School context

Valley View Public School (enrolment 464 students) is a dynamic school within the Valley Schools Learning Community. The school has a strong focus on quality teaching including literacy, numeracy and engagement of students through information technologies, sport and the performing arts. Teaching teams are structured to support the delivery of quality learning programs, student welfare, professional learning and syllabus implementation. The school values positive community relationships and has an active and supportive Parents and Citizens’ Association. The school is highly regarded in the local community and staff and parents have high expectations for student achievement.

Principal’s message

It is with great pleasure that I present to you the Valley View Public School Annual School Report for 2013. As the new Principal, I have continued to be impressed with the depth and breadth of the quality programs that are offered to students attending the school. I have been particularly impressed by the friendliness of the students and the quality of the relationships that exist between all community members.

Since taking on this appointment I have busied my time in setting a new direction for the school. One that will lead to the consolidation and further development of skills and capabilities of our students facilitating and securing their success as they move to occupy their places as productive and positive 21st century citizens in our society.

Our planning in the second half of this year will lead to the development of innovative and creative programs that will secure the success of every student in our school. They will also serve to strengthen the learning partnerships with families by offering increased opportunities for this to occur. Many new programs will come into existence in 2014.

I am impressed by the work being undertaken by the staff to deliver strong teaching and learning programs and acknowledge the investment and commitment by them to do their very best for the students of the Valley View community. You will find strong evidence of this success and achievement throughout this report.

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

Graham Holmes
Principal

P & C and/or School Council message

It is that time of year for our annual report and time to reflect on the productive year our P & C enjoyed and the accomplishments of 2103.

I would firstly like to acknowledge the executive team for 2013, Sarah Schwerin, Tracey Brown, Sharlene Nielsen and Leonie Montgomery for the hard work and dedication during the year.

The year began with a whole new executive committee, some of us returning after some time away. We began the year without the position of treasurer being filled at the AGM but was filled a few weeks later by a newcomer to the P & C world, Sarah Schwerin.

We said goodbye to Peter Wright after 9 years as our Principal and awaited a replacement. Karen Morrow was our relieving Principal until such time Peter’s replacement arrived. I was fortunate to be involved in the panel and interview process and we welcomed Graham Holmes to the Valley View community.

The P & C, along with Graham Holmes, had a vision to update the canteen area to make it more appealing, bright and inviting to children and parents. The ideas came thick and fast, with the P & C meeting the cost of the cement rendering and mural that is now seen on the outside walls of the canteen. This is just the beginning of this transformation, along with the clearing of the garden; the whole area will be transformed into a communal meeting place for our entire Valley View community.
We also assisted the school with the funding of the initial set up fee for our school app. This app, once introduced, will be a fantastic way of communicating with the parents of our school, keeping them updated with all news, events and important information.

The uniform shop continues to be a very successful part of our school and the P & C. It has been successfully run and coordinated by Jacki Butters and Tina Van Gestal since it began in 2009. Without their professionalism and their dedication to the Uniform Shop it would not be where it is today. It is also the hard work of the many volunteers that have assisted Jacki and Tina throughout the year with stock takes, Viewstart, Kindergarten orientation and general opening times.

The P & C continue to support the Breakfast Club which is coordinated by Trudee Enders, which she has done so for many years. In these current economic times, our Breakfast club has provided yet another valuable service to our children. Many breakfasts have been supplied to our students that miss the most important meal of the day for whatever reason. The success of this club has largely been to the strong parent volunteer group that gives their time in the mornings. The P & C have continued to meet the cost of the food supplied, and are always looking for more volunteers so that this worthwhile service to our children can continue for many more years.

LoudFest was our annual event and this year it was a very new concept to our committee. It probably was the biggest thing we had done. Loudfest meetings occurred every two weeks; there was a lot of work and coordination to be done to get this event off the ground. Organising performers, judges, sponsors, advertising, budgets, meetings, stalls, entertainment and special guests, just to name a few jobs. This was an epic undertaking. It was incredible the amount of work people were putting in and the day went off really well, other than it did clash with a few other events but again it is something to learn by. There were many ups and downs and sadly the event was financially unsuccessful and in doubt for the future.

