

2021 Annual Report

Valentine Public School



4185

Introduction

The Annual Report for 2021 is provided to the community of Valentine Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

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Message from the principal

The year of 2021 was a year of nuance and challenge as we navigated through, at times, a differentiated environment. Valentine Public School worked closely with community to ensure that the wellbeing of students and their families was paramount. We prioritised connection with community, carefully seeking all information that would inform the attendance and connection of our students and the position of our families.

Our priorities, Literacy, Numeracy, High Potential and Gifted Education and Wellbeing were kept alive throughout the year with high expectations, explicit teaching and innovation at play.

Teaching and Learning programs were delivered in a consistent fashion in both face-to-face and in online formats and student data informed teachers to guide syllabus delivery. Professional learning continued to be delivered in a variety of modes as we endeavoured to stay on track to deliver School Improvement Plan initiatives.

School staff remained connected and collegial, building capacity through targeted professional learning and skill development in using technology effectively in a differentiated mode. School programs were delivered, utilising both known and innovative measures to service our students. Staff wellbeing has been a priority throughout our plan, but in 2021 it became paramount and many initiatives were put in place to support our staff.

Student attainment was closely monitored through triangulation of internal, check-in and NAPLAN data sources and best practise on delivery on the COVID ISLP initiative saw impressive growth in targeted student cohorts. Our successful intervention program was also specifically targeting students identified from ongoing data collections.

The power of Connect, Respect and Inspire was alive and well during 2021 as Valentine Public School traversed through new territory, prioritising humanity and the power of the village in raising our children.

Lee Saurins

Principal

Message from the school community

Valentine Public School P&C 2021 AGM

President's Report

It's been my privilege to be the President of Valentine Public School's P&C this past year.

It was daunting stepping into the shoes of former president Derek Vale, who gave so many years of dedicated service in

this position. I was also new to the school, so was keen to be involved and get to know other parents and the teachers and support staff.

I can't think of a more challenging period in recent times to be the Principal or executive of a school and I want to acknowledge the incredible efforts of Lee Saurins and Leigh Rich and their teams.

Navigating the constant changes and shifting sands of public health restrictions and the impact on the school's operations, the wellbeing of the children and the information needs of parents and carers cannot have been easy. Not to mention having to do this while tending to the wellbeing of your teaching and support staff and the personal impacts on your own families.

Thank you for your leadership this year, for your open communication and your support and collaboration with the P&C. But most of all, thank you for your obvious care for our kids and their wellbeing - it's been on display in your faces and your voices when you talk of them at P&C meetings and in your actions as you guide the school community through this pandemic.

I would take some time to pay tribute to the members of the new Commercial Committee - Jodie, Emma and Kylie. This sub-committee was formed to undertake specific planning and management tasks on behalf of the P&C. This tenacious group of incredible people meet fortnightly to discuss and plan the business requirements of the canteen and the uniform shop. But we know there are plenty of hours of informal meetings and discussions.

We cannot underestimate just how valuable this sub-committee is to the P&C and the time and pressure it takes off the P&C Executive. I would like to personally thank all of you for the many, many hours you have given and your incredible dedication to the smooth running and continuous improvement of our business entities. Your strategic ideas, your effective collaboration and uncanny ability to whip things into shape is admirable and very much appreciated!

Thank you also for your efforts and collaboration with the school garden program to apply for our successful NSW Teachers Federation Tree Levy Grant for the purchase and planting of native trees and shrubs within our school. I'm sure this will be enjoyed by students and teachers now and into the future.

The COVID-19 pandemic has made the job of P&Cs a difficult one these past two years. Fundraising is a core tenant of our role and that has been incredibly challenging as we navigated the ever-changing world of restrictions, at-home learning and real financial distress experienced by many.

Nevertheless, the VPS P&C made the best of a challenging situation and in 2021, we raised nearly \$50,000 for our school.

The year kicked off with the traditional Easter raffle, which was an amazing success. Many families donated items for more than 20 raffle bags, raising \$1900. The P&C has been ever cognizant of the financial strain experienced by many of our families during the pandemic and was grateful for the support received by so many. The P&C also continued its successful use of a combination of online and paper ticket sales for our raffles.

In May, we held our Mother's Day stall, providing students with the opportunity to go shopping for their mum, grandmothers and carers - always a highlight of the calendar. Thank you to all the volunteers from Kindergarten and P&C for running the stall so well and helping us raise \$2384 for the school.

June brought the excitement of the school disco back to VPS, raising much-needed funds for our school band program.

A return to lockdown and at-home learning threw another curveball at us in 2021, but our dedicated P&C volunteers kept meeting and working behind the scenes to ensure we could continue to provide wonderful canteen and uniform services, along with guidance and support for our school during this challenging period.

When we finally got back to school, the P&C organized a wonderful fundraiser and commemorative item for our littlest kids. Personalised keepsake tea towels featuring portraits drawn by the kindergarten class of 2021 were a big hit. All profits from this are for the new nature playground. The P&C also helped our oldest students mark the end of their primary schooling with Year 6 graduation gifts.

Entertainment book and wine fundraisers, plus our Mega Christmas Raffle, which saw our families donate enough to fill 30 raffle tubs and raise another \$3000, were all successful and supported by many hours of volunteer effort.

Our wonderful canteen has also had a busy year despite the challenges of the pandemic. We've welcomed a new canteen manager in Melanie Little who has done a fantastic job to ensure our kids have access to an incredible range of food. And fun - we can't forget the hot cross buns, ANZAC biscuits, Hot Dog Day and Fairy Bread Day. Thank you also to our dedicated band of canteen volunteers - we couldn't do it without you!

With the return of students came the return of our uniform and second-hand uniform shops, which are an incredibly important part of the P&C activities. Thank you, in particular, to Danielle and Annika - we know there are many hours that

go into making these shops work for the P&C and the school and your efforts are very much appreciated.

The past two years have been incredibly difficult for the performing arts right around the world, including here at Valentine Public School. Our band program is considered one of the top school band programs in the Hunter and there are many proven benefits for students to being involved in programs like this.

It's been difficult to keep our junior and senior concert bands going during this pandemic due to the restrictions on gatherings and the playing of instruments, plus long periods of at-home learning. I want to thank Kylie, our dedicated teachers, band sub-committee members and our Band Conductor for their efforts during this incredibly challenging period.

Despite the many hurdles, the sub-committee organised a successful band camp in 2021, which was very much enjoyed by the students and their improvement and enthusiasm was outstanding. It was so great to see the school disco return to help raise funds for this important part of our school. I look forward to seeing what the VPS junior and senior bands achieve in the coming years - I have no doubt the band program will go from strength to strength.

Finally, I would like to formally thank our generous sponsors who have stuck with us despite the challenging pandemic period. Your support of our school and the P&C is very much appreciated.

As many of you know, my time at VPS has been brief - with my son successfully auditioning to join Hunter School of the Performing Arts in 2022. Although short, I have greatly enjoyed the interactions we've had and am so proud of all the P&C has achieved.

This P&C is a unique group - incredibly effective and welcoming.

It's full of enthusiastic, committed and friendly people who are there to make a genuine difference for our kids. It's inspiring and I encourage other parents and carers to get involved in this group. Be brave and put up your hand to take on the roles that are so important to keep the P&C running.

