School based programs resumed in term 3, with staff and our school counselor working with groups of students to improve their social and emotional wellbeing.</p> <p>Although there has been a decline in the overall advocacy levels when compared to the 2019 data, our school results are still above the state average of 7.7/10. This is a positive result when considering the disruptive nature of 2020 and highlights that our students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Looking forward, wellbeing will continue to be a crucial part of our school plan for 2021-2024 as the link between student wellbeing and student achievement is well documented.</p> <p>Student advocacy levels increase from 2019 data.</p>	<p>AP released from class to fulfill Instructional Leader Wellbeing role</p> <p>Additional funds from RAM equity also support professional learning and the purchase of physical resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$109383.00)</li></ul>

## Progress towards achieving improvement measures

(2019- 83% (8.3/10 overall))

(2020- 80% (8.0/10 overall))

### Process 2: Connecting Parents/Carers to their child's learning:

Implement strategies to engage parents and carers to be involved with their child's learning.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, various strategies were implemented to ensure that parents and carers were continually informed and updated about important school notices and their child's learning. Our school utilised various forms of online communication such as Facebook, Skoolbag, our website and Seesaw, as well as simplified school reports and employing community liaison officers to ensure that all families were regularly informed and connected to our school.</p> <p>The scores in the parent TTFM survey were above the NSW state average for all seven measures which is very positive. The open-ended parent responses indicated that parents were very supportive of our school and would recommend it to other families. Responses highlighted that parents felt the school has dedicated teachers that work hard to meet the needs of their students and keep families informed about what their child is learning.</p>	<p>RAM equity resources enabled employment of an SLSO and communication tools such as See Saw to support community engagement and communication practices.</p>

### Process 3: Connecting students to their learning:

Embed strategies that provide the opportunity for teachers and students to regularly engage in conversations about their learning needs and well being.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, the SRC has worked together alongside teaching staff to bring about positive change for students. There has been a large focus on increasing student voice and allowing students to share their thoughts about whole school initiatives via the TTFM survey, randomised student forums and SRC meetings. The overall response has indicated that students within leadership positions were able to voice their opinions regularly and bring about positive change. Next year we will look at increasing student voice for all students.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2746 expended  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$7 483.00)</li> </ul>	This year, Green Valley Public School allocated \$7483 towards supporting our students from an ATSI background. Due to the disruptive nature of 2020, the budget of \$7483 has not been spent in its entirety. A total of \$2500 was used to support teachers in writing PLPs for students in consultation with families. Additional funds of \$246 were allocated for resources for our whole school NAIDOC week events which highlighted the importance of Aboriginal Education and recognising the theme 'Always was, always will be'.
<b>English language proficiency</b>	School Learning Support Officer to support community liaison \$47886  Additional teaching resources \$1700  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$49 589.00)</li> </ul>	The funding for our English Language Proficiency allowed for greater support for our EAL/D learners. Programs were established and professional learning provided to up skill our Kindergarten teachers with EAL/D strategies. Feedback from the teachers was positive and made an impact on student learning in the areas of Speaking and Listening. Having a bilingual SLSO has also been successful for students as it allowed for them to bring their home language into the classroom. It also provided support and communication for families especially around COVID home learning.
<b>Low level adjustment for disability</b>	\$57 463 SLSO to support students with additional needs  \$7294 to support writing of support plans for students  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$67 151.00)</li> </ul>	PLaSP results T4 - Achieved 66%- Working Towards 28%- Limited Progress 6%  Minilit-8 students participated in this program and overall the impact was that students improved on average 6 reading levels. (L5-L12)  Multilit-Approximately 20 students were on the program. The impact of the program was that students on average improved by 5 reading levels.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$79 632 in staffing utilised to support executive release time to support their teams.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$79 632.00)</li> </ul>	Team leaders have indicated that the collaboration times have been valuable as it has allowed them time to discuss their students and how they are going. Time was also used to discuss where to next for students and receive valuable feedback about their teaching and learning.
<b>Socio-economic background</b>	<b>\$594,017 Funding Allocation utilised as below:</b>  Employment of Assistant Principal Well Being  Employment of Assistant Principal Curriculum/Planning AP  Upgrade a teacher to	2020 saw a strong focus on the big ideas in numeracy, with particular focus on 'Trusting the Count' and Place Value. Professional learning sessions were delivered and staff were able to assess students in their classes to apply their knowledge. This process was supported through the CTLL collaboration process.  Stage/grade teams participated in numerous 'observation of professional practice' (OPP) rounds throughout Term 3 & 4. This allowed