Other activities for 2013 included:

Our annual Easter raffle, which was supported by over 17 local business and donations of chocolates from families. Our annual Mother’s Day and Father’s Day stalls. The Father’s Day Breakfast, which was supported by the Brian Hilton Kia who donated the cost of the bacon, eggs and bread. We were fortunate to have the assistance of volunteers to cook for our Dads and their children. We held discos, ran the Athletics carnival canteen and provided the pre-show snacks for the Infants production, Thrasstacular Circus.

Election Day BBQ and cake stall as our school was used as the local polling booth for the federal election.

During December the P & C in conjunction with the school held our annual Community Carols event. What a wonderful way to end the school year. A community event for all our families, teachers, friends and neighbours. This event went back to the oval and a large number of people turned out with picnic blankets and chairs, coming together to celebrate Christmas. Again Brian Hilton Kia donated a hamper for the event and the P & C donated items to make up further hampers that were raffled on the night. This event has been a Valley View tradition since it began in 2009; it has never been about making money, but more about bringing our community together.

The P & C continues to support Valley View School in all areas, looking forward we will see more improvements to our school. The introduction of the ‘Give a little bit’ volunteer program and the finalising of the community courtyard.

After being involved with the school for many years I would like to thank all the P & C members and the many parents that have volunteered their time to work on P & C matters. I would also like to thank the executive for going above and beyond your duties to achieve our goals. I would also like to thank the P & C, our Principal Graham Holmes, the school and the community for being so supportive of me in my role as President. It has been a pleasure working with you all.

Amanda Martin
P & C President
Student Representative’s Message

2013 has been an extremely eventful year for Valley View Public School. We kicked off with an awesome Swimming Carnival where all students swam their hardest with some even making it to the Sydney North Carnival at Olympic park. Our athletics carnival was another successful event with many of our amazing athletes keeping up the Valley View tradition of making it to the regional carnival. We have had students compete in a range of sporting events such as the Cross Country and PSSA knockout competitions for Auztag, touch football, soccer, basketball and netball.

We have also had some amazing performances throughout the year. Mrs Gadd’s talented performing arts class wowed us with their wonderful half-yearly concert and K-2 students dazzled us with their singing, dancing and acting skills during the ‘Thrasticular circus’ show. Our talented school choir received accolades for their outstanding voices when they performed in the Central Coast Choral Festival and the fabulous Concert Band showcased their talents when they participated in the Band festival at Central Coast Leagues Club.

Our Junior and Senior Dance Groups were chosen to perform in the Central Coast Dance Festival at Laycock St Theatre and our wonderful school recorder group had the opportunity to perform in the Sydney Opera House festival of music. Our school chess club competed in the Central Coast Championships and the Gosford One-Day Tournament where one successful team even made it to the state final in Sydney.

VVPS students also entered the Premier’s Public Speaking competition and spelling bee. The students’ ability was amazing and all finalists competed well at regional level.

As student leaders we have been given some amazing opportunities within the school and the local community. We had the chance to visit Chamberlain Gardens where we played board games with the residents— they were very friendly and we formed some excellent bonds with our elderly companions. We also had the opportunity to visit the wonderful Coast Shelter facility and experience first-hand all the great work that they do for homeless people. This motivated us to commence a can drive during term 4 and we managed to collect over 1000 cans for Coast Shelter!

This year each of the student leaders took on a different ministerial role and were given individual portfolios. We had weekly tasks and responsibilities to uphold, including running activities for the younger students within our ministerial area. As one of the sports ministers, I ran weekly sporting sessions on the oval for students in different year groups. This was an enjoyable and rewarding experience and I loved watching the younger kids have fun and enjoy their lunchtimes. We have greatly enjoyed our role as student leaders and wish the new leaders all the best during 2014.