I've thoroughly enjoyed my time with VPS P&C and thank you all for your support and encouragement, particularly my fellow executive members.

Shannon Ramadge

P&C President

Message from the students

Good morning parents, students, and teachers. My name is Zavier Leisner and I was Valentine Public School's Boy School Captain in 2021. My fellow 2021 school captain Ocea and I were invited here today to talk to the 2022 Executive Team.

First of all, congratulations to you guys; the new student executive team. I'm hoping that this speech that I have prepared inspires you. For those who don't know me, here is a little bit about my journey to becoming school captain. 2015 was the year that I started here at Valentine Public School. I was a little Kindergarten student, but I had big dreams. Because ever since I had stepped foot into this school, I had looked up to the School Captains, and I had wanted to become one of them. Then, at the 2020 Presentation Day, my dream became a reality as I was elected Boy School Captain for 2021.

Then, on the 1st day of School in 2021, I was more than ready. Throughout the year, I had multiple opportunities to represent Valentine inside and outside of school. Some of those events include the ANZAC Day Ceremony, Leadership Day with all of the executives, the assemblies, and many more. And I'll tell you what, whether it be presenting in the Hall or via Zoom for assemblies, they're both still really cool to lead. Even though last year had its ups and downs due to Covid, I'm sure that the 2022 Executives will strive to do their best and represent as well.

No matter what position in the Executive team you got, whether it be a Captain, Vice Captain, or Prefect, it doesn't matter. What matters is that you were voted by your peers and teachers. We all believe you will do a great job as part of the executive team.

I know that the 2022 executive team will do great things, whether it be helping someone out on the oval, in the classroom, or perhaps even outside of the school grounds. I hope that you all connect with each other, respect one another, and inspire others to do the same.

And finally, as Year 6 missed out on their last day of Valentine Public School ever, we never got to say goodbye to all of our teachers. So I would like to thank all of the teachers on behalf of Year 6 2021, for helping and guiding us through our journey at Primary School and for providing us with the essential foundations to get the best start at high school. Thank

you for the honour in being here today and I wish the executive team, students and teachers all the best for the year ahead.

Zavier Leisner

2021 School Captain

School vision

As global citizens, we espouse a moral philosophy in teaching and learning with an emphasis on ethical citizenship. We seek to consistently build capacity of staff and ensure that every student attains growth in their learning goals through consistent evidenced-based pedagogy.

Together, we embed creative and critical thinking, collaboration and communication, for students to become real-world problem solvers with respect for self and others.

We aim to foster empathy, kindness and integrity in our students. Our resilient and adaptable learners take a reflective approach to understand themselves holistically as they realise their potential through risk-taking and change-making...and we will let the children play.

'Learning and growing at the point of challenge...'

School context

Valentine Public School is located on the shores of East Lake Macquarie. There are approximately 578 students enrolled for 2021. Twelve students (2%) identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 46 which indicates low levels of disadvantage.

The school structure consists of 23 regular and multi-grade classes set in spacious and well maintained grounds. We have an extremely supportive community and an active Parents and Citizens Association. In 2021, we will establish a new DoE OOSCH modular setting allowing a greater capacity for before and after school care.

The school has quality programs in the Intellectual, Physical, Social/Emotional & Creative domains with embedded cultural perspectives. The school has a strong reputation in the local community for excellence in teaching, learning and wellbeing as was evident through the 'at home learning' phases..

We offer a rich range of extra-curricular opportunities including high potential and gifted programs, a highly successful band, and creative and performing arts programs as well as enrichment in a wide range of sporting pursuits.

Established award winning technology programs are incorporated effectively across all K-6 teaching and learning environments. Use of BYOD and future focused learning spaces currently operate successfully in Stage 3 with a gradual introduction to other stages from 2021.

Valentine Public School uses best practice to embed a culture of high expectation that effectively caters for equity in the school community through embracing valued and effective partnerships with parents and citizens (P&C), student Parliament, Warners Bay Community of schools (BCoS), Awabakal Aboriginal education Consultative Group (AECG), local preschools, OOSH provider and the wider community.

Through 2020 External Validation process and an analysis of the School Excellence Framework, our school excelled in learning culture, wellbeing, curriculum, student performance measure, effective classroom practice, school planning, implementation and monitoring and school resources. We have identified specific areas of strength within our school and areas for future direction in the areas of assessment, reporting, data skills and use, professional standards, learning and development, educational leadership and management practices. Our focus themes have been identified as formative assessment, student and parent engagement, data literacy, improvement of practice, accreditation, coaching and mentoring, performance management and development and community engagement and satisfaction.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Excelling |
| TEACHING: Effective classroom practice | Excelling |
| 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 | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment's clear purpose is to provide accountability for every student in terms of performance in bands and growth. School identified initiatives will ensure a deeper understanding of how we teach with a focus on consistency in pedagogy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- BUILDING STAFF CAPACITY
- PEDAGOGICAL PRACTICES
- ASSESSMENT AND REPORTING

Resources allocated to this strategic direction

Professional learning: \$24,140.00

Literacy and numeracy: \$22,481.35

Summary of progress

Data analysis with the IL enabled all staff to identify students' needs and apply targeted strategies. Staff are more confident in discussing and analysing their data. Data is also informing intervention practices and teaching and learning programs. Internal data shows impact and growth for students for both literacy and numeracy. Moving forward, the process will be strengthened, including internal and external data with data triangulation.

VPS staff engaged in 2 PL sessions for numeracy led by the Maths team and this will be implemented into classrooms in 2022. From 2021 NAPLAN analysis, the focus for 2022 will be Measurement and Geometry. Consideration will also be given to review the Maths scope and sequence. Staff engaged in Focus on Understanding Texts PL and implementation in classrooms will commence in 2022, alongside a focus on Big 6 of Reading and Modelled, Guided and Independent Reading. A need to focus on inferential comprehension has been identified as a priority. As the training was focussed towards the end of the year the impact of this PL is yet to be seen.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| An uplift from baseline data towards 4% of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading | Our school showed a downward trend of 9% in the Top Two bands in Reading from 59% in 2019 to 50% in 2021. |
| An uplift from baseline data towards 5% of Year 3 and 5 students showing expected growth in NAPLAN Reading | Our school had an uplift of 3.6% of Year 3 and Year 5 students showing expected growth in NAPLAN Reading from 2019 to 2021. |
| An uplift from baseline data towards 5% of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy | Our school showed a downward trend of 6% in the Top Two bands in Numeracy from 44% in 2019 to 38% in 2021. |
| An uplift from baseline data towards 2.5% of Year 3 and 5 students showing expected growth in NAPLAN Numeracy | Our school had a downward trend of 9% of Year 3 and Year 5 students showing expected growth in NAPLAN Numeracy from 2019 to 2021. |

Purpose

'A Rising Tide Lifts all Ships' aims to effectively implement the High Potential and Gifted Policy. Its purpose is to transform the space of High Potential in the school, delivering excellence through initiatives that reflect Equity, Engagement and Excellence. This Strategic Direction aims to engage the learner at point of challenge by increasing student direction and student voice in teaching and learning processes. We intend to build capacity in Critical and Creative Thinking Skills, collaboration and communication skills. All students will have opportunity to reach their potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creative and Critical Thinking
- The Academy
- HP&G Policy Implementation

Resources allocated to this strategic direction

Operational Funds: \$22,484.00

Professional learning: \$8,395.58

Summary of progress

The Academy consists of two houses - Academy Classrooms and our Talent Development Program.