<p><b>Socio-economic background</b></p>	<p>Assistant Principal, creating an additional AP</p> <p>Additional teacher to support collaborative planning and professional learning, as well as student GAT programs</p> <p>Employment of 2.24 School Learning Support Officers</p> <p>employment of additional 0.728 office staff to coordinate school communication, and free up admin time from teaching staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$594 017.00)</li> </ul>	<p>teachers to deliver a lesson in front of their peers and reflect on the lesson in a productive and constructive manner to improve their teaching practice. The focus for the OPPs was on number talks initially, however, the focus was then negotiated at a stage/grade level to the teacher's specific needs.</p> <p>Our future directions for high quality professional learning would be to establish a stronger version of lesson study/OPP that occurs more consistently, with more routines in place and with additional timetabled support. We will continue to provide additional release from face to face teaching to each class based teacher to provide support for coaching, mentoring and data skills and use processes.</p>
<p><b>Support for beginning teachers</b></p>	<p>Casual release support for beginning teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 000.00)</li> </ul>	<p>Overall timetables were developed to allow beginning teachers additional time off class to collaborate on a regular basis with their stage supervisors. These sessions were needs based and the big picture was about improving student outcomes within their classes. School funds were used to allow stage supervisors additional time to meet with the beginning teachers. Feedback from both sides indicate that these additional times were positive and reflective and the beginning teachers felt supported.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>SLSO to support community liaison with our community was employed for part of the week. Remaining funds were expended on resources to support students from refugee backgrounds and on casual teaching days to support planning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$13 434.00)</li> </ul>	<p>New arrival ILPs were developed at the end of the year with classroom teachers for 2021 focus areas.</p> <p>New Arrivals Program allowed students to have intensive English support and provide students with the literacy skills needed to better access the curriculum within the classroom.</p> <p>Collaborations between the EAL/D team and classroom teachers was productive especially for our beginning teachers who had a newly arrived student in their classes. New Arrival kits were distributed to support classroom teachers.</p> <p>Online learning tasks were planned for our newly arrived students. The impact was that students were supported at their point of need. Bilingual SLSO staff translated learning tasks for students and communicated with families.</p>
<p><b>Integration funding support</b></p>	<p>SLSOs employed to work in classrooms of students who have targetted support funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$68 000.00)</li> </ul>	<p>These funds were used to purchase School Learning Support Officer staff (SLSO). These staff directly supported students with higher levels of additional needs in the school. SLSOs worked in collaboration with teaching staff to plan and implement programs to support the additional needs of specific students in the school</p>

<p><b>Literacy and numeracy</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Literacy and numeracy (\$9 800.00)</li> </ul>	<p>This year the additional literacy and numeracy funds went towards to purchase of student textbooks. This was in response to COVID-19 and was an effective way to provide all students with access to materials targetted to their needs so they could work from home during the lockdown period.</p>
<p><b>Professional learning</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional learning (\$25 000.00)</li> </ul>	<p>These funds are used each year to support staff attendance at courses both internally and externally, the employment of casual staff to allow teams to plan, program and evaluated their teaching practice together. The purpose is to continually improve practice across the school to drive student outcomes.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	206	215	226	210
Girls	226	230	213	215

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.9	92.7	93.7	88.1
1	94.3	94.5	93.9	88.3
2	93.6	94.6	92.7	88.2
3	94.4	93.7	94.1	88.4
4	92.8	92.8	92.7	88.9
5	93.2	94.7	93.5	91.5
6	94.7	93.8	93	92.5
All Years	93.6	93.9	93.3	89.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	15.14
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.8
School Administration and Support Staff	3.22

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	505,532
<b>Revenue</b>	4,603,952
Appropriation	4,514,380
Sale of Goods and Services	47,989
Grants and contributions	40,076
Investment income	1,406
Other revenue	100
<b>Expenses</b>	-4,631,670
Employee related	-4,088,282
Operating expenses	-543,388
<b>Surplus / deficit for the year</b>	-27,718
<b>Closing Balance</b>	477,814

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	98,373
<b>Equity Total</b>	1,057,329
Equity - Aboriginal	7,483
Equity - Socio-economic	594,017
Equity - Language	246,480
Equity - Disability	209,350
<b>Base Total</b>	3,005,951
Base - Per Capita	105,581
Base - Location	0
Base - Other	2,900,370
<b>Other Total</b>	231,088
<b>Grand Total</b>	4,392,741

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The school sought satisfaction feedback from staff (34 responses) and families (67 online survey respondents and 48 telephone interviews) for 2020 via a net promoter score survey and telephone interviews.

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

For staff the score was +59 (up 3 points from 2019) and for families the score was +87 for phone interview response and +79 for online surveys (Down slightly from 94 from 2019). All these results continue to present a highly positive experience for both staff and families alike.

The 2019 Tell Them From Me survey measured student teacher relationships. The GVPS students averaged 8.8/10 as opposed to 8.4/10 for the statewide mean for positive student teacher relationships.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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

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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.