

2022 Annual Report

Valentine Public School



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Introduction

The Annual Report for 2022 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

I commend this report to our community as a true reflection of our educative journey in 2022.

This collection of information gives testimony that the school has strong, quality, embedded systems that offer stability and consistency. The wellbeing of all is paramount as we prioritise teaching and learning. We have built on our capacity to work collegially with our Stage Teams, Assistant Principal's Curriculum Instruction and Learning Support Team working so well together to ensure that we know, value and care for every child and that there is high expectations for all.

I congratulate the extraordinary work of our teachers, as during 2022 ICT skills were developed, professional learning opportunities were expanded and staff flexibility and the quality of relationships drove connection to learning. Strong Learning Support processes drove intervention programs and ISLP funding has been beneficial in maintaining and improving data levels. The work in *Strategic Direction 1: Student Attainment* continues to drive improvement in Reading and Number. We know where every child is academically and we use data well to inform our practise.. We ensure that students who need support receive intervention and that all student attainment is tracked, monitored and attended to.

A focus on High Potential and Gifted Education -*Strategic Direction 2*, 'A rising tide lifts all ships' drives our mantra of 'learning at the point of challenge.' We continue to improve the capacity within our school to cater for student's talents and gifts and we are proud that every teacher in our school has been trained by UNSW Geric Centre in catering for enrichment in programming for teaching and learning.

During 2022, Valentine Public School stood strong as *Strategic Direction 3*, 'A work of Heart' (Wellbeing) gave buoyancy to our journey. The activities already in place in the school served us well as we came back to 2022, eager for an uninterrupted journey. Our professional learning this year led us to greater consideration towards measuring wellbeing and responding to that data has become vital in our plans to better provide and capture the impact of extra-curricular activities within the school.

We have a strong focus on Curriculum Reform and the changes to syllabus that are coming and have been working in readiness for the new K-2 English and Mathematics syllabus and look forward to the implementation phase in 2023 for our students and teachers.

Our partnership with community is strong as the P&C and other community groups help us work towards building resilience to support the learning and the learners and the wellbeing of all. Our community celebrated the pivotal skills and knowledge of our NSW Public School teachers and SASS Staff as we 'walked in truth' together during 2022.

Mrs Saurins

Message from the school community

P&C PRESIDENT'S REPORT 2022

Valentine Public School P&C 2022 AGM

President's Report

It's been my privilege to be the President of Valentine Public School's P&C this past year. I have been surrounded by hard working, fabulous people all striving to make VPS the amazing place that we see today.

Before I begin thanking the remarkable people that have made this year so successful, I would like to provide a quick review of the year that was 2022.

The year kicked off with the Disco at the Bowling Club. Close to 450 students kicked up their heels after a 2 year stop to dancing thanks to the Pandemic. The fun continued on at the Easter Hat Parade and the successful Easter raffle. Many families donated items for more than 20 raffle bags. 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. The Federal Election polling station setup in the hall also saw many a sausage turned and egg flipped by our volunteers.

June started with an overnight trip to Glenrock Scout Camp for our band students. The growth in knowledge and skill in the 2 day intensive camp seen by all parents in attendance at the Concert. This was followed by P&C running the canteen at the Athletics Carnival at East Lakes Athletics Centre.

September had the students making serious decisions on the most important purchase - the Fathers day gift. September also had the most brilliant performances of our children at the Cocos Concert at NEX. Although P&C had no input to this event, I would like to say the thank you so very much to all teaching staff members involved. I could not help smiling, singing and laughing through out both shows. Yep I went to both because I knew how brilliant it was going to be.

October & November was all about towing instruments to Bandfest, transforming the oval into a Colour run wonderland & sausage sizzle, Spooktacular Halloween themed Disco, activated the debit cards for Canteen & fundraising, chatting to new Kinder families at the Kinder Expo, selling donated clothing at the Secondhand uniform stall and opening the uniform shop additional hours to help our new kinder families.

In December we finished the year off with Carols on the Green. The joyous event saw many happy singers, families socialising without restrictions, lolly & glow stick station and more sausages!! Finally, the canteen closed after another successful year operating everyday day of the school year.