Academy Classrooms

The 2021 focus for The Academy has been the population the Stage 3 classroom with 54 learning opportunities created for the 132 Stage 3 students enrolled. Staff have engaged in two HPGE professional learning sessions, focusing on unpacking the HPGE policy, professional obligations when supporting all students to reach their potential and the DoE Differentiation Adjustment Tool. One session included an opportunity for all staff to create a differentiated learning task for inclusion in the relevant Academy. Staff were asked to nominate an enrichment/extension activity for students to complete and to recognise the relevant adjustments required to elevate the task for high potential and gifted students. Data collected showed staff competence in providing extension and enrichment activities that provide complexity, challenge and choice. Identifying how to provide differentiated activities providing opportunities for abstraction, higher order thinking, creative and critical thinking, pace, authenticity and learning environment will be a future staff learning focus in 2022.

Research has been conducted into HP&G Education, ensuring the Academy provides the most effective learning environment for students with high potential or gifts. A GERRIC Mini-COGE through UNSW was completed by two staff members to support The Academy infrastructure and all staff will complete this PL in Term 2 of 2022. All staff have also completed the High Potential and Gifted Education Policy Tier 1 online learning teachers' course. A Handbook is also under construction to summarise the research sitting behind The Academy and the structure of the initiative.

Preliminary steps have also been undertaken to investigate alternate host sites for the Academy, offering more flexibility with task design and user interface.

Talent Development Program

Work has also commenced on our Talent Development Program. This program will provide an identified talent development pathway, with clear learning goals and success criteria, for all students, encompassing all four domains of HPGE - Intellectual, Creative, Physical and Social Emotional. It will reference the vast array of abilities in these four domains and will align with the SEF parameters of Developing, Sustaining and Growing and Excelling, leading to quantitative and qualitative measurement of talent development.

Collaboration with secondary schools is commencing. A meeting with local selective schools and COS High school, facilitated by external principal, is currently being scheduled to help create a transition between Academy students and their Year 7 teachers. The Academy prepares students for future learning and we want to ensure our initiative follows best practice to ensure our enrichment and extension opportunities fitting the needs of HP&G students in Year 7 and beyond.

Creative and Critical Toolbox

The Creative and Critical Toolbox is a school developed scope and sequence that sets a high expectation that each class will be explicitly taught a developmentally appropriate creative and critical thinking skill each term, with the expected impact that students will accrue a set of skills they can apply to problematic, open-ended learning. The Tool has been created and release to staff with an expectation that the scoped skill be explicitly taught several times within the term's learning. The Tool offers hyperlinked examples and. videos for teachers to access to deepen their understanding of the process of teaching and the potential for use in problem-solving, design- making and creative and critical thinking. Assistant Principals have been given responsibility of embedding the scope and sequence consistently into teaching and learning programs.

Project- based learning PL on hold; opportunity to slow down and evaluate structure within school and build a K-6 model. Evaluation processes form students and teachers analysed and used to inform a refreshed model. Activities designed to capture the effective elements of Project- Based Learning, with emphasis on building a sustainable model Project Nest funds re-directed to UNSW Geric training.

HP&G POLICY Implementation

Implementation of High Potential and Gifted Education Policy through engagement with NSWDoE Professional Learning modules and UNSW Geric Centre.

1.1.1

Continue to focus on High Expectation across all educative settings. Build systems to inspire high visible learning, with effective, explicit, evidence-based teaching; support collegial stage teams co-creating to challenge the 'C'.

Introduce motto from School Vision to provide an arrow head to the School Vision....'Learning and growing at the point of challenge..' Designed to challenge passive learning, anxieties and inspire resilience and bravery in learning.

1.1.2

Talent development offered during trial phase of 'The Academy' - Stage 3 and targeted groups of students access enrichment opportunities and opportunity to provide feedback. Impact in terms of the number of students engaging with tasks and their positive feedback around platform, function and equitable access.

Gathering data on the opportunities that already exist within the school and surrounding the school that may capture our students 365-24/7.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Increase the number of students in an upward trend from baseline data, to successfully engage in The Academy. | Document analysis of The Stage 3 Academy Classrooms indicates 50% of students have engaged in Academy learning opportunities. |
| Increase the number of students in an upward trend from baseline data, to successfully attain achievement in the Zone of High Performance. | Review of student progress with internal and external data indicates an upward trend of 6% of students achieving in the Zone of High Performance. Evidence: Check-In Data Reading 2020 Year 5 Term 4 Reading 70.7% 2021 Year 6 Term 2 Reading 75% Check-In Data Numeracy 2020 Year 5 Term 4 Numeracy 65.8% 2021 Year 6 Term 2 Numeracy 70.0% |
| | |

School assessment of the School Excellence Framework (SEF) in the theme of Expertise and Innovation shows improvement from baseline of Sustaining and Growing towards components of Excelling.

Self-assessment against the School Excellence framework shows the theme of 'Expertise and Innovation' to be sustaining and growing.

Teacher expertise has been identified and plans are underway to enhance impact through working within identified domain through 'Academy' processes.. Working towards further building teacher expertise with introduction of Creative and Critical Toolbox, a scope and sequence to explicitly teach creative and critical thinking skills across K-6. Trials are underway in introducing enrichment opportunities with Stage 3 and identified students in Stage 1 and 2 through 'The Academy'. Evaluative processes are being built to measure equity, engagement and excellence.

Strategic Direction 3: A Work of Heart - Wellbeing

Purpose

'A Work of Heart' encapsulates the priority Valentine Public School places on the Wellbeing of all. Recent outcomes of our Catalyst Lab project in 2020 examining passive learning and engagement highlighted the need for students to have greater self-awareness and personal courage as a learner.

This Strategic Direction aims to provide explicit initiatives to further embed Be You and PBL processes and practices and build capacity in stakeholders to reflect upon DoE frameworks such as Social Emotional Learning, Australian Teaching Standards, School Excellence Framework and Stronger Smarter.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- WELLBEING & SELF-EMPOWERED LEARNERS
- EMPOWERED CONNECTIONS
- ATTENDANCE

Resources allocated to this strategic direction

Operational Funds: \$1,985.00

Professional learning: \$1,100.00

Summary of progress

In the area of Student Wellbeing, TTFM Data was not capturing the specific data that we wanted to drill down on, therefore our BeYou team implemented a BeYou survey for students in Years 4-6. The survey highlighted the following 3 areas to develop upon; students didn't feel they could show their emotions at school, students were unaware of parent / teacher involvement and finally they weren't able to identify a staff member they could go to if they were upset. As a result, the school developed school-wide explicit Social and emotional lessons targeting these areas. We are currently trialing 'Pulse' a weekly wellbeing tracker for students and staff to check in. Systems are currently in place for a daily wellbeing morning circle. Seasons for growth continued with 24 students participating in the program. An additional staff member was trained in 2021 to assist with this implementation. This is a very successful program and current wait list highlight the need for this program in our community. Moving forward, our staff will be trained in the Pillars of Wellbeing (SEF) by a trained facilitator. From this, our school will design a VPS Wellbeing Handbook so staff have the capacity to embed holistic wellbeing practices into their pedagogical practice.