We would like to take this opportunity to thank all the teachers and support staff for their effort, enthusiasm, support and kindness this year. We appreciate all the wonderful things you do for us to help us be the best we can possibly be. Thank you.

Lachlan Raynor-Badior and Nathan Johns

School Captains

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments at the school are currently experiencing a downward trend reflecting the demographic changes being experienced in the North Gosford/Wyoming area. This will be expected to continue over the coming years. There are an increasing number of students.
enrolling who identify as being of another culture other than Anglo Saxon with 24 different nationalities being represented in the student population. There is also an increase in the number of indigenous students enrolling at the school with there being 12 Aboriginal students enrolled this year. Projected enrolments see ongoing increase in the indigenous enrolment with 20 students attending the school in 2014.

Management of non-attendance

Student attendance is monitored closely by all staff with school systems quickly detecting when a student’s attendance becomes a problem. The SENTRAL monitoring system also flags a student whose attendance is of concern. Interventions such as sending notes home and meeting with families are proving to be successful in addressing any concerns. In 2014 students will be acknowledged for good school attendance through formal awards.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The percentage of staff members who identify as being of Aboriginal descent is 7% of the total school workforce.

There is a range of experience levels with a relatively even spread of teachers across the career stages. Two staff retired at the end of 2012, being replaced by two new staff members this year. A new Principal was appointed to the school in Term 3 2013.

Teacher qualifications

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

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<th>Qualifications</th>
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### Student attendance profile

**Billy Cart Derby Term 3**

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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure
- Teaching & learning
  - Key learning areas: 24650.42
  - Excursions: 17913.05
  - Extracurricular dissections: 67813.19
- Library: 6351.53
- Training & development: 6610.40
- Tied funds: 119319.35
- Casual relief teachers: 119650.40
- Administration & office: 65695.54
- School-operated canteen: 0.00
- Utilities: 77215.83
- Maintenance: 42071.33
- Trust accounts: 17915.10
- Capital programs: 29614.94
| Total expenditure          | 594821.08  |
| Balance carried forward    | 213880.30  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Significant programs and initiatives

The Arts
The rich opportunities for our students continued in 2013, as we reached new heights setting the standard for K-6 programs in The Arts.

In August our advanced recorder players played at the Sydney Opera House in the Festival of Instrumental Music. One of our students was chosen to be the concert soloist, which was a tribute to her talent and commitment to her music!

Our Senior Choir and another highly talented young male vocalist were successful at audition and performed at Central Coast Schools’ Showcase at Laycock St Community theatre. This show comprises the cream of the talent K – 12 across the Central Coast.

A Year 6 student with tremendous talent was successful in gaining a featured soloist spot in NSW Schools’ Spectacular at the Entertainment Centre in Sydney in November.

In September our Senior Choir and several soloists performed with distinction in CC Choral Festival held bi-annually at Mingara Sport and Recreation Club. The choir was part of a 300 strong massed choir from primary schools across the Central Coast.

Our Dance program saw an expansion with an additional two dance troupes formed totaling five. Two troupes were successful in gaining a position in CC Dance Festival held at Laycock St Community theatre; their performances were highly acclaimed by the audiences! More student choreography is a target for our program next year.

We continue to offer specialist weekly tutorials in singing, drama and dance as part of our Performing Arts class program. Our Performing
Arts class members co-wrote, co-directed and co-choreographed their end of year musical and performed with high energy and commitment to four full houses. Feedback from community members was exceptionally positive!

Opportunities to learn sound and lighting desk operations are provided to interested Stage 3 students who develop extremely useful skills throughout the year!

Our school band program, presented by the CC Conservatorium of Music, continued, with both bands playing at several events both within and outside the school.

We began an Art Club during lunchtimes which has been incredibly popular and given many students K – 6 a vehicle of expression previously untapped.