Wow, what a year 2022 was after so many restrictions and cancellations. We are blessed with a wonderful school community.

Now I would like to take the opportunity to acknowledge some many hardworking people.

Firstly, I would like to thank the wonderful staff at Valentine Public School for a truly successful 2022. I want to acknowledge the incredible efforts of Lee Saurins, Leigh Rich and their teams. 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 the very busy school year.

Secondly, I would like to thank each and every person who has volunteered their time at our many P&C run school activities, or assisted the school to run during this year. Many hands do make light work when it comes to a Mother's Day & Father's Day stall, Athletics Carnival Canteen, packing Easter raffle baskets, Parent Representatives on Selection panels, Colour Run fun, Canteen lunches, Classroom reading, Sport Team coaching, turning a BBQ sausage, towing the Band instruments, weeding our veggie patch, or selling a lolly at the disco. Your time generously donated helps to guarantee we see many smiling faces in our wonderful playground.

Thirdly I would like to personally thank the small but dedicated crew who turned up at every P&C meeting come fair weather or foul, to discuss what is going on at the school and brainstormed about how we could help, because it is the P&C's aim to support the students, staff and families of the school. Thank you to my Executive team of Sharon, Mick, Doug and Alison. Your help and guidance with running meetings, processing payments and providing feedback when needed, I will be forever grateful.

The P&C would not be in a healthy financial position without the extraordinary efforts of the very talented Annika & Emma and their fundraising team. The joy the kids have at the Colour Run and Coco's Christmas Carols and the wonder of choosing the right Mother's day & Father's day gift is something to behold. This amazing duo create long lasting memories for our students and the whole school community are very thankful for your efforts.

To the amazing Sub-Committee members of the Commercial Committee. We cannot underestimate just how valuable these sub-committees are 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!

Our wonderful canteen has also had a busy year despite the challenges of the pandemic and stock shortages. We welcomed a new paid canteen team member Lucy Warner, to help Melanie who has done a fantastic job to ensure our kids have access to an incredible range of food and remain open 5 days a week. Thank you also to our dedicated band of canteen volunteers - we couldn't do it without you!

Danielle has yet another busy year in the Uniform shop. The Pandemic has continued to provide Danielle with many challenges in keeping our uniform range fully stocked. Thank you for your efforts - we know there are many hours that go into making the shop operate for the P&C and the school and your efforts are very much appreciated.

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. I want to thank Leah & Kristy, our dedicated teachers, band sub-committee members and our Band Conductor Andrew for their efforts ensuring the Band continues growing from strength to strength.

Our monthly secondhand uniform stalls continued to be successful. Sharon & Annika have played an important part in ensuring this valued P&C service remains in place for families for years to come.

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.

One of the things I have learnt through my involvement in P&C, is what a mammoth job it is to manage a school, how limited the funding is and how dedicated the teaching staff are. I look forward to the continuing great partnership between the P&C and the school in 2023.

Kylie O'Brien

President

VPS P&C

14 March 2023

Message from the students

2022 School Captain Message

Good Morning parents and carers, staff and students. My name is Emily Vale and I was the Girl School Captain in 2022. I am now a year 7 student at Merewether High School.

I am Lachlan Dean and I was the male School Captain in 2022. I am now a year 7 student at St Mary's, Gateshead. It is a privilege to have been welcomed back to speak to you all on behalf of the 2022 student executive and year 6 of 2022

As a student executive, we experienced many exciting opportunities. We ran school assemblies. We had the privilege of attending a combined schools Anzac Day Memorial Service at the Civic Theatre. We also had the honour of speaking with John Coutis when he visited our school and as captains, Lachie and I also attended the Warners Bay High School Student Executive Induction assembly.

Being a part of the student executive means that you are able to attend many valuable experiences. We would like to congratulate the newly inducted student executive. We hope you have an excellent year as inspiring leaders to the students at this school and enjoy every opportunity that comes your way. Your peers have chosen you as their leaders. They recognise that you demonstrate the school values of Connect, Respect and Inspire and want you to be their student representatives. It is an honour that you will always be able to say was yours and you should be proud that your peers and teachers have acknowledged your leadership potential.