In empowering connections, we utilised our Parent Representative to open communication channels between home and school. A study into 6-7 transition was carried out with feedback ensuring positive connections and partnerships between the feeder high schools and our school. Parent social media groups were established enabling parents to be connected and supported prior to high school for several local and selective high schools. Community initiatives were well received and well represented with community support. 90% of new families attended our 'Welcome New Families' afternoon tea initiative. Parent / Teacher interviews were held with over 98% parent involvement indicating a strong sense of partnerships. In 2022, we will continue to strengthen partnerships between school and families through trailing a VPS feedback sheet QR code where parents can anonymous feedback to our school what we are doing well and what we bring to our school that we can do better/ differently / or new.

Valentin Public school shows strong attendance data with families being aware of the importance of attending school every day. Our school has regularly communicated to our families our attendance target and built a high expectations around attendance through social media, skoolbag, newsletters and wellbeing phone calls to ensure every child is engaging. Professional learning was provided by our Home School Liaison Officer around roles and responsibilities in regards to roll marking procedures. Attendance awards were introduced in Term 1 and this is an avenue we will pursue in 2022. Attendance data is now included in our end of Term Data celebrations and our LST processes have attendance embedded in weekly check in meetings with follow up through letters home for students with unexplained absences or below 90%. Our direction in 2022 is for our Executive to support staff and follow up in regards to positive wellbeing and ensure and identify students at risk.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| <p>SELF-EMPOWERED LEARNERS (WELLBEING)</p> <ul style="list-style-type: none"> An uplift in NSW Govt Norms towards 3% of students showing Positive Wellbeing (Advocacy, Belonging, expectations) in TTFM Student Survey. | <p>Our school had an uplift of 0.8% of students showing Positive Wellbeing for the period of 2020/2021 from 89.5% to 90.3%. TTFM student snapshot #1 data shows an uplift of 5% in Sense of Belonging from 75% to 80%.</p> |
| <p>EMPOWERED CONNECTIONS</p> <ul style="list-style-type: none"> An uplift in NSW Govt Norm Mean of 0.5 in Parents Feel Welcome in TTFM Parent Survey. | <p>Our school TTFM data had a downward trend from 6.9 to 6.2 in Parents Feel Welcome. Possible reason for the decline could be minimal community events being able to be held on site during 2021.</p> |
| <p>ATTENDANCE</p> <ul style="list-style-type: none"> An uplift of 4% of students will attend school 90% of the time or more. | <p>89.6% students are currently attending school 90% of the time in comparison to State DoE average of 65.8%. This is an uplift of 11.5% from 2020 data of 78.1%</p> |

| Funding sources | Impact achieved this year |
|--|---|
| <p>New Arrivals Program</p> <p>\$3,330.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: additional learning and support for students for additional literacy and numeracy support for students in the newly arrivals programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ teacher to support the learning needs of students in the new arrivals program.</p> |
| <p>Integration funding support</p> <p>\$266,956.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Valentine Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning <p>The allocation of this funding has resulted in: Additional individualised support for students with needs who have high level learning needs with all funded students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue supporting our students with this funding by regularly reviewing the child individualised learning needs to address their social, academic and personalised needs.</p> |
| <p>Socio-economic background</p> <p>\$27,328.17</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Valentine Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student |

| | |
|---|---|
| <p>Socio-economic background</p> <p>\$27,328.17</p> | <p>learning</p> <ul style="list-style-type: none"> • employment of additional staff to support Data Literacy implementation. <p>The allocation of this funding has resulted in: The employment of an Instructional Leader for 3 days a week to support the improvement of student outcomes, staff capacity and evidence based pedagogical practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: From 2022. 0.2 of our funding will be used to increase our AP CI funding from 0.8 to 1.0., allowing for a greater impact across K-6 in building teacher capacity, consistent pedagogical practices and a deepening understanding of data literacy for all teachers.</p> |
| <p>Aboriginal background</p> <p>\$14,320.59</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Valentine Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • support staff in the development and implementation of Personalised Learning Plans • staff member trained in Connecting to Country <p>The allocation of this funding has resulted in: Employment of LAST has enabled in consistent tracking of Aboriginal data and the development of intervention in the point of need. Only 1 aboriginal student in the school is still working towards expected growth in literacy and numeracy. Growth in cultural understanding for staff members</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to send staff to PL to continue their local cultural understanding. Build an action plan to deliver stronger smarter strategies across staff and student learning environments. We will seek expertise to bring cultural perspectives to K-6 programming activities.</p> |
| <p>English language proficiency</p> <p>\$3,619.21</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: additional learning and support for students for additional literacy and numeracy support for students in the newly arrivals programs.</p> |

| | |
|--|---|
| <p>English language proficiency</p> <p>\$3,619.21</p> | <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ teacher to support the learning needs of students in EALD. Ongoing PL will identify language and cultural demands across our teaching and learning programs.</p> |
| <p>Low level adjustment for disability</p> <p>\$123,483.67</p> | <p>Low level adjustment for disability equity loading provides support for students at Valentine Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention program, Multilit, to increase learning outcomes • providing support for targeted students within the classroom and Reading Tutor through the employment of School Learning and Support Officers • Purchased resources for students with disabilities <p>The allocation of this funding has resulted in: The school has achieved a more consistent approach to learning support and intervention. Building teacher capacity built around students with special needs Leadership across K-6 in offering PL around the disability act, NCCD and associated levels of support for students. Strengthening of the quality of the learning support teams meetings and associated processes. LAST and Intervention impact across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of support for teachers top build capacity in adjustments for students with special needs, particularly through the PLP process. Lead PL in the behaviour strategy, restricted practices and other associated practices. To further expand the impact of the LAST team by diving deep into NAPLAN data analysis and triangulation of the data and guiding intervention accordingly.</p> |
| <p>Professional learning</p> <p>\$33,635.58</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • BUILDING STAFF CAPACITY • PEDAGOGICAL PRACTICES • The Academy • Creative and Critical Thinking • WELLBEING & SELF-EMPOWERED LEARNERS • HP&G Policy Implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 4 staff trained in K-2 Starting Strong and 3-6 Big Ideas in Number. Each term these staff members lead professional learning in evidence based strategies. |