Our annual Art Show set a high benchmark as we explored a new format with every student exhibiting quality pieces, professional artisans working throughout and some of our talented musicians singing and playing; a delightful assault on the senses was created for the hundreds of parents who attended!!

We look forward to continuing to offer programs of excellence at Valley View PS!

**Sport**

Valley View P.S. students participated in a variety of physical activities throughout 2013.

Each week every class in K-6 has a physical education lesson learning about fundamental movement skills and practising them in skill and games sessions. In addition, the school ran a whole school fitness session 3 times per week as part of our students’ involvement in the NSW Premiers Sporting Challenge.

Specialised instruction in AFL, rugby league and swimming has been taught in lessons by visiting development officers and intensive learn to swim scheme instructors. The A.F.L. arranged a school visit by three Sydney Swans players during their pre-season trip to the Central Coast.

All students had the opportunity to participate in our annual athletics carnival. Our primary students also had the annual swimming and cross country carnivals. From these school carnivals further opportunities were available as we sent squads to the Brisbane Water District P.S.S.A carnivals. Our successful students at the district level competed at the Sydney North PSSA regional and NSWPSSA state carnivals.

The school had student representatives involved at the district level in cricket, football (soccer), rugby league, rugby union, basketball, touch, netball and A.F.L.

A few students progressed and represented at regional and state P.S.S.A competitions.

Many of our students have formed teams and have benefited from playing basketball, oztag and touch in the local after school competitions.

Most of our Stage 2 and 3 students participated in the Central Coast All Schools Touch carnival with a couple of teams performing well and with success at the Gala Day.

We had eight teams involved in the Central Coast All Schools Oztag Gala Day, which ran over two days.

We have been able to offer these sporting opportunities with the help of many parents who help transport and support the students. Also our school has interested staff members who have volunteered to organise our school teams and take on the extra role of district sport convenors responsible for conducting trials, gala days and carnivals.

Both parent helpers and teachers are to be commended for their contributions.

**Aboriginal education**

At Valley View Public School we have a small yet active number of students who identify as being Aboriginal.

We have targeted resources and professional learning to promote quality teaching and the inclusion of aboriginal perspectives and content across all KLAs. This is demonstrated by:

- The development of integrated teaching units (K-6), which identify components of Aboriginal education which can be investigated by our students. This is in line with National curriculum requirements and the Aboriginal Education and Training Policy (2009).
- Strategic purchase of the ‘YARNING STRONG’ Aboriginal resource, which will support our literacy program and Integrated Units. This resource will allow our teachers to promote awareness and understanding of what it’s really like to be an Aboriginal or Torres Strait Islander person living in contemporary Australia.
We have organised programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. This has been demonstrated by:

- The Aboriginal cultural experience day held for Stage 2, where Aboriginal elders and community members shared experiences and conducted workshops centered on culture, stories, dance, art and bush tucker. We thank Aunty Elaine Chapman for her support in organising this event.
- Recognition of NAIDOC week through formal celebrations and whole school assembly. Artworks with cultural significance, created during NAIDOC WEEK celebrations, are permanently displayed in buildings.

At Valley View Public School we have ensured our Aboriginal students address the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. This has been demonstrated by:

Readiness for school
- Aboriginal students transitioning to kindergarten are identified and relevant support programs are put in place to support a smooth enrolment. At Valley View Public School we had 1 student identifying as Aboriginal enroll for 2013.

Engagement and Connections
- We employed an Aboriginal School Learning Support Officer to work closely with a child in kindergarten who was having difficulties adjusting to school. This program proved effective, as we were able to improve learning and behaviour outcomes.
- We have continued our participation in Aboriginal network meetings and cultural events in our Valley Schools Learning Community. A group of ten local schools work together with the common purpose of engaging Indigenous students.
- We participated in the Valley Schools ‘Yarn Up’ celebration held at Narara Valley High School. Our school and others were able to share some of the great ideas and programs we were running in our schools.