When working with a team or your fellow executive members make sure that you listen to everyone's opinions. We've learnt that it is extremely important that everyone has a voice and shares their ideas so that you can see all the different ways of doing something. Just because we did it one way doesn't mean you can't do it a different way.

The role of a leader is an honour, but it also comes with many challenges. These challenges may include speaking on the spot, working cooperatively with a group of kids you might not have worked with before, or working as a team and sharing duties. To handle these challenges, we learned that it is a good idea to be organised! If you know you will have to speak in front of an audience or if you are not sure whether you might need to, it is very helpful to be prepared. To cope with the nerves, have something that you've already thought about ready to go if the need arises.

Emily and I both know that this 2023 executive is going to be a very successful, responsible and inspiring group of leaders. The knowledge and partnerships you will gain throughout the year will benefit you in your future. We hope you have a great year and wish you all the best. So just remember "You have a brain in your head, you have feet in your shoes, you can steer yourself any direction you choose"

Emily Vale & Lachlan Dean 2023 Leader's Induction Assembly Speech

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 572 students enrolled for 2022. Twelve students (2%) identified as Aboriginal. The schools Family Occupation and Educational Index (FOEI) rating is 47 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 2022 we established a new DoE OSCH modular setting allowing us to grow the OSCH with the largest capacity in Lake Macquarie.

The school has quality programs in the Intellectual, Physical, Social/Emotional & Creative domains with embedded cultural perspectives. We have a strong reputation in the local community for excellence in teaching and learning. Our teachers are contemporary in their professional learning, commitment to student wellbeing and academic attainment. Our focus on Wellbeing has served us well in 2022 as all considerations were given to adjustments needed for all stakeholders: students, staff and families.

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.

A strength in ICT has been an integral element of our success in 2022 as the skills and flexibility of use of technology have been incorporated effectively across all K-6 teaching and learning environments. Use of BYOD (introducing to Year 3 in 2022) and future focused learning spaces currently operate successfully across the 3-6 space with a gradual introduction to other stages from 2023.

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, YMCA OOSH provider and the wider community.

Through the 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.

During 2022 we have continued to identify specific areas of strength within our school and areas for future direction. Our SEF (School Excellence Framework) areas driving our School Improvement Plan (SIP) are: 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.

Valentine Public School is a fantastic place to 'grow and learn at the point of challenge.'

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

Per capita: \$1,701.82

: \$0.00

Professional learning: \$3,000.00

Summary of progress

Building Staff Capacity: A large focus for our school in the area of building staff capacity has been around developing staff's ability to implement effective, evidence based teaching and learning in Reading and phonemic awareness, and readiness for the new K-2 Curriculum in 2023.

All staff participated in TPL around the Science of Reading as well as embedding decodable texts in the Little Learners Love Literacy course. These courses involved both effective explicit teaching practices, available resources and assessment practices to embed decodable texts into classrooms in preparations for the new K-2 English Syllabus. Reading data and Hearing and Recording Sounds Assessments evidence a significant growth in Reading and Viewing outcomes across Early Stage 1.

All staff participated in TPL in High Potential and Gifted Education

Assessment and Reporting: Our school has prioritised targeted PL in the areas of reading and number. The impact for improved student outcomes is in the greater capacity of our teachers to analyse and utilise student data sets to differentiate teaching and learning for our students. The school has improved its strategies in collecting and analysing internal data, shifting from a predominance of school developed assessments to standardised assessments, resulting in a greater awareness from teachers in student achievement in our school in the A-E scale. The development of pre and post assessments have resulted in a greater capacity for teachers to target learning at the point of need and for students to be able to achieve set goals emanating from pre-tests.

As a whole school we have triangulated NAPLAN, Check In and internal data to identify areas of focus in reading and number. A focus on modelled, guided and independent reading and writing strategies and phonics and phonemic awareness has led to a greater capacity for teachers to understand the science of reading and the power of collective efficacy in driving dynamic teaching and learning programs.

Our collegial stage teams will continue to drive and deepen the impact of these initiatives towards an achievement of lower bound stretch targets. And we will continue to build the suite of reading skills of all students by adding a focus on vocabulary and fluency in 2023.