| | |
|---|--|
| <p>Professional learning</p> <p>\$33,635.58</p> | <ul style="list-style-type: none"> • All staff participate in 1:1 data Literacy conversations with the Instructional Leader to unpack class and school-wide data to inform practice. • 4 staff trained in Creative & Critical Thinking <p>The allocation of this funding has resulted in: an increased capacity of all teachers to embed effective practices in the explicit teaching of number.</p> <p>After evaluation, the next steps to support our students with this funding will be: Regular ongoing support and targeted professional learning opportunities through stage teams.. Our Teaching and learning programs will reflect evidence based targeted teaching strategies into teaching practice. Throughout 2022, staff will upload Numeracy data using PLAN2. Critical & critical thinking PL to be used to build capacity of staff K-6 through PL opportunities.</p> |
| <p>School support allocation (principal support)</p> <p>\$30,107.02</p> | <p>School support allocation funding is provided to support the principal at Valentine Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • One SAO was employed allocated to Principal Support and WHS and staff compliance. <p>The allocation of this funding has resulted in: Embedded systems of accountability for WHS and professional learning. The principal was freed up to be able to focus on teaching and learning. Assets management is also a feature of this position and the SAO works closely with the Principal in all asset projects.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that all staff are compliant with mandatory training into the future All WHS processes will be better mapped out over the year to ensure compliance. SAO compliancy will build capacity among Executive in terms of WHS compliancy. Continue to build capacity to analyse impact through Scout.</p> |
| <p>Literacy and numeracy</p> <p>\$22,481.35</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Valentine Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • PEDAGOGICAL PRACTICES <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions (Wushka, Matific, Literacy Pro, Reading Eggs) to support literacy and numeracy • staff to work collegially through the Numeracy Working party to update Valo Maths Package. • all staff participated in targeted professional learning to improve reading though Effective Reading Instruction professional Learning. • updating reading resources to meet the needs of students through the purchase of decodable texts. • teacher release to engage staff in Quality Teaching Rounds. <p>The allocation of this funding has resulted in: an increase in staff capacity in understanding the science of reading and</p> |

| | |
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| <p>Literacy and numeracy</p> <p>\$22,481.35</p> | <p>effective reading instruction. INSERT NAPLAN and CHECK in Data</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue targeted professional in the area of reading with Big Six of Reading - Deslea Konza PL (K-6 reading- Self Evaluation Tool). Our evaluation of our triangulation of data informs us that our focus will be inferential comprehension and connecting ideas.. Stage and 1: teacher and AP IL data conversations will focus on identifying areas of focus to shift students into the top two bands for NAPLAN reading. Continue with targeted professional learning in mathematics utilising DoE professional learning materials. Continue to build stage based resources. Mathematics working party will evaluate and create a consistent suite of assessments across the school focusing on learning at the point of challenge. Familiarisation of the K-2 English and mathematics syllabus introducing new proformas and reviewing current scope & sequence. Identification and investigation into acceleration for targeted HPG students.</p> |
| <p>QTSS release</p> <p>\$107,633.28</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Valentine Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff received 4 sessions of professional learning in the Quality Teaching Framework and had opportunities to practise coding lessons. • Executive staff participated in 4 rounds of QTR observation, coding and effective feedback. • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff through 1:1 data conversations. <p>The allocation of this funding has resulted in: improved staff confidence n knowledge and skills within the quality teaching framework.. All staff are more confident in the effective coding of lessons and the importance of giving effective feedback.. Executive teachers differentiating in each lesson. Executive teachers are more confident in delivering elements of the quality teaching framework.</p> <p>After evaluation, the next steps to support our students with this funding will be: ACIL will support consistency across the school through QTR processes to ensure consistent targeted teaching practices in every classroom across K-6. All staff will continue deep dive conversations in school-wide, stage based and individual student data analysis. to drive teacher understanding of targeted teaching practices. In 2022, All AP's will be involved in fortnightly deep conversations with school leaders around their stage data and teacher capacity and areas of focus.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$44,847.20</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Valentine Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities |

| | |
|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$44,847.20</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: the employment of an interventionist 0.4 targeting Tier 2 and Tier 3 students in the K-2 space.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding ceases in 2022, however the school will continue to fund the employment of an interventionist 0.6 targeting Tier 2 and Tier 3 students in the K-2 space.</p> |
| <p>COVID ILSP</p> <p>\$88,991.49</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of x2 teachers to deliver small group tuition for identified through school-wide internal data and check in assessment data. • Covid ILSP staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy areas of focus. • Covid ISLP staff to support the administration of the program • Covid ISLP staff development of resources and planning of small group tuition • Instructional Leader to provide professional learning for COVID staff. • Covid ISLP staff to participate in professional learning around PLAN2 Areas of focus and IFSR tool. <p>The allocation of this funding has resulted in: Staff being given Professional learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with Professional Learning to support a growth in reading and numeracy.</p> |
| <p>Per capita</p> <p>\$142,733.20</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Valentine Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Highly considered decision making to effectively allocate resources to enhance teaching and learning and improve student outcomes. <p>Allocate each stage \$5000 for stage to purchase resources - \$20000 Purchase of ICT equipment - \$40000 Employment of additional SAO / business manager to work on compliance. -</p> |

| | |
|------------------------------------|---|
| <p>Per capita \$142,733.20</p> | <p>\$22481.35 Enhancement to PE Program- external provider- \$25000 Welfare - student assistance - \$5000 KLA resources - \$10000 Professional Learning - Quality Teaching Rounds - \$15696 SASS Professional Learning \$3 000 PBL signage and commendation resources- \$5753</p> <p>The allocation of this funding has resulted in: Fully resources classrooms and teaching programs. Additional Professional Learning for all staff, up-skilling staff in ICT skills to improve delivery of curriculum. Enhanced access to ICT for students and staff and deepening of embedded ICT in teaching and learning programs. Enhanced capacity for innovation. Improved systems across the school in managing site (AMU), WHS, compliance training and community connect through addition of role SAO Compliance/Community.</p> <p>Specialised, explicit teaching of Gymnastics, Fundamental Movement Skills and Athletics through external provider.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build and update stage budgets to ensure full resourcing to ensure Quality Learning Environments and effective, explicit teaching and learning programs. Consider innovation as we move forward. Consider genuine need for specialised teaching across the school. Monitor and measure impact of SAO Compliance/Community role.</p> |
|------------------------------------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 298 | 293 | 307 | 307 |
| Girls | 280 | 280 | 272 | 262 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95 | 96.5 | 94.4 | 95.7 |
| 1 | 95.6 | 95.3 | 93.2 | 95.7 |
| 2 | 95.2 | 95.2 | 92.4 | 95.4 |
| 3 | 94.5 | 95.5 | 91.1 | 95.1 |
| 4 | 94.1 | 95.3 | 92.6 | 93 |
| 5 | 93.6 | 94.1 | 92.7 | 94.2 |
| 6 | 91.9 | 93 | 91.3 | 94.1 |
| All Years | 94.3 | 94.9 | 92.5 | 94.8 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 20.87 |
| Literacy and Numeracy Intervention | 0.4 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1 |
| School Administration and Support Staff | 4.06 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 286,239 |
| Revenue | 5,836,894 |
| Appropriation | 5,162,937 |
| Sale of Goods and Services | 6,165 |
| Grants and contributions | 666,583 |
| Investment income | 408 |
| Other revenue | 800 |
| Expenses | -5,720,090 |
| Employee related | -4,990,577 |
| Operating expenses | -729,513 |
| Surplus / deficit for the year | 116,804 |
| Closing Balance | 403,042 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 260,724 |
| Equity Total | 168,752 |
| Equity - Aboriginal | 14,321 |
| Equity - Socio-economic | 27,328 |
| Equity - Language | 3,619 |
| Equity - Disability | 123,484 |
| Base Total | 4,022,423 |
| Base - Per Capita | 142,733 |
| Base - Location | 0 |
| Base - Other | 3,879,690 |
| Other Total | 281,732 |
| Grand Total | 4,733,630 |

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Teacher Feedback

Teacher responses were positive in the majority of drivers of student learning, trending upwards in comparison to NSW Govt Norm, particularly collaboration, learning culture, and the use of data to inform practice. Staff felt that teaching practices supported students to challenge themselves in the classroom through the provision of clear expectations, differentiated support, and positive feedback for improvement.