Attendance
- Valley View public school all Aboriginal students not on partial attendance had an attendance percentage of over 85%.

Literacy and numeracy
- In the 2013 there were insufficient numbers of Aboriginal students to report on NAPLAN performance in both Year 3 and 5.
- In 2013 we had one Year 6 student involved in the ‘Norta Norta’ program. This is directed towards aboriginal students who have not met minimal standards in Year 3 or 5 NAPLAN results. With the funding we were able to employ a tutor who worked with the student for a 1-hour session for 10 weeks. The program proved to be extremely successful with the student in question improving reading comprehension and text level from below minimal standards to at just below stage expected level.

In 2014 Valley View Public School is looking at forging stronger links with the local aboriginal community by working on a community project that directly links to our local community interests.

Multicultural education

Multicultural education is an integral part of student learning at Valley View Public School. The school offers its students programs such as English as a Second Language (ESL), Harmony day activities, anti-racism initiatives and teaching programs that promote intercultural understanding and skills.

At Valley View Public School we have 24 different cultures represented in our community with many students having Mandarin, Italian, Arabic, Cantonese, Greek, Vietnamese, Tagalog/Filipino, Spanish and Hindi as one of their first languages.

In 2013 three students accessed the English as a Second Language program where all students successfully transitioned to the school and demonstrated English language proficiency.

The school offers anti-racism initiatives which include the training and promotion of the role of the Antic-Racism Contact Officer, Ms Angela Byrne.

Harmony Day included a celebration of the various cultures within our school with a focus on
belonging. The students participated in a whole school assembly where they were invited to join the celebration of a multicultural Australia. In the lead up to Harmony Day, teachers implemented programs in the classroom that celebrated our multicultural society and created artworks and displays to share with the school and community.

As the school moves forward there will be a strong curriculum focus on our country being an integral part of an Asian Pacific region. As a result, the school will offer an Indonesian Language program to all students in Years 1-4 as a part of the RFF program in 2014. The school will also begin a Pacific Islander dance group. As well, a global citizenship program will be taught to Years 5 and 6 students developing their understanding of the complexity of the issues we confront as diverse cultures work more closely together in our modern world.

The school will utilise the Community Connector Program to enhance the profile of multiculturalism across the school and the wider community.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The rigorous analysis of student data including performance, achievement, attendance, engagement and behaviour.
- Seeking feedback from the school community through surveys and focus groups.
- The analysis of documentation that supports school management and the classroom teaching and learning programs.

School planning 2012—2014: progress in 2013

School priority 1

Numeracy

Outcomes from 2012–2014

- Year 3 NAPLAN results for Numeracy are consistent with NSW DEC average.
- Year 5 girls NAPLAN results for Numeracy are consistent with NSW DEC average (girls).
- Growth from year 5 to year 7 is consistent with State DEC.

Evidence of progress towards outcomes in 2013:

- In Aspects of Number 73% of Kindergarten students were at or above the expected level; in Year 1, 65% were at or above the expected level and in Year 2, 55% were at or above the expected level.
- 55% of year 3 students performed at band 4 or higher in NAPLAN.
- 52% of year 5 students performed at band 6 or higher in NAPLAN.
- Our Year 3 and 5 NAPLAN numeracy mean scores were slightly below the state average.
- 98% of Year 3 students achieved at or above minimum standard in Numeracy in 2013.
- 97% of Year 5 students achieved at or above minimum standard in Numeracy in 2013.
- Growth between years 5 to 7 was slightly below state average.
- Stage 3 teachers partnered with local High Schools to develop skills of stage 3 teacher in new Mathematics content.
- Year 6 students who attained Band 7 and 8 in NAPLAN when in Year 5 successfully participated in an LMG connected classroom extension mathematics challenge.