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 of 4% of students in Year 3 and 5 achieving in the top two bands for NAPLAN	Our school showed an upward trend of 8% in the Top Two bands in Reading from 50% in 2021 to 58% in 2022.

Reading.	
An uplift from baseline data further towards 5% of Year 3 and 5 students showing expected growth in NAPLAN Reading.	Student growth for Reading cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data to calculate student growth scores for 2022.
An uplift from baseline data of 5% of all Year 3 and 5 students achieving in the top two bands for Numeracy	Our school showed an upward trend of 4% in the Top Two bands in Numeracy from 38% in 2021 to 42% in 2022.
An uplift from baseline data further towards 2.5% of Year 3 and 5 students showing expected growth in NAPLAN Numeracy	Student growth for Numeracy cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data to calculate student growth scores for 2022.

Strategic Direction 2: A Rising Tide Lifts all Ships - HP&GE

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

Per capita: \$0.00

Operational Funds: \$100.00

Professional learning: \$13,993.00

Summary of progress

In 2022, we have gained a broader focus on HPGE students. The introduction of the C&CT toolbox has enabled teachers to teach Creative and Creative Thinking skills explicitly and students to use thinking tools as part of their problem-solving processes.

The school produced program called the Academy, has enabled students to engage with high quality enrichment tasks across the 4 domains of academic, creative, physical, social and emotional.

Professional Learning from UNSW Geric Mini COGE has built capacity in every teacher to program with enrichment as a focus.

Identification processes have been enhanced through adopting standardised assessments in internal data, which has illuminated the strengths and talents already in the school, Teachers now have a greater acceptance of HP&G student performance.

There is a varied amount of evidence in our school that our students are more willing to take risks in our school and engage with the enrichment on offer.

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 2021 data, to successfully engage in The Academy.	We successfully Increased the number of students in an upward trend from 2021 data, to successfully engage in The Academy. We had all Stage 2 and Stage 3 students accessing and utilising the Academy.
Increase the number of students in an upward trend from 2021 data, to successfully attain achievement in the Zone of High Performance.	Need to look at Grade Distribution for data!!!
School assessment of the School Excellence Framework (SEF) in the theme of Expertise and Innovation	Look at SEF elements for Excelling

shows improvement from baseline of Sustaining and Growing towards further components of Excelling.

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
- ATTENDANCE
- EMPOWERED CONNECTIONS

Resources allocated to this strategic direction

: \$6,820.00

Summary of progress

This year, we have continued to embed PBL / SEL programs into weekly timetables. In 2023, the PBL wellbeing team would like to see a change in the way we deliver our school-wide expectations as we feel the students aren't connecting with the current lesson format.

The purchase of E-Pulse as a weekly check in for Year 3-6 students and staff was a way that students felt they could reach out to an adult when they needed advice or help. Staff were also able to do this weekly check in and the data was shared at Data Celebrations. The opening of Coco's Cove was a big event and students now have a playground area where they can connect to nature through imaginative play and creative and critical thinking skills. There is a slightly higher number of K-2 students who use the cove as opposed to 3-6.

Our student TTFM data improved between snapshot #1 and snapshot #2, however overall we did not meet our stretch targets of an uplift in NSW Govt Norms of 3% of students showing **Positive Wellbeing (Advocacy, Belonging, expectations)**.

Our Transition programs for Year 6-7 have strengthened again this year. There has been greater and improved communication between primary and local high school. More students have been involved in programs to assist with transition through LEAPFROG and KLA visits for targeted students who may be feeling vulnerable.

In the area of Attendance, our school demonstrates strong attendance data with an awareness of the importance of attending school every day. Our school regularly communicated with our families our attendance targets and have built high expectations around attendance. This is done through social media, Skoolbag, newsletters and wellbeing phone calls. Fortnightly HSLO visits to work 1:1 with the Deputy Principal were scheduled each fortnight, which are very successful at identifying patterns, getting support for attendance concerns or professional learning. Attendance data continues to be included in our end of Term Data celebrations and our LST processes have attendance embedded in weekly meetings with follow up through letters home for students with unexplained absences or below 90%. Our direction in 2023 is for our Executive to tighten up our unexplained absences through improved contact between home and school.