Again, the staff indicated that our school was indeed an inclusive school with clear expectations for behaviour, understanding of students with special learning needs, and providing feedback to students.

Feedback from TTFM indicated that leadership is supportive and assists to create a safe school environment and establish challenging and visible learning goals for students.

Parent Feedback

Our school TTFM data had a downward trend from 6.9 to 6.2 in **Parents Feel Welcome**. A possible reason for the decline could be minimal community events being able to be held on site during 2021.

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A selection of comments from parents - survey May 2022

What is something you think VPS does very well;

'Put the children first. Make them excited to come to school'

'Provide us with amazing staff and teachers who are so passionate about the kids and providing genuine care and a high level of learning.'

'Large range of opportunities. Lots going on.'

What is something you feel VPS could do better/ differently/ new.

'There is so much going on at VPS and there is constant communication. Is there a way you could streamline communication?'

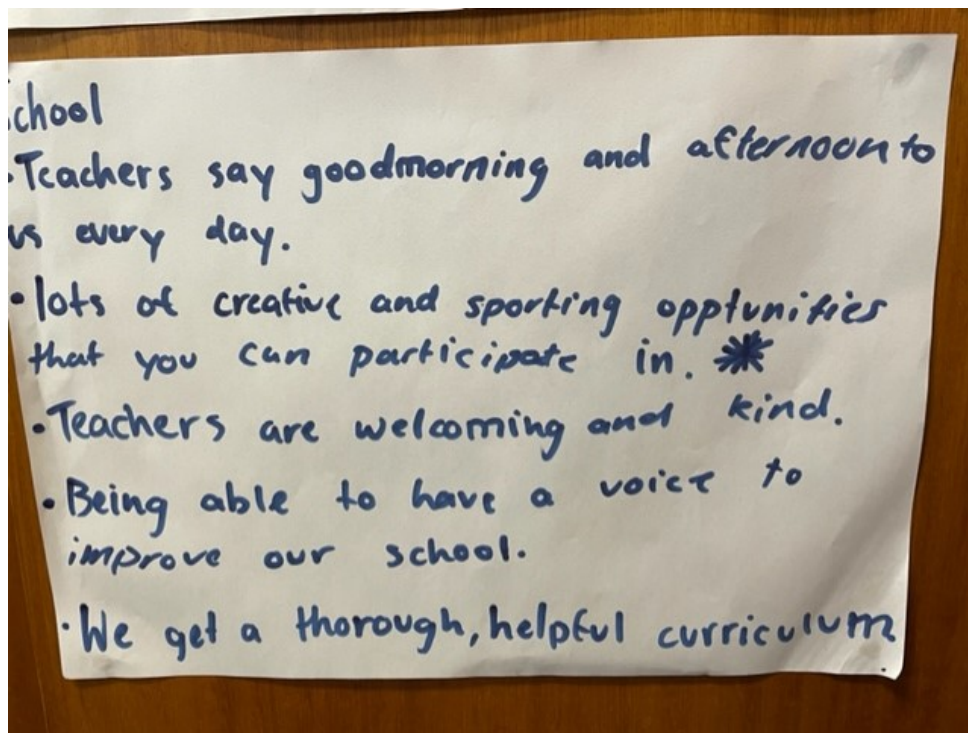
'Extending capable students.'

'Greater use of class Apps such as Seesaw.'

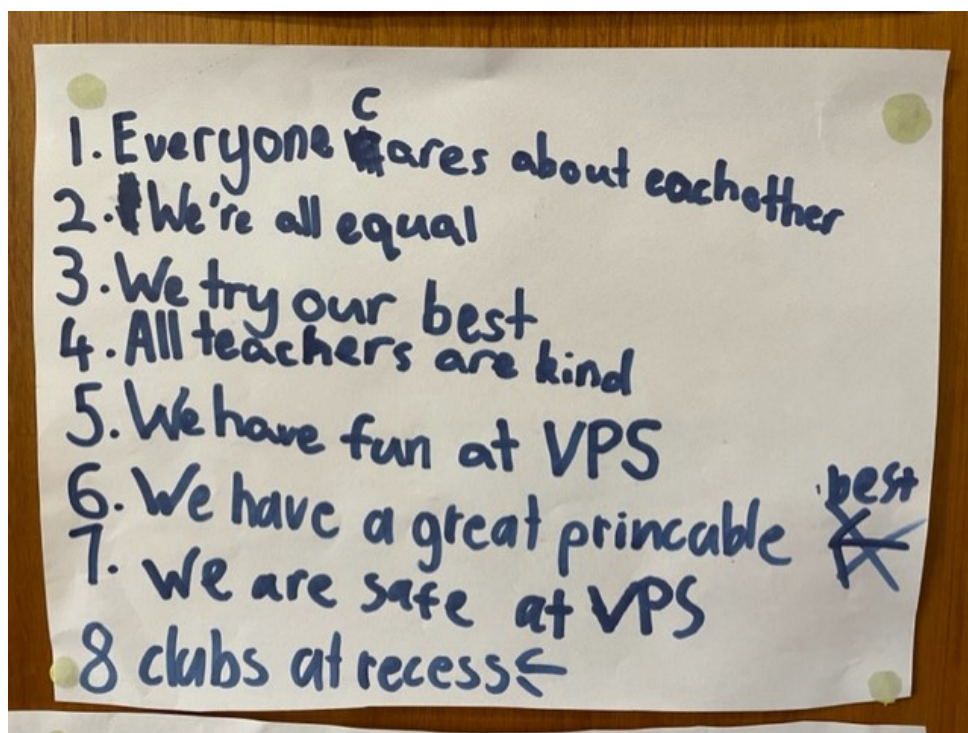
Student Feedback

Our school had an uplift of 0.5% of students showing **Positive Wellbeing** for the period of 2020/2021 from 89.5% to 90.3%. TTFM student snapshot #1 data shows an uplift of 5% in **Sense of Belonging** from 75% to 80%.