Strategies to achieve these outcomes in 2014

- Teacher Professional Learning [TPL] for all teachers on PLAN [Planning Literacy and Numeracy] software.
- Development of a whole school schedule for data collection.
- Continued TPL for staff in TEN (Targeted Early Numeracy) and the implementation of the New Australian Curriculum.
- Two staff to be trained as TEN facilitators and a LAST to support students experiencing difficulty.
- Development of a new Numeracy Policy
- Monitoring of student progress K-6 using the Numeracy Continuum.
School priority 2
Literacy

Outcomes from 2012–2014

- Improved school data reading levels K-2
- Improve Year 3 NAPLAN reading results to be consistent with NSW DEC by 2014.
- Improve Year 5 NAPLAN reading results to be consistent with State by 2014.
- Reading growth from Year 5 to 7 to be consistent with state average by 2014.
- Improve Year 3 NAPLAN spelling results to be consistent with NSW DET by 2014.
- Improve Year 5 NAPLAN spelling results to be consistent with NSW DET by 2014.

Evidence of progress towards outcomes in 2013:

- At the end of Kindergarten 79% of students were at or above reading recovery instructional level 8; in Year 1, 86% were at or above the target of reading recovery instructional level 16 and in Year 2, 88% were at or above the target of reading recovery instructional level 22 level.
- Our Year 3 NAPLAN reading mean was 403 compared to the state of 424.
- Our Year 5 NAPLAN reading mean was 467 compared to the state of 500.
- Student reading growth Years 3 to 5 was 86.1 points compared to the state of 85.7. Evidence of strong improvement from 2012.
- Our Year 5 NAPLAN spelling was 501.6 compared to the state of 504.6.
- K-2 staff was trained in Language, Learning Literacy (L3) and 3-6 staff in Focus on Reading 3-6 Phase One.
- Two new Reading Recovery teachers started initial training. One teacher transitioned to Ongoing Professional Learning in their second year of training.

Strategies to achieve these outcomes in 2014:

- Teacher Professional Learning [TPL] for all teachers on PLAN [Planning Literacy and Numeracy] software.
- Development of a whole school schedule for data collection.
- Ongoing TPL for staff in FOR [Focus on Reading] and THRASS [Teaching Handwriting Reading and Spelling Skills].
- Development and implementation of a strategic Writing Strategy.
- Development of a new Literacy Policy
- Monitoring of student progress K-6 using the Literacy Continuum.
- Utilisation of Consistency of Teacher Judgement (CTJ) processes to standardise the assessment of student learning K-6 and guide plotting of students along the Literacy continuum.

School priority 3
Student Welfare

Outcomes from 2012–2014

- 100% of classrooms displaying the school values through the media of posters.
- A 15% reduction in the number of negative entries on welfare for playground and classroom incidents.
- Anti-Bullying policy developed, written and displayed on school website.
- School Welfare Officer running programs across all years. Concentration on Stage 3.
- 36% increase in Principal Awards from previous year.

Evidence of progress towards outcomes in 2013:

- Introduction of new Positive reward system with an increase in the number of positive awards being presented to children by 90%
- 100% of stage 3 students trained in ‘Playground Pals’ program and program implemented and run from Term 3 2013
- Introduction of ‘Target of the Week’ program.
- Introduction of ‘Hero Grams’ and ‘Good Work’ Programs.
- Reintroduction of set school welfare times.
- Introduction of playground equipment program within the school.
- Introduction of ‘Target of the week, to target specific behaviours.
- The signage of school values in every classroom.
School canteen and courtyard murals painted to improve school appeal.

Welfare officer deliver global programs on pro-social to students across the school.

**Strategies to achieve these outcomes in 2014:**

- Implementation of the Positive Behavior for Learning Program
- Development of clear behavior management systems to support school functioning
- Continued focus on key Anti-Bullying messages
- Welfare officer to deliver targeted pro-social programs across the school.