In 2023, we will continue to embed our professional learning in SEF Wellbeing Framework to strengthen our wellbeing programs to ensure they are data driven.

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 of 3% of students showing Positive Wellbeing (Advocacy, Belonging, expectations) in TTFM Student Survey. 	<p>Our school had a downward trend of 3% of students showing Positive Wellbeing for the period of 2021/2022 from 90% to 87%.</p> <p>TTFM student snapshot #2 data shows an uplift of 4% in Positive Relationships from 91% in 2021 to 94% in snapshot #2.</p>
<p>EMPOWERED CONNECTIONS</p> <ul style="list-style-type: none"> An uplift in NSW Govt Norm Mean of 1.0 in Parents Feel Welcome in TTFM Parent Survey. 	<p>Our school TTFM data had an upward trend from 6.2 to 7.3 in Parents Feel Welcome. This is an uplift of 1.1. from 2021 data.</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>59.8% of students are currently attending >90% of the time in comparison to the State average of 39.6%. We are 6% above SSSG schools.</p> <p>Uplift from 2021 Annual progress</p> <p>90.3% students are currently attending school 90% of the time in comparison to State DoE average of 85%. This is an uplift of 1% from 2021 data of 89%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$269,476.00</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 around staff PDP and student identified needs • staffing release for individual case conferences and development and monitoring of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to attend and support students in selected social skills, sporting and other extra-curricular events scheduled across the region <p>The allocation of this funding has resulted in the following impact: 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>Additional opportunities for funded students to participate in extra-curricular activities, allowing them to try new experiences and broaden social skills beyond the school setting.</p> <p>After evaluation, the next steps to support our students will be: To continue supporting our students in an inclusive environment with this funding by regularly reviewing the child's individualised learning needs to address their social, academic and personalised needs. Investigate more consistent ways within NSW DoE to track student achievement . To include the Integration Budget into LaST Meeting agenda: to be adjusted as need arises.</p>
<p>Socio-economic background</p> <p>\$27,747.98</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"> • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: One-to-one data conversations and shoulder to shoulder support from APCI has resulted in teachers knowing where they are at in Teaching Standards when preparing for PDP process. Teachers are more confident individually, in pairs and groups in analysing and using data to inform intervention and</p>

<p>Socio-economic background</p> <p>\$27,747.98</p>	<p>teaching. Implementing UNSW Geric Centre programming model, starting with Enrichment, then Core, then Support becoming evident in programs.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to engage the APCI to support our trajectory towards achieving targets. Data shows that there is a need to move the APCI position to be inclusive of LEAD in HP&G. Continue professional learning for teachers around Blooms Taxonomy and the power of the verb to drive authentic and inclusive enrichment in teaching and learning.</p>
<p>Aboriginal background</p> <p>\$23,982.01</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"> • staffing release to support development and implementation of Personalised Learning Plans • Community Connect - Makora PLP's co-designed and reviewed each term (17 students identify) • Strengthen Makora Group's connection and awareness to their own culture • Active members of local AECG • Bush Tucker Garden audit and signage, inclusive of QR codes • Development of Website • Development of a central information hub on Sharepoint to ensure staff have access to information. <p>The allocation of this funding has resulted in the following impact: Employment of LAST has enabled consistent tracking of Aboriginal data and the development of intervention in the point of need. Two Aboriginal students in the school are working towards expected growth in literacy and numeracy with all other students working at expected level. Growth in cultural understanding for staff members</p> <p>After evaluation, the next steps to support our students will be: We will continue to send staff to PL to build 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>\$16,284.19</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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency</p> <p>\$16,284.19</p>	<p>support</p> <p>The allocation of this funding has resulted in the following impact: 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 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>\$127,692.15</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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Strong, efficient Learning Support Team processes with genuine connection with families. Strong individual teacher and group data skill analysis to identify individual and groups of students for intervention. Success celebrated when check-in assessment comes back in total alignment with school internal data. Shoulder to shoulder support from expert LaST for teachers in disabilities, curriculum adjustment and student behaviour. Experienced and expert 'intervention team' working effectively with LaST processes and Executive Teachers to use data to identify, track and celebrate student growth in Reading and Number.</p> <p>After evaluation, the next steps to support our students will be: Continue to build the strength of the LaST processes to identify, track and celebrate student growth. Continue to build strength around LaST working with APCI and Executive in leading the intervention team and their impact. Ensure Beginning Teachers are embedded in the LaST processes and know the associated policies. LaST to continue to lead implementation of IER Policy and curriculum support documents that track students with NCCD adjustments.</p>
<p>Professional learning</p> <p>\$22,993.00</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"> • PEDAGOGICAL PRACTICES • HP&G Policy Implementation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ensure all teaching staff are trained comprehensively in using decodable texts (LLL) (SD1) • Ensure all staff have quality ongoing professional learning from external providers (UNSW Geric Centre) and NSW DoE HP&G Hub SD2)