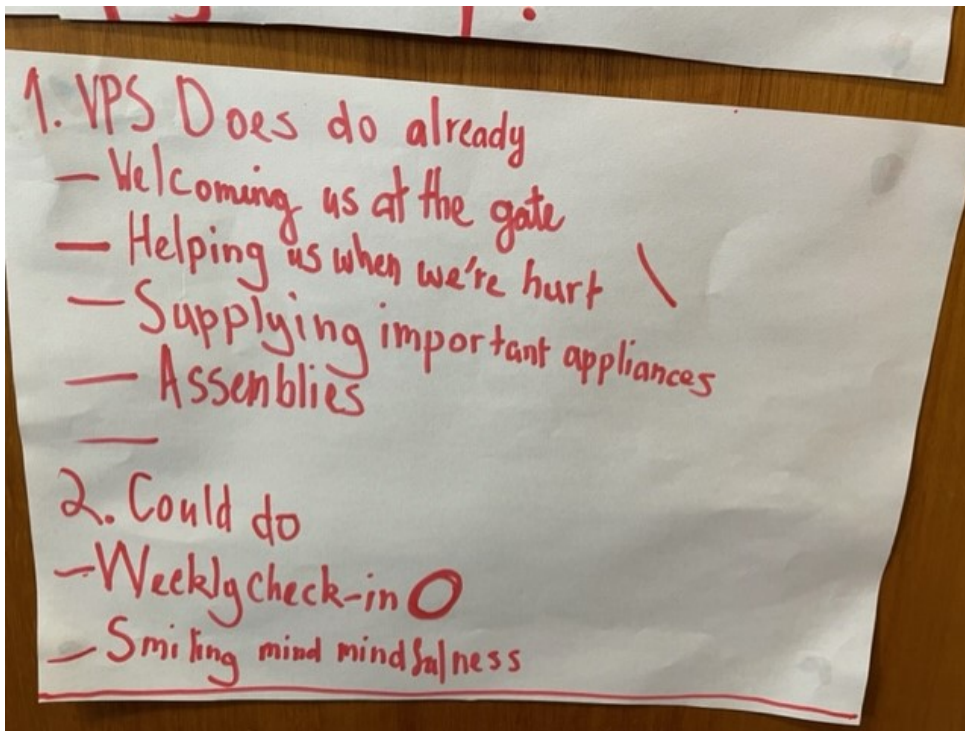
89.6% students are currently attending school 90% of the time in comparison to State DoE average of 65.8%. This is an uplift of 11% from 2020 data of 78.1%.



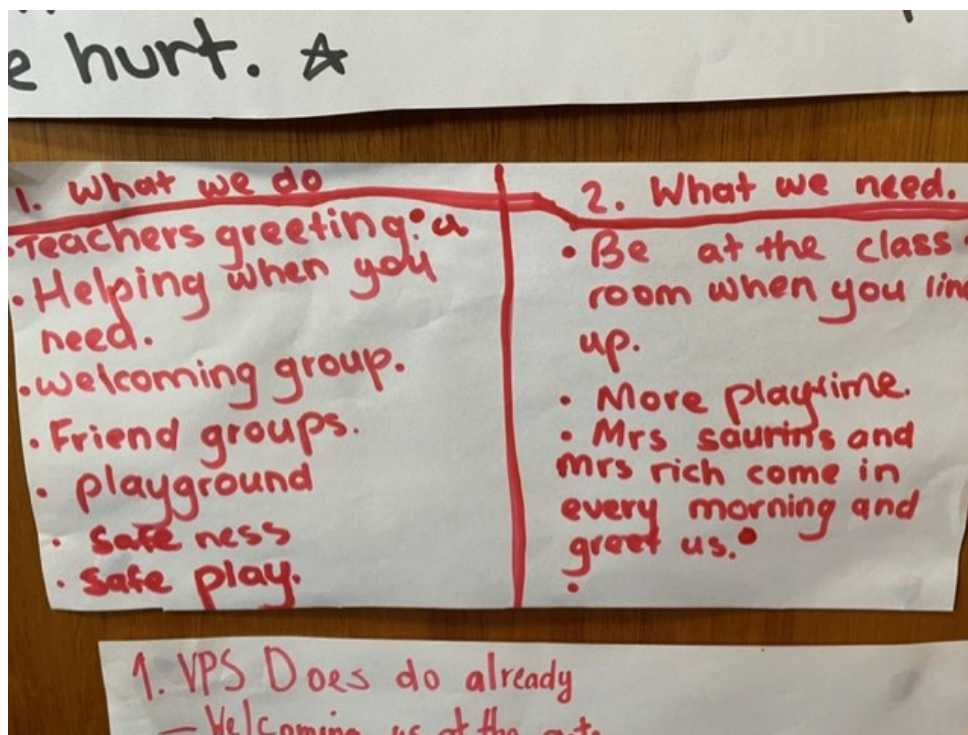
From our Belonging workshop when we were introducing the concept 'Perspective' for the term...



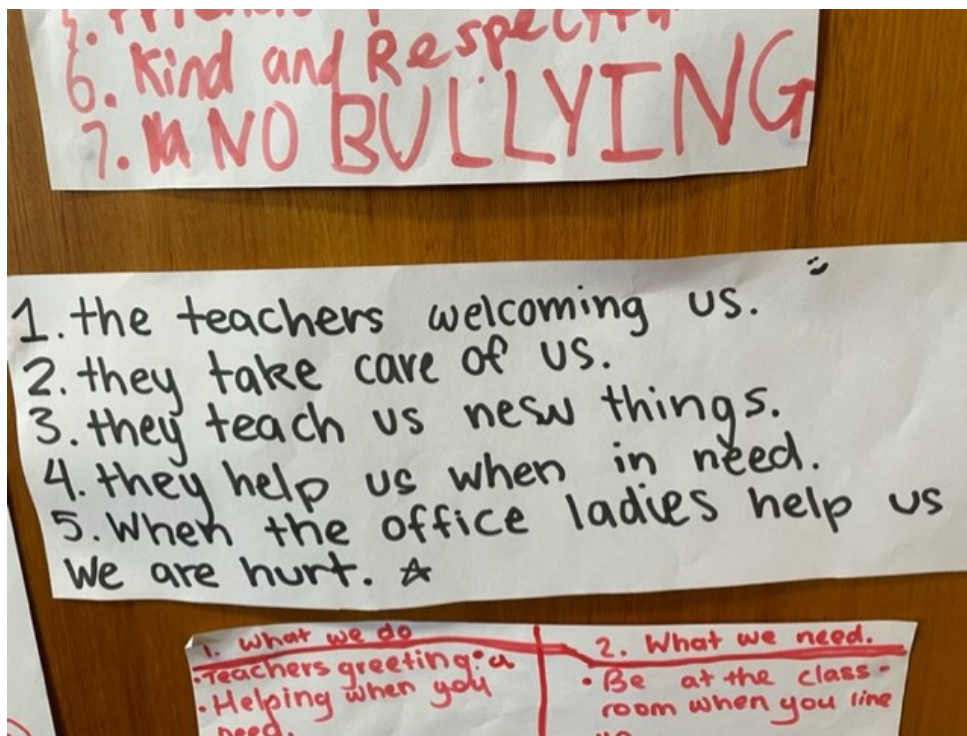
From our Belonging workshop when we were introducing the concept 'Perspective' for the term...