**Professional learning**

The school develops an annual professional learning plan which aims to deliver on the priorities of the school’s management plan for the coming year. In 2013 while there was considerable focus on preparing for the implementation of the new English syllabus there were many other significant areas covered to ensure that our staff remains of the highest quality.

Extensive professional learning was undertaken in 2013. This is reflected in the expenditure on professional learning for teaching and SaSS staff where approx. $30,000 was committed to the ongoing training and development of the school’s workforce. With the imminent implementation of the new English syllabus a considerable amount of time and resource was directed in ensuring that staff were enabled and had the capacity to implement the syllabus successfully in 2014. The school development days in Terms 1 and 2 had this focus with stage teams being involved in programming, planning and unit writing in the English syllabus. An additional school development day in Term 2 greatly assisted in this. In Term 3 the school secured the services of Mr Ralph Pirozzo, an educational consultant, to train staff on differentiated planning processes, and to commence the writing of integrated learning units. The school was successful in obtaining a grant of $10000 from the DEC to write differentiated units aligned with the key competencies of the new curriculum. This allowed stage learning teams to be released from teaching duties for two days each to work together to produce these. These units will be implemented through the school’s cross curricular program in 2014. Staff also completed training in important compliance areas such as child protection, emergency care, CPR, anaphylaxis, code of conduct, workplace health and safety and non-violent crisis intervention.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All students in Years 2-6 completed the Quality of School Life Survey in November this year. Students rated their level of satisfaction with the school across 7 domain areas. From a score out of 100 the general satisfaction with the school was rated at 89. The other areas rated were: Achievement – 90; Teachers -94; Relevance of School – 95; Social Integration – 84 and Love of Learning – 77. With this last category being the lowest area of satisfaction further investigations were undertaken to determine the nature of this aspect. Further surveys and focus groups with Stage 3 students found that while 86% of students thought learning to be important only 40% of students really enjoyed the learning process, with the other 60% preferring to be involved in out of class activities and pursuits. In 2014 theme based classes will be introduced in Stage 3 to increase the engagement levels of students.

In October this year the school sought the opinions of the community about the satisfaction level of communication between the school and home. Being asked to rate the effectiveness of communication flow between home and school 80% of the 55 respondents rated it as being good or above. 81% of respondents agreed that they would use a school ‘app’ to access information about the school. In 2014 a school ‘app’ will be made available to the Valley View community.

**Program evaluations**

**Background**

The school mathematics program underwent an evaluation of its effectiveness in late 2013. This was a result of an analysis of the trend data in NAPLAN mathematics which showed a steady downward track in school performance and growth over the last four years. An extensive
A staff survey was conducted where 21 key aspects of the school mathematics program were rated in their importance and whether they were being effectively managed by the school.

Findings and conclusions

Across the 20 key aspects there were several that showed a strong disparity between the perceived high importance of the aspect and the current level of effectiveness. They were:

- Working Mathematically (Importance 95% Effectiveness 24%), Leadership and Shared Vision (Importance 95% Effectiveness 33%), Whole School Scope and Sequence (Importance 87% Effectiveness 34%), Use of Hands on Resources (Importance 96% Effectiveness 34%), Deep Knowledge of the Syllabus (Importance 92% Effectiveness 39%), Quality Teaching and Professional Learning (Importance 90% Effectiveness 27%), Adequate Resourcing (Importance 90% Effectiveness 14%).

Future directions

In 2014 the school will develop and implement an action plan to prepare for the implementation of the new Australian Curriculum Mathematics Syllabus in 2015. This action plan has targeted the areas needing improvement in the school's mathematics program alongside the effective implementation of the new mathematics syllabus. In the plan a number of key actions will address improvement areas in 2014. These include:

1) The centralizing of resources into a mathematics resource room and the allocation of significant funds for resource purchasing.
2) Development and implementation of a whole school scope and sequence aligned with the new curriculum
3) Ongoing sustained professional learning on the new syllabus as well as a focus on the quality teaching of mathematics in all classrooms.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.