<p>Professional learning</p> <p>\$22,993.00</p>	<p>The allocation of this funding has resulted in the following impact: Moving towards Excelling in SEF Element Data with whole school, teams and individual teachers collecting, analysing and using data to inform teaching, assessment and reporting. Individual student needs identified, adjusted for and continually monitored. Pace groups established in Mathematics to cater for learning at the point of challenge. School collegial programming moving to be inclusive of UNSW Geric Model. Start with Extension, then Core, then Support. Improved grade distribution with data more reflective of external data results. School internal data collection moving from all school designed assessment tasks to the inclusion of reliable standardised assessment tasks as advised by PSL. The impact has been as expected: a more stable and growth evident data set.</p> <p>After evaluation, the next steps to support our students will be: Implement, evaluate and monitor the K-2 English and Mathematics syllabus and become familiar with new 3- 6 syllabuses. Ongoing discussion, evaluation and data identified opportunities to tweak the K-2 units to suit students. Ongoing professional learning (HP&G HUB), attendance to implementing two elements of the HP&G Policy, focusing on identification and programming and assessment - introduce through planned Instructional Rounds - 'it's all about the task.'</p>
<p>QTSS release</p> <p>\$109,060.03</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"> • 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 <p>The allocation of this funding has resulted in the following impact: Greater collegiality and trust within stage teams. as identified by executive and teachers. A good balance of 'trust with verification' . Collective efficacy in programming and programming supervision, with supportive style 'walk throughs' to develop professional relationships. Principal more connected with Assistant Principals and their leadership capacity; Assistant Principals more connected with their teachers and their teaching capacity and needs: students more connected with Assistant Principals. Teachers</p> <p>After evaluation, the next steps to support our students will be: Inclusion of Instructional Rounds program derived from a self identified 'Problem of Practise' in Stage 2. Continuing the work of Corwin leadership in this space- establishing PLC's / change and challenge mind frames/ effect size impact and evaluative thinking. Developing a deeper shared understanding and process around effective feedback for students and teachers.</p>
<p>COVID ILSP</p> <p>\$71,193.00</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 2022.</p>

COVID ILSP

\$71,193.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy in the school identified target areas.
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.
- providing intensive small group tuition for identified students who were...

The allocation of this funding has resulted in the following impact:

Consistency of the person in the role for the last two years.

Documentation evidences well-organised, consistent delivery of targeted support for students identified through school internal data.

PLAN2 data evidences growth along progressions in literacy and/or Numeracy for targeted students.

2 x teachers' reflective / evaluative notes evidence professional learning opportunities and professional growth from connections to DoE resources and PL.

Teaching and Learning programs and assessment tasks and work samples evidence explicit student feedback.

After evaluation, the next steps to support our students will be:

- Employment of 1 x experienced teacher.
- Analysis of whole school internal data to identify points of need to establish focus areas.
- Student cohorts identified, communication with parents - intent.
- APCI to deliver professional learning in PLAN3.
- COVID ILSP teacher to access DOE resources available for effective professional learning.
- 1 x teacher to deliver tutoring programs in both individual settings (Reading Tutor and Mini-Lit) and small group settings 2 x per week to targeted cohort.
- APCI facilitates termly review meetings to analyse data and monitor the direction of the program and deliver feedback to students and parents.
- Use of IfSR tool for K-2 Assessment and Reporting.
- Phonological assessment on ALAN using PLAN3.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	293	307	307	311
Girls	280	272	262	261