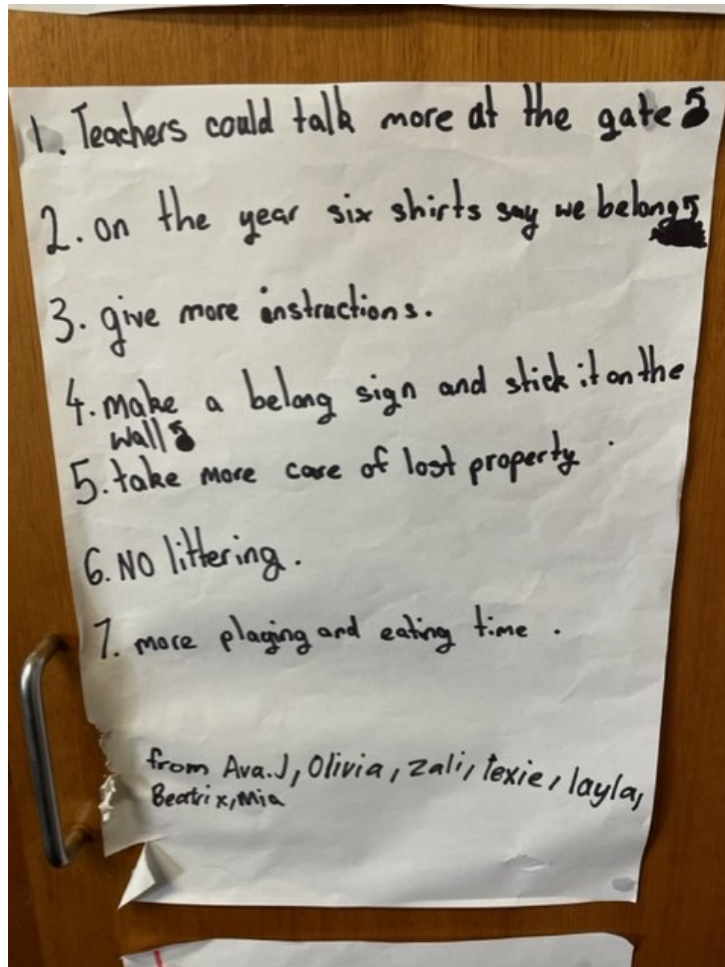
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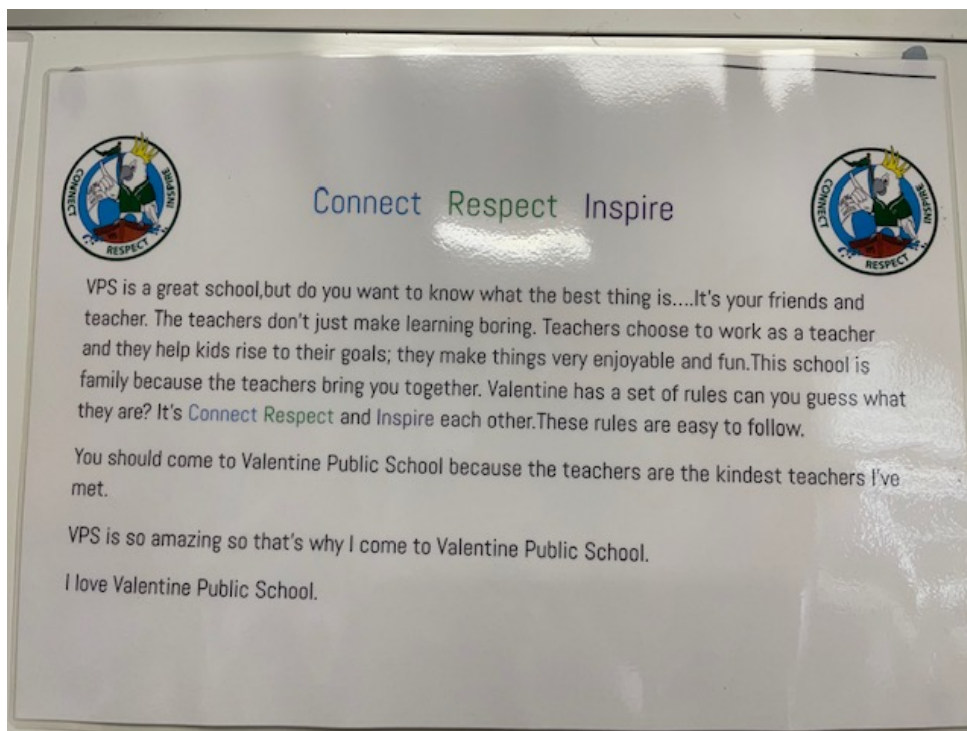
From our Belonging workshop when we were introducing the concept 'Perspective' for the term...



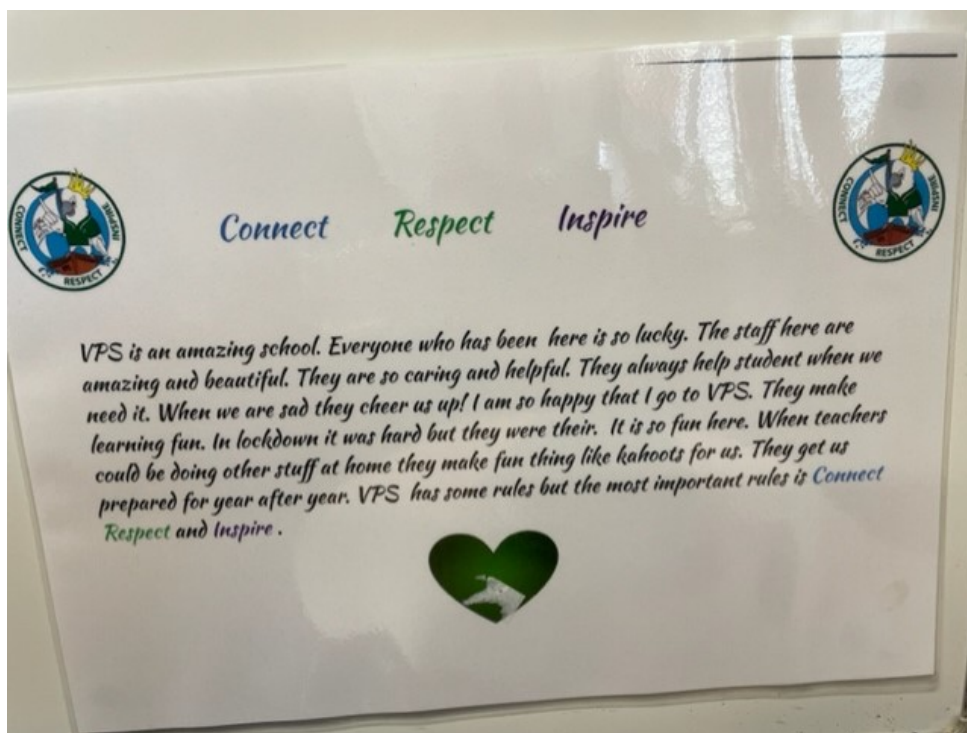
From our Belonging workshop when we were introducing the concept 'Perspective' for the term...



From our Belonging workshop when we were introducing the concept 'Perspective' for the term...



From student forums.....Term 4 2021



From student forums.....Term 4 2021

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.

Aboriginal Education - School statement

The school prioritises Aboriginal Education and is working consistently to raise awareness of the need to close the gap. School practises centre around strong connections with family, encouraging student voice, data analysis and support for learning needs and attendance to appropriate representation of Aboriginal perspectives in teaching and learning.

Anti-Racism Policy

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

Anti-Racism - School statement

Valentine Public School ensures that attendance to this policy is evident through appropriate staffing allocation and training to serve our community and an attendance to racial perspectives through the work of the Wellbeing Team.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.