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.5	94.4	95.7	91.6
1	95.3	93.2	95.7	90.7
2	95.2	92.4	95.4	90.4
3	95.5	91.1	95.1	91.8
4	95.3	92.6	93.0	89.7
5	94.1	92.7	94.2	87.8
6	93.0	91.3	94.1	89.0
All Years	94.9	92.5	94.8	90.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.8
Classroom Teacher(s)	22
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	312,763
Revenue	6,525,943
Appropriation	5,476,471
Sale of Goods and Services	34,274
Grants and contributions	1,006,692
Investment income	8,106
Other revenue	400
Expenses	-6,211,000
Employee related	-5,042,369
Operating expenses	-1,168,631
Surplus / deficit for the year	314,943
Closing Balance	627,706

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.

	2022 SBAR Adjustments (\$)
Targeted Total	352,482
Equity Total	183,706
Equity - Aboriginal	11,982
Equity - Socio-economic	27,748
Equity - Language	16,284
Equity - Disability	127,692
Base Total	4,228,193
Base - Per Capita	143,775
Base - Location	0
Base - Other	4,084,418
Other Total	378,567
Grand Total	5,142,948

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

COMMUNITY FEEDBACK

VPS has a community feedback survey which is available to everyone at all of our major community events.

Feedback from the ongoing survey throughout 2022.

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

- Greater use of class apps such as Seesaw
- Offer more in-class SEL programs to build resilience - 30 mins per week. Doing SEL programs in class with friends/peers rather than going to programs such as Live Life Well which is great.
- More personalised learning. I know this is very difficult in larger classes especially but helping children to extend their capabilities is something I would like to see more of.
- Involve kids in regular public speaking from an earlier age - make it mandatory - Encourage more writing and less focus on devices.
- I think with the reopening of the school to the community, more face to face parent/teacher interviews would be beneficial for the parents.
- Old school structured homework (worksheets, set tasks) rather than Apps. Variety of Assembly days so parents who work every Friday can sometimes attend.

What is something that your feel VPS does very well?

- Every child is well known and teachers are engaged with classes.
- Events where family are welcome - the Mother's Day morning tea was really lovely. Variety of excursions.
- Teachers are amazing. Very kind, always go above and beyond with the kids. Easy to communicate with and get a hold of. I feel like my kids have always been noticed and understood.
- It is a nurturing environment that makes the children excited to come to school.
- Disability support is great.
- Community and family involvement, friendly and helpful office staff, great teachers and the present Principal.
- Offer a variety of opportunities to the students Eg sport, academic, ect. I feel it's a great school for different types of students to succeed. Not just the smart, or the sporty or the arty.
- Communicate with parents. Excellent staff dedicated teachers!
- Teach - my kids are confident, clever kids who know so much more than I did at that age! My son with ADHD is well - supported at VPS.
- Teachers are amazing and the support given to students is next level.
- We love and appreciate everything you all do! Communication is great and the teachers are amazing, friendly and approachable.
- My first thought was "I'm not sure." I think since covid we have felt quite disconnected from the school. The office ladies have always been fantastic when we contact the school.
- There is an excellent bright and positive atmosphere at VPS. There are extensive opportunities available to all at VPS. The Kindergarten introduction (online reading and activities)
- Very welcoming community. Most are very friendly and helpful. Our son is super enthusiastic about school and loves to share with others outside of our family unit.
- I think VPS does a brilliant job at making all children feel safe and included in the school.
- The passion for their children and the inclusive nature every teacher has for their students.
- Community events; variety of opportunities for kids to expand their skills (interest groups etc)

TTFM FEEDBACK

Student Survey

Our school had a downward trend of 3% of students showing **Positive Wellbeing** for the period of 2021/2022 from 90% to 87%.

TTFM student snapshot #2 data shows an uplift of 4% in **Positive Relationships** from 91% in 2021 to 94% in snapshot #2.

Parent Survey

Our school TTFM data had an upward trend from 6.2 to 7.3 in **Parents Feel Welcome**. This is an uplift of 1.1. from 2021 data.

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.

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.

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.